



## University of Florence

Name of the organisation :	Department of Education, Languages, Intercultures, Literatures and Psychology  University of Florence	 <b>UNIVERSITÀ DEGLI STUDI FIRENZE</b> <b>FORLILPSI</b> DIPARTIMENTO DI FORMAZIONE, LINGUE, INTERCULTURA, LETTERATURE E PSICOLOGIA
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**Type of organisation:**

SME     School     University     Public Authority   
 Training     No Profit     NGO

Other (Specify)

**Fields of action :**

SMEs     Youth     Universities     Public Authorities   
 Equal opportunities     Schools     Unemployed

Other (Specify)

### **Description of the organisation**

The University of Florence is among the largest ones, in Italy, as well as, an important and influential centre for research and higher training in Italy, with 1.800 lecturers and internal research staff, 1.600 technical and administrative staff, and over 1.600 research assistants and doctoral students. It offers a wide range of study programmes, at various levels, and in all areas of knowledge (126 courses organised in Ten Schools with 51.000 students). This result is accomplished, thanks to the number of permanent and temporary researchers, working in a wide range of disciplinary and scientific fields, and to the numerous junior scientists in training. It is also due to intensive participation in research programmes of national and international relevance and for the significant scientific results achieved. External funds support the research and knowledge transfer activities. This combination of factors qualifies the Florentine institution, as a modern research university and accounts for its excellent position in national and world rankings. Researchers at the University of Florence operate within 24 different departments and have at their disposal approximately 40 research structures comprising interdepartmental and interuniversity centres as well as specialised research, knowledge transfer and advanced training centres. The University of Florence is one of the largest and most productive public research systems in Italy.

The University of Florence has established since 2006 the Study and Research Center for the problems of disability and SLD (CESPD). The Center aims to ensure the right to study, equality and social integration in the university environment of students with disabilities and SLDs.

The center provides assistance and support to students, who request it and promotes and coordinates studies and research in the field of disability and SLD.

<https://www.cespd.unifi.it/vp-166-il-cespd.html>

### **Experience of the organization in previous European projects**

The University of Florence is one of the largest organizations for research and higher education in Italy, with over 50,000 students, 1,800 teaching and research staff, 1,600 technical and administrative staff and 1,600 PhD students and research fellows. Researchers at the University of Florence can benefit from approximately 40 research structures, including inter-departmental and inter-university centres, as well as specialized research, knowledge transfer and advanced training centres. Recently, the University of Florence has been ranked among top Italian Universities for the distribution of national research funds, and it is one of the most active Italian universities in terms of European projects and related grants. In the 7th Framework Programme, the EU funded about 150 projects for a total of over 40 million Euros. As of December 2017, the University of Florence has over 50 H2020 ongoing projects and more than 60 other EU projects in the field of education, cooperation and joint initiatives.

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/org-details/999895789>

More specifically, the research team, under the coordination of Prof. Maria Rita Mancaniello, has mostly operated in the field of the international multilevel research.

### **The project involving the department team of the three last years :**

- REFUGE-ED: Effective practices in education, mental health and psychosocial support for the integration of refugee children (H2020-SC6-MIGRATION-2020 - MIGRATION-05-2018-2020)  
<https://www.refuge-ed.eu/>
- VIW Project Voices of Immigrant Women (Programma Erasmus+ 2020 Acción KA2), Scientific Responsible of Unifi, Teach and Learn Inside, (ERASMUS-PLUS Call 2020, Round 1, KA1)

