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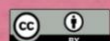
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ISSN 1645-4774 | e-ISSN 2183-038X
<https://www.eduser.ipb.pt>



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ABSTRACT: This study focuses on the critical role of grandparents in Spain's contemporary family structure, particularly in the Canary Islands, and their impact on grandchildren's education and development. Through a systematic literature review, including the analysis of 16 relevant articles, the multifaceted contributions of grandparents, from caregiving to education, are explored, highlighting the positive impact of intergenerational interactions on children's value and skill development. Moreover, the significance of intergenerational projects involving grandparents and grandchildren in educational and community activities is emphasized to enrich educational experiences and strengthen family bonds. Framed within the studies of the University Chair on Life Cycles and Elderly People at the University of La Laguna, this work underscores the need to recognize and support grandparents' role in educating future generations amidst a lack of previous research in the Spanish context and the constant evolution of family dynamics.

KEYWORDS: Grandparents; Education; Child development; Intergenerational relationships; Family structure.

RESUMO: Este estudo foca-se no papel crucial dos avós na estrutura familiar contemporânea da Espanha, em particular nas Ilhas Canárias, e o seu impacto na educação e desenvolvimento dos netos. Através de uma revisão sistemática da literatura, que inclui a análise de 16 artigos relevantes, as contribuições multifacetadas dos avós, desde os cuidados até à educação, são exploradas, destacando o impacto positivo das interações intergeracionais no desenvolvimento de valores e habilidades nas crianças. Além disso, a importância de projetos intergeracionais que envolvem avós e netos em atividades educacionais e comunitárias é enfatizada para enriquecer as experiências educacionais e fortalecer os laços familiares. Enquadrado nos estudos da Cátedra Universitária Ciclos de Vida e Pessoas Idosas da Universidade de La Laguna, este trabalho sublinha a necessidade de reconhecer e apoiar o papel dos avós na educação das futuras gerações, face à falta de pesquisas anteriores no contexto espanhol e à constante evolução das dinâmicas familiares.

PALAVRAS-CHAVE: Avós; Educação; Desenvolvimento infantil; Relações intergeracionais; Estrutura familiar.

RESUMEN: Este estudio se centra en el papel crucial de los abuelos en la estructura familiar contemporánea en España, particularmente en las Islas Canarias, y su impacto en la educación y el desarrollo de los nietos. A través de una revisión sistemática de la literatura, que incluye el análisis de 16 artículos relevantes, se exploran las contribuciones de los abuelos, desde el cuidado, a la educación, destacando el impacto positivo de las interacciones intergeneracionales en el desarrollo de valores y habilidades en los niños. Además, se subraya la importancia de los proyectos intergeneracionales que implican a abuelos y nietos en actividades educativas y comunitarias para enriquecer las experiencias educativas y reforzar los lazos familiares. Enmarcado dentro de los estudios de la Cátedra Universitaria de Ciclos de Vida y Mayores de la Universidad de La Laguna, este trabajo subraya la necesidad de reconocer y apoyar el papel de los abuelos en la educación de las futuras

generaciones, dada la falta de investigaciones previas en el contexto español y la constante evolución de las dinámicas familiares.

PALABRAS CLAVE: Abuelos; Educación; Desarrollo infantil; Relaciones intergeneracionales; Estructura familiar.

1. Introduction

In recent decades, the role of grandparents within the family structure and, by extension, in the educational sphere, has undergone significant transformation. Traditionally regarded as figures of support and care, their role has expanded in the context of grandchildren's education (Ruiz-Chila et al., 2023). This evolution is closely linked to changes in family structures, such as the rise of single-parent households and the increasing need for both parents to work (Medero et al., 2016, 2021; Jorge et al., 2017). These factors have led to a greater reliance on grandparents for child care, thereby providing a unique opportunity to influence their education and development.

