INTERGENERATIONAL SOLIDARITY IN EDUCATION: INSTITUTIONAL LEADERSHIP AND PEDAGOGICAL INNOVATION

SOLIDARITATEA INTERGENERAȚIONALĂ ÎN EDUCAȚIE: LEADERSHIP INSTITUȚIONAL ȘI INOVARE PEDAGOGICĂ

CZU: 37.091.12:316.472:316.46 **https://doi.org/10.59295/eie2026.05**

Victoria STRATAN,
dr., conf. univ.,
Universitatea Pedagogică de Stat „Ion Creangă”
ORCID: 0000-0002-1258-6008
E-mail: *stratan.victoria@upsc.md*.

Rezumat. *Acest studiu analizează solidaritatea intergenerațională în instituțiile educaționale ca dimensiune structurală a colaborării profesionale, a coeziunii organizaționale și a inovării pedagogice. Cercetarea este fundamentată teoretic pe teoria coeziunii sociale, teoria învățării sociale și teoria comunităților de practică, care, împreună, oferă un cadru conceptual complementar pentru înțelegerea modului în care relațiile interpersonale și schimbul de cunoștințe contribuie la stabilitatea și dezvoltarea instituțiilor educaționale. Investigația empirică se bazează pe un chestionar aplicat cadrelor didactice implicate în programe de formare profesională continuă. Instrumentul a vizat explorarea percepțiilor privind sprijinul oferit de conducerea instituțională, intensitatea mentoratului între colegi și frecvența schimbului de experiență între profesori cu niveluri diferite de experiență profesională. Rezultatele evidențiază existența unei culturi consolidate a interacțiunii intergenerașionale, a unor practici susținute de mentorat și a unei percepții favorabile asupra sprijinului managerial în facilitarea proceselor colaborative. Concluziile confirmă faptul că solidaritatea intergenerațională funcționează nu doar ca o dinamică relațională, ci și ca o resursă organizațională care consolidează capitalul profesional, sprijină capacitatea adaptativă și stimulează inovarea pedagogică. Inițiativele de leadership care promovează mentoratul structurat, mediile de învățare colaborativă și asumarea responsabilității profesionale comune contribuie în mod semnificativ la menținerea unui climat educațional coerent și rezilient. Studiul subliniază necesitatea integrării colaborării intergenerașionale în strategiile de management educațional, în vederea asigurării unei dezvoltări instituționale sustenabile, a continuității cunoașterii profesionale și a unei integrări echilibrate între tradiție și inovație în cadrul sistemelor educaționale contemporane.*

Cuvinte-cheie: *solidaritate intergenerațională, leadership instituțional, inițiative manageriale, practici de mentorat, coeziune organizațională, inovare pedagogică.*

Abstract. *This study examines intergenerational solidarity in educational institutions as a structural dimension of professional collaboration, organizational cohesion, and pedagogical in-*

novation. The research is theoretically grounded in social cohesion theory, social learning theory, and the theory of communities of practice, which together provide a complementary framework for understanding how interpersonal relationships and knowledge exchange contribute to the stability and development of school organizations. The empirical investigation is based on a survey administered to teachers involved in continuing professional development programs. The instrument explored perceptions of institutional leadership support, the intensity of peer mentoring, and the frequency of experience exchange between teachers with different levels of professional experience. The findings indicate a consistent culture of intergenerational interaction, sustained mentoring practices, and a positive perception of managerial support in facilitating collaborative processes. The results confirm that intergenerational solidarity functions not only as a relational dynamic but also as an organizational resource that strengthens professional capital, supports adaptive capacity, and enhances pedagogical innovation. Leadership initiatives that promote structured mentoring, collaborative learning environments, and shared professional responsibility contribute significantly to maintaining a cohesive and resilient educational climate. The study emphasizes the need to integrate intergenerational collaboration into educational management strategies to ensure sustainable institutional development, the continuity of professional knowledge, and a balanced integration of tradition and innovation within contemporary school systems.