<https://viw.pixel-online.org/>

- DREAM – Development and Run-test of an Educational Affective Model (hash code: 644D4A2DF4929DA1; Programme: Erasmus+; Key action: Cooperation for innovation and the exchange of good practices; Action and main field of action: Strategic Partnerships for school education). <http://www.ecte.gr/ecte-projects/dream-development-and-run-test-of-an-educational-affective-model/>
- INTERCULTURAL EARLY CHILDHOOD EDUCATION AND CARE CURRICULUM DESIGN FOR PROFESSIONALS Programme ERASMUS+"I-ECEC" – <https://www.arcacoop.org/firenze/cooperazione-finanziamenti-fondi-sociali-europei-nazionali-regionali-project-financing/bandi-europei/16-progetti/139-i-eccec-intercultural-early-childhood-education-and%20%20care-2.html>
- "MECEC+" – MULTICULTURAL EARLY CHILDHOOD EDUCATION, Programme ERASMUS+, <https://www.arcacoop.org/firenze/progetti/bandi-europei/48-progetto-mecec.html>
- MEET" – MEDIA EDUCATION FOR EQUITY AND TOLERANCE Programma Erasmus+ <https://meetolerance.eu/>
- ERASMUS+ "QUAMMELOT" – “Qualification for Minor Migrants Education and Learning Open access - On line Teacher-training” (2017-2020) Programme Erasmus+ <https://www.quammelot.com/progetto-1>
- "EAR" – FORMING ACTIVE EUROPEAN CITIZENS THROUGH THE DIALECTICAL METHOD AND THEATER, Programme Action 3 Social Inclusion, <http://ear-citizen.eu/>
- EUMADE4LL, European Multimodal and Digital Education for Language Learning (2016-1-IT02-KA203-024087) è un progetto Erasmus + Key Action 2 "JOB LAND" – TEACHING SKILL AND RESOURCES FOR IMPROVING CAREER LEARNING AT SCHOOL <https://www.eumade4ll.eu>
- "Q-THEATRE" programme Erasmus Plus (KA/2 - Strategic Partnership- N.2018-1-RO01-KS201-049235) <https://www.joblandproject.eu/>
- COMMUNITY Community : Build Communities - Create Peace DG HOME 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI)
- DETECT DEveloping TEachers’ Critical digital liTeracies ERASMUS+ KEY ACTION 2 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.detectproject.eu/>
- DIVE IN Preventing violent radicalisation among young individuals in Europe by innovative training approaches DG HOME 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <http://www.best.at/en/internationalprojects/projects/currentprojects/dive-in>
- FREASCO Free from sexism and sexual harassment at school DG JUSTICE 2021, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) Free from sexism and sexual harassment at school <https://freasco.eu/>
- FRIENDESK Foster Reception for Inclusive Educational Needs: Development of Educational Needs ERASMUS+ KEY ACTION 2 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.friendesk.eu/>
- I-ECEC Intercultural Early Childhood Education and Care - Curriculum Design for Professionals ERASMUS+ KEY ACTION 2 2018, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.arcacoop.org/firenze/cooperazione-finanziamenti-fondi-sociali-europei-nazionali-regionali-project-financing/bandi-europei/16-progetti/139-iecec-intercultural-early>
- INTALL International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning ERASMUS+ KEY ACTION 2 2018, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.hw.uniuerzburg.de/intall/home/>

- JOBLAND Teaching skills and resources for improving career learning at schools ERASMUS+ KEY ACTION 2 2018, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.joblandproject.eu/>
- JSPO Jeux sérieux et pratiques d'orientation/ Serious games and guidance practices ERASMUS+ KEY ACTION 2 2018, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.onisep.fr/Equipes-educatives/Jeux-serieux-et-pratiques-d-orientation-Games2Guide>
- SEPA Supporting Educator's Pedagogical Application of 360 video ERASMUS+ KEY ACTION 2 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://www.sepa360.eu/>
- STEAM2GO Mobile Maker Space ERASMUS+ KEY ACTION 2 2020, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://steam2go.eu/>
- TRIANGLE Triangle ERASMUS+ KEY ACTION 2 2019, Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) <https://destinet.eu/who-who/civil-society-ngos/triangle/>

