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III. AN ABC OF DEMOCRATIC CITIZENSHIP

“Community-based participatory research” through sciences & humanities –
the original project [july 2021]

0. Introduction

An ABC of Democratic Citizenship. “Community-Based Participatory Research” through Sciences & Humanities (acronym: AbCD) won the competitive call of the University “Aldo Moro” of Bari (Uniba) named *Horizon Europe Seeds* and it is financed by PNR (Fund for promotion and development of the National Research Program policies).

Horizon Europe Seed is one of the initiatives included in the research policy of the University of Bari. Its purpose is to strengthen research excellence and to promote collaborations among researches belonging to different cultural areas, by making them more participative in the academic and scientific community. This program also nurtures the presence of the researchers in an international scenery and their integration in the system of the local development. For this purpose, every financed project is committed to cross-disciplinary research proposals. This makes the University of Bari more competitive as concerns the possibility of attribution of European fundings, with particular reference to the program Horizon Europe.

In fact, the last objective of the proposal and of the related activities (which will be spread in 12/18 months) is building a *Memorandum of Understanding* in order to create an European network which could apply for a European call of the program Horizon Europe.

AbcD is part of the Pillar II, Cluster 2 (*Culture, Creativity and Inclusive Societies*) and involves 6 disciplinary areas (*Physics; Earth Sciences; Biology; Greek and Latin; History and Philosophy; Economics and Legal Studies of the Mediterranean Area*) and 19 researchers:

- Annalisa Caputo (*Principal Investigator*)
- *Team Area 2 – Physics*: Marcello Abbrescia, Maurizio Gasperini, Luigi Tedesco
- *Team Area 4 – Geosciences*: Gioacchino Tempesta, Giovanna Agrosi, Annamaria Fornelli
- *Team Area 5 – Biology*: Porzia Maiorano, Francesca Capezzuto, Cataldo Pierrì
- *Team Area 10 – Greek and Latin*: Tiziana Drago, Irma Ciccarelli, Pietro Totaro
- *Team Area 11 – History and Philosophy*: Annalisa Caputo, Giuseppina Strummiello, Claudia Villani
- *Team Area 12 – Legal and economical studies of the mediterranean area*: Laura Tafaro, Barbara Borrillo, Maria Casola, Maria Colomba Perchinunno

Eighteen other researchers, from different parts of the world, takes part in the process of definition of the ABC in its different conceptual and disciplinary fields. We will present them in the following pages

We have also a website, in which you can see the activities in progress, the workshops that will be held, the project with the schools, and in general the progress of the work: <https://abcdresearch.eu/en/>

In open access, for the first time, we present to scientific community and readers the research project in its original version (july 2021).

The project was presented in July 2021 and officially started in February 2022: therefore the research and the proposal (which can be read on the website) was further studied, systematized, organized, compared to the original proposal. However, following the principles of open science, we thought it was important to make all stages of work and research accessible. This is why we publish here the original proposal of July 2021.

1. Outline of the Project Idea

1.1 General objectives that the proposal aims to achieve

The proposal intends to combine the objectives of the three Cluster2 focus areas in an original way around the

- interdisciplinary (*Sciences&Humanities: S&H*),
- endorsed (*Community-Based Participatory Research: CBPR*),
- synergic (*Universities/Schools/Territories/Stakeholders*),

creation of “an ABC of democratic citizenship,” that is, a mapping of terms and practices aimed at

- initiating processes of active citizenship [Democracy];
- promoting joint enhancement of natural and cultural assets [Heritage and Culture];
- innovatively linking education and lifelong learning in connection with EU policies [Social and Economic Transformation].

It will involve, in summary, selecting a list of terms/objectives (A to Z) and working on them

- with the support of Uniba researchers (*six disciplinary areas*: three in the sciences, three in the humanities);
- with input from the *stakeholders* and citizens involved from time to time (*citizen science*);
- starting with school and territorial communities.

The 18 months will be used to

- a) consolidate the collaboration between the parties interested in applying for projects in *Horizon Europe* calls;
- b) set up working groups in which to identify the key words of the ABC (e.g. Acceptance, Biodiversity, Climate, Democracy, ... up to Z).
- c) initiate “pilot experiences” with *community* groups (with attention to gender equality and inclusion); e.g.
 - male and female students and researchers from different disciplines and/or universities;
 - randomly selected teachers and classes, from Kindergarten to High School;
 - significant locations in the area (e.g.: urban laboratories, archives, museums, tourist or suburban areas, cultural/natural assets);
- d) support these pilot communities in the CBPR (cf. §1.3),
 - starting with a “term” (chosen by the stakeholders);
 - By initiating *practices* related to “that” word-problem; e.g.:
 - *training-teachers*;
 - *exploration/organization/shared care of territories (and natural and historical landscapes)*;
 - *active citizenship programs*;
 - *collaborative writing of texts, audiovisuals*;
 - employing digital technologies in the service of the ABC;
- e) present the results
 - in public events located throughout the territory, featuring the pilot communities (*citizens at the lectern!*);
 - and on a site, which will allow for
 - dissemination of the results;
 - appreciation of the participants;
 - expansion of the network to the local/national/European level.

The added value of the proposal is in trying to carry out transversal objectives in the “THREE” Cluster2 AREAS (as shown schematically below), with the aim of developing strengths/results in relation to *future specific Horizon* calls

1.1.1 Rethinking democracy and inclusion through innovative practices of civic participation and citizenship education [Democracy]

A) Citizenship as a subject of research

Design/test programs to

- support education (formal and informal) for democratic citizenship;
- promote knowledge/respect for fundamental rights, equal opportunities, inclusion, ecosystem functions and services.

B) Citizenship as a research subject

Work in a network (universities/schools/territories/associations/institutions/companies), so as to

- involve project recipients in the research;
- initiate processes of active citizenship (starting with children);
- consider the views of the fragile and underrepresented as fundamental.

Objective-1 is connected to the first area of Cluster2: cf. *R&I expected impacts* n.7 (“democratic governance; ... active and inclusive citizenship; ... safeguarding of fundamental rights”) and related indications (“... expanding ... social dialogue, civic engagement and equality...; helping fight discrimination...; ... protect democracy”)

1.1.2 Working on shared practices to promote a systemic and sustainable view of natural and cultural resources [Heritage and Culture]

A) Unity and plurality:

- the *Humanities*: to construct what is “common” (European and human in general), starting from differences;
- the *Sciences*: to spread an ecological-systemic vision, emphasizing the concatenation of social/biotic/abiotic spheres;
- *S&H integration*: to hold “together” *Cultural* “and” *Natural Resources*;
- *artistic and digital languages*: for highly communicative dissemination.

B) Words that become “practices”:

Creative experiences, discussions and workshops at Schools and Territories, starting

- from knowledge/appreciation of the historical-social, cultural, biological-geological features of the area (wealth to be shared/participated in/transmitted, not just capital to be put to good use);
- from the goals of the *UN 2030 Agenda* and the preservation of biodiversity (including links between geo-materials and art objects);
- from the identification of
 - pilot projects [quality of living, shared art practices; new “rights protection figures”...];
 - new forms of interactive-digital communication of cultural/natural assets, including sustainable

and inclusive tourism.

Goal-2 connects with area2, no.8 of the *R&I expected impacts* (“... cultural heritage and arts ... as a driver of sustainable innovation; ... European sense of belonging ... through a continuous engagement with ... citizens”) and related indications (“... bring[ing] to the fore common ... traditions; ... developing sustainable and inclusive cultural tourism”).

1.1.3 Experimenting with innovative approaches to schooling and lifelong learning, in connection with EU policies on inclusion, education and sustainable development [Social and Economic Transformations]

A) I care!

Giving primary importance to the school system, as a place of

- *wagering on the future players in the socio-economic/environmental transformation*;
- *inclusion* and *promotion* of equal opportunities
 - [intersection of gender equality and barrier removal (socioeconomic, disability, ethnicity, sexual orientation, religious);
 - support for excellence, but also for disadvantaged situations;
 - prevention of school dropout (which increased after the pandemic, especially for vulnerable individuals) and improved quality of life].
- *development* of European key-competencies
 - [in a unitary perspective: from childhood to university;
 - also through “knowledge” related to citizenship, rights, migration dynamics];
- *experimentation* with civic education courses, with engaging, innovative-creative methods, including digital resources.

