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FORLILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA

THE CITY AS CONTEXT AND EDUCATIONAL SUBJECT IN THE 21ST CENTURY.

Pedagogy of urban areas: from crisis spaces to relationship places

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KEYWORDS STATE OF THE ART

Method: Narrative Literature Review - **Data source:** ERIC, Emerald Google Scholar, Scopus & the main pedagogical / sociological / architectural international journals

Urban Regeneration

(Sendra & Sennet, 2020; Piano, 2019; Ceruti & Mannese, 2020)

Right to the City

(La Cecla, 2015; Harvey, 2016; Lazzarini, 2016; Settis, 2017)

Public Space / Common Good

(Arendt, 1958; Loiodice, 2017; Pulcini, Veca & Giovannini, 2017)

Sense of Belonging to the Community

(McMillan & Chavis 1986; Amadini, 2017 Colazzo & Manfreda, 2019, Malavasi, 2020)

Empowerment

(Biagioli, 2014; Manfreda, 2019)

RESEARCH THEME & PNR 2021-2027 / SDGs 2030 / GNLC UNESCO

The general theme of the research "The city as context and educational subject in the 21st century. Effects of urban regeneration on the life of the communities involved" was linked to the main national and international planning documents in order to reveal the validity of the chosen perspective and of the research hypothesis most suitable to the context.



UNESCO's Approach to the Global Network of Learning Cities



LEARNING CITIES



Inclusive and Sustainable Cities & Communities

Quality and Inclusive Education

Lifelong Learning Opportunities for All

RESEARCH QUESTION

Does living in regenerated urban areas influence a sense of community and lifelong learning?

HYPOTHESIS

- Educational actions in borderline spaces (e.g. street education)
- Interventions for the regeneration of educational sites (e.g. innovative and open school buildings)
- Bottom-up processes

Promote community empowerment and lifelong-lifewide learning

METHOD

Epistemological context: Ecological-naturalistic approach

Methodology:

Evidence Based Methodology

Method: Mixed Method Research

Quantitative study: to map the main events related to urban regeneration in the city of Florence. **Aim:** to survey the dimensional characteristics of phenomena (data collected from field observation and the neighbourhood websites) (Losito, 2009). **Qualitative study:** in-depth study of some mapped phenomena (Trincherio & Robasto, 2019).

Strategy: Case study (Merriam, 1998)

Techniques (Data sources): questionnaires; focus groups; semi-structured interviews; in-depth interviews; photographic survey, photo-voice.

Analysis tools: SPSS, ATLAS.ti

AIMS

Detecting → Understanding

some examples of generative urban transformations that can be traced back to the development trajectories outlined in the UN Agenda 2030 and in the Learning Cities model...

- the impact on the communities involved;
- the policies;
- the professional figures required to govern the processes



Exploring Florence Q5 - Street Dancers – Novoli Shopping Center, April 2, 2022



Exploring Florence Q5 – A mural drawn by the social centre group *Occupazione Corsica 81*, Rifredi railway area, April 2, 2022

