

Service-Learning in Italy: Exploring the Relationship Between Volunteerism & Academic Institutions

Siena, Italy

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Afternoon Session and Closing Remarks (Conference Hall)

Speakers: Carlo Tozzi, Mike Manchester, Valeria Bertusi & Alfonso Diego Casella

Moderator: Caterina Taroli

[Caterina Taroli]

Welcome back, now we will hear about the service learning experience, not only in the Sienese context, but also abroad. We will have a question and answer session after the first presentation and also before the coffee break. We'll start with Mr. Carlo Tozzi, a university student who has been collaborating with SIS for two years now.

Examples of Implementation of Service-Learning in the Sienese Context: Intercultural Experiences in Siena and Ecuador

[Carlo Tozzi]

I will talk about my experience with SIS and I will also show you a video about my trip in Ecuador. I started collaborating with Siena Italian Studies during my first academic year at the University of Siena. Mike Manchester had posted fliers in the library of the Facoltà di Lettere for a service-learning project in the elementary schools.

Since my arrival in Siena I knew that I didn't want to end my university preparation only in theory, but I wanted to broaden my knowledge to practical activities. I was a first year cinema student and I didn't yet know how the financing from the extraordinary Diritto Allo Studio Senese works, which allows us to better express our artistic vein, and to which I owe the financing of the better part of three of my projects.

In the office of Marco Giudici, technician of the department of cinematography, near the department head in Via Fieravecchia, I found one of those famous fliers. It called for cinema students who were interested in working on small audiovisual projects in English in the elementary schools of Siena together with American students. It was an activity that didn't give any formal credit, but I was very interested in working with American students, attracted maybe by the

cinematographic prospective that their country offers, as well as the idea of creating something socially useful. I participated in the project with great enthusiasm and I created a tie with the school. In fact, the following year, my second academic year, I participated in their “Institutions in Society” course, held by Alfonso Diego Casella. The final goal of this course was to work on a small documentary.

We made the documentary “Ricordati che eri straniero,” which was based on the theme of immigration today in Italy and specifically in the Siense reality, comparing it to the migratory cycle from the South to the North during the nineteen-sixties. I produced the project using the writings of Alfonso Diego Casella. This was a project in which, thanks to the presence of the schools, organizations such as the Caritas soup kitchen for the poor and the Corte dei Miracoli, I succeeded in grasping the truly personal and intimate side of the immigrants, with whom we had succeeded in creating a good relationship. After this project the school decided that I deserved to be the first student to send abroad. Lavinia Bracci, the director, granted me a complete scholarship for my trip abroad.

The destination of my trip was then decided: it would be the city of Guayaquil, the economic capital of Ecuador, the largest city in the country that contained the most important port on the South American Pacific coast. I was to attend the UEES, Universidad de Especialidades Espiritu Santo, a private catholic university, participating in the IPSL group. My program would have been similar to that which the American students attend here in Italy and it based itself on these same principles: I would live with an Ecuadorian family, that would become my family in every sense of the word; I would attend the university, following two courses of my choice and according to my level of Spanish; and I was to take part in a volunteer activity based on my personal abilities, my knowledge and my interests.

I then began taking a Latin American Spanish, with SIS, held by Alejandro Echevarria Gil, who works with the school. Then, on June twenty-sixth I left for Ecuador, and after a long and truly exhausting trip, with layovers in Frankfurt, New York, San Jose and Quito, I finally reached the great Ecuadorian city.

In addition to carrying out the established program, I took it upon myself to film as much as possible with my video camera and keep a daily journal in which I was to record my impressions,

my comments, or simply my thoughts. I wanted this trip to be an interior voyage as well, my own personal analysis of what I was visiting, seeing and filming with my camcorder and my camera. I created a project entitled “Diario, appunti giornalieri di un viaggio dall’altra parte (del Mondo).” It would be composed of all the photos, videos and reflective writings that I had carried out in that country.

I would like to share with you some of the moments of my trip-- some of the thoughts that I have been able to develop thanks to my reflective writing.

Many things struck me from the moment that I began to live there. The streets were so chaotic and run-down, and the traffic was out of control. From the first moment that I got into the Barriero family car, the family that was hosting me, I promised myself that I could never again put myself behind the wheel of a car in this country.

Every person there is so different one from the other. There is a diversity that perhaps is accentuated by the fact that, being for me “so different”, I could recognize their individual inequalities. I wouldn’t like, however, to justify my impression of a world where individuals live together without having anything in common, their lifestyles, and perspectives on life, habits, and traits. I was used to seeing the majority of people dressed in the same way, to not meeting people on the street that don’t have anything, people that don’t even have enough clothes on their back. Passing through the center of our cities and continuously meeting almost everyone dressed in the same way, everyone more or less clean, that makes you always equal and not uneasy because you are different, how could I not be struck by the differences of the people that I found around me in that country.

Walking through the streets or climbing in and out of a taxi or bus the smells are so strange. To say the truth, I rode the busses very rarely because of their dangerousness due to the fact that it was almost “mandatory” for men to get on and off while the bus was practically flying, and due to the fact that there were about seventy daily robberies and average of three homicides monthly, on the busses... all occurring within the city of Guayaquil.