B) Growing together in diversity

Through networks (Schools/Universities/Territories),

- fostering *lifelong learning* strategies in which different identities (cultural/personal, community and non-EU) can interact;
- promoting cultural exchanges (including with migrant people) and initiating a rethinking of Western models of citizenship and democracy;

- experimenting with replicable practices, fostering the tearing down of prejudice and inequality;
- promoting the *Blue Economy* (G. Pauli, 2011): productive processes that:
 - refer to natural systems (avoiding waste, using renewable energy and recycled materials);
 - and to intra/intergenerational relationships (established in/through time);
 - and promote innovative economic ideas
- based on the sustainable use of resources;
- with employment opportunities arising from the reproduction of the zero-waste efficiency model of ecosystems.

This goal-3 connects with the area 3, R&I nn.9-10 (“social and economic... sustainability... through a better understanding of the social, ethical impacts... of drivers of change; ...policies for ...enhancing ...education”) and the indications (“...inclusive growth; ...to advance the EU’s policies on ...education and ...inclusion; ... innovative approaches to connecting education, lifelong learning...”).

1.2 Context

Deferring to §1.3 the state of the art with respect to content and methodologies, we describe here the European *status quaestionis* into which AbCD fits.

1.2.1 Concentric circles

In a globalized world, approaches to problems must also be global. The pandemic experience has highlighted this.

AbCD wants to relaunch some global – and, therefore, also European, Italian and Southern Italian – challenges, starting from Apulia, which historically and geographically has been a “crossroads” between cultures and religions, and affected by all these pressures and tensions.

It will, therefore, respond to the different faces of the crisis (environmental, economic, migratory, social, and health)

- with a *top-down* direction based on the indications of the *Horizon Europe Strategic Plan (2021–2024)* [HESP],
- but with a *bottom-up* movement with respect to responses, that is: *starting from the local, from the individual communities*, to affect the whole.

1.2.2. European context

Already in the text of President Ursula von der Leyen *A More Ambitious Union: my agenda for Europe* (16/07/2019), we find some indications, into which AbCD easily fits.

First, the premise: “the dream of living on a healthy continent, respecting nature, ...in a society where everyone can be themselves, ...in a world rich in new technologies and ancient values” (in AbCD the focus is on the natural/cultural, social, personal heritage).

Second, “to realize this dream, we must rediscover our unity; ...strengthen the bonds between people, nations, institutions; ...listen to European citizens and ...where appropriate, leave the field to national, regional, and local actors” (in AbCD these are the concentric circles between local/international).

Third, the six reference priorities. In particular, AbCD finds its context in:

- a) a European *Green Deal* (AbCD: protection of the environment and biodiversity);
- b) an economy that works for people (AbCD: centrality of education);
- c) a new impetus for European democracy (AbCD: active democracy, inclusive citizenship).

After the pandemic and the updated indications, in the *Next Generation EU* these themes were reiterated (“a greener, more digital, more resilient Europe,” but also attention is paid to “cohesion,” “fundamental rights,” and “future generations”).

How do Cluster2 and AbCD fit into this context?

1.2.3. Cluster 2

– *With respect to the Sustainable Development Goals (Agenda 2030)*,

Cluster2 particularly addresses *SDGs 1, 3, 4, 5, 8, 9, 10, 11, 16*. The strong transdisciplinarity of our project, however, also involves *SDGs 7, 13, 14, 15* (cf., on this, our §1.8).

– *With respect to Horizon-Europe:*

in HESP, the term “*citizens*” appears 120 times (plus occurrences of *citizenship* and *citizen*). Active citizenship, in fact, is crucial, because only by putting citizens at the center and involving them in a participatory

way – in research (starting as early as the planning stage) and in practices – can their real needs be grasped and transformations rendered effective. As already mentioned, and as we will explain more in §1.3, this is decisive for AbCD.

With respect to the Key-Strategic Orientations: Cluster2 connects specifically to KSOs A and D.

– AbCD fits directly into D: (*Creating a more resilient, inclusive and democratic European society*), but, because of its transdisciplinary character, also in KSO B (*Restoring Europe's ecosystems and biodiversity, and management*) and C (*Making Europe the first digitally enabled circular, climate-neutral and sustainable economy*).

1.2.4. AbCD and the European State of the Art

However, the European Commission, in confirming Mariya Gabriel, has changed the name of her post, which is now: *Innovation, Research, Culture, Education and Youth*. This is interesting for AbCD, because it reminds us that R&I are closely related not only to culture, but also to education.

To this we can add the importance that the R&I area called *Democracy and Governance* already had in *Horizon 2020*: almost 400 projects have received more than 800 million on these topics (not coincidentally, since among the priorities is *A new push for European Democracy*).

Also for this reason, in *Horizon Europe Work Programme 2021-2022*, Cluster2, various calls are open regarding “*Innovative research on democracy and governance*”:

- for 2021 on *Protecting and Nurturing Democracies*;
- for 2022 on *Reshaping Democracies* (and included among the topics, e.g., *Education for democracy*).

This is not surprising if, as the *Freedom in the World (2020)* report shows, we are facing “*leaderless struggles for democracy*.” In Europe, too, trust is falling in democratic institutions and, concomitantly, in pluralism, participation, and the protection of fundamental rights. Tools that help to understand how crucial it is to bet on education for democratic citizenship include the following

- the general (and yet valuable) analyses on some EU web pages.:
 - [e.g.: *2020 EU Citizenship Report, Employment, Social Affairs & Inclusion*];
- the projects of *Education for democratic citizenship and the defense of human rights*:
 - [Council of Europe, *Education for Democratic Citizenship and Human Rights Education (EDC/HRE)*, indications preceded by
 - *The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec, 2010, 7)*],
- that fit into the European projects
 - on education
 - [e.g.: Council of Europe, *Education*]
 - and on the future of democracy
 - [e.g.: *Factsheet: research and innovation on governance and democracy; Past, present and future of democracy; Transformations of European Citizenship: beyond free movement; Diversity, democracy and solidarity in EU societies; Challenges to democracy in Europe: Insights into a complex and turbulent political climate*].
- The indications related to the defense of cultural heritage
 - [e.g.: *Special Eurobarometer / Cultural Heritage (2018)*; *Innovation in Cultural Heritage Research: For an Integrated European Research Policy, Directorate-General for Research and Innovation, European Commission (2018)*]
- European conventions and strategic plans related to biodiversity and climate change
 - [e.g.: *Directive 1992/43/CEE Habitat (modified from directive 97/62/CE)*; *Directive 2008/56/CE*; *EU Biodiversity Strategy for 2030*; *EU climate action and the European Green Deal*].

1.2.5. Relationships with other research and/or partner facilities involved

As we will demonstrate in §5, the project has already attracted the interest of

- 2 financing entities;
- 18 researchers external to Uniba (Italian and foreign);
- 5 municipalities (*policymakers*);
- 7 networks of schools and/or school districts;
- 19 local not-for-profit authorities, local associations, start-ups
- 7 national scientific societies and international/European/national organizations.

1.3 Originality of the proposal, and methodologies to be used

The proposal is original in its particular combination of goals/approaches/tools.

1.3.1. Innovative objectives

The *innovative goal* of the project is to build the AbCD

- in a participatory manner,
- by involving Universities/Schools/*Stakeholders*,
- combining humanistic and scientific dimensions.

International literature and practice have never seen anything like this, especially if this is linked to the validation of digital tools *consistent* with the project goals.

In addition, few proposals bring together education for citizenship and sustainability, and/or in network with Universities/Schools/Territories/Enterprises; very few involve students, teachers and *stakeholders*, in participatory research.

Concepts to renew:

- Citizenship, from concept-object to set of subjects.

An ABC “*of*” citizenship calls everyone to the co-construction of the research: from children to vulnerable/marginal subjects, from workers to the unemployed.

- From “potential” (or marginal) citizens to protagonists.

If citizenship is *democratic (action/participation/responsibility)*, everyone – even children, vulnerable/weak/forgotten subjects – must be considered *promoters* of democracy “in action.”

- A *new concept* of inclusion:

- not to “include” the disadvantaged, but to recognize that *we are all already included*: in the environment, in the human community;
- everyone, even those with language/cultural poverty and delays can become “active,” if prompted properly (“tell me and I forget; show me and I remember; involve me and I learn”).