The role of grandparents in their grandchildren's education is a topic of growing interest in educational and psychological research. The relationship between grandparents and grandchildren is unique and offers mutual benefits. Hernandis (1999) highlighted that this relationship not only enriches the lives of the elderly, providing them with a sense of purpose and connection, but also benefits the children, offering them a sense of continuity, family history, and values (Pérez-Jorge et al. 2016; Pérez-Jorge et al. 2023; Ruiz-Ruiz et al. 2021). These intergenerational bonds, as argued by Díaz et al. (2014), are crucial for children's emotional and social development. Grandparents, with their wealth of experiences and knowledge, bring a different and complementary perspective to formal education, reinforcing vital aspects such as empathy, respect, and patience.

One of the most notable aspects of the grandparent-grandchild relationship is the transmission of family values and traditions. Grandparents often play a key role in passing down family history and cultural traditions through stories and personal experiences. This connection to family roots is essential for children to develop a deeper understanding of their identity and belonging to a broader community (Pérez-Jorge et al., 2016, 2021).

Furthermore, active grandparental involvement in education has shown a positive impact on both children's academic performance and emotional well-being. In a study by López and Hernández (2021), it was observed that children who maintained a close and regular relationship with their grandparents tended to display higher levels of self-esteem and social skills. This suggests that the role of grandparents extends beyond mere physical care, also influencing cognitive and emotional development.

The impact of grandparents in formal and informal education has also been a topic of interest in recent research (Pérez-Jorge et al., 2019, 2021). For example, a study conducted by Fernández and Martínez (2019) in educational centers in Spain revealed that integrating grandparents into school activities not only enriched the learning process but also fostered greater appreciation of generational diversity among students (Fernández & Martínez, 2019). These intergenerational interactions in educational settings provide children with a deeper understanding of history, culture, and traditions, essential elements for a comprehensive education.

The evolution in the role of grandparents is crucial in a context where economic and political changes have led to increased dependence on grandparents in children's daily lives. As Sanz Ponce et al. (2011) highlight, grandparents fulfill several roles in today's society, including as caregivers, transmitters of moral values, mediators between parents and children, and providers of unconditional love.

The importance of the grandparent-grandchild relationship is also reflected in various research and projects around the world. For instance, a study by Sapena Rico et al. (2000) in Valencia is a revealing example of how children view their grandparents, highlighting their importance in children's lives, especially at early ages (Sapena Rico et al., 2000). The National Association of Developmental and Educational Psychology of Children, Adolescents, and Seniors in Badajoz (2008) conducted a study emphasizing the strong connection between grandparents and grandchildren, demonstrating the significance of their presence in the daily lives of minors (National Association of Developmental and Educational Psychology of Children, Adolescents, and Seniors in Badajoz, 2008).

Moreover, projects like those conducted in five schools in Barcelona demonstrate how grandparent-grandchild interactions can enrich the educational environment and foster children's curiosity about the past (Fernández & Martínez, 2019). A particularly interesting case is the ORPEA center in Alcalá de Henares, where a unique intergenerational dynamic has been created, improving cognitive and motor skills of both groups, and fostering a sense of community and cooperation (González-Afonso et al., 2023).

At the María de la Paz Geriatric Residence in Nerva, Huelva, another notable project was conducted that strengthens the intergenerational bond and leaves a lasting impression on both children and the elderly (González-Afonso et al., 2023). The initiative by Movistar+, where four-year-old children visit a senior residence to share experiences, is another example of how intergenerational coexistence can be beneficial (González-Afonso et al., 2023).

These projects demonstrate the richness and diversity of interactions between grandparents and grandchildren in educational and community contexts. They also underscore the importance of recognizing and promoting the active participation of grandparents in their grandchildren's lives, not just as caregivers, but as sources of knowledge and fundamental values for the growth and development of the next generation.

Finally, the activities proposed by Francesc Cobo and Codina (2008) shows that there are numerous opportunities to foster interaction between grandparents and grandchildren, both within and outside the family context. From celebrating holidays together to organizing activities in senior centers or schools, these initiatives contribute to strengthening family ties and promote greater understanding and mutual respect between generations (González-Afonso et al., 2023).