The money had a very strong, bitter odor, at times disgusting. This aspect truly struck me. I had kept in my wallet some euros and, astonished by the extremely strong smell of those dollars, I tried to smell them. This is something that I also did immediately after returning to Italy. I did this to remember what our money smells like. Mine in particular reminds me of leather because I keep it in

a leather wallet in the back pocket of my pants, but it's not a bad smell. In general our money doesn't smell like anything. The smell that their money has, I think, comes from one of the characteristics of Ecuador, the traveling food vendors. On the street people eat truly eat everything, delicious fresh fruit, beverages and ice cream, hot dogs, hamburgers, fresh fish soups, or fried seafood. I tried almost everything that was sold on the street, especially the local specialties, without thinking about my delicate Western stomach (that personally isn't so delicate).

I then "scientifically" established that at the moment you pay for your food you never have clean hands. You eat hurriedly, standing up, without napkins or those fake paper napkins. When you touch the money in that way, you can't help but leave traces of your food on it that will eventually retain that disagreeable odor that has remained so impressed in my memory.

My trip lasted two months and my activities during this period were divided into two parts. The first month I attended my university courses. Fortunately, with my Spanish level, I was able to take a very interesting advanced class. We studied small passages of writings by South American authors, such as Marquez and Isabelle Allende, commenting in class about the text. We also read newspaper articles about the immigration of Ecuadorians throughout the world and through these articles the strongest clashes between me and the American students occurred, but in particular between me and a Belgian girl who was extremely Catholic and racist. It was a continuous struggle.

In Ecuador the politics are strongly piloted by the upper class that controls the state at its own pleasure. The population is misinformed, especially about the exploitation of their country by the United States. The people fundamentally don't worry about politics and they don't ever complain about what they have. Maybe because in the last few years they have experienced such a huge growth period that even thinking about the conditions with which they had lived a few years before seemed like a dream. When I talked to them about public health, public education, and of our common social services they remained dumbfounded and for the most part their response was that they didn't believe me. During these lessons the political and ideological battles were truly the most interesting part for me.

The second course I took was "Multimedia Production." Our teacher, Maria E. Banda-Rodaz, was an Ecuadorian professor that had lived in the United States and who mainly worked on theatrical and cinematographic productions. The course objective was the production of a multimedia project entitled "Iguana Urbana" based on the choreography of the girls in my class that studied dance, including some of my videos of the city and the university. The final event of the project was a live show by Hector Napolitano, a fifty-year old musician, who is luckily married with my twenty-year

old classmate. After some difficulty in finding a common melodic theme for the three parts of the multimedia project we opted for the use of some electronic music composed by a Sieneese musician, my friend Giulio Aldinucci. The work was a great success with the audience of about five hundred people that had come to attend the event at the university.

During my first month I made only one trip outside of Guayaquil, a weekend at the city of Cuenca. A place immersed in the mountains that, not so much for the beauty of the city in itself, is characterized by a notable quantity of Incas and is fascinating for the long bus trip to reach it, first through the great plains that surround Guayaquil and then through the Andes. With much difficulty I succeeded during my bus ride in gathering many photos of notable esthetic worth.

The second month I carried out my volunteer activities. Initially I couldn't find a place to work that I really liked. They had brought to an advertising agency, but I didn't want to work in "fiction." I wanted to work somewhere dealing with reality that would allow me to really complete my knowledge of the place.

In the meantime I was able to see and film all the places in which the other students had completed their own service, places such as public hospitals, recovery clinics for malnourished children, and public schools. I was able to collect some truly strong images in these places that will never vanish from my memory.

Then I began working for the CEPA, the multimedia center of the university. The most important thing was that, thanks to my experience in audiovisual production, from the beginning I had been charged with great responsibility. Through the work of the students in the laboratory I developed the live production of various events, from the news to commercial programs. I edited the videos using Final Cut Pro on the Apple workstations that would make many small Italian television programs envious.

In particular I directed the development of two major events. The first was a conference on a new law for the abolition of the sale of shark fins that had been captured "accidentally" by fishermen, an event that was broadcasted nationally because of the importance of the subject. In Ecuador about one hundred and fifty sharks are killed every day and declared "accidentally" caught. There are not sufficient controls and the fishermen don't think about the destruction they are causing to the

ecosystem. In their poverty the fifty dollars per fin offered by the Asian community is too large of a sum to give up. I had the pleasure of filming the whole event and editing it using Final Cut Pro.

During the last two weeks I collaborated with two students from the Journalism school of UEES in the production of a documentary on the development of the most important and most expensive residential zone in the entire nation, the Via Samborondon, the area where the university I was attending was located. I had the responsibility of filming the entire documentary, mostly from the outside. I had to be very careful filming around the city with professional video cameras on my shoulder.

Among the material filmed there was an interview with the mayor of the city, which was a great honor. I was also in charge of editing the entire documentary.

The last part of my trip I visited three important cities in Ecuador, in particular the northern coast of the country facing the Pacific coast, famous for the sharks and the beautiful women that live there.

My two months had come to an end. I had worked a lot and I had succeeded in truly entering inside the city, thanks to the family with whom I stayed. Mr. and Mrs. Barriero, Gonzalo and Maria, had three children, Ricardo, 25, Viveka, 23 and already married, and Erika, 19. Everyone always made me feel like part of the family. Some mornings I took long walks with Gonzalo who brought me to the center of the city and told me about how it had changed in the span of the last ten years. He told me about what was there before, the poverty and the violence in the places that are now the most beautiful, and in which direction the country was going. Sometimes he told me about his life, about what he had done after his graduation from medical school, about the time he spent in the military, and about his trips to Cuba. We really had some great talks. But the person that I made the closest ties to was Ricardo. In those two months with him we often went out into the city at night. He brought me to all the typical places that were frequented by the locals and not those geared towards tourists. The moment I left Ricardo and I had a good cry because I had really become his little brother.

