



# #InclusionMatters

NEWS AND UPDATES  
FROM THE FRONTLINE OF CHANGE

GLOCAL FACTORY NEWSLETTER

3/2024 – JUNE

## PIONEERING PATHS TO MIGRANTS' INCLUSION

- Integration and multicultural classrooms. What do we need? Interview with Maria Livia Alga
- #teacherswellbeing in multicultural classrooms. The project UPWELL
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- CO-WORKING SPACES: key players in migrants' socio-economic integration
- Co-working spaces for inclusion in action. The project RES MOVE

## NEWS and EVENTS

Dear Readers,

welcome to our bi-monthly newsletter, which titles PIONEERING PATHS TO MIGRANTS' INCLUSION.

At Glocal Factory, we have a rich and significant history of initiatives focusing on migrants and refugees, from GRANDMA'S STORIES in 2017 to our newly awarded IN LOCO project.

In this issue, we highlight three ongoing projects: RES MOVE, which aims at creating co-working spaces tailored to migrants' needs; H:OUSE, addressing the urgent issue of housing to provide sustainable and accessible living conditions to migrants; UPWELL, focused on enhancing teachers' well-being in multicultural educational environments.

To introduce UPWELL, we have the privilege of interviewing Professor Maria Livia Alga, from the University of Verona. She shares her insights on the importance of equipping individual teachers with the tools to contextualise their knowledge and acknowledge their cultural heritage.

We invite you to explore our newsletter and take advantage of the links provided.

And thank you for your continued support and interest in our work!

**The Glocal Factory Team**



# Integration and multicultural schools.

## What do we need?

### In your opinion, what is the state of well-being of teachers in multicultural classrooms?

Teachers tend to experience cultural difference when it is identified as a source of vulnerability. This is why **multiculturalism** is mostly **read as an element of difficulty**.

### What kind of specific training could help teachers to better manage a multicultural classroom?

First and foremost, training that can provide individual teachers with the **ability to situate their knowledge, to recognise their cultural and colonial heritage**.

In university education, there is a widespread idea that the transmission of knowledge should be marked by a kind of neutrality. The more objective a piece of knowledge is, the more professionalised it is considered to be, since it is regarded as a package of notions that can be acquired by a less experienced anyone through a more experienced anyone. This view of knowledge is rooted in a culture of knowledge transmission in which students are not expected to attend university lecture halls to construct knowledge through the nurturing of their own spirit of research through their relationship with lecturers and the group, but are placed and remain, perhaps without any real alternative, in an attitude of reception and repetition. Such a structure of knowledge determines certain effects: on the one hand, there is the expectation that those who teach assume the posture of spokesperson of a universal knowledge, regardless of their own formation as political subjects participating in specific cultural and historical climates; on the other hand, if a positioning on the part of the teacher is made explicit, or if the contents are centred on the experience of specific social groups, a suspicion of partiality creeps in. Teaching from a certain point of view is misunderstood as not being able to address teaching that is valid for everyone, i.e. such to allow each



We dedicate the opening of our newsletter to the challenges of multiculturalism in teaching and learning.

We asked Maria Livia Alga, lecturer in General and Social Pedagogy at the University of Verona, to share her point of view with us.

Her full essay is in Alga, M. L. (2023). *Classroom-world. Practices to decolonize the university training of professionals in educational and care work*. *Educazione Interculturale*, 21(2), 52–63, <https://doi.org/10.6092/issn.2420-8175/16573>

individual, starting from him/herself, to build an interlocution with the proposal and nurture his or her own education. The transgressive pedagogical theories elaborated by bell hooks (2020, 2023), for example, are based precisely on her experiences as a student in black primary schools and feminist university classrooms. It is an example that helps us to understand how a consciously biased knowledge-generating practice, often misunderstood as being biased, enacts instead a feeling of feeling part. They are two different postures; if being biased recalls polarisations and discriminations, feeling part creates, on the other hand, a space of ex/change, in the double sense of transformative potential and circulation of knowledge.

### What should the teacher's 'toolbox' contain in terms of more operational tools?

#### **A revision of curricula, inspired by a decolonial paradigm of knowledge.**

Thanks to an intersectional vision of sexual, cultural and class difference, epistemic injustices were named as a condition of erasure and delegitimation in which was an immense variety of knowledge, that is not included in Western hegemonic paradigms. This type of violence, caused by the non-recognition of persons or peoples as subjects fully capable of transmitting and generating knowledge, determines two forms of epistemic injustice: on the one hand, the subject of knowledge is not recognised as credible, stripping it of its dignity as a human being; on the other hand, within the collective imagination, there is a deepening absence of interpretive frameworks that would allow individuals who embody specific differences, particularly those belonging to marginalized social groups, to accurately understand their own experiences. The realisation of such inequality of access and participation in the generation of knowledge, the understanding of the role of education as an instrument of colonisation (hooks, 2023), the feminist and decolonial revision of educational provision and knowledge transmission practices have radically changed the gaze with which to observe and construct the classroom environment.