#### Experience and Expertise of the organization in the project's subject area

- Erasmus+ KA2 Project (2017-1-RO01-KA203- 037296) "Innovative Academic Course on Integrative Interventions for Children with Autism Spectrum Disorders", University of Florence;
- European Project (Cost Action [www.cost.eu/1309](http://www.cost.eu/1309)) "Play for Children with Disabilities (LUDI)";
- 2019: CESPDP External partner (CESPDP, Centro Studi e ricerche Problematiche Disabilità / Study and Research Centre for Disability Issues), University of Florence, Project of the Foundation Cassa di Risparmio di Firenze (Florence) "First Aid at School: teacher training in inclusion pathways and continuing education" (*Pronto Soccorso Scuola: formazione per insegnanti per percorsi di inclusione ed educazione continua*) (2019 ID 45779), programme: Education and Training, area of intervention: Scientific Research and Technological Innovation, Scientific officer: prof. Sandra Zecchi, CESPDP President, University of Florence;
- 2017-2019: Partnership Coordinator for Italy (University of Florence) of the European Erasmus+ KA2 Project (2017-1-RO01-KA203-037296) "Innovative Academic Course on Integrative Interventions for Children with Autism Spectrum Disorders". Project coordinator: West University of Timisoara;
- 2015-2018: Participation in the European COST Action Project "Ludi. Play for children with disabilities", 2014- 2018 ([http://www.cost.eu/COST\\_Actions/tdp/TD1309](http://www.cost.eu/COST_Actions/tdp/TD1309)), involving 30 European countries, Project coordinator: University of Valle d'Aosta-Université de la Vallée d'Aoste;
- 2014-2016: Project by Cassa di Risparmio di Firenze (Florence) "Inclusion of students with SLD at the University of Florence" (*L'inclusione di studenti con DSA nell'Ateneo fiorentino*) (Coordination: Sandra Zecchi), as CESPDP member, University of Florence. Role in the project: Coordination of Education Sciences area;
- 2010-2013: Two-year Project FAS, Tuscany Region: "Home automation (domotics) and learning environments. Educational inclusion of students with motor disabilities" (*Domotica e ambienti formativi. L'inclusione scolastica di studenti con disabilità motorie*) (in partnership with the Department of Mechanical Engineering and CESPDP – Centro di Studio e Ricerca per le Problematiche della Disabilità / Study and Research Centre for Disability Issues, University of Florence), University of Florence. Role in the project: Coordination of Education Sciences area;
- 2001-2003: Project manager "Integration of students with disabilities at the Italian university" (*L'integrazione degli studenti disabili nell'Università italiana*), funded by the "Young Researchers Project" (*Progetto Giovani Ricercatori*) of the University of Florence. Role in the project: Project manager.

#### Contributions that can be provided to the project

The University of Florence participates in all the actions foreseen by the project and in the realization of the final products; in particular, it is responsible for the *Intellectual Output 3: Recommendations for the higher education sector* (decision makers and policy makers) on how to build a more inclusive university system.

It is a tool for the planning of inclusive educational policies in universities, specifically aimed at structurally strengthening the inclusion of students with intellectual disabilities, in European universities. Through the creation of a policy recommendation, the project will provide a set of intervention proposals aimed at policy and decision makers involved at all levels of university policies, from rectors' offices, faculties and research groups. The basic dimensions of recommendations will comprise strategies for teaching; strategies for research; strategies for transferring and strategies for campus life.

The research unit of the University of Florence is composed of researchers, who have a long and relevant research and training experience in the field of disabilities and one of the researchers of the team is a member of the University CESP *Study and Research Center for the problems of disability and SLD*. The Center is involved in this project and it will provide its contribution to all the activities, foreseen by it.

#### **Reasons of involvement in the project**

Since 1980, the Professors of our Department have been the first ones, on the cutting-edge, in Italy, to tackle the thematic of subjects with disabilities and with special education needs. The School of Special Pedagogy, in Florence, has always been of reference for all Italian scholars and researchers. We consider that this excellence, in the landscape of the studies on disabilities, is of utmost importance and worth to be continued, especially, by feeding it, through the development of projects, which allow the realization of the *inclusion for all*. The University Research Centre on disabilities, by its 15-years history and expertise, highlights the peculiar commitment and attention, by our University, for supporting education paths, also for persons with disadvantages and personal difficulties. According to the ICF model, efforts have been made to develop more welcoming and comfortable contexts, able to respond to everybody's needs, in the purpose of implementing the guiding principle of *nobody being left behind*.