Thanks to technology I am able to keep in touch with almost all of the people that I met in Guayaquil and I believe this to be a great opportunity. Ricardo and I exchange many emails in which he tells me about how his family is doing and about what is happening in his country.

This trip not only enriched me humanly but created in me many new stimuli. After a couple of months being back here in Italy I felt my head exploding with ideas. With Siena Italian Studies we immediately began working on a new project that will eventually allow me to return to Ecuador. We are working on a documentary on the dessert industry of Italian immigrants. It is an example of a successful emigration, something not so easy to find. I intend on returning there for at least a month with a small group of people in order to collect all the information and film as much as possible. For now we have the support of the Immigration Museum of Umbria.

This year my activities within the school have broadened. I mainly occupy myself with the English Conversation Partner activity. I look for Italian university students interested in entering into contact with international students, people that are interested in a linguistic and cultural exchange in order to increase their knowledge of the English language and of a culture different from their own. This semester we have 28 language partners. The school puts at their disposition free courses of English and Spanish that are based on conversation that will allow them to be able to apply their knowledge of the language at any level. In addition, I am working with some other students on creating subtitles in English for short films produced in Siena. All of these activities succeed in being a stimulus and a fountain of great satisfaction for me.

I feel as though I have grown a lot thanks to the possibilities that Siena Italian Studies has offered me. In my opinion all of this is a clear demonstration of how small volunteer activities within a school, in my case the short films within the elementary schools, can create a true intercultural experience. For example, this year I met Estela, an Ecuadorian student that came to study in Siena with Siena Italian Studies. With her I was able to do several activities such as the Spanish translation of “Ricordati che eri straniero” and some other short films produced during my academic years. Estela will be a very important reference point for Ecuador and will be of great help in the production of the documentary that we are planning on producing with Siena Italian Studies.

For me this school has become a great fountain of inspiration and a way for me to carry out projects that otherwise wouldn't have been possible. Now we'll see the rest of the film.

[Caterina Taroli]

Now we'll hear from Mr. Manchester, Mike Manchester and Dottoressa Valeria Bertusi. Mr. Mike Manchester has been the field coordinator with SIS for the past four years for the the IPSL program. Dottoressa Bertusi is the project coordinator for the PIA for the Provveditorato agli studi di Siena.

Together they will talk about the English teaching project inside the kindergartens and elementary schools in Siena. Go ahead:

Service-Learning and Education in Italy: Practical Experience in Kindergartens and Elementary Schools

[Mike Manchester]

Institutionalizing a service-learning project is a pretty difficult thing, just as our little intervention here will be somewhat complicated in itself. I will be speaking in English and Valeria will be speaking in Italian. Just a little bit of framework on what we're going to be talking about. The slides up here will show a very simplified version of what Valeria Bertusi from the Provveditorato Agli Studi will be talking about. She will be talking about various laws that govern the elementary school in Siena and how they work.

First, though I'll introduce myself. My name is Mike Manchester, and I've been living in Italy for about seven years doing various things for the program (SIS) and now I am the Service Learning Coordinator so it is my job to be the go-between between service agencies, in the words of IPSL, and the students. I am kind of the go-between in all respects there. I also have personal experience in teaching. I was a kindergarten teacher, teaching English in all six kindergartens, now there are 7 officially in the commune di Siena. I taught along with Bonnie, who is actually right here. Bonnie and I studied together with the program many, many years ago and that's how I first came to Siena. I have a lot of experience in the kindergartens and I have a lot of connections in the schools through the kindergartens. About five years ago some elementary school teachers that I knew asked me if I would come teach in their English classes and if I would bring students to come teach because they really wanted more English in their schools. That's kind of how we ended up in the elementary schools. So, if service-learning is this academic approach that requires social involvement that has to meet the needs of contemporary and local society, then it is my job to figure out exactly what those needs are. We can't just go around creating needs, we have to figure out what the needs are of the current society, and then it's my job to figure out how to fulfil those needs or at least help out. One particular need that I think we can all agree on, both Americans and Italians, can be found in foreign language education in the Italian schools. Three hours a week of English are mandatory in elementary schools in Italy. In many cases, the English teacher, the person in charge of teaching English, doesn't actually speak English. This isn't necessarily their fault that they don't speak English perfectly. You can take any teacher who has been instructed at the university level to be a teacher, they can take subjects like math and history and even if they are not math or history majors,