Keywords: *intergenerational solidarity, institutional leadership, managerial initiatives, mentoring practices, organizational cohesion, pedagogical innovation.*

Introduction

Intergenerational solidarity in the educational environment is a crucial element for the harmonious development of an educational institution, as recognized in the literature as a key factor in optimizing teaching processes and fostering a motivating professional climate. From a pedagogical perspective, the coming together of generations of teachers facilitates the transmission of practical experience and adaptation to new educational trends, ensuring the continuity of the school's fundamental values. Additionally, research in organizational psychology indicates that teachers develop practical communication skills through intergenerational support and collaboration, enrich their methodological repertoire, and enhance their resilience to professional challenges.

Intergenerational solidarity also strengthens the working group's cohesion by sharing diverse perspectives, including those of both new and experienced teachers. This constant exchange of ideas and solutions helps to innovate educational practices and enhance interpersonal relationships within the school. On the one hand, young teachers benefit from the guidance and mentorship of senior colleagues. On the other hand, senior colleagues can renew their professional enthusiasm by being exposed to modern approaches and emerging technologies. This also motivates the whole community, as each age group can find its place and valuable role in the educational ecosystem, maintaining a dynamic balance between tradition and innovation.

In this context, managers of educational institutions play a crucial role, as their

policies and initiatives can strengthen intergenerational relationships by creating collaborative learning environments and valuing each stage of the teaching career. At the same time, it emphasizes the importance of an institutional attitude that supports and integrates differences in professional vision and style, thereby increasing collective performance and fostering a culture of respect, empathy, and shared responsibility. Therefore, this article aims to highlight, from a theoretical and multidisciplinary perspective, the benefits of intergenerational solidarity in the educational environment and to discuss potential strategies to optimize its stimulation and capitalization.

Theoretical framework

In investigating the concepts underlying intergenerational solidarity in the educational environment, we adopted an integrated theoretical approach grounded in the definitions of key reference authors. Table 1 summarizes the main theoretical definitions proposed by the reference authors for intergenerational solidarity, educational environment, and intergenerational collaboration. The definitions complement each other, highlighting similarities through their typical emphasis on integration, interaction, and innovation, as well as differences in approach, ranging from macro-sociological and family perspectives to cultural and professional development perspectives.

Table 1: Analysis of Key Concepts

Domain	Author and Source	Definition	Observations
Intergenerational Solidarity	Durkheim (1984, p. 115)	Solidarity is conceptualized as the manifestation of social cohesion resulting from the functional bonds between individuals, emphasizing the importance of integration for maintaining order.	Macro-sociological perspective, emphasis on social integration.
	Silverstein & Giarrusso (2010, p. 161)	This paper examines intergenerational solidarity within the family context, emphasizing the role of intergenerational bonds in transmitting values and fostering social networks.	Emphasis on family relationships and intergenerational support.
	Bengtson (2001, p. 1)	Highlights the importance of multigenerational relationships in building social capital and fostering community cohesion, shedding light on the vital role these bonds play in society.	Interpretation centered on social capital, complementing sociological and familial approaches.

Educational Environment	Dewey (1938, p. 45)	The educational environment is defined as a space for practical interactions where direct experience contributes to the formation of knowledge and the development of skills.	Focuses on the importance of practical experience in the learning process.
	Vygotsky (1978, p. 78)	Considers the educational environment as an essential context for collaborative learning, based on social interaction, as the engine of cognitive development.	Emphasis on social interaction and cognitive development through collaboration.
	Bruner (1996, p. 105)	Conceptualizes the educational environment as a cultural framework in which values and social practices contribute to the development of both individuals and the collective.	Emphasizes the cultural influences in the formation of knowledge and educational identity.
Intergenerational Collaboration	Wenger (1998, p. 83)	Describes communities of practice as spaces where the exchange of knowledge among individuals, regardless of age, serves as the engine of innovation and continuous learning.	Emphasis on identity and creating communities of practice as a source of innovation.
	Fullan (2001, p. 67)	Interactions among educators with different experiences stimulate the exchange of ideas and contribute to educational transformation.	Underscores the importance of collaboration in adapting to changes in the education system.
	Hargreaves (2003, p. 92)	Emphasizes collaboration as essential for continuous professional development and pedagogical innovation through the ongoing benefits of experience exchange.	Highlights the benefits of collaboration in the context of continuous educator development.