#### **Inner and cultural tools to work on inequalities, differences and oppressions.**

A decolonial-inspired classroom tends to be a context where every person involved in the teaching-learning process is called upon to contribute to the generation of knowledge from within. Engaging in this kind of process requires a particular attention to the emergence of both teachers' and students' positionings, which are never pre-established, but take shape within the specific texture of classroom relationships. Embracing differences intersects with the issue of inequalities, of privileges.





### **Skills to support knowledge processes capable of enabling situated learning and legitimising oneself as a subject in research.**

In decolonial thought, a genealogical vision is considered crucial for at least two reasons; first, it underpins the transmission and recovery of knowledge delegitimised by the Western tradition, but above all it proposes a redefinition of the concepts of identity, home, belonging, community (Mohanty, 2003). It is necessary to hold together the desire to recognise oneself in a community and the need to experience belonging not as a root but primarily as a relationship.

### **Self-history practices**

Self-history encourages the use of experience in the classroom as a mode of learning (Trahar, 2013). hooks (2020) proposes the development of pedagogical strategies rooted in the assumption that everyone brings experiential knowledge to the classroom that can enhance the learning experience by fostering a circularity between lived experience and the history of ideas. Circulating personal experiences, which often manifest themselves in the classroom as memories and passion of recollection, founds the possibility for a concrete creole classroom experience (Glissant 1990, 1998, 2009). Brought into contact ever more rapidly, the cultures of the world change in the exchange that takes place through clashes and wars, but also advances in consciousness and hope; out of these relationships comes not the simple synthesis of elements but something extremely new, characterised above all by unpredictability. It is this chaotic and vital nature of the exchange that realises the totality-world as distinct from globalisation, a homologising and imperialist phenomenon, but also from the melting pot: it is not a matter of mixing everything up within everything but of orienting ourselves with our pedagogies, sciences, poetics, aesthetics and opening them up to each other.

### **What final advice would you give?**

No teacher, no matter how academically or experientially prepared, can work with issues of multiple identities and multilingualism without having a support group made up of cultural mediators or individuals with experience in the field of migration. The research group "Laboratorio Saperi Situati" promotes knowledge processes that have the power to build a sense of common humanity, not structured along lines of dominance.

# #teacherswellbeing in multicultural classrooms

## The project UPWELL

In today's increasingly multicultural educational landscape, teachers are strategic in creating inclusive learning environments for students from different cultural backgrounds. While teaching in such settings can be immensely rewarding, it also comes with distinct challenges. Educators must continually develop their skills to cultivate a classroom atmosphere that is both inclusive and respectful, ensuring that every student feels valued and supported.

The UPWELL project, implemented by six partners from Italy, Greece, Cyprus, Croatia and Spain, is dedicated to enhancing the professional development and self-efficacy of teachers working in multicultural classrooms. By focusing on their upskilling, UPWELL aims to improve teachers' overall well-being and create positive effects in students' learning experiences. This approach fosters a more welcoming and inclusive educational environment, benefiting both educators and their students

## Objectives

- provide educators with innovative and accessible training, through OER courses and resources, to improve their effectiveness and well-being in multicultural classrooms
- empower teachers and develop their confidence to meet the challenges associated with multicultural education
- promote inclusive teaching practices and support continuous professional development
- encourage systemic support from educational institutions, policy makers and stakeholders to create sustainable collaboration and inform educational policies at local, national and EU levels.

1

RESEARCH  
AND  
ANALYSIS

2

INNOVATIVE  
CURRICULA

3

MOBILITY  
AND  
TRAINING

4

NETWORKING



@Upwell



@Teacherswellbeing



## Migrants' integration: why housing matters?

For people seeking international protection, safe and accessible housing is the cornerstone towards their integration and self-sufficiency. It is not just about having a roof over their heads; it's about building a foundation for a new life.

Access to housing for newcomers is a highly problematic issue in most countries. Among the main reasons are the lack of public investment in affordable housing by central and local governments, systemic racism within society which prevents them from accessing available opportunities, and a general lack of coordination and integration of resources between reception systems and welfare systems that hinder the ability of refugees/asylum seekers to access housing solutions.

To know more read: P. Brown, *The impact of housing on refugees: an evidence synthesis, 2022*; B. Solf, L. Guerrero, S. Sherzad, *Global Affordable Housing Shortages Can Harm Migrant Reception and Integration, 2024*,

## H:OUSE Project – Pioneering Sustainable Housing Solutions for Migrants and Refugees



The EU project H:OUSE, co-funded by the AMIF programme, recognizes the fundamental right to secure housing, aiming to provide sustainable solutions that facilitate integration into host communities.