More in general, our Department has always tackled *diversity*, in all its aspects, as a fundamental value to be respected and safeguarded, in our society, and as a fundamental pillar for a rights-based quality education, according to all international legal standards for human rights and non-discrimination principle, inclusion and social cohesion. This alignment also reflects our contribution to the implementation of the global commitment of the international community for the *Agenda 2030 for Sustainable Development* and its SDGs, with particular reference to *SDG4 on Education* and its *sub goal 4.5*.

To participate to this project would allow us to make available, also for our partners, our wide experience and competence, in this area, at the same time, actively contributing to the realization of fundamental goals of equality and opportunity for all persons for achieving his/her own education path. Our commitment aims at strengthening the implementation of European regulations, concerning rights to education and respect for diversity, also embedded in all international legal standards of reference, ratified by our Country.

#### **Contact Person's Experience and Expertise**

**Maria Rita Mancaniello:** Associate Professor in General and Social Pedagogy sector (M-Ped/01), PhD in «THEORY AND HISTORY OF EDUCATIONAL PROCESSES» - CYCLE XII, (1 October 1996- 31 October 1999), Degree in Pedagogy, Temporary Research Associate from 2000 to 2004, Tenured Researcher since 2004-2019.

Teachers of SISS, PAS, TFA e 60 CFU for Educator. At present is Professor of Adolescence Pedagogy, Community-based Pedagogy and Inclusion Pedagogy. Was member of Technical Staff of Minister MIUR Lorenzo Fioramonti in the role of Expert for pedagogical studies (2019-2020). She is Member of ASSEMBLY OF THE NATIONAL FAMILY OBSERVATORY, (Prime Minister's Office – Department for family policies); President of Didactic Commission of for Degree Course of L19 UNIFI; Member of Library Commission of Florence University, sector Training and Education and EPALE Ambassador for European Commission. She is Coordinator of Education Sector for Florence University in the National Network of Sustainability and Representative for the UNESCO Transdisciplinary Chair Human development and Culture of Peace, for the University Peace Network – CRUI. In addition, she is a former Didactic Coordinator of the Master Course on Quality of Educational Processes (2003-2005); of the International Master on Local Human Development, Culture of Peace and International Cooperation (2006-2011) and of the Master Course in Affective Democracy and Dialogue for Peace (2018-2019), UNIFI. Since 2004, she is Member of PhD Course in Educational Science and Psychology and Member of Italian Society of Pedagogy, since 2004. Prof. Mancaniello won the National Award SIPED of Pedagogy (2019) and the National Award RICCARDO MASSA (section articles) 2020. She is responsible for the network between artistic women and University for the International Biennial of Female Dramaturgy, an international prize for female dramaturgy "the writing of differences" Government of Cuba, as well as, Member of the Italian Jury (2012-2016) and Responsible of Network Italian group (from 2016)

Founder of Transdisciplinary Unesco Chair in Human Development and Culture of Peace, 2006 (Chairholder prof. Paolo Orefice) and, actually, she is Program Coordinator of programme 2017-2021. In the framework of the UNESCO Chair, she collaborates to the UNESCO World Heritage Center of the City of Florence; the UNESCO World Heritage Centre of Florence; ICOMOS Italia, a UNESCO-affiliated association. These initiatives are in support of UNESCO's common and specific programs of interest. Trained in Pedagogy, Psychology, Social inclusion, she pursued a multidisciplinary and international career that has allowed her to develop an original research activity, crossing adolescence, cultural, intercultural, and gender studies.

#### Research Areas

Her main research area - deepened, experimented and consolidated, over the years, through theoretical studies and field works in the local and international cooperation - focuses on the transdisciplinary model of educational processes. This model is studied in its epistemological and scientific basis and in its strategic and methodological options, aimed towards the transdisciplinary science of education in the historical transition towards the Terrestrial Humanism of a Sustainable Civilization. This model is based on the complex theory of potential of the sensory-motor, emotional and rational knowledge and it is directed to develop creative processes of individual social and cultural advanced intelligences, related to the intangible and tangible qualitative co-growth of the communities in the territories, mostly for the most deprived groups and subjects. The model is experimented in the scientific and professional work on Complex Human Development, Creating Knowledge Paradigms beyond violence, Transdisciplinary Participatory Action Research, Lifelong Learning Strategies, Politics and Institutions of formal, non-formal and informal Education. The operational framework is the Network of Community Education, in the wider context of Local and Global Development for quality of environmental, social and individual life.