- *Interweaving citizenship, ecology, and democracy:*

- the ecosystem dimension as a challenging model for democratic societies: in nature each element is connected to the other; in its adaptive plurality it is an effective response to change; it is *res totius (res pubblica)* and/or *nullius*.

State of the art:

- Several entities have edited ABCs of Citizenship in recent years.

[*The ABCs of Global Citizenship Education*, Unesco, 2016, *ABC de l'éducation à la citoyenneté et à la participation politique*, Campus pour la démocratie, 2018, *ABCitoyens. Définir c'est déjà agir*, Culture&Santé, 2013)];

- and also some scholars have addressed the issue

[J.-M.Broux et alii, 2015; N.Rousseau, 2015; M.F. Chevallier-Le Guyader, 2017].

- However, there are no texts or projects with the title: “ABC of Democratic Citizenship,” where the adjective is not irrelevant to the concept/democracy and EU policies.
 - There are *lexicons* for children/children; alphabets [E.Grondin, *Citizen's Alphabet*, 2016]; ABC-decalogues; “lesson plans”

[Biden School; <https://www.teachthought.com/the-future-of-learning/abcs-digital-citizenship/>; www.teacherspayteachers.com];

- but none are co-constructed with students or other vulnerable subjectivities.

1.3.2. New methodological approaches

Preface

AbCD is not only a set of knowledge/content, but more importantly

- (II.1) a methodology supported through precise theoretical/didactic choices, namely:
- (II.2) “integrated” interdisciplinary research and teaching; and
- (II.3) *community-based participatory research*.

Its innovation comes from the unity of these three aspects and the specific innovations described below.

1.3.2.I) *The ABC methodology as a framework*

State of the Art:

The concept of the *ABC*, combines three different traditions:

- the etymological reference (*abecedarius, abecedarium*) to the first four letters of the alphabet;
- the reference to texts that,
 - a. from Humanism, facilitate reading by linking words and pictures; and
 - b. from the 19th century, facilitate learning by collecting the essentials on a topic;
- Gilles Deleuze’s proposal (*Abécédaire*, 1988-’89), which complexifies the search, forcing one to choose *one single word* for each letter of the alphabet (unlike a Dictionary or Lexicon).

The methodological novelty of AbCD is to interweave these traditions starting with the last approach:

- rhizomatic-relational (each word is connected to the others);
- hybrid (identifies some concepts only as nodes/bridges);
- creative and rigorous (the ABCs are potentially infinite, but word choice must be pondered/justified);
- usable differently depending on contexts and subjects.

It is a creative and transdisciplinary methodology, as required by the Uniba Call for Proposals, and original, even in comparison with the international projects mentioned above.

1.3.2.II) “Integrated” interdisciplinary research and teaching

State of the Art:

On the international level,

- after a long inter/multidisciplinary phase, after the push toward a hoped-for transdisciplinarity (cf. eg. B.Choi-A.Pak, 2006), today the innovative horizon is *integrated studies/learning*, in which the dialogue between disciplines does not weaken their specificities (cf. eg. J.Kagan, 2009).

In Italy, integrated research/teaching is

- little promoted at the university level;
- growing in the school setting

[e.g.: www.usr.istruzione.lombardia.gov.it; S. Chinelli, 2013; Indire 1, 2; Unicef/Agenda 2030; FAO 1; 2, Project Hypatia; UNRIC; CVM; CCI; ASVIS], in particular since Law 92/2019 introduced the cross-curricular teaching of civic education in schools.

AbCD’s innovative methodology is based on rethinking citizenship education, consistent with EU guidelines (cf. *Education for Democratic Citizenship and Human Rights Education*) and the *SDGs* of the 2030 Agenda.

How? The English subtitle of the project makes it clear:

- *Through*: academic research as a “road” (meta-odos/method);
- *Sciences & Humanities*: three CUN Areas for the *Sciences* and three for the *Humanities*.
- [we emphasize, for educational spin-offs, that 6 researchers on the teams are also faculty of Teaching courses (and/or laboratories), also recognized for *Teaching qualification* in High schools].

1.3.2.III) Community-based participatory research

State of the Art:

○ within action-research approaches, CBPR is gaining prominence (cf. P.Freire, M.Minkler, N.Wallerstein, B.Duran), as it

1. reverses power symmetries that tend to be created between research subjects and those who are excluded (cf. S. MacKinnon ed., 2018),

2. supports processes of integration/inclusion.

○ It is complemented by IPAR, *Inclusive Participatory Action Research* (cf. J.Ollerton; C.Kelshaw; F. Armstrong; D.Tsokova), which also turns individuals with learning disabilities into co-researchers.

○ The path fits well with the European promotion of *citizen science* and the Digital Education Action Plan 2021-2027.

Some experiences and projects at the international/national level are useful references for the project

[e.g. *STEP: Participate and protect the environment!*; *European Wergeland Centre*; *Georisources and Geology in everyday life*. Federal Office of Topography swisstopo Wabern; *European Civic centers*, *American Open schools* or *Community schools*; Q.24 “Eurydice”; *Active European Citizenship and Solidarity, ONLUS agency and INDIRE*; etc.].

However, we emphasize the originality of AbCD: in fact, the co-construction of the ABC, created in communities (Universities/Schools/Territories), connects “words” to shared transformative actions; and this also serves to select/validate *Digital-Education* and/or *Digital-Cultural Heritage* tools.

Exemplum:

If the word NATURE is chosen

1. some underlying problematic cores of the term are identified depending on the different disciplinary perspectives;
2. consequently, a hierarchical map is created among the questions;
3. hence the formulation of common/transversal and specific/disciplinary research objectives;
4. then, the co-construction of courses with schools and territories (e.g.: courses at Museums/Exhibitions/Geosites/Biotopes/Botanical Gardens; conservation/exploitation of urban greenery, marine environment, wildlife, farming, fisheries, aquaculture; sustainability awareness...)
5. including through suitable digital environments/tools.

1.4 *Expected impacts (social, economic, market)*

AbCD fits perfectly within the 4 impacts envisioned by HESP/Cluster2:

- a. strengthening democratic *governance*;
- b. full utilization of the potential of the cultural and artistic heritage, and cultural and creative sectors;
- c. social and economic resilience and sustainability;
- d. inclusive growth through policies for employment, education, social equity and inequality, also in response to the challenges of the pandemic.

We have already shown (in §§1.1 and 1.2) the connections between *EC Policy Priority*, HESP's *Key Strategic Orientation*, Cluster2's *Expected impacts*, and *AbCD's Goals*.

Here we will indicate, instead, how AbCD will move to (I) *promote and (II) assess* progress, relative to the expected impacts.

1.4.1. *Promote*

Considering the importance – with respect to impacts – of policymakers, they will be involved in the design/dissemination of the ABC (among other things, they will thus have immediate access to the results of the project).

This, in a small way, has already been done

1. in the experience of the *ABC of Citizenship* held in 2021 with the *Italian Philosophical Society* of Bari (of which AbCD's Principal Investigator is president): several governmental departments in Bari and the municipalities of Bisceglie, Gioia del Colle, Noicattaro (which have already confirmed the partnership with AbCD as well) were involved;

2. in the editions of *Philosophers in the City* (2015-17; 2019: Andria, Bitonto), promoted by the *Chair of Theoretical Philosophy*.

Equally crucial, for AbCD, as mentioned above, is stakeholder involvement. This, too, creates immediate impacts. Indeed:

1. entities and businesses, by joining the network, expand visibility and catchment area;
2. collegial bodies of schools, thanks to university input, gain support to discern/monitor “external” proposals (from companies/territorial associations), for which they generally have no parameters for evaluation.