they can take a book and teach those subjects very well. They can use their own ideas and other tools but they can teach, using a book as a base. A language is a very different thing. Like I said earlier, it is not necessarily the fault of the teacher who is put in the position of "...Ok you know have to teach English." So what happens very often in the cases where the teacher speaks no English at all is that the children learn English all from the book. This is OK, but English is a language and like any other language you need to hear it and you need to speak it. What happens then is that you have kids that are fantastic at grammar, and actually we see when we go into high schools, (we have a small program in local high schools) the students are very, very good at English grammar because they have learned through grammar books throughout their education. They have not had the opportunity to speak it. So, I have American students who, we agree or disagree (heh), speak English. That is what they can do, They can speak English. Most of them have little experience and no certification to teach. It is up to me to make a lesson plan that the students can follow week by week. I am actually not going to go into the details of how the elementary project works from the inside. If anyone would like to know how the elementary school project is run week-by-week, you can ask me during a coffee break or I also have business cards. There is a lot to talk about. Anyway, we have been working in the elementary schools for about five years. Actually, let me start that again. We had been working in the elementary schools for three years completely below the radar of the city of Siena when Varleria Bertusi got wind that this was actually happening in the schools. We cannot thank her enough as she actually contacted us to try to make our project a part of the school institutions in Siena instead of me simply going through my personal contacts in the elementary schools and organizing lessons privately. Now we are actually an institutionalized thing and we work with the provveditorato degli studi and teachers actually have to adhere through this organization to participate in the project and then the provveditorato tells me how many people I need to bring to teach. This is really the first time for us that we have this institutional relationship. It is not easy. We understand that from the point of view of Dr. Bertusi and also ours, the level of bureaucracy is formidable and, like I said we can't thank Dr. Bertusi enough for her efforts for having come to us. Most of the time when service agencies present themselves to larger institutions, the larger institutions have negative responses. Dr. Bertusi, very graciously deals with most of the bureaucratic elements of the project and lets us have the freedom of dealing with the organization of the service element. So, what I will do here is put up the slides. Dr. Bertusi will be speaking in Italian and those of you who don't speak Italian can follow along using the slides. Like I said, most of our service contacts are based on personal contacts. One example being Gianpiero Ciacci (Misericordia, Siena). I call Gianpiero. I tell him that I have four students interested in volunteering, He says, "Great! Send them on Thursday."

The elementary school project is no longer like this. Institutionalization can mean, it does mean bureaucracy and our relationship with the provveditorato agli studi is very unique thanks to Dr. Bertusi. While there is a lot of bureaucracy, it is absolutely fundamental for us to now be a part of the progetto PIA, which we will explain. We need to be visible to the community. If we are only visible to our own personal contacts then we are not very visible at all. So, through institutions we gain a lot of visibility.

[Valeria Bertusi]

Grazie. Bene. A me il compito di tracciare lo scenario istituzionale all'interno del quale si è svolto l'attività fatta con Mike e SIS. Lo scenario in cui s'innesta quest'attività questa collaborazione è quella dell'autonomia scolastica. L'autonomia scolastica è un regolamento **DPR 275/99** e' un regolamento che dà all'articolo 7 quelle che sono le finalità della scuola. Queste finalità riportano da una parte le finalità didattiche, attività di ricerche, di sperimentazione affiancato alle attività di formazione e di aggiornamento. In più l'articolo 7 indica uno dei modelli possibili per attuare queste finalità e questo modello è il modello della rete che è la rete inter-istituzionale. Fra gli strumenti concreti per attuare la rete noi, sempre all'articolo sette, troviamo le attività laboratoriale come un'appunto delle possibili strumenti per effettuare le finalità. I laboratori finalizzati a cosa? Alla ricerca, didattica alla sperimentazione e alla documentazione proprio perché ci sia un'ampia circolazione delle esperienze fatte da ciascuna scuola. La rete, quindi diventa e realizza quello che è lo strumento organizzativo e funzionale che possa potenziare la capacità delle scuole e contestualizzarla nel contesto dove la scuola vive. Se questo è lo scenario della scuola, qui non può mancare l'intervento e partecipazione degli enti locali. Il ruolo degli enti locali è formalizzato e definito nel decreto legislativo 112/98. Come vedete la differenza, diciamo minima, fra il regolamento dell'autonomia 1999 e il decreto 112. Questo decreto attribuisce alle enti locali ruoli fondamentali in quello che è la programmazione dell'offerta formativa territoriale che quindi deve essere concertata e condivisa e partecipata tra enti locali, associazioni e tutte le agenzie formative che esistono in quel territorio insieme alle istituzioni scolastiche. È evidente come in questo scenario la rete rappresenta lo strumento essenziale, quindi lo strumento progettuale e al tempo stesso anche un nuovo modo di comunicazione e quindi permette di mettere tutta la comunità territoriale in campo per poter affrontare problemi, poter dare risposte e poter realizzare progetti che siano condivisi.

Il progetto integrato di area (PIA) e' un esempio che costituisce un'esempio completo. La progettazione integrata di area risale al 1994 e negli anni si e' confermata come uno strumento fondamentale per quanto riguarda la programmazione territoriale di interventi integrati. Pensate, dal '94, siamo nel 2008, sono 14 anni. Si e' confermata anno dopo anno nella sua valenza e la sua validita'. Proprio in virtu' di questo la regione Toscana ha investito e investe tutt'ora considerevoli risorse per garantire a tutti gli studenti della Toscana l'esercizio effettivo di quello che e' il diritto allo studio.