During the last years, an important focus of analysis has been concentrated on the levels of reality that are developed, today, in a technologically advanced society and on the way for developing the potential for learning immersed in virtual and augmented reality.

#### International Academic Activity

She was Visiting Professor in: University of States of Bahia (Uneb) Brasil (2017), in University of State of Santa Catarina, Florianopolis, Brasil and Visiting Researcher to: - CONICET (National Center of Scientific and Technical Investigation), Buenos Aires, Argentina (2015); University of Salta, Argentina (2013), and Erasmus Teacher, University Pablo de Olavide, Sevilla, Spagna (2014). She had collaborated with Staff of Post Degree Study and in the PhD Course of the State of Bahia University - Brasil (2011-2018). She was former Teacher for the professor of The Art College. University of Havana, during the cultural and scientific

program promoted by the XIV Festival International de Teatro dell'Havana that took place in Havana (2011).

She has mostly operated in the field of international multilevel research.

A selection:

REFUGE-ED: Effective practices in education, mental health and psychosocial support for the integration of refugee children (H2020-SC6-MIGRATION-2020 - MIGRATION-05-2018-2020), Project Voices of Immigrant Women (Programma Erasmus+ 2020 Acci3n KA2), Scientific Responsible of Unifi, Teach and Learn Inside, (ERASMUS-PLUS Call 2020, Round 1, KA1)

Further International and National Projects

Scientific Responsible of Teams Project:

-The grandparents as an empowering factor of the educational community and as a support of the parental fragilities, NATIONAL PROGRAM 'NEXT TO THE CHILDREN' (2014-2016);

-Project 'VIS a VIS...VISION AND SHARING; MIUR – Notice Prevention and Intervention on Bullying and Cyberbullying 2016 (2016-2018)

-School is for everyone. Let school be for everyone. School as mean of development for every citizen for the overcoming of disability MIUR - Project ICF-OMS, planning for inclusion (2011-2012)

-Project to Youth People in Jerusalem Est: Youth Development Resource Center Jerusalem, Palestine Evaluation of the project, ART-GOLD-ARCI INTERNATIONAL (2010-2011)

Member Teams of Project:

- PROVA-Prevention of violent Radicalisation and Of Violent Actions in intergroup relations, funded by EU under the ERASMUS-Plus Programme (2016-2018)

- Project GENDERCIT: Gender and Citizenship, MARIE CURIE Program IRSES,

- Project GOVDIV: Governance of Cultural Diversity, MARIE CURIE Program IRSES (2012-2014); Project OUTinOUT (Good practices and innovation in the educational intervention for minors in penal context) EUROPEAN COMMISSION -"JUST/2011 (2012-2015)

- European cooperation projects for Adult Education and Lifelong Learning, The programme for education in Prison, Developing Training programmes for qualified Teachers to Teach in Prison, Team Leader University of Malta EUROPEAN COMMISSION GRUNDTVIG - G11 (2004-2006)

- Social and Health Programme for welfare system in Beirut Southern Suburs, Project action-research, Beirut Sud, Libano, UNDP-ART GOLD Lebanon and TUSCANY REGION - Arci Internazionale (2007-2010)

- Theatre and play for intercultural education in organizations, European Project Leonardo da Vinci program of education and continuous 2007 2013 – Multilateral Projects of innovation transferal Tejaco. (2007-2009)

- "La Ciudad solar". Planificaci3n territorial sostenible de la ciudad de Iquitos y la provincia de Maynas Iquitos, - Perù, Peru Government and University of Firenze (2007-2009)