1.4.2. *Evaluate*

Progress will be assessed according to *the three types of impacts and related Key Impact Pathways*, outlined by *HE*, with a focus on social impacts, specific to Cluster2.

a) Scientific impact

1. Creating new high-quality knowledge
2. Strengthen the “human factor” in the R&I sector
3. Foster the dissemination of knowledge and open science
 - Publications will be promoted, the scientific impact of which can be evaluated according to:
 - quantitative analysis (bibliometric method), for scientific fields and
 - qualitative analysis, more typical, in Italy, of the *Humanities* (peer reviewed journals and series).
 - The interdisciplinary nature of AbCD ensures
 1. the contribution of the humanities and
 - A “human centric” focus at all stages of research.
 - On this, refer to §1.6.

b) Social impact (SI): Addressing EU strategic priorities and global challenges through R&I

To properly evaluate SI, it is necessary to reflect on (b.I) research, (b.II) methodology, (b.III) assessment criteria, and (b.IV) value.

b.I) Research:

There is no one discipline alone that can address global social challenges such as those taken up as priorities by the EU. For this very reason, the S&H integration brought forward by AbCD is decisive.

b.II) Methodology:

Understanding SI as the set of resources/processes that change the living conditions of people and territories directly and indirectly involved in the project, AbCD will

– evaluate in *micro* some pilot-experiences related to the project itself (e.g., some classes, some urban workshops and/or municipal proposals), with the awareness that 18 months is only enough time to set processes in motion;

– identify guidelines on which to develop projects for the next *HE Calls* related to Cluster2 and thus

– lay the groundwork for broader surveys to measure *meso* (community and organization level) and *macro* (general societal level) changes.

b.III) Assessment criteria:

Considering the chosen methodology (CBPR) and variation in target audience, as *communities* vary, two barriers/problems emerge:

(i) how to avoid evaluators/criteria of judgment “external” to the *community*?

(ii) how to maintain common grids while preserving differences (e.g.: childhood evaluation is not the same as that of the adult, researcher/faculty evaluation is not the same as that of stakeholders or other citizens)?

The proposed solution is to

– use a participatory evaluation model, already involving all stakeholders in the initial choice of evaluation indicators.

In particular, we are thinking of:

▪ socio-environmental questionnaires at entry, in itinere, and at exit (enabling participants to understand the extent to which the project promoted the objectives),

▪ including tests redesigned with facilitated communication in mind (for subjects who do not use alphabetic writing);

▪ use of interviews and self-reports, also in digital format;

– on the one hand, enhance different indicators according to the different *communities*,

[e.g.: *Guidelines for the implementation of social impact assessment systems for Third Sector activities* (Ministerial Decree of 23/07/2019); ANVUR guidance on *Interdisciplinary Impact/Third Mission Assessment*];

– on the other hand, set as a “common framework” the assessment of *Key competencies* (May 2018 Recommendation of the European Council) and the *Competences for democratic culture* (COE, 2016), because these competences affect everyone (from the various school stages up to *lifelong learning*) and the scientific literature offers various models for measuring them.

b.IV) Value:

AbCD will produce social value

– by promoting an inclusive and participatory digital culture;

– by supporting an interpretation of local needs;

– by creating networks of partners;

– by building open systems of *multistakeholdership governance*;

– by including individuals from vulnerable groups.

c) Economic impact [generating innovation-based growth; creating more and better quality jobs; mobilizing investment in R&I]

Activities planned over the 18 months:

○ establishing good social practices in cultural/urban/territorial realities (also with reference to the “*cross-cluster complementarities*” of Cluster2 with respect to the Clusters 1, 3, 4, 5, 6),

- will enhance the creative industry in the territory, defining projects/pathways related to cultural heritage and environmental biodiversity;
- will promote sustainable forms of tourism, integrated territorial marketing, *Digital Cultural Heritage* to support local economies;
- enhancing the *Blue Economy* and the *Digital Humanities*,
 - will activate new employment opportunities;
- triggering a process of improving the quality of life of those involved, including those in vulnerable groups,
 - will bring savings in public spending, attract volunteer labor, free allocation/acquisition of equipment and spaces;
 - starting from practices of conscious citizenship, safeguarding the diversity/functions of natural and cultural resources,
 - will support and/or reactivate local realities, with networking activities, and promotion/implementation of creative supply chains.

Refer to §1.5 for the communication/dissemination/exploitation of results, which are also considered tools for maximizing impacts.

1.5 Methods of dissemination and exploitation of results

Within the limits of an 18-month project, a plan for communication, dissemination and exploitation of results will be detailed:

1. to coordinate activities, avoid conflicting messages, monitor and maximize impacts;
2. taking into account Article 17 of the *Model Grant Agreement* (and Annex 5),
3. and the different targets/timelines/objectives.

Communication:

– *Timing:* from the beginning of the project and “*in progress*” throughout the duration of the project;

– *How:*

- a. conferences/press, brochures/posters, public initiatives, “*ad hoc*” *open days* at schools;
- b. a website/portal,

- connected to other communication and social channels;
- connected to other communication channels of the schools/universities/institutions/*stakeholders* involved
- to network the project co-constructors, to reach the relevant venues and communities (schools, associations, municipalities, etc.).
- with specific sections for
 - the various pilot-projects;
 - communication of initiatives and collection of feedback aimed at the general public;
 - events already mentioned in point-a (conferences/press, brochures, public initiatives, etc.);
 - the various pathways for citizenship related to natural and cultural heritage, sustainable tourism, etc;
 - sharing/preparing/constructing initiatives by the AbCD network, including internal initiatives and initial and in-progress data collection;
 - where possible, links to scientific publications and working papers;
 - *open access* links to AbCD aspects/issues/data;
 - links to final reports.

[on the different types of PRODUCTS refer to the section/DISSEMINATION].

– *Target:*

- citizens (all potential recipients of AbCD);
- in particular Schools/Territories/Stakeholders/Businesses;
- local media

– *Objective:* to raise awareness of the project, work, goals/benefits, sponsoring entities, and implement the network of participating Schools/Stakeholders.

– *Feedback:* through appropriate interactive windows within the website and on social media.

Dissemination:

– *Timing:* When we begin to have the first scientific results regarding the different initiatives, products and outcomes of the project.

– *How:*

- always discussing the results first among project stakeholders in order to possibly modify the dissemination plan as the project progresses, and recalibrate the practical actions to be taken;
- dissemination through
 - the website (in the sections dedicated to pilot projects and final reports);
 - *open access* scientific publications with attention to intellectual property protection (cf. after §1.6);
 - conferences/seminars/workshops/summer-schools/events in multiple locations (both academic and public, in schools and public places).

– *Target audience:* mainly the scientific community, but also School Leaders, Teachers, Stakeholders interested in the project

– *Objective:* dissemination of methods, experiences, AbCD pathways; sharing of resources; sharing of results, to make them understandable/accessible/usable.

– *Feedback:* through seminars/conferences, evaluation forms (subjective/objective/intersubjective).

By research PRODUCTS and material for communication/dissemination/exploitation we mean, e.g.:

– scientific publications (disciplinary, but especially multidisciplinary, that enhance the contributions arising from the interpenetration of the humanities, and natural, physical and legal sciences);

– the material (and/or data),

- stored digitally at Uniba’s RECAS data storage center (with the objective, in a later phase, of also storing them on the “Horizon Results platform”),
- where possible and where deemed interesting, linked on the website.
- Specifically:
 - ABC format (including guidelines);
 - co-constructed assessment tests (cf. §1.4), made available in pre- and post-compilation format (paying attention to sensitive data: cf. §2.1);
 - statistical processing of the results of the administered tests and its publication;
 - audio/video or other artistic and/or multimedia products, to
 - promote democratic and participatory citizenship practices;
 - show the progress of some phases of the CBPR, some sessions of the working groups, some moments during seminars or workshops, in schools or in the territory;
 - have the protagonists themselves recount what they have done (so as to give practical and clear messages about the individual role of each citizen); think in an original way about making students (including children) and those who are marginal and/or cognitively delayed the protagonists of the narratives;
 - films with journalistic-type format (related to field activities) aimed at promoting environmental sustainability and protection of natural resources and cultural heritage (the possibility of entrusting the editing of the films to specialized agencies will be considered, in order to prepare a high-quality product);
 - realia from the animal, plant and geological world.

Use:

– *Timing:* as early as the first results, but particularly at the conclusion of the different pilot projects (which will have different timelines for completion); always in agreement with the other project co-constructors. Use will continue even after the conclusion of the 18-month project.

– *How:*

- via the website;
- with attention to intellectual property protection (cf. §1.6 also with respect to *open access*);
- with specific moments dedicated to training (for teachers, but also for *stakeholders*);
- with events spread throughout the territory;
- with traveling exhibitions/meetings where the different products of the *communities* will be displayed, and left available to possible users for at least four years after the conclusion of the project.

