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	Nota di contenuto	Foreword -- Preface -- Introduction -- Part I Overall question: How can governments and intergovernmental organisations support learning inclusion and active citizenship? -- Preface -- Chapter 1 Promoting social inclusion and mutual understanding. Intertwined efforts at local, national and international level -- Chapter 2 Towards wellbeing-ness as an experience of inclusion, belonging and voice in a digital (post-Covid) world of global change? -- Chapter 3 The Global Network of Learning Cities in the light of the United Nations Sustainable Development Goals (SDGs) -- Part 2 How can the education sector and public/private enterprises support learning inclusion and active citizenship? -- Preface -- Chapter 4 Fostering social inclusion of

vulnerable people: experience from the Italian and Portuguese contexts -- Chapter 5 Voice, belonging, storytelling and transformation: promoting wellbeing and inclusion through digital storytelling – philosophical considerations in institutional settings -- Chapter6 Professional activism for inclusion: workplace learning, resilience and engagement -- Chapter 7 We belong and connect when we have a voice. A learning design for inclusive learning -- Chapter 8 To make it visible: some reflections on an intervention designed to prevent gender-based violence against people with intellectual disabilities -- Part 3 Different methodologies that can be adopted an explored in a storytelling approach -- Preface -- Chapter 9 -- Bridging the gaps - promoting wellbeing and social inclusion of girls through digital storytelling -- Chapter 10 Multilingual stories for immigrants and refugees: A language-as-resource approach -- Chapter 11 Including the marginalised: engaging people with dementia and the elderly in technology-based participatory citizen storytelling -- Chapter 12 -- Conclusion -- Glossary of terms.

Sommario/riassunto	This open access book considers how inclusive learning, wellbeing and active citizenship can be encouraged, taught, learnt, and supported in a digital world. The book poses and seeks to address three questions: How can governments and intergovernmental organisations support learning inclusion and active citizenship? How can the education sector and public/private enterprises support learning inclusion and active citizenship? How can professionals and communities work with vulnerable adults who are disadvantaged in a participatory, empowering manner? The Examples discussed in the book draw on the experiences of adult refugees and migrants, as well as people who may experience disadvantage and/or discrimination as a result of their social, economic, political, cultural, religious, physical, mental, age or gender-related status. One methodological pillar in this work is the development of skills in digital storytelling and digital storiescreation for personal, community and professional purposes. Conceptually and of interest for researcher and policy makers at local, national and transnational levels, this book brings together a number of related concepts to generate innovative understanding and practices of applied relevance in the age of the pandemic and its aftermath.