

Luca Bravi, Francesca Dello Preite,
Vera Gheno (edited by)

***Building inclusive communities
Gender narratives
and other identities***

book series
Storia, Memorie e Narrazioni educative

Luca Bravi, Francesca Dello Preite, Vera Gheno
(edited by)

Building inclusive communities.
Gender narratives and other identities

AStarte

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PART 1

**Educational spaces for storytelling
and recognition**

Introduction

The project Gender narratives and other identities. Building inclusive communities

“Gender narratives and other identities. Building inclusive communities” is a project funded by the European Union (NextGenerationEu), created and coordinated by Luca Bravi, Vera Gheno and Francesca Dello Preite of the University of Florence, who have carried out research and action in the field of *diversity and inclusion*, based on storytelling and self-narration (public or private), through oral testimonies, unpublished and published writings, as well as any other form of storytelling. “Diversity” made up of non-oppositional varieties that do not create distance, but rather reflect different points of view, ideas, histories and affiliations, bringing them together in a common space for discussion, encounter and critical debate. Collecting the many words of “diversity” to develop practical training and educational tools, where storytelling together means laying pedagogical and educational foundations for re-working collective memories and plural societies.

Educational spaces for storytelling and recognition

Luca Bravi, Francesca Dello Preite and Vera Gheno

This first part of the publication *Building Inclusive Communities* brings together epistemological and methodological reflections on the processes that guided the actions of the project “Gender Narratives and Other Identities”. The authors outline ways of constructing stories and memories that can become tools for social cohesion and participation in educational and training contexts, both formal and informal; from the construction of an open and participatory public space for storytelling to the use of broad language; from the structuring of inclusive networks to the role that school memories can play in reconnecting people and communities around values that need to be protected and constantly redefined. The analysis also focuses on the opportunities that the broad and often unexplored field of *digital humanities* can offer through the support of storytelling tools (such as the podcasts used in the project) capable of implementing methodologies linked to the values of democracy, equality and co-design, without the need for formal mediation. These paths promote literacy that is not only digital, but also aims to actively contribute to building the tangible and intangible heritage that underpins community cohesion and changes social relations in an inclusive way. Objects and places are presented here as tools for unlocking stories that can enhance the events that shape public memory, alongside the recovery of silent, denied and marginalised memories. These paths, developed in a context of horizontal co-design between majority and minority groups, were the central element of the project “Gender Narratives and Other Identities”: relationships were built that allowed for knowledge and ac-

tive listening in a collective, public (physical and virtual) space and which, through action research, had the merit of indicating one of the possible paths to follow in the field of education, in order to return to being part of communities defined in the plural.