- Interlink Plus. Human potential and territorial patrimony for the endogenous sustainable development: theories, methods and interdisciplinary experiences among local and global knowledge (Latin American and Italian Universities network, 2005-2008) INTERLINK Project: FSE-MIUR (2006-2008)

- "Knowledge, anthropization and integration development: the Mediterranean case", Construction proposal for an Interdepartmental centre for university research, transfers and high-level training., VI European Program: Expression of Interest for the construction of an integrated project in the European Research Area. FP6 2002 (2006-2008)

- Change through Exchange. Visions and Practices of Leadership for Learning -Member of the regional group of action-research, International Research Project: School leadership in and international point of view. Collaborative Leadership: FSE MIUR (2002-2004)

- "National research for the acknowledgment of the educational and training professions in the European context: which professions, with what pedagogic profile and relative training, for what job", National Project PRIN 2007 (2008-2011)

- The quality of high-tier training. Theoretical model and methodology for research training, with a particular reference to pedagogic skills and quality evaluation devices for the innovation and the transfer



of expertise in the society of knowledge, National Project - PRIN 2006 (2007-2009)  
- Training project "The consultant of change in the organizations: instruments for the intervention in companies", Agency AsForm, European Social Fund – Province of Prato, 2006 Bid (2006-2007)  
-New technologies for continuous training and networks in the Italian socio-economic system, Faculty of educational sciences, University of Florence. MIUR-PROJECT FIRB 2002, (2002-2005)

Member Scientific Committee of:

JOURNAL Comparative Cultural Studies: European and Latin American Perspectives: VICE SCIENTIFIC DIRECTOR

JOURNAL Journal Educação e Ciências Sociais - RECS (ISSN: 2595-9980) UNEB, BRASIL

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Serie "Educare nel margine" per la collana "Processi formativi e scienze dell'educazione" di Guerini

JOURNAL: "Medical Humanities e Medicina Narrativa" - Aracne edizioni

JOURNAL STUDI SULLA FORMAZIONE, Florence University Press

COLLANA "ADOLESCENZA, FORMAZIONE E TRANSDISCIPLINARITÀ": EDIZIONI VIA LAURA (FI), DIRECTOR

**Marianna Piccioli** is a PhD at the University of Vic - Central University of Catalonia and at the University of Florence where she is a temporary researcher. She is a professor of Clinical Pedagogy in the Master's Degree Course in School Management and Clinical Pedagogy. She is teacher and member of the management staff of the specialisation course for support activities for pupils with disabilities. She is Member of the research group Erasmus + Program KA02 - RESPOND - Sustaining the Professional Development of Teachers within Schools, as Professional Learning Environments, head of Prof. Davide Capperucci, University of Florence. Member of the research group of the HUB of the UVIC-UCC (Universitat de Vic - Universitat Central de Catalunya) - Spain, within the European funded project H2020 Community for Sciences, leader of Fundació Universitaria del Bages - UMANRESA (Number 872104 - C4S). She is member of the research group Grup de Recerca en Educació, Llenguatge i Literatura (GRELL), coordinated by prof. Llorenç Comajóan-Colomé of the UVic-UCC Universitat de Vic - Universitat Central de Catalunya. Among her research interests are those related to special pedagogy, Disability Studies, planning and inclusive teaching, system evaluation with particular reference to school inclusion, through the use of the Index for Inclusion. Among her recent publications: *Relational Model e Cultural Model come incontro tra integrazione e inclusione. Un'occasione di sviluppo per la scuola italiana*, ETS, Pisa, 2020; *Lessico e significazioni per decostruire la disabilità*, in J.A. Marín Marín, J.C. de la Cruz Campos, S. Pozo Sánchez, G. Gómez García (a cura di), *Investigación e innovación educativa frente a los retos para el desarrollo sostenible*, Dykinson, Madrid, 2022, pp. 1076-1089; *Integration/Inclusion. What Conceptual Model in The Documentation Produced by the Schools?*, in Associazione per la Scuola Democratica, *Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education"*, VOL. 2, Learning with New Technologies, Equality and Inclusion, Associazione per la Scuola Democratica, 2021, pp. 617-631; *Disabilità e sviluppo dell'educazione inclusiva: alcune questioni di etica nella ricerca nella prospettiva dei Disability Studies*, in «Italian Journal of Special Education for Inclusion», VIII(1), 2020, p. 53-66.