– *Target:* those who will be interested in the expansion/relaunching of the project: *policymakers, stakeholders, school leaders, teachers, agencies/associations.*

– *Objective*: publicize the results (with respect to the development of the territory and the cultural/democratic growth of citizens); influence *decision-makers* (in future decisions aimed at the preservation of natural/cultural assets and sustainable development); maximize the impacts and reuse of the project, extending the network of AbCD co-constructors and beginning to evaluate possible economic repercussions.

– We are also thinking about the use of the [EU Knowledge Valorisation Platform](#), because of its specific interactivity and potential to stimulate cooperation across disciplines, as well as between nations.

– *Feedback*: via website, social media, final events, roundtables.

With reference

– for the use of the results for commercial purposes, §1.4;

– for the use of results for socio-political purposes, in general in the preceding paragraphs;

– for the *Data Management Plan* (in line with FAIR principles and in accordance with the *Grant Agreement*), §1.9;

– for the use of *open access* and intellectual property management in §1.6.

1.6 Intellectual property regime of research results

1.6.1 Foreword. Open Science / Democratic Science.

The results will be disseminated as soon as they are ready, in a publicly accessible form,

(i) subject to restrictions related to intellectual property protection and security;

(ii) and following the criteria of *open access*.

The two aspects are related. Indeed, in a project like AbCD, the “defense” of intellectual property, only makes sense if it broadens/”defends” the principles of *open science*. On the other hand, sharing processes/methods/results with the scientific community and the citizenry, not only allows for optimal dissemination/exploitation, improving the impacts and benefits of research, but, above all, promotes “transparency.”

In this sense, it is in the DNA of an *ABC of Democratic Citizenship* to incentivize a democratic openness of science: that is, research that – while presuming the diversity of roles and the centrality of researchers’ knowledge/competencies – is enriched by the contribution of citizens (*citizen science*), becoming cooperative and participatory (in the process) and accessible to all (in the results).

1.6.2. Intellectual property

The management of intellectual property will follow Article 16 of the *Model Grant Agreement* and related Annex 5.

In particular, agreements will be defined, with the project co-constructors, with respect

– to the “background” of intellectual property: data, *know-how*, information (tangible or intangible in nature) that predates the start of AbCD and is important to the project or the use of the results;

– to the use of non-sensitive information (e.g.: images, printed, audiovisual, and electronic materials) for policy/communication/dissemination purposes;

– to the right to use/reproduce materials to

○ make them available to authorities (institutions, offices, etc.),

○ distribute them to the public (in print/digital/Internet format, public exhibitions/presentations, etc.),

○ edit/reformat them [including cutting and inserting other elements (e.g., metadata, captions, graphic/audiovisual elements)]

○ translate them,

○ authorize third parties to use them on behalf of the teams.

Please refer to §2.1 for measures related to research ethics/integrity (licensing and authorization).

1.6.3. Open-access

AbCD will make the results of the project public,

– considering the [EU Commission Recommendation 2018/790 of 25/04/2018 on access to and preservation of scientific information](#)

– and respecting the specific directions of Article 17 of the *Model Grant Agreement*.

We will produce in *open access* (“green road” and/or “gold road”):

a) *peer reviewed scientific publications*

- *open-access* monographs
- articles in *full open-access Journals* (with or without *Article Processing Charges*);
 - considering the journals for which our institution, through CRUI, has agreed on discounted payment arrangements
 - and preferring *creative commons* licenses, which make it possible to contrast the practice of the “commons” with the logic of privatization of research (and to conceive of a country’s cultural growth as a collective process and a social investment).
- prospectively, we also plan to propose interdisciplinary articles in *ORE, Open Research Europe*);

b) *scientific research data* (materials/products from the CBPR, cf. §1.5),

- following the general principle “*as open as possibile, as closed as necessary*”;
- collecting data at Uniba’s RECAS data storage center, in line with FAIR principles and in accordance with the Grant Agreement (on this and on the *Data Management Plan* cf. §1.9).

In addition, the research products will be stored – in *open access* digital form – in the disciplinary and institutional repository “IRIS” (in the electronic versions allowed by the publishers).

1.7 *Adherence and contribution of the proposal to the pursuit of gender policies*

The project idea structurally supports the formulation of the *Gender Equality Plan – GEP* (advocated in the Positive Actions Plan 2021-2023 of the University of Bari), in full adherence to the Sustainable Development Goals envisaged in Agenda 2030, with particular reference to the goal of *gender equality* identified in Art. 5 as a transverse objective of European strategic programming, and the subject of specific intervention programs (cf. HESP).

Taking up the indications suggested by the European Institute for *Gender Equality* (EIGE, eige.europa.eu) aimed at “identifying and implementing innovative strategies to foster cultural change and promote equal opportunities in Universities and Research Centers,” the thematic/methodological approach proposed by the project coherently develops a structural focus on strategies of inclusivity and gender by enhancing the interaction between epistemologically dissimilar areas of knowledge.

The objective of the working group, which is, moreover, fully gender-balanced and coordinated by a female Principal Investigator, is, in fact, the participatory construction of the ABC through the preservation of diversity and the valorization of differences, not only disciplinary, but also personal, individual, and gender differences (gender valorization cuts across all the differences that are given prominence in the project: of age and generations, of gender, and of methodological approach).

The inter- and multidisciplinary character of the ABC intersects the transversal requirement of gender in the various fields of knowledge. Specifically, the project proposes to implement innovative strategies to correct any kind of inequality and to elaborate a range of actions aimed at achieving, within the timeframe envisaged by the Call, the expected results in terms of safeguarding diversity and gender equality (to be indicated and monitored through precise indicators), starting from a preliminary analysis of gender inequalities in the context of the University and the territory.

The working group will draw on the experience of scholars in different disciplinary areas in order to identify, – *in a first phase of reconnaissance*, situations of marked structural asymmetry (e.g., phenomenon of horizontal segregation in women’s careers, strong female presence in the fields of education, social work, and humanities, and male prevalence in the fields of science and technology).

– *in a second phase*, key areas of intervention will be identified (promotion of virtuous processes of inclusion and balance within working groups and the social fabric, integration of the variables “sex” and “gender” in research content and educational programs) and,

– strategic actions will be elaborated in connection with some words from the ABC identified *ad hoc*

– organization of meetings, various exhibitions on the issues of gender identity and stereotypes (also with the involvement of subjects and institutions in the territory, with which conventions have been signed), aimed, for example, at promoting the greater involvement of girls in the study of STEM = Science, Technology, Engineering, Mathematics (in line with recent administrative interventions promoted by the University) and the enhancement of male subjectivities in the humanities.

Indicators include: ongoing adoption of initiatives to promote gender equality; adoption of long-term programs (*mentoring, women leadership*) and *work life balance*; establishment of equal opportunity committees.

1.8 Adherence and contribution of the proposal for the pursuit of sustainability goals

The project proposal structurally incorporates the 17 *Sustainable Development Goals (SDGs)* set by the United Nations in Agenda 2030 and, in particular, the goals closely related to Cluster 2, aimed at safeguarding human dignity in the context of a healthy planet and building equitable and resilient societies: SDG 1 (Zero Poverty), SDG 3 (Health and Well-Being for All), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reducing Inequality), SDG 11 (Sustainable Cities and Communities), SDG 16 (Peace, Justice and Strong Institutions). The project's pronounced transversality intersects aspects of widespread, environmental, but also social, cultural and urban sustainability, also involving SDGs 7 (Clean and affordable energy), 13 (Combating climate change), 14 and 15 (Life under water and on Earth) in original ways.

The working group aims to contribute to the achievement of the SDGs in adherence to strategic actions planned by the EU (including the Paris Climate Agreement and Green Deal as part of the Von der Leyen Commission's six priorities for 2019-2024),

- by assessing the anthropogenic effects on the geological features of the territory and its structural and morphological evolution;
- by examining the impacts of technological development and land use;
- by analyzing the effects of anthropogenic impacts on natural systems and the relationships between climate change and the planet's biodiversity;
- fostering the “Blue Economy” to save energy and primary resources.

And yet, as widely recognized by the Council of Europe's Framework Convention on the Value of Cultural Heritage (see Faro Convention, approved in Italy in September 2020) and by landscape protection regulations (European Landscape Convention, which became law in Italy in 2006), it should be remembered that *we are also the landscape we inhabit*.