The definitions elucidated indicate that intergenerational solidarity, the educational environment, and intergenerational collaboration are interdependent concepts, mutually supporting one another through their typical focus on transmitting knowledge, fostering social cohesion, and driving innovation in practice. The primary affinity lies in recognizing the importance of interpersonal relationships and the social context as the foundation of educational development. The differences appear in the way of emphasis, ranging from macro-sociological approaches to cultural and organizational ones, each hypostasis making a distinct contribution to understanding the phenomenon. Integrating these

concepts marks the need to develop educational strategies that capitalize on interaction and collaboration between generations, promoting a dynamic and resilient educational environment capable of responding to societal challenges.

We highlight that the research on intergenerational solidarity in the educational environment was based on three theories – *social cohesion, social learning*, and *communities of practice* – because they explain, from complementary perspectives, the mechanisms through which interpersonal relationships and social interactions contribute to the formation of a stable, innovative, and collaborative learning environment.

We list and analyze the mentioned theories below:

a) Social Cohesion Theory *(Durkheim).* Émile Durkheim's social cohesion theory serves as the foundation for analyzing intergenerational solidarity. Durkheim (1984, p. 115) argues that social solidarity results from functional links between individuals, which ensure social integration and stability. This theory is applied in the educational context by highlighting the importance of interpersonal relationships between teachers of different generations. The cohesion created through these relationships facilitates the transmission of knowledge, the maintenance of pedagogical traditions, and the adaptation to societal changes, creating a stable and resilient educational environment. Thus, Durkheim's theory serves as the basis for research on intergenerational solidarity, emphasizing the crucial role of social integration in maintaining institutional order and cohesion.

b) Social Learning and Interaction Theory *(Vygotsky).* Social learning theory, developed by Lev Vygotsky, emphasizes the significance of social interaction in cognitive development. Vygotsky (1978, p. 78) argues that the educational environment, defined by individual relationships and communication, is the essential context for collaborative learning. In research on intergenerational solidarity, this theory offers a conceptual framework for understanding how the exchange of experiences between teachers, regardless of age, stimulates the learning process and promotes didactic innovation. Through collaboration, novice and experienced teachers can jointly build a dynamic learning space in which knowledge is continuously transmitted and reconstructed, thus strengthening the intellectual and social capital of the institution.

c) Theory of communities of practice *(Wenger).* Etienne Wenger (1998, p. 83) developed the concept of communities of practice, which refers to groups of individuals who share a common interest and continually interact to enhance their skills and innovate in their field of activity. In the educational environment, this theory explains how intergenerational collaboration functions as a knowledge network where teachers, regardless of their level of experience, contribute to the development of a collective pedagogical practice. The continuous exchange

of ideas and solutions between teachers fosters innovation and adaptability, which are crucial for educational transformation. Thus, the theory of communities of practice proves to be a central pillar for understanding the dynamics of professional interactions, emphasizing the value of mutual exchange of experience in creating a modern and integrated educational environment.

We deduce from the above that Durkheim's theory (1984, p. 115) emphasizes the importance of social integration in maintaining order and cohesion, a necessary foundation for any educational community. Vygotsky (1978, p. 78) completes this framework, emphasizing the crucial role of social interactions in cognitive development and the collaborative learning process. Finally, Wenger's contribution (1998, p. 83) through the theory of communities of practice emphasizes how the constant exchange of knowledge between teachers, regardless of age, serves as a catalyst for innovation and continuous development in education.

Methodological Framework

Research problem. In the dynamic context of the contemporary educational environment, the exchange of experience between teachers from different generations is fragmented. This lack of intergenerational collaboration can impact social cohesion, educational innovation, and the effective transmission of knowledge, even when institutional support initiatives are in place. The research problem, therefore, focuses on identifying and analyzing the factors that influence intergenerational solidarity in schools.