**Giuliano Franceschini** is associate professor of General Didactics and Special Pedagogy, at the University of Florence, where he teaches General Didactics at the degree course in Primary Education and School Management and inclusive leadership at the degree course in School Management and Clinical Pedagogy. He directs the specialisation course for support activities for pupils with disabilities. His research interests concern general teaching, school management, teacher training, school teaching and pedagogy, as well as issues of school and social inclusion. Among his publications: (2020). *Che cos'è l'inclusione? La ricerca dell'eguaglianza*. In: Davide Capperucci, Giuliano Franceschini (a cura di), Francesca Storai, Ilaria Salvadori, Marianna Piccioli. *Introduzione alla pedagogia e alla didattica dell'inclusione scolastica. riferimenti culturali, normaltivi, metodologici*, pp. 19-65, Milano: Guerini; (2018). *Didattica inclusiva: aspetti metodologici, epistemologici e percorsi di ricerca*. STUDI SULLA FORMAZIONE, vol. 21, pp. 201-216; (2019).

Una rivoluzione epistemologica: dall'integrazione all'inclusione. ARTICOLO 33, vol. 11, pp. 38-42; (2019). Teacher models compared and contrasted: A matter of educated as in well-read, or is it a question of being competent, or aware?. INTERNATIONAL JOURNAL OF HUMANITIES AND SOCIAL SCIENCE, vol. 9, pp. 1-13; (2019). Teacher models compared and contrasted: A matter of educated as in well-read, or is it a question of being competent, or aware?. INTERNATIONAL JOURNAL OF HUMANITIES AND SOCIAL SCIENCE, vol. 9, pp. 1-13.

**Alice Binazzi, PhD:** Anthropologist and Specialist in Gender and Human Rights, with focus on children's and women's rights. Former United Nations staff member and consultant in the International Research Centre UNICEF IRC – U.N. Agency.

She holds an International PhD in Social Sciences, research line *Gender Equality*, Universidad Pablo de Olavide (UPO), Seville, Spain. Master in *Local Human Development, Culture of Peace and International Cooperation* and Advanced Degree in Education Sciences (thesis in Social and Cultural Anthropology), University of Florence, Italy. All grades top marks, cum Laude. University Diploma in "*Protagonismo Infantil*", Universidad San Marcos and IFEJANT, Lima, Perú.

She served, for a decade (1998-2008), in the International Research Centre of UNICEF IRC- United Nations Agency. In UNICEF IRC – U.N., she worked in international research projects, global initiatives and research units. Among most important ones:

- The joint ILO/UNICEF/World Bank InterAgency Project *Understanding Children's Work (UCW)*;
- Following the Special Session of U. N. General Assembly (2002), the establishment of the *Child Friendly Cities Initiative International Secretariat (CFCI)*;
- Preparation and follow-up of part of Agenda and contents for the *III World Congress against Sexual Exploitation of Children and Adolescents* (Rio de Janeiro, 2008);
- *Implementation of International Legal Standards Unit*;
- *FGMs International Expert Group*;
- UNICEF IRC Director's Office, mandate of Marta Santos Pais, former ONU Representative to the Secretary-General, on Violence against Children. She collaborated in high-level meetings organisation and research contents outputs.

In the framework of the decentralised international cooperation, she collaborated to local projects in Africa, Burkina Faso, for girl's education and empowerment, *Projet Papillon – Centre d'Accueil*, and advocacy initiatives Burkina Faso-Italy.

In 2012, she joined the University of Florence, Italy, collaborating to academic research and projects, in the area of inclusive education, human rights and sustainable development.

From 2014 to 2018, she has been senior researcher, participating in international projects, for the Italian research team of the University of Florence, Italy, in partnership with European and Latina American universities. Among them: two intercontinental Marie Curie-IRSES EU-Latin America Projects: *Multilevel Governance of Cultural Diversity (GOV.DIV)* and *GenderCit (Gender and Citizenship)*.