These studies and projects illustrate the growing importance of grandparents in the education and development of children. Not just as caregivers, but also as educators and guides, grandparents have a significant impact on the formation of values, attitudes, and skills in children. As society continues to evolve, the function of grandparents in the education and development of children deserves deeper attention and recognition. Grandparents play an essential role in constructing an enriching educational environment and in transmitting intergenerational values that enrich the lives of future generations.

2. Objectives

1. Analyse the Current Role of Grandparents: This objective is aimed at examining and thoroughly understanding the current role of grandparents within the family structure and their impact on the education and development of their grandchildren.
2. Evaluate the Level of Grandparental Involvement in School Education: The purpose of this objective is to measure and assess the extent of grandparents' involvement in the school lives of their grandchildren, including their participation in educational activities and school events.
3. Explore Intergenerational Projects: This objective seeks to investigate and describe intergenerational projects and programmes that involve grandparents and grandchildren in educational and community activities, analysing their benefits and contributions.

3. Methodology

To conduct this theoretical research, a methodology based on exhaustive search and systematic review of documents related to the role of grandparents in education and value development in their grandchildren was employed. This methodology adheres to the principles of the "PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)" standard, published in 2009, which was designed to transparently document the fundamental aspects of a systematic review, including the review's objective, the methods used, and the findings obtained (Yepes-Nuñez et al., 2021).

For establishing the search equation, the following terms were used: Term 1: "role of grandparents" OR "importance of grandparents") AND (Term 2: "education" OR "school") AND (Term 3: "grandparent-grandchild relationship" OR "intergenerational projects").

The methodological process was divided into the following stages:

Information Search – The search was conducted across various information sources, including academic journal databases, online search engines, and repositories and databases like Google Scholar, Dialnet,

and Web of Science (WOS). The aim was to identify studies, research, and articles related to the role of grandparents in education, their involvement in schools, and intergenerational projects between the elderly and children.

Initial Article Selection – In the first stage of selection, a total of 26 relevant articles identified through their titles were compiled. This initial selection allowed for the identification of a wide range of resources related to the study topic.

Second Review and Final Selection – In the second stage of review, the abstracts and contents of the 26 previously selected articles were closely examined. As a result, the 16 most relevant and significant articles for the research were chosen based on their content and contribution to the topic.

This methodology enabled the collection of a variety of resources that comprehensively address the study topic, from theoretical perspectives to practical implementation in educational projects. Through the systematic review of these documents, the aim is to gain a deeper and more enriching understanding of the impact of grandparents on the education and value development in their grandchildren, as well as their involvement in school and intergenerational projects.

To conduct an effective and accurate systematic review, it is essential to establish inclusion and exclusion criteria that guide the selection of articles for analysis. In this regard, the following criteria have been defined and will be applied in the search and selection of literature relevant to this research. These criteria will help identify and choose the articles that best fit the objective of this study, focusing on the role of grandparents in education and their role in school. The inclusion and exclusion criteria to be used in this systematic review are presented below:

Table 1

Inclusion and exclusion criteria.

Inclusion criteria	Exclusion criteria
Documents published between 1995 and 2023.	Documents published before 1995
Documents published in Spanish	Documents in languages other than Spanish
Research articles or projects on the topic of research	Documents not directly related to research topics
Open Access	

Fonte: Author's elaboration.

4. Results

The following table synthesizes the article selection process followed for the systematic review on the role of grandparents in contemporary education. This table details the decision-making process during the search and selection of articles, from exploring various sources to identifying those manuscripts that met the inclusion criteria.

Table 2

Search descriptors.

Database and repositories	Topics	Number of documents	Deleted documents	Selected documents
Dialnet	<ul style="list-style-type: none"> – Role of the elderly – Older people in today’s society – Importance of the grandfather in the family – Grandfather-grandson relationship – Elderly people at school 	27	<ul style="list-style-type: none"> 8 different topics 5 no of open access 4 other language 5 repeated 	5
Google	<ul style="list-style-type: none"> – Grandparents at the school – Grandparents and children in schools – Experiences with the elderly and children 	7	2 repeated	5
Google Scholar y WOS	<ul style="list-style-type: none"> – Grandparents at the school – Role of the current grandfather – Evolution of the grandparents – Importance of grandparents in today’s society – Grandfather-grandson relationship – Senior projects at school 	92	<ul style="list-style-type: none"> 67 different topics 12 repeated 13 without access 	6

Fonte: Author's elaboration.

