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University of Cagliari, 6-7-8 June 2019

education and post-democracy



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I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

181 From protagonist child to conscious adult

Roberta Robol

Keywords: Protagonist, Everyday Life, Small Group, Welcoming Social Group

The Tagesmutter Domus has developed its own line of action beginning from recognizing that the well-being of a child entrusted to their care depends on the environmental, social, and relational conditions in which a child is placed and in which he / she develops. The goal is to create a welcoming social group, that involves all aspects of a child's everyday life and takes into account their family and character, as well as the home of the Tagesmutter Domus and its surrounding environment. Establishing a welcoming group formed by all the people in relationship with the Tagesmutter Domus and by their environment is the peculiar characteristic of the service. A child is welcomed in the home of a Tagesmutter Domus where they find a small group of up to five children, between three months to three years of age. In this context they are helped and encouraged to act freely and followed by the careful eye of a Tagesmutter Domus who, from time to time, adapts the previously programmed activities according to the dynamics of the group. The Tagesmutter Domus becomes for a child a figure of reference that is welcoming him/her into their home, together with other children, where the educational activity takes advantage of actions of everyday life and tangible places of life. In this privileged environment children have the opportunity to relate with other children, following timing and methods adapted to their needs and their emotions. Moreover, this creates a connection between a child's skills and its competences, as each of them is in a position to choose what to do and with whom to interact while the adult guide allows them to learn the rules of interactions between children. In this pedagogical approach the individual learning process is enhanced. The expected result is to make a child able to make decisions and be a protagonist of their own actions, acquiring self-determination starting from everyday actions. Independence will become a fundamental trait of a child's personality, allowing them to find appropriate solutions to every situation. Children who are allowed to be protagonists of their knowledge will become adults aware of their actions and their relationships.

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I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

203 The school at the heart of territorial network. The good example of the Institute San Martino di Lupari (PD)

Andrea Bernardi

Keywords: Network, Associations, Territory, Participant Planning, Cooperation

The school falls his mission if it doesn't use the territory as the privileged place to develop the learning. The formative system must be integrated, polycentric, able to invest about the young. The territory and the school are linked really: the school is the centre of the scene. The autonomy can allow of to identify territory's other agencies for the interaction. The school learns to the public administrators that it isn't a debt but an investment, a cultural and social laboratory. The San Martino di Lupari Comprehensive Institute shall cooperate for years with the Public Authorities and Associations of territory. The school devices projects in and for the territory and it is coordinator of the cultural work. The Institute works in synergy with the Municipality and with Alpines Group for telling history and visits the places that tell the history. The Institute shall cooperate with sport associations for making sportive culture in the school. The Institute shall cooperate with local social world for valuing to the well-being and to the person. The school puts to the centre the students and all the projects are designed to give answers in the daily comparison with them. The outcomes are very encouraging and they invite to continue along this path.

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

375 The QuaMMELOT Project and the European School of the Future

Anna Di Giusto

Keywords: Erasmus+, Minor Migrants, International Cooperation, Inclusive Education, Transnational Innovativeness

The QuaMMELOT is an acronym for “Qualification for Minor Migrants Education and Learning Open access - Online Teacher-training.” In Italy, this project, financed by Erasmus+ and the European Union, is promoted by the University of Florence. The goal of QuaMMELOT is the reinforcement of the competences of the high school teachers, promoting the integration of minor migrants in the educational.

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

409 Educational community and common responsibility to foster children's future.

Maddalena Sottocorno

Keywords: Educational Community, Common Responsibility, Educational Poverty

At the end of 2016, Italian government approved an experimental provision to contrast ‘educational poverty’ (n°280/2015 law). Save the Children (2016) defines this phenomenon as the lack of educational opportunities in four areas: to know, to be, to live together and to do. Social entrepreneurs and this NGO promote “common responsibility” between educators and the reinforcement of “educational community” as ideal solutions to contrast it (Save the Children, 2016; Con I Bambini, 2016; 2018). What do these terms mean? Can “common responsibility” and “educational community” be concrete solutions to contrast “educational poverty”? What do they mean on the field, in projects funded by Con I Bambini? These are the main questions for an explorative research (Becchi e Vertecchi, 2003; Dewey, 1951). The theoretical exploration of the topics (educational poverty, common responsibility and educational community) supports the conduction of a holistic case-study (Yin, 2018) about the project “Sulla Buona Strada”, settled in Genoa (Italy). The project involves different actors: families and children; institutional stakeholders; teachers from seven infant schools; social workers; workers of culture. All the project activities aim to improve the connections between citizens and experts. Data collection and interpretation use ethnographical sources (Hammersley and Atkinson, 1995), to investigate this case understanding the different meanings on the research’s topics that come from citizens, institutional stakeholders and social workers. The main sources of data are depth interviews and focus group. The contribution aims to present the first findings of this ongoing research, with a specific attention to stress the necessity to conceptualize the topic of “educational poverty” from a pedagogical perspective and to support that with a critical analysis (Saarinen, 2008) about the assumed positive effects of the mentioned provisions.

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I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

564 The ScuolaViva program. An example of an integrated school

Amalia Caputo Lucia Fortini

Keywords: Education, Integration, School Drop-Out, Best Practice

The article describes the activities concerning the ScuolaViva program, an intervention by the Campania Region destined to school institutes against early school leaving. The three-year program kicked off in 2016 and has so far involved 451 schools and 400.000 students. It was founded on European and national policies for lifelong learning: schools in the areas of Campania where there is social hardship and economic and cultural poverty, can plan actions to promote social inclusion, reduce early school leaving and social inequality through cooperation in an integrative. Operationally, the program provides for the formation of networks made up of schools, families and local operators with a synergistically relationship with local administrations.; the network must favor the processes of democratic participation and increase the cultural level. In this perspective, schools must plan the interventions and must coordinate the structures, the social actors and the resources of the territory in the planning and implementation of the interventions. ScuolaViva is one of the most interesting programs of the last 20 years because schools, families and students can work together to avoid and combat school drop-out.

Method

The aim of the article is to highlight the strengths and weaknesses of ScuolaViva by describing the experiences of the networks in the first two years. For this reason the authors intend to compare the experiences of schools in the areas of Campania at risk by analyzing the six types of projects activated by the school networks (laboratories and learning paths for basic skills, technical / professional laboratories, thematic workshops, consultancy for choices of training paths, family projects)

Outcomes (expected)

Three strengths. The first one, the network guarantees a correct analysis of the needs of the territory and promotes a targeted planning of the interventions. The second is the idea that school dropout should be countered even outside the school by also intervening on those who have definitively left the training circuit. The third strong point is the duration within which it is possible to develop, implement and evaluate a project. The downside is that the three strengths are never found in the same intervention program.

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