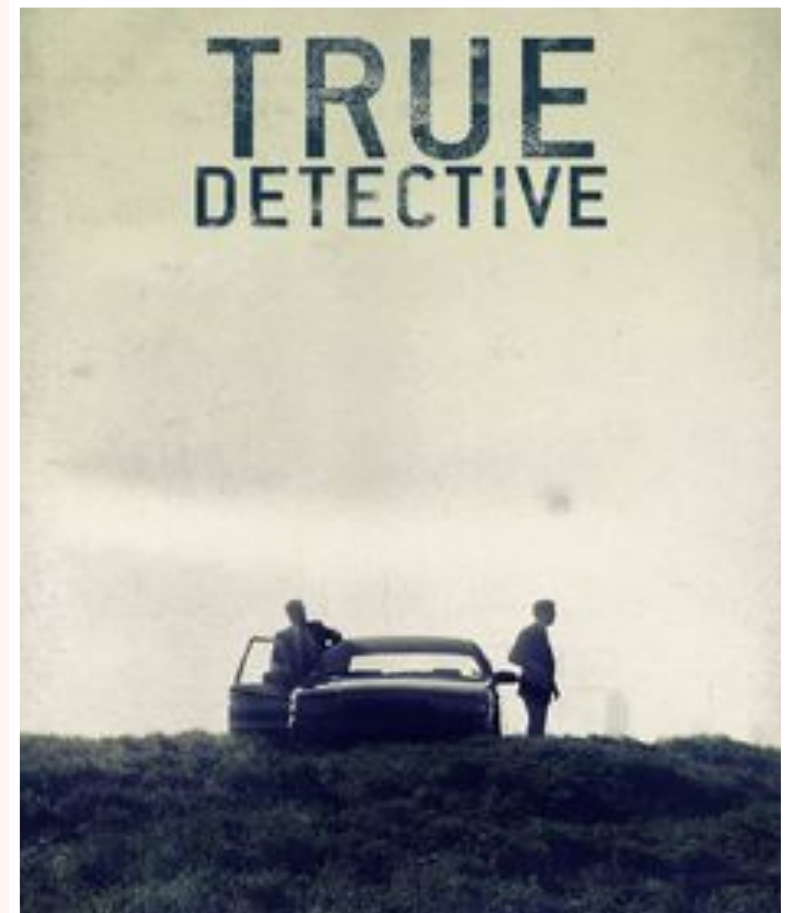


WORKSHOP 3

Find evidences, solve the riddles and write your own projects

GOALS OF THE WORKSHOP

- In this workshop your primary goal is to resolve **cases**, as you were a **detective**.
- You are going to read **3 different cases** and in all of them you can find **hints** that help you to solve the case.
- To solve a case means to understand **why** a given project did not give the **expected results**.
- Once you've understood how to solve the case, you are expected to give alternative solutions for the creation of a **new project**.





METHODOLOGY

- Find the **hints** throughout the cases;
- Use the hints as **evidences** to build your argument (**AKA** to solve the case);
- Once you've got the evidences you need, you should be able to understand **why and how** the project didn't produce the expected results;
- Finally, give **alternatives** to the projects analysed: how and why would you change the projects in order to produce the expected results?

CASE #1

THE CURSED HOSPICE

SOLIDARITY AND CO-HOUSING

2018

LUCCA, ITALY

THE ACTORS INVOLVED

- **Old people living alone in accommodation that are too big for their needs and possibilities;**
 - **The so-called “fascia grigia” actors, i.e. single actors/families with low income parameters. Their income is not low enough to be able to live in the public housing accommodation, but not high enough to be able to pay a rent via the private market.**
 - **AUSER Florence, cf. <http://www1.auser.it/>, association involved in social promotion projects, who had implemented a successful project of co-housing and solidarity between old people and fascia grigia actors in **Florence**, in 2016.**
 - **The Lucca city council (amministrazione comunale), who wants to develop the project developed by AUSER Florence in Lucca, given the success that the project has had in Florence 4 years ago.**
 - **AUSER Lucca, who got involved by the Lucca City council, but whose members are not the same as the ones of AUSER Florence.**
-

GOALS OF THE PROJECT

- **To create co-housing and solidarity solutions between old people who live alone and the 'fascia grigia' actors, who would be hosted for free by the old peoples involved in the project, in return of not-binding/not-financial services (do the groceries; help with the chores in the house; take them to the hospital...).**
 - **To promote the idea of a mutual supportive community, through co-housing and solidarity services between old people and the 'fascia grigia' actors.**
 - **To replace the rental contracts with the creation of networks of solidarity.**
-

SOLVE THE CASE

- Despite the success of the project developed in Florence, the project did not have the same expected result in Lucca. Why?
- **HINT:** think about the power relations and potential conflicts between the actors and institutions involved
- Try to think alternative ways to develop a similar project in the area of Lucca. What would you do to try and make it work?