Table 3

Selected documents.

Author and year	Objective	Methodology	Results
Hipólito (2023)	The children of Nerva participated together with the elderly in a centre for the elderly.	Collaborative learning	Experience highly valued by both young and old
Cobo y Codina (2008)	The resource offers practical experience related to intergenerational relationships and older people.	The resource describes practical experience in the context of intergenerational relationships and older people. It can provide information on how the experience and activities were carried out.	The resource presents practical experience related to intergenerational relations and older persons, but does not provide detailed results in the format of conventional research
Diale et al. (2008)	Understanding the grandfather-grandson relationship from the perspective of children	Analyzed through drawings and interviews with 123 primary school children	The results showed that the maternal grandmother was the figure most seen by the children, and time was not crucial to building a close relationship. The children preferred their grandparents based on activities and personal qualities. The grandfather-grandson relationship was positive and active, with mutual games

			and activities, and had educational implications
Gárate y Gonzalez (2002)	Encourage the active participation and social integration of older people through their interaction with students in five schools.	The methodology involves senior citizens visiting schools during the school year to teach children what they know and pass on their historical and cultural heritage. In addition, children participate in joint activities in a retirement center. This interaction fosters the relationship between generations and enriches children's education.	It improves children's education by allowing them to learn from older people's experiences and knowledge. It also strengthens intergenerational ties and creates an environment where older people can continue to be protagonists of their history and contribute to society with their wisdom and experience, which also serves as a source of reflection for young people
Díaz et al. (2014)	Investigate the involvement of grandparents in the care and education of their grandchildren and its effects on themselves and their children	Exploratory descriptive approach. An adaptation of the Questionnaire on Parental Competences (Martínez González, 2009) was applied to a sample of 30 grandparents in the Principality of Asturias	The importance of understanding grandparents' support and training needs in their new role as caregivers and educators for their grandchildren. Recent social and economic changes have led to their playing an increasingly important role in the family, and it is essential to provide them with the necessary support to carry out these responsibilities effectively. In addition, the study highlights that these changes have an impact on both grandparents and their children, underlining the importance of better understanding this family dynamic.
Bernal et al. (2010)	Analyze whether the relationship between grandparents and grandchildren has undergone significant changes in response to social transformations, such as increased longevity, divorce, and changes in family structure.	600 grandparents living in Burgos were studied. The study focused on differentiating the roles played by grandparents in their relationship with their grandchildren.	The results of the study reveal that, despite social changes, the grandfather-grandson relationship is still largely characterized by traditional roles, such as unconditional love and consent. However, there is an increase in the role of grandparents as caregivers, sometimes assuming the role of surrogates. Although this role has gained importance, it still does not reach a level of complete parental involvement, which is reflected in the reference to "grandfather burning," suggesting that grandparents do not assume all the responsibilities of parenting permanently.
Grupo Sanyres (2014)	Identify and propose activities that are of interest to both children and the elderly, thus encouraging interaction between different	Although the article does not follow a traditional scientific research methodology, it provides a summary of suggested ideas and proposals of the Sanyres Group. These activities include sharing stories or stories,	The activities proposed can improve skills such as memory, communication, and creativity, in addition to fostering sociability and self-esteem in both children and the elderly. It is mentioned that this type of interaction generates a positive impact at an emotional level, increasing vitality and motivation in the