Il PIA del comune di Siena si chiama "Tu, noi tutti, progetti per nuovi orizzonti educativi integrati scuole e territorio." Gia' nel suo titolo vediamo ben delineato quello che e' l'obiettivo di questo progetto. E' un progetto che va avanti da circa dieci anni. Si realizza attraverso un'accordo di rete fra tutte le scuole che insistono nel comune di Siena, fra l'ufficio scolastico provinciale e il comune di Siena stesso. Annualmente, ovviamente viene aggiornato, verificato e messo appunto nei suoi particolari attraverso la realizzazione di specifici incontri proprio per rilevare quelli che sono i bisogni e per evidenziare, anno per anno, gli interessi che possono modificarsi nel tempo da parte delle istituzioni scolastiche. L'adesione, possiamo dire, e' completa per tutte le scuole del comune di Siena a partire dall'infanzia fino al secondo grado della secondaria. L'interesse e' anche dimostrato dal fatto che tutte le scuole inseriscono le offerte del PIA nel loro piano dell'offerta formativa (POF) che risulta essere il progetto attraverso il quale viene programmato e organizzato e poi concretizzato tutta la serie di attivita' curricolari ed extracurricolari della scuola. In particolare con il PIA si risponde al bisogno di rafforzare il senso di comunita' dell'educante all'interno del territorio. In piu' si ottimizzano tutte le risorse che, diciamo disperse, tra virgolette, nel territorio che sono, quindi, in questo modo coinvolte e ottimizzate. L'obiettivo generale e' chiaro. E' quello di ampliare e potenziare l'offerta formative, l'offerta educativa di tutte le scuole. Al tempo stesso di sviluppare quelle che sono le competenze sociali e razionali all'interno di una struttura appunto di comunita' educante. L'obiettivi specifici sono insiti in quelli che sono anche le finalita' della scuola italiana; prevenzione il recupero della dispersione scolastica, integrazione scolastica e sociale, la continuita' verticale ed orizzontale, l'innovazione didattica anche in abito scientifico l'educazione permanente e la creazione di crediti formativi. Le strategie che vengono utilizzate sono quelli, intanto di formare un tavolo di concertazione, un tavolo di lavoro con i dirigenti scolastici, quindi con i capi d'istituto di tutte le scuole del comune di Siena. Questo, per condividere quelli che sono i principi del sistema educativo integrato. Poi, il coinvolgimento di tutte le insegnanti delle scuole della zona senese che intendono a partecipare al progetto PIA, quindi che aderiscono al progetto PIA anche attraverso di informazione ma anche di formazione. In piu'

una delle strategie e' quella di valorizzare tutte le risorse del territorio. Ovviamente le attivita' che sono previste nel PIA hanno diversi fili conduttori. Uno dei primi progetti e quello delle animazioni sugli scuolabus. In questo progetto, abbiamo la presenza di un animatore sui mezzi di trasporto che praticamente portano i ragazzi dalla scuola a casa e vice versa. Sono stati evidenziati, soprattutto nel tragitto di ritorno verso casa, quindi da scuola verso casa, dei comportamenti aggressivi da parte dei ragazzi sia i loro compagni che verso l'autista. Rispetto a questo bisogno dimostrato dalle scuole, il progetto ha risposto con le presenze a rotazione in tutti i mezzi che servivano il comune di un animatore. Quest'animatore, ha la funzione, oltre il controllo, che e' un controllo da amico attraverso giochi ed attivita' che consente l'ambiente, quindi il pullman. Il target e' evidente. Sono tutti i ragazzi della scuola, quindi dall'infanzia fino ad arrivare alla secondaria di primo grado. Altre attivita' includono quello della creazione del potenziamento del centro interistituzionale IDEA di risorse e documentazione. Questo centro e' stato costruito nel 1998 in collaborazione con l'ufficio scolastico provinciale di Siena quindi il Provveditorato Agli Studi come si chiamava allora. Praticamente e' una struttura di supporto alle attivita' didattiche ed educative delle insegnanti e delle scuole. Eroga le sue prestazioni e ha compiti anche di promozione di informazione di formazione oltretutto anche di documentazione. E' strutturato con dei laboratori e ha laboratori di informatica, laboratori multimediali abbiamo una buona biblioteca e vengono raccolti tanti laboratori e elaborati tante cose che vengono prodotte all'interno delle scuole. In piu' e presente all'interno anche un centro di supporto per l'andicap.

Un altro filo conduttore del PIA e' quello dell'innovazione. L'innovazione rivolta alla tecnologia. All'interno del progetto e' prevista la certificazione alla patente europea al computer (CDL) ed e' un progetto che si muove in tutti gli istituti superiori del comune di Siena in particolare quelli che offrono coloro che sono in obbligo scolastico e formativo agli immigrati o ai ragazzi disabili. Il target e' quello dei ragazzi del. Sempre nel campo dell'innovazione abbiamo il progetto "Una Finestra Sul Mondo." "Una finestra Sul Mondo" e' un progetto che va von un concorso sul bando in cui i ragazzi, quindi i bambini dell'infanzia fino alla scuola secondaria di secondo grado sono coinvolti in un'attivita' libera con una collaborazione elaborato e multimediale sul territorio, quindi Siena e il suo territorio, attraverso suoni, odori, sapori, immagini, quindi attraverso le varie canali sensoriali con un progetto elaborato e anche con la possibilita' di pubblicare il prodotto su uno spazio web a loro dedicato e a ciascuno la sua categoria, quindi infanzia, primaria, primo grado e secondo grado hanno un premio in strumentazione tecnologica.