Collaboration with the Dpt. FORLILPSI, University of Florence, in international and national projects and education activities on gender, women's and children's rights. In the framework of *Agenda 2030 for Sustainable Development* and of other international instruments for human rights, inclusion and respect for diversity, preparation of research line, networking, intellectual outputs and contents for projects proposals for EU Calls. Collaboration to the preparation of institutional project proposals for the European Commission Calls for Proposals and Partnerships, in the areas of gender and migrations, education, justice (Horizon 2020, COST, among others).

She is a keynote speaker in international congresses and conferences, in collaboration with Latin American Universities, as well as, with European ones and in Winter School, University of Pavia, Italy.

She is qualified Expert for the pool of REA-EU (Research Executive Agency).

Evaluator of project proposals on gender and violence, for the University of Puerto Rico.

She is based in Paris and in Florence.

#### *Research Areas*

Dr. Alice Binazzi has a plurennial experience in policy-relevant research (UNICEF IRC-U.N. Agency and University of Florence) and in policy analysis, with particular reference to qualitative analysis of human rights' implementation policies, lessons learnt and good practices.

She lived in Latin America and the Caribbean, where she carried out ethnographic field research, in the Dominican Republic and in Mexico, where she developed a qualitative gendered analysis of the process of implementation of human rights and the role of stereotypes, hampering it. She develops an *Anthropology of Implementation* of international legal standards for the safeguard of human rights, with a special attention to the implementation of the *Agenda 2030 for Sustainable Development* (especially, SDGs 5, 4, 16.2).

Her work of the last two decades has been entirely committed for human rights, gender equality, inclusion of diversity and local human development. The core of her research focuses - as a Cultural and Social Anthropologist and Human Rights Specialist - on the concept she developed of *Anthropology of Implementation*, a qualitative analysis of delivered public services, suitable to match the needs of vulnerable social groups. This concentrates on the identification and analysis of harmful stereotypes and discriminating patterns, hampering a full implementation of human rights and it provides the reflection on processes of inclusion, facilitating participation and empowerment for sustainable development, which cannot avoid a full implementation of human rights.

She is Member of the Scientific Committee of the International Review *Comparative Cultural Studies - European and Latin America Perspectives*, Florence University Press. She is reviewer/evaluator of research articles, for the following international Reviews of Social Sciences: *Comparative Cultural Studies European and Latin America Perspectives*, Florence University Press, Italy; *Collectivus*, Revista de Ciencias Sociales (CRSC), Universidad del Atlántico, Colombia; *América Latina Hoy*, del Instituto de Iberoamérica, Universidad de Salamanca, Spain.

Authors of several international publications, including articles and book chapter, her research interests include cultural and social anthropology, human rights; gender; inclusive education and diversity, children's rights; women's rights; discrimination; migrations; Agenda 2030 for Sustainable Development.

#### *Other International research activities:*

She has been Fellow Researcher in the International Project *Espacios Públicos Urbanos y Mujeres (EPU Mujeres México-Colombia)*, 2017, Universidad Autónoma de Coahuila, Mexico.

She collaborated with World Congress LASA2018 (Latin American Studies Association), Barcelona, she coordinated her own Symposium of experts, on Gender and Girl Child Rights, EU-Latin America.

She is Independent Expert of the *Consejo Asesor de REDidi, Red Iberoamericana para la Docencia e Investigación en Derechos de la Infancia (REDidi)*, Salamanca, Spain.

She is a Member LASA (Latin American Studies Association), Member SIAA (Società Italiana di Antropologia Applicata), ICA (Congreso de Americanistas), ARIM (Associazione Ricercatori Italiani in Messico).

She is a former Official Translator of the University of Florence and can work in English, Spanish, French and Italian. She holds *United Nations Staff Language Proficiency* in Spanish and a Spanish International *D.E.L.E. Superior*, by the Ministry of Education and Culture of Spain.