		playing popular games such as Parcheesi or puzzles, performing plastic and manual activities such as drawing and painting, and encouraging conversations between children and adults	elderly, which contributes to a more active and healthy aging
Hormiguero (2023)	Explore the reactions of 9-year-olds and seniors to Shakira and Bizarrap's song, especially in the context of the song's worldwide success and publicity around Shakira's personal relationship with Gerard Piqué	The experiment involved bringing together children and seniors to get their opinions on the song. It sought to capture generational differences in the perception of contemporary music and pop culture.	The article notes the lack of knowledge of older people about Bizarrap, contrasting with children who knew the song by heart. The experiment reveals the differences in familiarity and response to pop culture between generations.
Álvarez et al. (2019)	The main purpose of the study is to relate the personality styles of grandparents and caregivers to the parenting practices they use with their grandchildren, using appropriate instruments to obtain inferences between these variables.	The research employed a quantitative methodology with a nonexperimental approach of correlative scope. An intentional non-probability sampling was used, involving 60 grandparents and caregivers as participants.	The most common personality styles among grandparents caregivers were found to be Obsessive Compulsive, Schizoid, Dependent, Schizotypic, and Depressive. The most used parenting practices included Positive Orientation, Awareness Techniques, and Expression of Affection. In addition, it was observed that the female sex had a greater correlation with these variables.
Molina (2018)	The purpose of the program is to explore the interaction between the younger and older generations and demonstrate how this coexistence can be beneficial for both children and the elderly.	For 6 weeks, children visit the nursing home, participating in diverse activities to share experiences and challenge their usual routines. A group of experts, including an evolutionary psychologist, an intergenerational sociologist, and a geriatrician, observes and evaluates progress in each group.	Although specific quantitative or qualitative results are not detailed, the program emphasizes the emotional and sociocultural value of these interactions, highlighting the importance of intergenerational relationships and their positive impact on both children and the elderly
Navarro et al. (2014)	Investigate different profiles of grandparents from grandparents-grandchildren relationships from the perception of parents of students of Early Childhood Education, and lay the groundwork for designing educational programmes and resources to enable the	The study uses a descriptive and exploratory quantitative approach, using a structured questionnaire to collect data from parents or legal guardians of children in the second cycle of Early Childhood Education in five centers in the Region of Murcia. The data collection was carried out using printed and self-complained questionnaires covering	It was noted that most grandparents are alive and that maternal grandmothers tend to live longer. The frequency with which grandparents and grandchildren share spaces is significant, and children tend to see maternal grandparents more often. Grandparents play an important role in the transmission of moral values and family history. In addition, most parents respect and value grandparents' advice and consider it essential that their children maintain contact with them

development of learning closed questions and socio- from an interdisciplinary demographic aspects related perspective with an to the purpose of the research. active and participatory role for grandparents

Bravo et al. (2018)	Identify intergenerational relationships, particularly in the characterization of relations between grandparents and grandchildren	A participatory and qualitative constructivist approach was adopted, using participatory action research. Information was collected through standardized surveys and focus group interviews, analyzing data through descriptive statistical methods and content analysis.	One of the key results is that the grandfather plays a crucial role as a guarantor of morality and family unity.
Navarro (2022)	Design and evaluate an educational project entitled "We learn by researching about our grandparents"	The project adopts an applied and participatory research methodology, which involves the design and implementation of a concrete educational project. The project methodology promotes active and student-centered learning, where students participate in research on a specific topic, in this case, their grandparents.	This project represents an innovative approach in primary education, focusing on research and active learning, with an intergenerational theme that seeks to connect students to their family roots and foster a deeper understanding of family history and culture.

Fonte: Author's elaboration.

5. Discussion

In the discussion that follows, we will analyze in detail the impact and evolution of grandparents' role in the family and educational structure, focusing on how these changes affect intergenerational relationships and child development. This discussion is structured around four key dimensions that emerge from the systematic review of relevant literature:

Multifaceted Importance of Grandparents:

- Díaz et al. (2014) illustrate how grandparents assume multifaceted roles as caregivers and educators, highlighting the need for support and training in their new role, thus reinforcing the idea of their importance in the cognitive and emotional development of grandchildren.
- Research by Bernal et al. (2010) contributes to this dimension by showing that grandparents, while taking on more active roles as caregivers, retain their position of unconditional love and mediators, thus demonstrating their versatility in the modern family.

Intergenerational Interaction and Education:

- The study by Molina (2018) and Navarro et al. (2014) underscores the value of integrating grandparents into educational activities, showing how this interaction enriches learning and appreciation of generational diversity, supporting the notion that these interactions are essential for comprehensive education.
- Diale et al. (2008) reinforce this dimension by evidencing that children value grandparents based on the quality of interactions and activities, indicating that grandparent-grandchild relationships are active and beneficial for the social and emotional development of children.