The research aims to analyze and understand how intergenerational solidarity manifests itself in the educational environment, evaluating the impact of institutional support, social interaction, and teacher experience exchange on cohesion and pedagogical innovation.

Research objectives

Objective 1: Identifying teachers' perceptions of institutional support in promoting intergenerational collaboration.

*Objective 2: A*ssessing the degree of involvement and frequency of experience exchange between teachers with varying levels of experience.

Objective 3: Analysis of the relationship between peer support and the development of didactic innovation in educational institutions.

Objective 5: Development of practical recommendations for improving intergenerational collaboration strategies.

Research methods encompass a range of techniques, including *literature reviews, observations, questionnaire administration, data analysis, and interpretation.*

The research object is the process of manifesting intergenerational solidarity within educational institutions. It analyzes teachers' perceptions regarding institutional support,

intergenerational collaboration, and the frequency of experience exchange between teachers from different experience categories.

Empirical Framework

The self-administered online questionnaire was distributed to teachers who participated in the continuing professional development courses organized by the “Education without Borders” Academy in the Republic of Moldova in February 2025. A total of *120 responses* were collected. The research instrument included demographic questions, a series of statements rated on a Likert scale from 1 to 5 (where 1 represents total disagreement or minimal intensity, and five total agreement or maximum intensity, depending on the wording of the item), multiple-choice questions and open-ended items, which allowed the respondents to express their opinions and suggestions in their own words.

The quantitative analysis, performed based on the experimental data, is detailed below:

Item 1 investigates management support for collaboration initiatives by formulating the statement, “I believe that the institution’s management supports collaboration initiatives between generations.” The results, presented in Figure 1, indicate that approximately 86% of respondents perceive support from management in intergenerational collaboration efforts, with 24.2% expressing *partial agreement* and 61.7% expressing *complete agreement*. In comparison, only 5.8% *disagree*, and 8.3% adopt a *neutral position*. The mean of 4.39 ($\sigma = 0.96$) reflects a high level of agreement with the idea that the school management promotes solidarity between young and experienced teachers. This assessment suggests that institutional decisions and policies, such as approving joint activities and allocating resources for mentoring, play a crucial role in facilitating intergenerational collaboration, thereby highlighting the importance of institutional support in fostering an integrated and resilient educational environment.

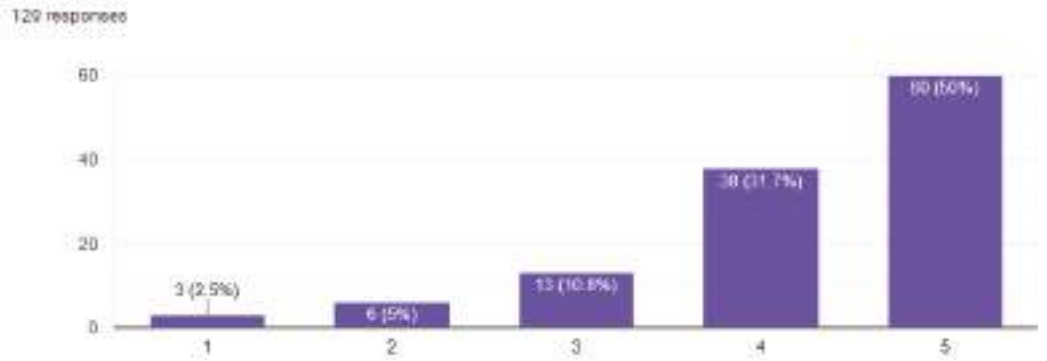


Fig. 1. Appreciation of Intergenerational Initiatives

Item 2 investigates the support provided by experienced colleagues in daily work through a direct question that asks for the assessment of the intensity of support received on a scale from 1 (“not at all”) to 5 (“very much”). The results highlight that 50% of novice teachers indicated the highest level of support (level 5), and another 31.7% assessed the support as high (level 4), which amounts to over 81% of the total respondents benefiting from substantial assistance from experienced colleagues. In contrast, approximately 7.5% of respondents reported receiving little or no support (5% at level 2 and 2.5% at level 1), and 10.8% were at an average level of support. The average obtained of 4.22 ($\sigma = 1.00$) indicates that the support provided by experienced teachers is manifested through practical contributions, such as pedagogical advice, bureaucratic guidance, and moral support, thus demonstrating that intergenerational solidarity is not limited to statements, but is materialized through daily actions that support the professional activity of young teachers.