### A bottom-up approach

H:OUSE harnesses successful Community Sponsorship models at international and local levels, to share and expand these grassroots approaches across more countries. By consolidating the best practices, H:OUSE aims to create a robust framework that can be replicated and scaled.

### A multi-stakeholder model

The model involves sponsors from public and private sectors, who act as vital links between newcomers and their new homes.

### Empowering Sponsors, Engaging Communities

H:OUSE provides tailored training to sponsors for effective housing support and community engagement. Local authorities will be involved to address pressing housing issues for migrants, exploring new solutions to enhance housing access and availability.

### Collaborative Action for housing solutions

H:OUSE bring together Italy, Greece, Hungary, Ireland, and Slovenia, to plan and implement practical and sustainable strategies for housing solutions. They will create a EU-wide network to support migrants, and influence positive change in housing policies, also launching pilot activities to provide immediate housing for migrants.

## CO-WORKING SPACES: key players in migrants' socio-economic integration

Over the past decade, co-working spaces have gained immense popularity, transforming the way people approach work. These collaborative environments first appeared in the mid-2000s, designed to support teleworkers and self-employed professionals. They provided a solution for those seeking to escape the isolation of home offices by fostering supportive networks, promoting well-being, and encouraging knowledge-sharing and collaboration.

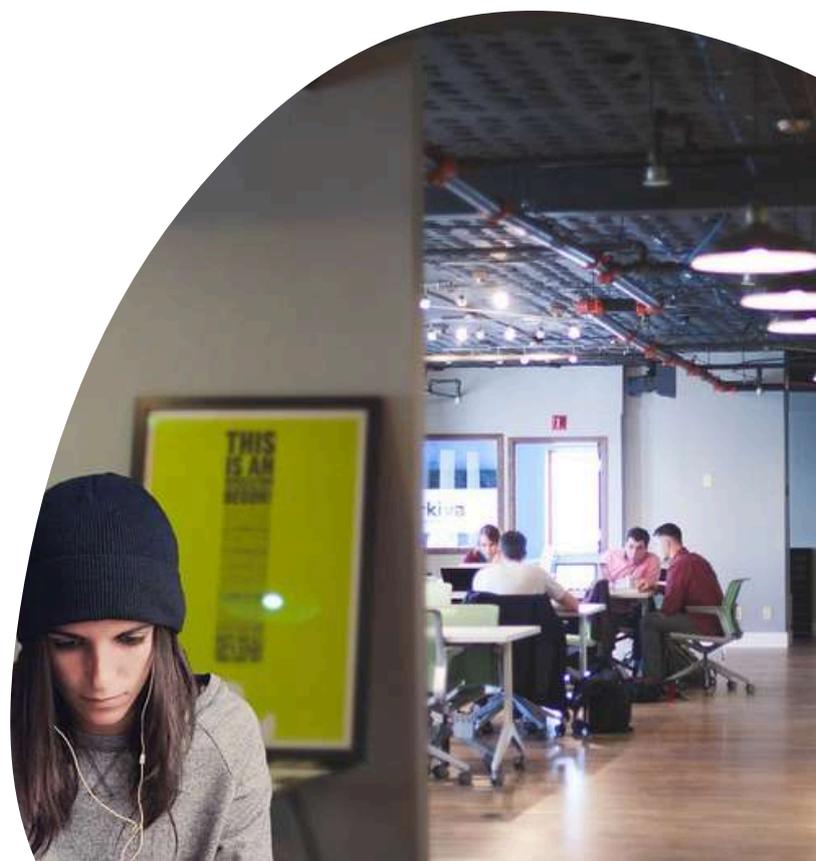
The COVID-19 pandemic accelerated the shift towards remote work in 2020. As traditional office work moved to home offices and other alternative locations, such as co-working spaces, these shared environments became crucial in adapting to the new work reality. Although the trend toward local co-working spaces was already growing, the pandemic highlighted their importance as essential components of local resilience infrastructure.

Beyond their immediate utility, co-working spaces have broader implications for urban and environmental health. They contribute positively to reducing air pollution, alleviating traffic congestion, conserving energy, and revitalizing local retail and commercial activities. This shift also supports the rejuvenation of suburban areas. According to a study by the **Politecnico di Milano**, 81% of co-working spaces engage in activities that benefit their neighborhoods, such as hosting cultural events and fostering social connections.

Co-working spaces are also making an impact in rural and peripheral areas, especially those close to cities, which offer lower rents and better accessibility compared to urban centers. Considering that in 2018, rural areas made up 83% of the EU's land but only housed 30.6% of its population, this trend can bring additional benefits by revitalizing these regions, potentially reversing trends of depopulation and economic stagnation.