Changes in the Role of Grandparents:

- Bernal et al. (2010) contribute to this dimension by pointing out that, despite changes in society, grandparents' roles have evolved to include active care, reflecting an adaptation to the needs of the

modern family.

- Díaz et al. (2014) also evidence this change, highlighting how grandparents have adapted to more active roles as caregivers and educators due to social and economic changes.

Educational and Social Implications:

- The project by Navarro (2022) and the study by Molina (2018) illustrate how grandparent-grandchild interactions enrich the educational environment and help children better understand history and culture, which is crucial for comprehensive education.
- Findings by Diale et al. (2008) and Bernal et al. (2010) support this dimension by demonstrating that intergenerational interactions significantly contribute to the emotional and cognitive development of children, offering a more complete and enriched educational approach.

Together, these studies emphasize the importance of grandparents in the educational and emotional lives of grandchildren. The evolution of their role and the deepening of intergenerational relationships have significant implications for education, social and emotional development of children, and the family structure as a whole.

6. Conclusion and Future Perspectives

Through thorough analysis, several key dimensions have been identified that underline the significant impact of intergenerational relationships. The derived conclusions offer a broad perspective on how these family dynamics contribute to the well-being and education of younger generations, while suggesting avenues for institutional support and future research. In summary, we conclude:

1. The importance of grandparents in the contemporary family: Recognition of their role not only as caregivers but also as educators and transmitters of culture and values.
2. Impact on the emotional and educational well-being of grandchildren: Grandparents provide stability, love, and knowledge, fostering healthy integral development in grandchildren.
3. Intergenerational collaboration as an educational resource: Grandparents' involvement in formal and informal education enriches the learning process, providing unique experiences and perspectives.
4. Need for support policies: Educational institutions and public policies should recognize and promote the educational role of grandparents, facilitating their active participation in society.
5. Future research lines: It is recommended to further explore how intergenerational dynamics can be better integrated into educational systems to benefit both grandparents and grandchildren.

Contribution

Conceptualization: F. BARRAGÁN-MEDERO, A. MARTÍN-HERNÁNDEZ, and A. I. CONTRERAS-MADRID; methodology: M. C. MARTÍNEZ-MURCIANO, and A. I. CONTRERAS-MADRID; validation: A. I. CONTRERAS-MADRID, and A. MARTÍN-HERNÁNDEZ; formal analysis: F. BARRAGÁN-MEDERO, M. C. MARTÍNEZ-MURCIANO, and A. I. CONTRERAS-MADRID; investigation: F. BARRAGÁN-MEDERO, A. MARTÍN-HERNÁNDEZ, and A. I. CONTRERAS-MADRID; resources: M. C. MARTÍNEZ-MURCIANO, and A. I. CONTRERAS-MADRID; data curation: F. BARRAGÁN-MEDERO, A. MARTÍN-HERNÁNDEZ, and A. I. CONTRERAS-MADRID; writing - original draft preparation: F. BARRAGÁN-MEDERO, A. MARTÍN-HERNÁNDEZ, and A. I. CONTRERAS-MADRID; writing - review and editing: F. BARRAGÁN-MEDERO, M. C. MARTÍNEZ-MURCIANO, and A. I. CONTRERAS-MADRID; visualization: A. MARTÍN-HERNÁNDEZ; supervision: F. BARRAGÁN-MEDERO; project administration: F. BARRAGÁN-MEDERO, A. MARTÍN-HERNÁNDEZ, and A. I. CONTRERAS-MADRID. All authors have read and agreed to the published this version of the manuscript.

Acknowledgements or Funding

This paper is part of the results obtained from the actions carried out by the Chair of Cycles of Life and Elder People at the University of La Laguna it has been funded by the Honorable Cabildo Insular de Tenerife.

We thank the Cabildo insular de Tenerife and La Universidad de La Laguna for their support to the Institutional Chair Cycles of Life and Elder People.

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