L'altro filone del progetto comprende la parte del progetto per gli immigrati, quindi l'italiano come lingua due che è la lingua di contatto e di studio. Il progetto nasce da una considerazione che è questa: La scuola risulta essere il primo posto d'approdo e di socializzazione per i ragazzi immigrati e per le loro famiglie e quindi gioca un ruolo importante ed è quello dell'inclusione. La prioritaria esigenza che viene rispettata dalle scuole per i ragazzi immigrati è di tipo linguistico. Occorre garantire per il ragazzo immigrato come per tutti i ragazzi iscritti alle scuole italiane il successo formativo e il primo canale è di tipo linguistico. La presenza della lingua italiana risulta essere il primo urgente bisogno. Da qui, la proposta di attivare in ciascuna scuola secondaria di secondo grado di Siena a tre corsi. Tre corsi di lingua italiana per i ragazzi stranieri. Rispettivamente prima di alfabetizzazione e poi di livello elementare e poi intermedio e avanzato. I corsi della prima fase vengono tenuti in orari curricolari quindi la mattina, mentre la seconda fase, cioè il secondo e terzo corso, viene fatto nella seconda parte dell'anno scolastico con interventi pomeridiani, quindi in orari extracurricolari. I corsi sono gestiti insieme con l'ufficio scolastico provinciale e ci si avvale di tre tutor e di una convenzione con l'università per stranieri di Siena che consente di svolgere ai propri studenti così attività di tirocinio presso le istituzioni secondarie di secondo grado di Siena. Il target è quindi lo studente immigrato che è iscritto e che frequenta le istituzioni secondarie di secondo grado. Sempre nella fase dell'integrazione abbiamo gli interventi precoci sui bambini che hanno difficoltà con la lettura e scrittura. Le difficoltà sono quelle legate alla sindrome di dislessia e sono difficoltà che ben sappiamo si evidenziano nell'ingresso della scuola. La sindrome di dislessia viene poi identificata con sufficiente sicurezza in seconda elementare. È ovvio che bisogna intervenire in tempi più brevi possibili. Il disturbo viene trattato anche in modo multisensoriale combinandosi con l'uso di tecniche che vengono avviate via via all'interno dell'anno scolastico. Molto utili si sono rilevati una serie di strumenti informatici quindi dei software che sono stati creati proprio per facilitare l'approccio sia alla lettura che alla scrittura che alla lettura e anche la comprensione del testo in modo da poter trattare tutte quelle problematiche che sono poi collegate al disturbo specifico dell'apprendimento. Quindi abbiamo interventi su bambini fatti nella scuola con software. Questi interventi sono preceduti poi da una formazione che è stata proposta dall'ufficio scolastico provinciale e comprende un ciclo di lezioni teoriche e pratiche che sono rivolte, appunto, alla scuola primaria per l'utilizzo per questi software e una serie di attività di laboratorio proprio perché i docenti diventino abili nel trattare l'utilizzo di questi software. C'è da dire che all'interno del centro IDEA è anche attivo un servizio permanente di consulenza e di supporto sia in presenza che online che è a cura del centro di supporto per il centro territoriale per l'handicap proprio per l'ufficio scolastico provinciale di Siena.

Ecco questi sono gli interventi, quindi canalizzati appunto per avere una struttura di supporto e poi anche per l'innovazione, l'integrazione per gli immigrati o ragazzi con altre difficoltà. L'ultimo canale è quello che riguarda all'introduzione della lingua inglese con una modalità molto concreta, molto attuale, molto pratica che è l'ultima parte del progetto. È due anni che viene portato avanti ed è proprio con la collaborazione di Mike e Siena Italian Studies. A lui lascio la parola per illustrarlo nelle particolari. Grazie

[Mike Manchester]

Grazie. We can't thank Valeria Bertusi and Daniela Busoni (Provveditorato Agli Studi) enough for giving us the chance and helping us be a part of this level of education in Italy. It's really all thanks to them.

I'm going to talk just a little bit about the English project, but like I said I'm not going to go into too much detail so please feel free to talk to me during one of the breaks or you can also email me. As I mentioned we have American university students. They are not English certified teachers. We've been given the challenge to teach English in elementary schools with people who aren't English teachers. OK, the students do speak perfect English. It's their mother tongue. Luckily for us, the major thing that the Italian kids are missing is speaking. Our (SIS) students speak well enough, you know they are university students, and yes they speak the American version of English, but they to speak it. You can't argue that. We try to base all of our projects on this premise, from kindergarten all the way through the fifth grade. We want the kids to listen to our American students speak and also to encourage them to speak some English on their own. The objective of the English project is to get the kids to reproduce sounds and to become familiar with the English language as spoken by native speakers. Of course in doing that the children will enrich their vocabulary. There is also the goal to familiarize the children with someone from a different culture because, especially the younger the children are, the more they are likely to not have any idea that someone could exist outside of their own reality.

Some logistic things. One hour a week, per class is how much time we have within the project. So, there are three hours a week of English and we are one of the hours for whoever adheres to the project. Another person who, if you like to talk to, is Elisabetta Barillari who is ... I think we should give her the gold star award for the day because she is the only teacher that came today out of 38 classes that participate.... You can feel free to talk to her about the project as well. She's been participating in the project for about, Quanti anni?

[Elisabetta Barillari]

For four years.

[Mike Manchester]

Yes, thank you. Kindergarten. We have lesson themes. Ok ,they are asking me to go faster. Right, so if we are talking about the sun in kindergarten, we'll sing "The Eensie Weensie Spider, " and we'll do some other things like games and art projects that have to do with the sun. So we learn about the theme in a number of ways. The kids are doing a lot of speaking and relating with our students.

First grade, it's a lot of the same ideas that we do in kindergarten with the themes, but we do have little mini-dictionaries so if we're learning about the words "up" and "down"... actually we choose a character. We'll have John, for example, and John is the protagonist of our mini-dictionary. If we're learning about the words up and down, the kids draw John up at the top of the page and down at the bottom of the page. The American students also tell the kids to find all of the things that are up in the room and all the things that are down in the room. And then again, there is a lot of interaction between the students and the children. Every time the students come in they ask questions over and over again, so that the kids get used to hearing them speak and they also have to respond to the questions.