CASE #2

THE IMPOSSIBLE HOMEWORK

ALPHABETISATION, SCHOOLING

2020

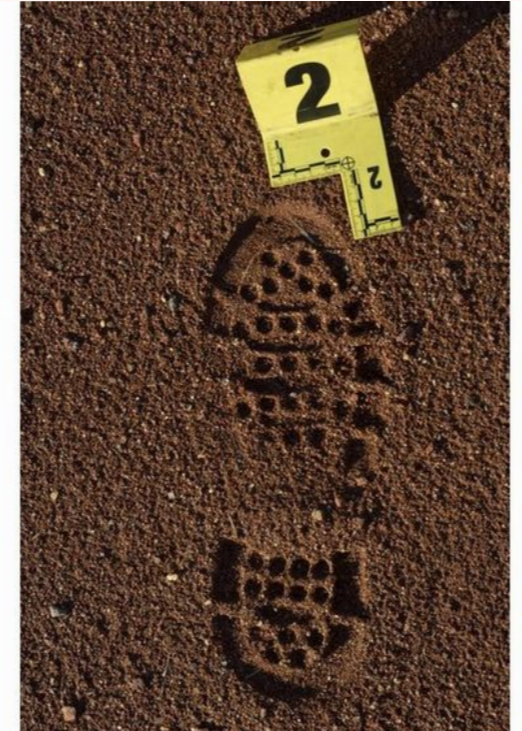
PROVINCE OF LUCCA

ACTORS INVOLVED

- **A Sinti family composed by father, mother, 2 under-age daughters (16 and 9 years old).**
- **The teacher (insegnante di sostegno) of the school attended by Anna, the 9 years old child;**
- **The personal teacher (educatrice) who has been asked by the social services (servizi sociali) to help Anna with her homework at home (twice per week) and to facilitate the communication between the family and the school.**

Info about Sinti people in Italy:

<https://sfi.usc.edu/education/roma-sinti/en/conosciamo-i-roma-e-i-sinti/chi-sono/nel-mondo-e-in-italia/i-rom-e-i-sinti-in-italia.php>



OTHER RELEVANT INFORMATION

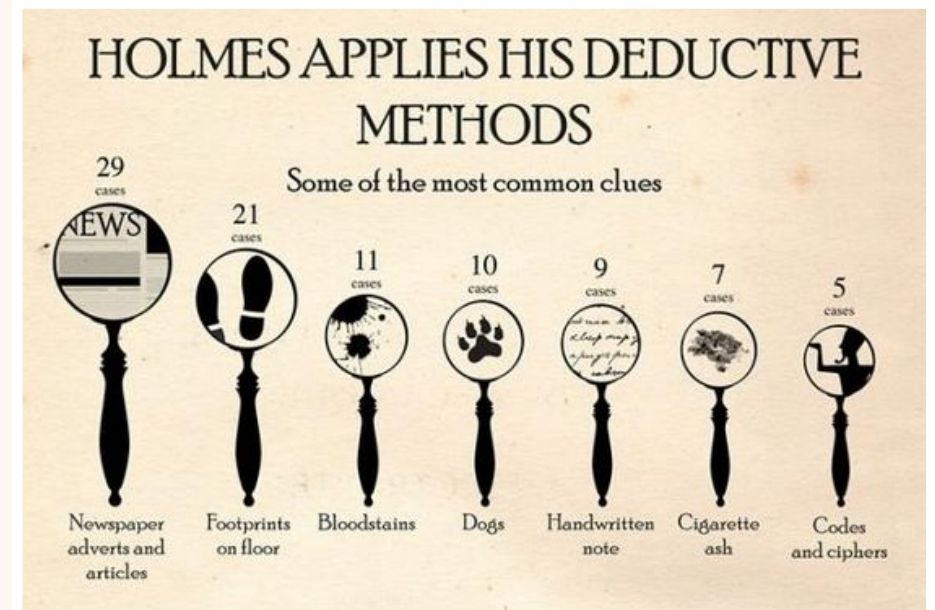
- The family used to live in a trailer camp (campo nomadi), but they were relocated in an emergency-housing accommodation (alloggio di emergenza abitativa) 2 years ago.
 - **Anna**, the protagonist of our story, started to go to school only last year and she has already repeated the first grade (prima elementare) once, because **she can't read nor write**. She's currently attending the first grade class for the second time. She had to repeat the prima elementare because she exceeded the absences permitted in 1 year.
 - Due to the **COVID** outbreak and the subsequent quarantine, the schools were closed and also the home-schooling service couldn't be provided to Anna anymore.
 - The family say to the school teacher that **they can't provide the technological means** needed for the remote lectures (lezioni a distanza), so Anna does not attend any school activity for more than one month.
-