PRELIMINARY RESULTS

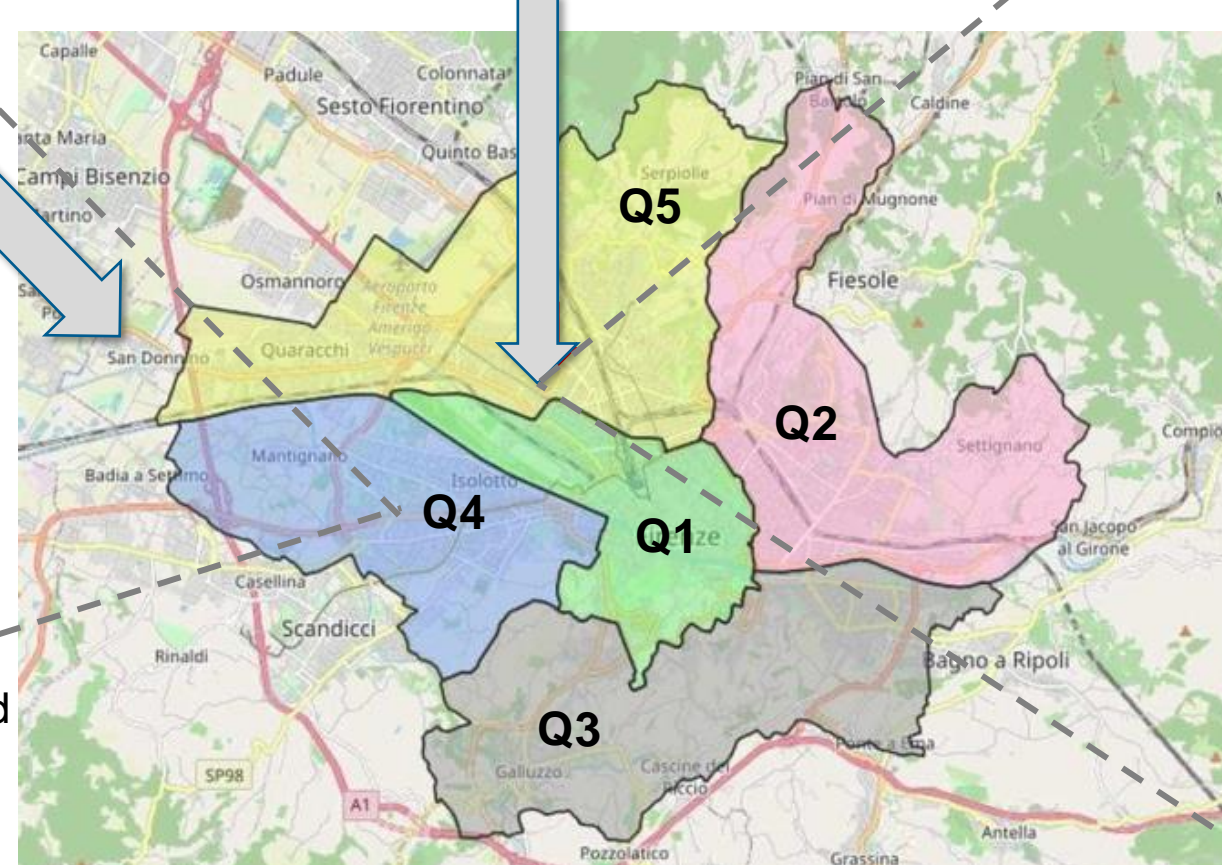
Some phenomena emerging from the mapping of regeneration processes in Florence

«Ecosistema giovani» Street Education Project in Florence Q1-Q2-Q3-Q4-Q5

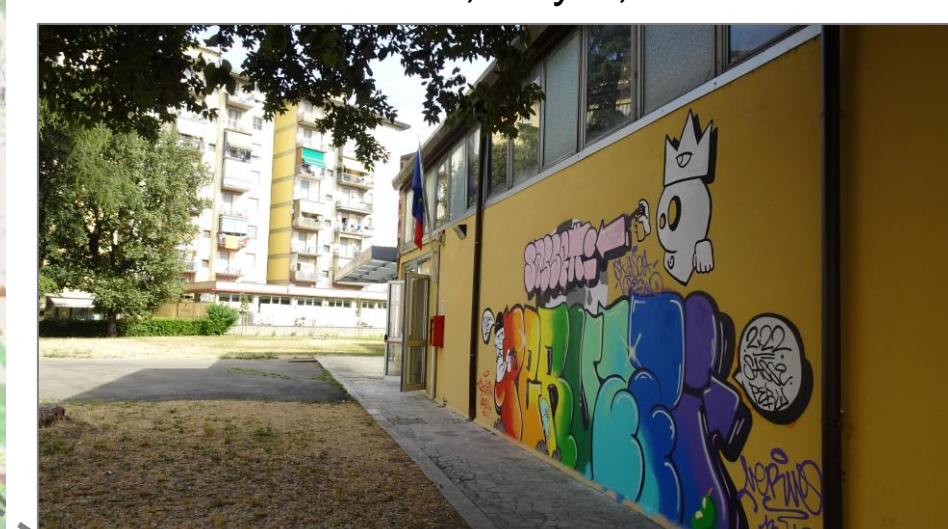
«Super Game Project» IIS Sasseti Peruzzi Sample: 120 Students, assisted by 20 teachers, offer a summer camp service to 40 families in Florence Q5 (June-July 2022)



Exploring Q4 – A mural entitled «Odio gli indifferenti» showing a portrait of Antonio Gramsci by Jorit, April 2, 2022



Observing "Super Game" activities IIS Sasseti Peruzzi, July 1, 2022



DISCUSSION

- The topic of urban/social regeneration in its various dimensions is rapidly evolving and requires constant reference to the international literature;
- It is appropriate to deepen the case study through innovative tools (e.g. art-based ones) suitable for educational and social research in order to reach the young people;
- It is necessary to take into account the limitation of the case study strategy that, in the dimension relating to the neighbourhoods of a single city, does not make the results of the study generalisable;
- A study of some regeneration cases in Seville (Spain) related to the Learning Cities model, is also planned

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