The relationship between environment and society, between nature and culture is dialectical (we need only recall that geomaterials make up many of the art objects that are part of cultural heritage). Physical configurations, with their functions and forms, play no small role in defining the modes of civil coexistence. Social relations are conditioned by the ways in which things are materially related in space. Therefore, any intervention on urban planning has social and cultural significance.

The working group also intends to pursue the realization of these aspects of urban and social sustainability, integrating them with those more properly related to environmental sustainability in order to:

- Promote the sustainability of the city as a civic and community space;
- ensure the coexistence of ethnic, cultural, religious, ideological diversity;
- foster the elimination of social inequalities by promoting the relational and choral beauty of urban spaces;
- enhancing the material language of places, namely urbanity.

The involvement of schools and various territorial actors will enable the construction of good educational and citizenship practices and networking between entities and the territory to promote lifestyles that are less at odds with nature and more sustainable.

1.9 Modalities of data processing to ensure transparency and accessibility;

The research group will have *Research Data Management (RDM)* for the effective management, enhancement and preservation of the research process at all stages of its implementation, especially in order to:

- ensure the integrity and reproducibility of the research;
- ensure that the research data is authentic, complete, and reliable;
- minimize the risk of data loss;
- optimize researchers' and researchers' efforts, avoiding duplication of effort and allowing others to reuse the research data;
- recognize the technical and legal issues of the research project (open source, database, licensing, copyright);
- meet the requirements of *HESP*;
- improve collaboration with other researchers;
- receive recognition for outputs other than publication: *datasets*, policies, protocols, and methodologies.

An appropriate formal document (*Data Management Plan*) will be prepared detailing the management of the research data in its various stages: description of the data collected, processed, and generated; locations and

methods of storage; guidance on rights of use (DATA); description of references for responsibly managing the data and making it FAIR = Findable, Accessible, Interoperable, Reusable (MANAGEMENT); and presentation of a plan for scheduling and communicating the collection, preservation, reuse, and dissemination of the *data + associated metadata*, from the beginning of the activity (PLAN).

The *Data Management Plan* (which will be divided, as per practice into: 1. Datasets; 2. Standards and Metadata; 3. Sharing; 4. Storage and Archiving Methods) will be divided as follows:

I. Section: Administrative (identifying information about the research project, from title to acronym to PI name and its ORCID identifier);

II. Section: Dataset Description (description of existing or planned data, indication of source, nature and order of magnitude, use of specific software or hardware, rationale for possible creation of a new dataset and its added value);

III. Section: Standards and Metadata (description of the type of metadata and reference to standards, e.g., Dublin documentation Core or Datacite Metadata Schema);

IV. Section: Management Curation (description of the Preservation Plan, i.e., the processes adopted for managing, documenting, curating, and preserving data, from storage to backup);

V. Section: Confidentiality and Security (information on the security of sensitive data);

VI. Section: Sharing Access (description of what data, how and in what way it will be shared and made available, access policies of repositories compatible with the *Open Access Infrastructure for Research In Europe OpenAIRE*, transmission and circulation of data);

VII. Section: Responsibilities and Resources (indication of responsibilities at the project level, specifying who has responsibility for collecting data and creating metadata, ensuring data quality and security, and data storage);

VIII. Section: Policy (indication to Institute policies: URL to the Policy on the University repository, indication of the repository to which the DMP will be uploaded, indication of the person responsible for preserving the DMP).

2. Measures to be taken to ensure ethics and integrity in research

AbCD, in accordance with ethical principles and national/European/international law, will keep in mind

- *The European Charter and Convention for the Protection of Human Rights and Fundamental Freedoms*,
- the *European Code of Conduct for Research Integrity* (2017),
- the *Horizon2020 Ethics Appraisal Procedure*, supplemented with *EU Grants, How to complete your ethics self-assessment* (13/07/2021);
- for nature activities: UN, *Convention on Biological Diversity* and the European conventions on biodiversity/climate (cf. §1.2)

Starting from the HE Framework Program Regulation 2021/695, art.18/19, AbCD researchers state that

- the proposal is not within the scope of projects that cannot be funded on ethical grounds;
- any activities to be carried out outside the Union would be authorized in a member state;
- attention will be paid to the “principle of proportionality, the right to and respect for privacy, protection of personal data, physical and mental integrity of the human person, ... the need to ensure the protection of the environment and human health.”

In practice, since the Uniba Call does not require the submission of the project to an Ethics Committee or the compilation of an *Ethics Issues Table*, AbCD researchers will have internal ethics regulations:

- prepared after an initial “training” session on research ethics/integrity;
 - discussed with the project’s subject-partners before being made public;
 - accompanied by ethical self-assessment questionnaires, kept on file and provided to funding agencies upon request.

In particular, some HE indications will be part of the Regulation, such as:

- respect/promote dignity and respect for every human being and living species;
- transparency at all stages of the process (cf. §§1.6; 1.9);
- protect/value vulnerable people;
- promote justice and inclusion;
- maximize *animal welfare*;
- respect/protect the environment (soil and subsoil/fauna/flora);

- work for present and future generations; as well as ethical indications that are already shared in the AbCD team:
- research environment suitable for ensuring scientific freedom, co-responsibility practices, constant attention to gender equality and inclusion;
- transparent and open sharing of
 - procedures, objectives,
 - organizational and management choices,
 - standards/regulations,
 - communication/dissemination processes.
- collaborative evaluation and peer review (§1.6) of CBPR products.

In particular, given the particularity of the CBPR, informed consent forms, information sheets, and releases for the use of personal data and co-produced documents will always be provided/required/used (cf. ch. V of the *General Data Protection Regulation*, 2016/697);

- Even more specifically, as AbCD also involves minors and persons unable to sign an informed consent,
- informed consent of parents and/or guardians, (where possible involved in CBPR) will be required for these individuals;
 - procedures will be adopted not only to avoid any form of coercion, but also to promote playful participation;
 - finally, pursuing the innovative goal of enhancing active citizenship even of children and fragile subjects, ad hoc instruments will be devised to enable them to participate in any case in an informed manner/appropriate to their possibilities.

Failure by researchers to comply with the indications contained in the *Ethics Rules* will constitute a violation of professional responsibilities.

3. Contribution of the areas and their integration

Area 02 includes theoretical and experimental physicists from the fields of general relativity and cosmology, and particle physics. It thus has the ideal composition to be able to critically address some key AbCD topics from different perspectives, providing a distinctive point of view and a scientific framework in which to properly frame the topics. For example, some of the proponents have experience in studying/modeling climate change (and related dynamics), which is one of the critical aspects at the beginning of the present millennium.

The group

- will promote scientific citizenship activities, involving students of various levels in seminar/discussion activities and, especially, taking advantage of the “hands-on” method (involving some students directly in aspects of research in the field);
- will disseminate to the citizenry correct scientific practices, which can be adopted to understand phenomena and influence them;
- will provide the teams with a scientific method for interpreting planetary emergencies, which need a comprehensive approach.

The Earth and Geoenvironmental Sciences team consists of petrographers and mineralists with expertise in applied fields. The expertise gained in the

- popularization/design of nature trails in the field,
- interaction with the territory (environmental issues)
- collaboration with agencies in charge of protection/restoration of cultural heritage (BC)

will be channeled into AbCD. Case studies will be proposed, in collaboration with other researchers, through geochemical-mineralogical analyses of geomaterials and artifacts of BC interest.

The material analysis – interpreted in the light of the *Humanities* – of the study objects and natural environments will lead to the preparation of immersive itineraries/experiences for the users (enhancement of cultural heritage, combining historical-artistic and technical-mineralogical aspects).

An incisive result will be achieved through collaborations with Museums and Public Institutions. Nature trails, workshops aimed at environmental analysis and/or artifacts of interest to BCs, and preparation of multimedia products will help propose a new model of what is “observed.”

The biological area includes zoologists and ecologists with expertise in biodiversity, community ecology, biological cycles, species and habitat conservation, management of marine biological resources, and the im-

part of human activities on the marine environment. Dissemination of the acquired knowledge is an integral part of the activities of:

- research (production of popular texts, multimedia materials, awareness campaigns, meetings with practitioners);
- teaching (delivery of integrated courses/workshops in universities and schools);
- promotion/dissemination of knowledge of the human-environment relationship, through mass-media/seminars/conferences.