This evolution demonstrates that co-working spaces have grown beyond mere flexible office solutions. They can offer migrants language support services, mentorship programs, and business development resources tailored to the needs of migrant workers and entrepreneurs.

Keep on reading for a possible answer...



# Co-working spaces for inclusion in action

## The project RES MOVE

Despite the growing importance of co-working spaces in fostering inclusive work environments, there is a notable absence of quantitative research on the involvement of individuals with migrant backgrounds in these spaces.

Based on direct observations and experiences, the partners of the RES-MOVE project suggest that while migrants do participate in co-working spaces, these are predominantly "foreign" knowledge workers who are already well-integrated into their host countries.

This leaves a significant gap, which RES-MOVE aims to bridge, investigating the potential of coworking and other collaborative spaces - fab-labs, maker spaces, and coworking areas within public libraries and coffee shops - as a compelling setting for the labor integration of skilled migrants. As while co-working spaces inherently promote a welcoming, inclusive, and community-driven environment, they currently fail to reach portions of the migrant population, particularly asylum seekers, refugees, those who are not fully integrated.

The initiative will focus on the most qualified segments of Third-Country Nationals and place a special emphasis on migrant women. These groups often possess high levels of education and professional skills but face systemic barriers to employment and integration.

By making co-working spaces more accessible and tailored to their needs, RES-MOVE seeks to turn these hubs into more effective catalysts for migrants' economic participation and social integration.



## 4 TARGET GROUPS

- freelancers
- migrants possessing artisanal skills
- startup entrepreneurs
- knowledge workers

**13 PARTNERS from 10 COUNTRIES**

## NEWS and EVENTS



### ApS(M) on CAMERA and on STAGE with GLOCAL FACTORY!

Ever wondered what goes on behind the scenes of a MOOC? And on the stage of an event for social commitment? Have a look at this!

Glocal Factory has been hosted at the recording studios of the University of Santiago de Compostela for the production of our MOOC training modules, which are one of the outputs of the APS(M) project, focused on the international protection and the needs of migrants and refugees through the Service Learning methodology.

What an incredible experience it was! The state-of-the-art technology in the professional studios enhanced the quality of our content, making our MOOC truly stand out. In the photos, Alessandro Carbone from Glocal Factory and our colleagues from Accem and the University of Santiago.



Two weeks later, ApS(M) was on stage at the event *Marcherries 2024: CONFINI COMUNI*, held in Marcellise, Verona, last 15 of June, dedicated to solidarity, inclusion, civic engagement. A perfect context for our project!

In the photos, Alessandro Carbone and Maria Carla Italia from Glocal Factory and our colleagues from Accem and the University of Santiago.



Stay tuned, follow us: [ApS\(M\)](#).



**ApS(M)**  
 Mobilitare le risorse dell'università e della comunità per l'inclusione di migranti e rifugiati attraverso il Service Learning

**GLOCAL FACTORY**  
 sarà presente con il progetto a:

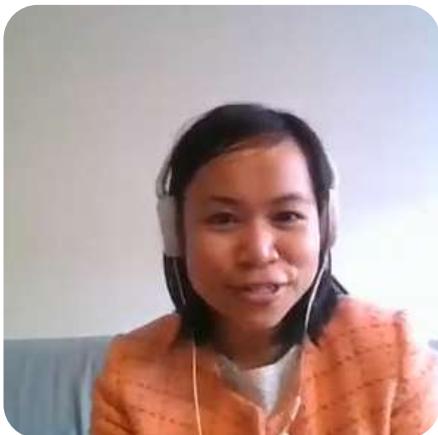


15 giugno 2024, ore 19.00  
 p.zza Mercato delle Ciliegie  
 Marcellise (VR)





Dawda Barry, co-founder of GIOCHERENDA, Gambian entrepreneur in Italy



Mai Phan, the Founder of PropLVietnamese entrepreneur in Norway



Mustafa, founder of Velos Youth, Syrian entrepreneur in Greece

## Empowering newcomers: celebrating success stories in European entrepreneurship

The ENEU project partners have realised a collection of video interviews and articles featuring successful immigrant entrepreneurs. These inspiring stories have been gathered to encourage and motivate learners in entrepreneurship training. By showcasing the real-life experiences of individuals who have overcome challenges and achieved success, the project serves as a powerful tool for aspiring entrepreneurs.

The series displays the personal and professional stories of newcomers who have faced the complexities of starting a business in a new country. All these people, from diverse backgrounds and industries, share how they turned their aspirations into reality, overcoming obstacles and leveraging opportunities, achieving success.

Each story is more than a tale of business success; it is a testament to resilience, creativity, and entrepreneurial spirit. Through their journeys, these individuals not only build successful ventures but also contribute significantly to the economic and cultural fabric of their communities.

Read their success stories on our [website](#) and stay updated on this and other inspiring results from the [ENEU](#) project.