Second grade. We move on from the mini-dictionaries to actually making stories. The children invent the stories and our students kind of have to act as translators to create simple, present tense stories. The kids don't read the stories nor do they write it on their own. They copy it from the board. The ideas come directly from the children and the most important part is that they hear the American students read the stories and they repeat it out loud as it is read. The children also illustrate their own stories.

Third and fourth grade we go another step beyond the stories and we actually act out stories. In third grade we take the story of "Snow White and The Seven Dwarves" and, week by week, our American students teach the lines of a simplified version of the play, that was actually written by former students. At the end of the year we actually film and produce a play for each class that participates. We do the same thing in fourth grade, just with different plays.

In fifth grade this year, we've taken on the challenge of making a live play. So instead of being able to re-take scenes, the kids are going to have to have memorized all of their lines perfectly in order to recite them in front of parents and friends. It's going to be a pretty big deal, but I actually have three very dedicated students who are here today who are in charge of three different fifth grade classes.

So, they're telling me that it's time for me to go. The last thing, is, and this is actually very important is that whoever adheres to the project as a teacher through the provveditorato is also required to take a class on service-learning. They need to understand how this is all possible. We are able to cover 38 classes of children because of volunteer work and the volunteer work is a product of our service learning program. We use a lot of literature given to us by the IPSL program and various other publications in the world of service-learning. It's very important for us to get the idea to the teachers of why it is exactly that the students are there in the classes. We have a student, Natalie, she's a Biology student. Why would a biology student be going to teach English? Well, because she's in the service-learning course. Ok they're really telling me that it's time for me to go, so thank you very much.

[Katerina Taroli]

Now we'll have Alfonso Diego Casella who is one of the professors of the Institutions in Society course and also of the History of the EU course at Siena Italian Studies.

Culture Shock and Visual Impact: The Multi-Medial Paper as a Tool for the Millennium Generation

[Alfonso Diego Casella]

Ok, first of all, many thanks to my students for giving me this opportunity to make a documentary and then many thanks to Carlo Tozzi for his patient collaboration during the making of this documentary. The title, "Culture Shock and Visual Impact: A multimedia Paper for the Millennial Generation." This title could be considered as an interactive title with a, sort of, double meaning so you can read it as "Culture Shock and Visual Impact" or "Cultural Shock and Visual Impact." It's up to you. It's an interactive paper as I said before. So, I didn't have enough time to prepare this paper, partly because a friend of mine, who had watched this documentary phoned me up asking about the nun whom I'd interviewed during the middle of the documentary. This nun runs a soup kitchen and gives help and shelter to immigrants that are single mother. My friend was asking because she had met a pregnant Romanian girl and I helped her to get in contact with this nun. I'm

not here to tell you how the story ended up, but just to explain the reason for my unfinished paper about my documentary entitled “Remember, You Were Once A Stranger.” The second reason that I missed my deadline is that I was asked to participate in the production of another social documentary about my overeducated and underpaid generation and the bad condition of work in our age. At this presentation there was a politician who started to talk and talk and talk with the typical inflammatory rhetoric of Italian politicians about his own past. When he was a young politician, things involving the trade unions and all of these prehistoric workers battles. The more he talked about his own past, the more I realized that he didn’t care about young workers, immigrants or social documentary. I argued with him because, as it turns out, the event was just a pretext for his electoral campaign. A perfect example of an institutionalized hypocrisy.

Now my Shakespearean dilemma is, to be or not to be a presenter. How to present then, a social documentary in an honest way and to make people believe the truth? I don’t want my work to become part of an institutionalized hypocrisy. I was supposed to describe the topic of my social documentary. For instance, what the immigration phenomenon is, what an exodus is, if it is possible that immigration itself is an archetype of the perennial journey of mankind. After all, all the history of human beings is a history of perennial discovering. It is a desire to go beyond the sea and the mountains, against all odds of survival, against all geographical obstacles. Human history is a perennial exodus towards a perennial promised land. Towards the illusion of the perfection of the promised land. In this multimedia paper one of my students wrote: “All that this means is that immigration is not something new. It is part of a pre-existing model based on a nomadic society. Which has created this sort of archetype. I think that immigration has always existed since the extinction of the dinosaurs. Before Columbus discovered America, it was not populated by people like George Bush. Instead it was populated by tribes who crossed the iced bearing straight. At this time the concept of immigrant had not yet been invented. Where the concept of another place does not exist, the concept of illegal alien does not exist.” Basically, there are three types of immigration: archaic, modern and post-modern. In prehistoric society, tribes immigrated to search for food, crossing and exploring an empty world. A free and unpopulated space. In the modern form person moves from border to border. In this sociological context a melting pot was possible. Assimilation and integration was possible. The border is a container of identity. As long as you have your border, you can assimilate and integrate and have your melting pot. Finally, the third form of immigration. The third form of immigration is a post-modern, or global immigration. A liquid immigration. In a liquid modernity context as Bauman said, basically, an overpopulated world where people move from nowhere land to nowhere land. In this case, global immigration does not represent a nomadic society, but a society which has compressed its own space.