THE CASE

- The school, worried for Anna's absence from the remote lectures, decides to **lend a tablet** to the family, so Anna can keep on attending the school activities, together with her classmates. The family accepts. **They own smartphones but not a tablet.**
 - Anna's personal teacher (educatrice), then, brings the tablet as well as other school materials to Anna's family during the quarantine and **show them how to use the school platform Padlet on the tablet.**
 - On Padlet Anna can find the materials to do her homework. But to follow the lectures, though, Anna has to use Google Meet.
 - The school teacher asks to the educatrice to just explain how to use Padlet and not Google Meet: she thinks that one step at a time is better.
 - As soon as the family receive the tablet, Anna's father call the school teacher to tell her that **he can't use the tablet**; he notifies the teacher by telling her that he decided to put the tablet back in its box and he wants to give it back to the school. **He claims to be afraid that Anna could break it.**
-

SOLVE THE CASE

- Why do you think that the family doesn't know how to use the tablet if they know how to use smartphones?
- **EXTRA HINT:** The school teacher hasn't taken into consideration an important element (that Anna's father hasn't told her): which one?
- What kind of intervention and assistance would you suggest for Anna and her family?





CASE #3

THE ALIEN GARDEN

GARDENING, JOB OPPORTUNITIES

2019

PROVINCE OF LUCCA

ACTORS INVOLVED

- **Refugees and asylum seekers living in the accommodation of a local cooperativa sociale in the outskirts of Lucca;**
 - **Cooperativa sociale present in Lucca and outskirts, working with migrants;**
 - **4 houses involved: 2 CAS (Centri di accoglienza straordinari); 2 SPRAR (Sistema di protezione per richiedenti asilo), i. e. 3 apartments hosting between 6 and 10 peoples each; one structure hosting 28 peoples. All of them located in different areas of a village in the outskirts of Lucca;**
 - **Guests origins: Senegal, Gambia, Sierra Leone; Guinea Conakry; Guinea Bissau; Ivory Coast; Mali; Ghana; Nigeria; Afghanistan; Bangladesh. Guests ages: between 19 and 50 years old, the majority of which between 20 and 35.**
 - **The city council of the village, partially financing the project.**
-

OTHER INFORMATIONS

The **CAS** are organised following an 'emergency' logic. They are supposed to be the first step of the welcoming and assistance process (percorso di accoglienza), so they can finance only necessary services, such as welcoming and legal, medical and linguistic support. In fact, what actually happens is that the hosts can remain in these structures up to 3 years. The outcome is that their time is rarely busy.

The **SPRAR**, instead, represent a second step in the welcoming and assistance process, during which social inclusion and formation represent strong and important aspects.

THE PROJECT AND ITS GOALS

- **To propose to the guests in the structures (refugees and asylum-seekers) to create gardens to take care of in their free time;**
 - **The idea is to create a stimulating inter-cultural space for the guests: many of the guests involved in fact used to be farmers in their countries of origin; in addition, the village where the cooperativa sociale is based as a historical tradition of farming, which nowadays still resist in the form of subsistence agriculture.**
 - **The gardens are meant to represent opportunities for self-consumption, promoting the idea of local circuits (“Km 0”), together with other environmental ‘good practices’ in which the cooperativa sociale recognises itself and that want to promote. Last but not least, the good practices of the village were recognised at a national level (broadcasted on TV, etc.).**
-

WHY DIDN'T THE PROJECT WORK?

Only a few guests decided to participate in the project and, after a few months, all the gardens were abandoned and never cultivated.

HINT: think about the actors involved and try to think about the outcomes for them: what the benefits for the guests? And what for the City council/cooperativa sociale?

How would you reformulate the project, involving the same actors in order to make it work for real? And how?



YOU CAN ASK ONE SINGLE QUESTION TO THE GUEST OF THE LESSON (SEND IT TO ME BY NEXT MONDAY, OTHERWISE YOU CAN MAKE HER A QUESTION AT THE BEGINNING OF THE LESSON ON TUESDAY).

TRY AND DEVELOP ANSWERS THAT YOU ARE GOING TO PRESENT AT THE BEGINNING OF THE LESSON. EACH OF YOU HAS 20 MINS TO PRESENT THEIR IDEAS.

UNLIKE THE LAST 2 WORKSHOPS, IN THIS ONE YOU ARE SUPPOSED TO GIVE **SIMPLE AND SHORT ANSWERS. THE CENTRAL PART OF THE SEMINAR IS GOING TO BE THE DEBATE WITH THE GUEST.**

SUGGESTION: WORK IN GROUPS AND NOT ALONE.



**Diane, 11:30 am, February 24th.
I'm entering the town of Twin Peaks.**

GOOD JOB!