Relational experience gained in disciplinary teachings and in field activities with agencies, parks and environmental associations will promote a relationship between research/education and the economic/social fabric of the area.

The construction of integrated courses with other areas, will be essential to the understanding

- of the complexity of natural systems,
- of the impacts on them produced by ongoing changes,
- of the need to preserve their structural/functional integrity, from which life-sustaining goods and services are derived.

Area 10 includes scholars of Greek and Latin antiquity, who have always been attentive to the relationship with schools and the ways in which classical languages are taught. Believing that language is the best key to accessing knowledge of civilization, the group will contribute to the project by selecting

- foundational vocabulary/concepts of Western civilization (many Greek and/or Latin words – polis and democracy among them – still constitute problematic blocks);
- dilemmas of the latent, all-pervasive politicization of Antiquity that are still relevant today: questions of citizenship, law/justice relationships, minority rights, nature violated.

Traversing the past helps in the ethical/aesthetic/civic/cultural construction of our present. With myths and stories, but without any mythmaking. Combining school and politics, university and work, research and environment, literature and economy, and public and private institutions to travel freely between past/present/future, to share desires, for greater collective thinking.

Area 11 includes three scholars in the sciences of history, philosophy and education who have already organized University/School/Territorial events. To what is already indicated in the PI's CV, we add:

- three editions of “Philosophers in the City” 2015-2017 (Andria/Bitonto); *ContemporaneaMente. Urban Philosophy Workshop* + *Summer-School* (Bitonto, 2019) [G.Strummiello].
- Training courses for teachers/students of the Jean Monnet Uniba-HICOM Chair 2018-21: e.g. cycle on citizenship/history/educations) [C. Villani]

As practices of knowledge/research/reflection/experience of the world, Philosophy and History will help guide the participatory construction of the ABC strategically: with respect to the spatio-temporal dimension (historical consciousness/citizenship awareness nexus), with respect to the theoretical-conceptual dimension.

Philosophy will work on words/concepts (never neutral, because language builds our way of inhabiting the world); History will show how each term/concept has its own historical depth, related to different contexts/subjects. They will both serve to map/traverse reality: not to exhaust/elute its components sterilely, but to grasp it as a generative site of possibility/action/participation.

Area 12 will contribute to AbCD by identifying tools and ways to implement the normative principles of sustainable development, intergenerational equity and responsibility in the use of natural resources, and intergenerational environmental and social solidarity that can achieve a *Green Economy* and a circular economy, as well as a sustainable/circular and social/solidarity *Caring State*.

This by proposing/supporting:

- *best practices* of sharing/reusing/repairing/recycling materials;
- application practices based on sustainable solutions (renewables, reuse and recycling) and circular use of resources, with specific reference to the sustainability of production/consumption activities (to contrast so-called programmed obsolescence) and Apulian tourism activities;
- technical solutions for the protection of future generations through the legitimization of the exercise of the legal situations to which they are entitled (including in the courts), to an Ombudsman (or rights advocate) or individual *cives* and/or associations;
- public engagement activities, particularly with courses/initiatives (including soft skills) of participatory democracy.

The integration of the areas is a fundamental part of the process, as already shown.

The IP will support it from the guidelines that, in 2017, the MIUR provided with respect to S&H (*Guidelines for the Learning of Philosophy, ch.IV*), in which it is proposed to entrust the “integration” of disciplines to the *Teaching of Philosophy*.

In addition, “cross-curricular” assignments aimed at the synergistic creation of *workpackages* were identified:

- Internationalisation, Relationships with European partners, Monitoring *he* bands: M. Abbrescia, T. Drago, P. Totaro;
- digital tools for shared heritage and inclusive citizenship: F. Capezzuto; G. Tempesta, C. Villani;
- laboratory design/ development: A. Fornelli, C. Pierri, G. StrummielloM
- relationship with territorial entities (non profits and businesses): G. Agrosi, M. Casola, L. Maiorano, M. Perchinunno.

4. Description of the overall research infrastructure available to the Cluster

Biological Area

The group of researchers in Ecology and Zoology of the biological area makes use of laboratories equipped with specific instrumentation for the study and analysis of marine resources, with the aid of Leica optical and stereo-microscopes, equipped with digital image acquisition systems, to present to students the macroscopic and microscopic preparations and digital images derived from them.

It also makes use of a video analysis station equipped with Adobe Premier software for real-time timeline-based video editing and observation of such videos made by wire-guided video cameras, remotely controlled vehicles (ROVs) and benthic landers, which make it possible to acquire knowledge and study Mediterranean marine communities and habitats at up to 1,000m depth, providing information on the distribution, abundance and behavior of numerous species associated with them on different spatial scales. Finally, in the “Lidia Scalera Liaci” Zoology Museum of the Department of Biology, historical zoological collections are available as well as dioramas on the main marine and terrestrial environments, which are useful for the creation of educational-dissemination courses.

Geological Area

The group of researchers in Earth Sciences makes use of numerous analytical techniques for the study of geomaterials. In particular, the development of advanced methodologies of micro- and nanoscale observations through the use of Scanning Electron Microscopy (SEM) in addition to the possibility of chemical analysis by EDS, optical microscopes (OM) equipped with digital image acquisition systems for both transmitted and reflected light observations. In addition, the instrument fleet available to the group consists of very advanced non-destructive and non-invasive analytical spectroscopic methods (Raman Spectroscopy, UV-Vis-NIR, X-Ray Fluorescence and LIBS) that can also be performed with portable instrumentation. The possibility of setting up in situ laboratories that will allow the results of the analysis of study objects to be experienced live is potentially particularly useful in the project.

Physics Area

The inter-university Department of Physics has a long experience in opening its laboratories to students and the public, having organized masterclasses, seminars, activities and events aimed at students and citizens. There are laboratories in the fields of solid-state physics, quantum electronics, and particle physics, which can be opened to show how some of the key phenomena for understanding planetary-scale processes are studied. It originated and is a partner in the largest scientific computing center in southern Italy, ReCas, which can be used to model climate change processes or in connection with data analysis needed for masterclasses or other activities. It also has an extensive network of contacts internationally that will facilitate the building of the network for the dissemination of the scientific and humanistic culture that is the key point of this project.

Humanistic areas 10 and 11

The humanities can count on an extraordinary library patrimony, collected in the University OPAC, which can be consulted in presence in the reading rooms, equipped with computer stations and wireless connection, as well as remotely through electronic bibliographic resources (Databases, Electronic Periodicals, Electronic Books).

The Antiquistics library, in addition to a planetary scanner for digitizing volumes, has about 60,000 monographs with an extensive collection of encyclopedic bio-bibliographical works, manuals, special lexicons, papyrus collections, facsimiles of manuscripts, foreign publications on the history of classical studies, theater, Greek and Latin novels. The historical section includes local history (southern Italy and particularly Apulia and Lucania); and Greek and Latin epigraphy. The archaeology section has an extensive bibliography of Greek and Roman art history, historical topography, history of the Daunia and Peucezia area, and archaeological historiography.

The Classical and Christian Studies service point, in Bari's Old Town, has about 45,000 monographs and 700 specialized periodicals. Of note is the collection of ancient volumes, which includes about 1,500 volumes, including an incunabulum and numerous 16th century publications, enriched by the Belli D'Elia library collection (art history, iconography, iconology).

The "Giuseppe Semerari" Philosophical Sciences Library has about 31,000 monographs, microfiches, microfilms and DVDs, 20 current periodicals and 2,300 periodical annals. Fields of interest: history of ancient/medieval/modern/contemporary philosophy; theoretical and moral philosophy, philosophy of law and anthropology, epistemology and history of science. Added to this is the collection of Molfettan philosopher Pantaleo Carabellese and recent acquisitions from private libraries.

The Historical and Social Sciences service point has about 57,000 monographs, 1,200 microfiches, microfilms and DVDs, 91 current periodicals and 5,300 periodical annals; a substantial and growing number of documentary materials (CD-Roms, microforms, audiovisuals and maps) covering the research areas of Paleography and Diplomatics, Byzantine History, Medieval History, Modern History, Contemporary History, Ethno-Anthropology, Geography, Political Science, and Sociology.