That's all theory, and I'm here to talk about my multimedia paper, my missing multimedia paper. Firstly my motives: To take this content out of an academic context, and show to a diverse audience the topic. Secondly, to put into practice myself the knowing and doing aspects of my class and also to integrate the cultural shock experienced by my students. For me, a multimedia paper is a tool for the millennial generation. However, multimedia technology can only be successful if it is accessible. Last year I was very impressed by a paper entitled "Exploring the relationship between learning styles and technology collaborations." By David A. Falwell and Raymond Pastore. A research study about students taking a course about technology for learning. But I didn't want to be so complicated. I wasn't interested in testing anyone though. My idea was simple. Just a pure, genuine structure. The structure of the documentary traces the theory as well as the practice of service-learning and experiential learning with the aim of using media for an intercultural education. So I divided it into two main sections. A knowing and a doing section. The knowing section included the institutions in society class, which explained Italian immigration laws and theory. The second, the doing section included practical application. After class going around Siena, talking to immigrants, serving at the soup kitchen, and attending the same Italian class with illegal aliens, discovering that they are not alien, but they are people like us. They have a nose like us, eyes, a tongue, and just a different mother tongue. In other words, the prodigal knowledge of the other. So, here I am, asked to introduce my multimedia project with a speech. A speech, oh my goodness. What is the content of a speech? According to McLuhan, the Author of "Understanding Media" the speech is an actual process of thought, which is in itself nonverbal. Thought. According to the philosopher John Dewey, the material of thought is not thinking but is actions, events, and relations of things. Here are the hidden ghosts of my missed paper: McLuhan, the critical thinker of globalization, and John Dewey who created the cultural and social purpose of service-learning. And finally, my last hidden ghost: Howard A Berry, the one who expressed antiglobal concept based on an antiglobal education through effective intercultural service-learning abroad. Briefly, the one who created the globalization of compassion. Let me read you one more brief quote written by Howard A. Berry, in 1998. "This volunteer globalism and its accompanying benefits is occurring among a very narrow strata of society. Large numbers are not participating in this globalism. Large numbers are not part of its prosperity. The issues are both prodigal and moral."

To conclude, I strongly believe, I do want to believe in this amazing alternative of the globalization of compassion. Only an active and responsible education, a responsible knowledge can change and spread a global consciousness, create a critical mind, and destroy the intentional ignorance of many

teachers and educators. We need to fill the huge gap between public opinion and public policy about many issues. Finally I want to address my final words to the Italian audience here today. Service Learning is not a product of cultural hegemony, invented by Americans. No, it is not at all. As the epigraph of my social documentary says, America doesn't exist. I know that. I have been there. Thank you.

[Caterina Taroli]

Sorry but we're a little bit late, so no questions at the moment, you can discuss your questions in your workshop classroom. We can have our coffee now and go the workshop classrooms from 4:00pm. Thank you.

Closing Remarks

[Lavinia Bracci]

I would like to ask you to fill this out if you haven't done it yet, and give it to Eliza when you leave because I would really like to see if it's possible to create a service-learning newsletter in Italy or possibly in Europe. Grazie per essere venuti e spero che sia stata una giornata positiva. E grazie anche a voi di essere venute perché so che siete particolarmente impegnate. Magari prima di uscire chiederei a tutti di riempire questo e lasciarlo ad Eliza per vedere se c'è interesse per la creazione di una rete, una newsletter di persone che si occupano di service-learning, di persone delle associazioni di volontariato e educazione. Tutti coloro che sono coinvolti nel service-learning, sia in Italia che in Europa. Se non avete altre domande passo la parola a Nevin. Nevin...

[Nevin Brown]

Let me first thank all of you for coming today on a Saturday of all things, and I really want to thank Lavinia and all of my colleagues at Siena Italian Studies for organizing and doing such a wonderful one-day conference today, which is the first in Italy but I hope not the last and let me say just two things about that. First of all, I think this work is done better together than it is alone, and I think there have been a number of institutions here. Many of you represent programs that bring Americans to Italy for a semester of summer, and I know there have been a couple representatives from Italian universities as well. But I hope that this is the first effort towards building a network of institutions that can begin sharing ideas and information, as you all consider perhaps engaging in service-learning work with your own students. With that in mind I hope that in a year or so you might consider having a second workshop inviting others in Italy who might benefit from this kind of exchange of ideas and information. And where you might start sharing the beginnings of your

own experiences in your own programs based on what you learned here. Secondly in your packets, and this is a bit of marketing, you'll find something about membership in the International Partnership for Service-learning. We're building a network of institutions around the world that are interested both in international service-learning but also in getting to know each other and sharing information, and we too are beginning an electronic newsletter we're looking at doing some conferences and other kinds of activities for a network of institutions that want to share information about what they're doing and learning how to do it better. So if you think that your institution, and it doesn't have to be an institution, it can be a program of any kind, would be interested in joining the International Partnership in this effort, you'll find information in your packet about the membership program initiative, and then if you have questions certainly get a hold of me in our U.S. office about how to join. So I just wanted to offer that to you as another opportunity to keep in touch with other institutions that are doing this work, which are around the world it's not just in Italy but in the United States, it's in Ecuador, India, Thailand and lots of other places. So again I hope that this is not just a one time workshop, and I hope that it's the beginning perhaps of an on going activity here in Italy for institutions that see the value of this kind of work and want to begin fostering a sort of network. And also for our friends from the UK I hope that you'll think about how we can build more of a network in the UK As I mentioned in the UK we have a couple of institutions that are doing this work now but I think there is also the potential for building a UK network around it as well, or perhaps a UK-Italy network or UK-Italy-Germany network or whatever. So I think there's a lot of potential here. So thank you all again for joining us today and I hope this won't be the last time we see each other.