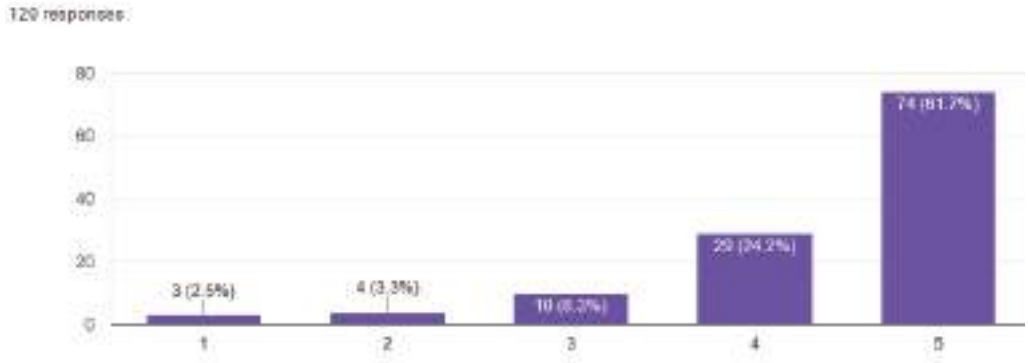


Fig. 2. Workplace Support: Young vs. Older

Item 3 addresses the frequency of experience exchange between young and experienced teachers, rated on a scale of 1 (non-existent) to 5 (persistent). The results indicate that 75.8% of respondents consider this experience exchange to be carried out at the *maximum level* (level 5), and 15% perceive it as *frequent* (level 4), which means that approximately 91% of teachers state that intergenerational professional interaction occurs regularly in their daily work. Only one respondent (0.8%) indicated a *low frequency* (level 2), and the option “*non-existent*” (level 1) was not chosen by any participant. The average of 4.66 ($\sigma = 0.67$) represents one of the highest evaluations in the questionnaire, highlighting a strong convergence of perceptions: teachers consider that the exchange of experience between generations is current practice and well integrated into the educational environment. These results, consistent with those obtained for the other items, confirm that intergenerational collaboration, as manifested through discus-

sions, the exchange of ideas during breaks, and collaboration on projects, represents an essential element of school life, thereby strengthening pedagogical innovation and professional cohesion.

Item 4. The analysis of the suggestions expressed by the respondents regarding the ways of improving intergenerational solidarity in the educational environment reveals a series of proposals that were interpreted through the prism of three fundamental theories: *the theory of social cohesion (Durkheim), the theory of social learning and interaction (Vygotsky)* and *the theory of communities of practice (Wenger).*

Next, we will investigate how the essential theories manifest themselves in the answers provided by the respondents:

a) *Interpretation of the suggestions from the perspective of Durkheim's theory of social cohesion.* According to Émile Durkheim's theory, social solidarity is built through functional ties that ensure integration and collective stability (Durkheim, 1984, p. 115). Respondents emphasized, for example, the need for loyal management that creates an environment conducive to the exchange of experiences, thus highlighting the importance of stable interpersonal relationships. Suggestions such as "Support the teaching staff in your institutions" and "Do not discriminate" reflect a desire to strengthen ties between colleagues and maintain internal cohesion, which is essential for institutional stability. In addition, the proposals regarding organizing roundtables, seminars, and training align with the Durkheimian idea that collective identity and social cohesion are strengthened through rituals and everyday activities, thereby contributing to a resilient educational environment.