Legal area

The components of the project, for the related research activity, can count on the library patrimony present both at the Central Library of the Legal Seminar of the Bari campus – also equipped with the main national and international specialized journals in paper format and with a consultation system of electronic databases of the Italian, European and international case law of merit and legitimacy – and at the Polo Jonico (former Faculties of Law and Economics) Libraries – equipped with reading rooms with computer stations and a *wireless* connection capable of allowing access to electronic bibliographic resources (Databases, Periodicals and Books).

Researchers can also rely on the digitalized holdings of the 32 libraries in the province – led by the Civica "Acclavio" of the City of Taranto – that now constitute the Jonico Library System Polo Ta 1, as well as on the Library of the Institute for the History and Archaeology of Magna Graecia (based at Palazzo d'Aquino) and on technical instrumentation such as Thermal Cameras, 3D Printer with PLA additive technology, professional drone for photogrammetric and thermographic surveying, available at the Talsef Laboratory of the Jonico Department.

5. Other partners outside of the University of Bari

We will briefly describe the role of the 58 partners (who sent a Endorsement letter), dividing them by types and interests, while aware that areas of interest often cut across types.

I) Two research grant co-funders:

1) *Opera Pia Monte di Pietà (Molfetta)*: Institution interested in the development of young local talent and the University/School/territory network

2) *Associazione Silenziosi Operai della Croce (International, Rome headquarters)*: interested in the empowerment of people with disabilities, and theories and practices of inclusion.

II) Five local authorities, that have already contributed to initiatives/events led by the PI and/or other team members, interested in active citizenship courses and participation through *policymakers* at working tables.

- Department of Youth Policy, Public Education, University, Research and Community Funds of the Municipality of Bari;
- Municipalities of
- Taranto
- Gioia del Colle
- Noicattaro
- Bisceglie

III) Seven scientific societies and international, European, and national organizations (with local branches)

- *United Nations Global Service center* / UNLB. In Brindisi there is the *United Nations Logistics Base* (UNLB) for peacekeeping and humanitarian operations; and the WFP-UNHRD depot (run by the *World Food Programme*, for relief to people affected by disaster or war, with medicines and various types of aid, not only food). It is a network of twenty-three missions and many specialized agencies (in network with each other and with UN headquarters in New York) interested in helping to build AbCD.
- *WWF Puglia*: has 6 organizations in the region that plan events/manifestations/awareness-raising/work in its Oases and Sea Turtle Recovery Center (Molfetta). It also conducts research activities with various Italian universities and will participate with delegates in AbCD working tables.
- *Euroclio, The European Association of History Educators* (<https://www.euroclio.eu/>), founded in 1992 at the request of the Council of Europe to build connections between history education professionals throughout Europe. It includes 83 associations representing 47 countries and conducting projects on the creation of teaching materials (transnational and innovative) and citizenship education, and it has expressed interest in following the AbCD project as well.
- *Sociedad Hispánica de Antropología Filosófica* (<https://shaf.filosofia.net/>) will support research around AbCD's words related to ethical, bioethical and anthropological aspects.
- *Italian Philosophical Society* (<https://www.sfi.it/>), which unites professionals in philosophical research and teaching, nationally and locally, will collaborate through delegates at the School/University working tables.
- *Italian Society of Theoretical Philosophy* (<https://www.teoretica.it/>), through delegates, will participate in the working tables, contributing in particular with respect to conceptual mapping and critical-theoretical aspects.
- *Order of Geologists of Puglia*, will contribute to the dissemination/organization of field activities also thanks to the operators already working in the area.

IV) National or regional authorities, local associations, non-profit organizations:

Five National Authorities:

- "Cittadinanzattiva APS," Rome
- "Gargano National Park"
- "Libera contro le mafie"
- "Marevivo Onlus," Rome.
- "Parent Project" (Duchenne and Becker muscular dystrophy).

Four Regional Authorities:

- "Dialoghi di Trani" (festival of ideas/books/authors)
- "Gramsci Foundation" of Puglia
- "Giuseppe Di Vagno" Foundation, Conversano-BA
- Museum and Historical Archives, Diocese of Bari-Bitonto

Eight Associations:

- "Centro Ricerche per la Biodiversità," Conversano-BA
- Circolo delle comunicazioni sociali "Vito Maurogiovanni", BA
- "Centro Volontari della Sofferenza – Diocese of Bari-Bitonto" Onlus, BA
- "Cercasi un Fine Onlus," Cassano delle Murge-BA

- “Vedetta sul Mediterraneo,” Giovinazzo-BA
- “Donne in corriera”, BA
- “Pinte di Storia,” Triggiano-BA
- *Historia ludens*
- U-Lab A.P.S: Laboratorio Urbano / Associazione di Promozione Sociale, Bitonto-BA

The following groups will support the project by collaborating in working tables linked to their skills/interests:

- *Citizenship education, legality, gender equality, transparent communication*: a, c, g, k, m, o
- *Culture/cultural assets/urban workshops*: f, h, i, n, p, q, r
- *Biodiversity research, nature trails*: b, d, j
- *Valuing people with disabilities and inclusive society*: e, l

V) Seven School Networks and/or School Districts: will collaborate on working tables and bring AbCD to some pilot classes

- I.C. “Mozart” (ROMA)
- I.C. “Pietro Aldi”, Lead partner of the National Network *LabSto 21*, MANCIANO-GR
- I.S.S.S. “Michelangelo” Junior High School, BARI (network leader of *Revitalizing the humanities*, and numerous high schools in Bari)
- “Canudo-Marone” and ITI “Galilei” high schools, GIOIA DEL COLLE
- “Casardi” Public Classics High School, BARLETTA
- “Gaetano Salvemini” Science High School, BARI
- “P.N. Vaccina” Junior High School, ANDRIA

VI) Innovative start ups:

Discovery Education Entertainment Play Laboratory s.r.l. (D.E.E.P. LAB. Srl), Bitonto-BA. Winner of the PIN (Innovative Puglians) regional call for proposals, creates educational/learning supports through *digital manufacturing*. Will actively collaborate on AbCD in the area of digital education.

VII) National, European and international universities, institutes and research centers

Eighteen researchers, supported by their facilities, will collaborate to define AbCD in its various conceptual and transversal aspects. These are the topics of interest:

Community-Based participatory research

- O.Kohan, Università do Stato (UERJ) di Rio de Janeiro, BRASILE

Philology and Ethimology of concept- words

- O.- A.M. dos Santos Lóio, School of Arts and Humanities, University of Lisbon
- J. Gallé Cejudo, Departamento de Filología Clásica, Área de Filología Griega de la Universidad de Cádiz

Identity and European citizenship (core values in the insitutional treaties)

- Jaime Bonet Navarro, Department: Roman Law and State Canon Law, Universitat-València
- Javier Jiménez Muñoz, Departamento de Derecho Civil Universidad Nacional de Educación a Distancia (UNED), Madrid
- J.Jiménez Muñoz, Instituto para el Desarrollo y Análisis del Derecho de Familia en España (IDADFE)
- Lancis-Sáez, Vice-Rector for Research and Transfer, legal representative of the Universitat Jaume I de Castello
- José Landete Casas, Departament de Dret Romà i Dret Eclesiàstic de l'Estat, Universitat, València
- Victor Moreno Soler, Department: Roman Law and State Canon, Law Universitat, València.
- Novkirishka-Stoyanova, Theory and History of the State and the Legal Systems, Sofia University St. Kliment Ohridski

Science and Humanities (with reference to integrated research, democracy, post – truth, urban, cultural, touristic sociology, cultural Heritage)

- Bartolo, Poliba-Bari
- P.Draško, Institute for Philosophy and Social Theory, University-Belgrade

- Fridlund, Centre for Theology and Religious Studies, Lund-University, Sweden.
- Melotti, Università degli Studi Niccolò Cusano, Roma.
- Scioscia, Poliba-Bari

Migrations and hospitality (extra-european perspective):

- Mena Malet, Universidad de La Frontera, Temuco-CHILE
- W.H. Savage, Department of Ethnomusicology (UCLA), Los Angeles-CA
- H.Taylor, School of Law University of Pittsburgh-UNITED STATE

SECONDA PARTE. VOCI DI RAGAZZI E RAGAZZE.
UN POSSIBILE “ABBECDARIO DELLA CITTADINANZA
DEMOCRATICA”

A cura di Annalisa Caputo e Gemma Bianca Adesso