b) *Interpretation from the perspective of the theory of social learning and interaction (Vygotsky).* Lev Vygotsky argues that learning is a social process in which interaction and communication between individuals are fundamental for cognitive development (Vygotsky, 1978, p. 78). The respondents' suggestions, such as "Senior teachers and staff can become mentors for young teachers" and "Encourage young teachers and provide them with mentorship," clearly reflect this vision. By providing professional guidance and practical support, experienced teachers contribute to the training and development of their less experienced colleagues, thereby creating a space for collaborative learning. This process of mentoring and exchange of good practices facilitates the transmission of knowledge and stimulates didactic innovation, as teachers benefit from a constant reconstruction of knowledge through continuous interactions. Thus, the suggestions to organize activities for disseminating results, joint learning projects, and evaluation sessions are concrete manifestations of Vygotskyan principles applied in the institutional context.

c) *Interpretation from the perspective of the theory of communities of practice (Wenger).* Étienne Wenger proposes the concept of communities of practice, in which the constant exchange of knowledge between group members contributes to collective development and innovation (Wenger, 1998, p. 83). The respondents' answers indicate a significant appreciation for initiatives that promote intergenerational collaboration, such as "Organizing workshops or events in which staff of all ages collaborates on various educational, cultural or social topics" and "Joint intergenerational mentoring projects." These proposals underscore the importance of establishing a shared practice framework that enables all teachers, regardless of experience, to contribute to and refine a standardized set of pedagogical skills. This approach facilitates the exchange of ideas and the adoption of innovative methods that can transform traditional educational practices. Therefore, the responses suggest that management oriented toward creating communities of practice can stimulate an organizational culture based on collaboration and continuous learning.

Each theory offers a different lens for interpreting the suggestions, but together, they paint a coherent picture of the need to strengthen intergenerational solidarity in the educational environment. From a Durkheimian perspective, institutional stability and cohesion are based on close social relations and shared rituals, as evidenced by the numerous proposals to organize joint activities, which strengthen collective identity and integrity. According to Vygotskians, the interaction between teachers is a catalyst for cognitive development and innovation, and suggestions for mentoring and direct collaboration reflect this essential dynamic for learning. Finally, from Wenger's perspective, forming communities of practice is an effective way to ensure the transmission of knowledge and stimulate innovation through the constant exchange of experiences and best practices among teachers. For example, a repeated suggestion by respondents is the organization of round tables, and continuing education workshops, which, from a social point of view, strengthen interpersonal ties (Durkheim), from an educational point of view, facilitate collaborative learning (Vygotsky), and from a managerial point of view contribute to the creation of a network of effective practice (Wenger). In addition, calls for implementing modern technologies, such as ICT and educational platforms, reflect a desire for modernization that aligns with contemporary trends in the digital transformation of education, thereby practically complementing the aforementioned theories.

The respondents' suggestions, analyzed through the lens of the three fundamental theories established for the research, emphasize the need for an integrated approach in educational management, which promotes social cohesion, facilitates interaction and collaboration between generations, and supports the creation of robust communities of

practice. Thus, implementing managerial strategies that combine these elements will facilitate the consolidation of a modern, dynamic, and resilient educational environment capable of responding to the current challenges of the educational system.

As a result of the research on intergenerational solidarity in the educational environment, it is recommended:

1. *Implementing formal and informal mentoring programs.* Educational institutions should develop structured programs that facilitate the exchange of experience between teachers with different levels of seniority. These programs can include regular mentoring sessions, workshops, and informal meetings that allow for open dialogue between experienced and novice teachers.
2. *Promoting collaborative learning contexts.* Educational managers must create and support learning environments that encourage intergenerational collaboration. Organizing roundtables, seminars, and joint training contributes to strengthening social cohesion and developing an organizational culture based on mutual respect, empathy, and shared responsibility.
3. *Integrating modern technologies*. In the context of digital education transformation, it is essential to leverage ICT platforms and online tools to facilitate communication and the exchange of ideas between generations. Thus, virtual forums, webinars, and communities of practice can be organized to highlight both the experiences of senior teachers and the innovations brought by young ones.
4. *Evaluation and monitoring of the impact of initiatives.* To ensure the efficiency of intergenerational collaboration strategies, it is recommended that tools for evaluating and monitoring progress be implemented. Periodic questionnaires, focus groups, and feedback analysis can provide concrete data on the evolution of interpersonal relationships and pedagogical performance, allowing for the continuous adjustment of institutional policies.
5. *Continuous development of professional skills*. Continuous training programs should include modules dedicated to developing interpersonal and communication skills necessary to capitalize on the diversity of experiences within educational teams. Thus, teachers will adapt more quickly to changes in the educational environment and contribute to creating a motivating professional climate.

These recommendations aim to support the implementation of integrated management strategies designed to strengthen intergenerational solidarity and optimize teaching processes. Thus, they contribute to the development of a modern, dynamic, and resilient educational environment.

Conclusions

The analysis conducted in the study highlights the fact that intergenerational solidarity in the educational environment is a fundamental element for ensuring a motivating professional climate and promoting didactic innovation. The conclusions are based on the integration of solid theoretical frameworks, represented by the theory of social cohesion (Durkheim, 1984, p. 115), the theory of social learning and interaction (Vygotsky, 1978, p. 78), and the theory of communities of practice (Wenger, 1998, p. 83), which, together, provide a complex understanding of the phenomenon.

The study demonstrated that the theoretical definitions of intergenerational solidarity, educational environment, and intergenerational collaboration complement one another. This highlights the importance of integration and social cohesion, as well as the need for continuous interaction between teachers with diverse experiences. This conceptual complementarity emphasizes that traditional pedagogy values can be adapted and renewed through collaboration between generations.

Confirmation of theoretical relevance:

- Social cohesion theory (Durkheim): Demonstrated that functional connections between individuals, through solid interpersonal relationships and shared rituals, ensure institutional stability and order.
- Social learning theory (Vygotsky): Emphasizes the role of interaction and communication as drivers of cognitive development and pedagogical innovation.
- Community of practice theory (Wenger): Highlighted the importance of forming a collaborative network in which the constant exchange of knowledge contributes to the development of professional skills and adaptation to changes in the educational environment.

Quantitative data obtained through questionnaires indicate a high level of involvement in mentoring activities and intergenerational collaboration, underscoring the crucial role of institutional management in fostering a dynamic and integrated learning environment. The conclusions confirm the need to implement management strategies that capitalize on the diversity of pedagogical experiences. By promoting policies that foster intergenerational interactions, institutions can ensure the efficient transmission of knowledge, adapt to emerging educational trends, and enhance collective performance. The integration of social cohesion theory, social learning, and communities of practice offers a robust conceptual framework for understanding and strengthening intergenerational solidarity in educational environments, demonstrating that an integrated approach is essential for the harmonious and sustainable development of educational institutions.

Bibliography:

1. BENGTSON, V. L. (2001) Beyond the nuclear family: The increasing importance of multigenerational bonds. *Journal of Marriage and Family, 63*(1), 1–16. https://doi.org/10.1111/j.1741-3737.2001.00001.x
2. BRUNER, J. (1996) *The culture of education*. Harvard University Press.
3. DEWEY, J. (1938) *Experience and education*. Macmillan.
4. DURKHEIM, É. (1984) *The division of labor in society*. Free Press.
5. FULLAN, M. (2001) *The new meaning of educational change*. Teachers College Press.
6. HARGREAVES, A. (2003) *Teaching in the knowledge society: Education in the age of insecurity*. Teachers College Press.
7. SILVERSTEIN, M., & GIARRUSSO, R. (2010) Intergenerational solidarity in aging families: An interdisciplinary conceptual review. *The Gerontologist, 50*(2), 160–169.
8. STRATAN, V. (2024) Motivația pentru cariera didactică – formare inițială și continuă. În *Science and education: new approaches and perspectives* (Seria 26, Vol. 2, pp. 237–244). Chișinău: CEP UPSC. DOI:https://doi.org/10.46727/c.v2.21-22-03-2024.p237-244
9. VYGOTSKY, L. S. (1978) *Mind in society*. Harvard University Press.
10. WENGER, E. (1998) *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.