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G.3. | The school-work alternance policy after the “good school”

434 The words of the School-Work Alternance. Evaluation and analysis of the role of the Universities.

Alessandra Rimano | Ludovica Rossotti |

Keywords: School_Work Alternance; University; Soft Skills; Evaluation; Content Analysis

The article focuses on the school-work alternance (SWA) in the university as a field, aiming to understand it not only as a set of proposals, but as an emerging area of institutional life. This area is structured not only by organizations, institutions, actors, relationships, activities, but also by efforts among the actors involved in it. The university plays a key role in producing an early socialization with the world of work. To do this must:

-produce projects that offer a more engaging orientation towards university studies and an approach to the profession through practical experiences;

-In the context of the creation of Start-ups to be able to provide skills and knowledge, explaining how to evaluate an idea and how to make it feasible;

-Build ad hoc courses that allow students to have more clarity on the various university disciplines and to accompany them in the classroom experience of "freshmen", but also in academic places and laboratories.

Moreover, it should not be underestimated that making students more aware of the path to choose limits the abandonment or the change of studies and avoids wasting time and resources. (Cantillo, 2017; Allulli, Farinelli, 2018)

Method

The involvement of the Italian universities in the SWA activity dates back to 2016/2017. At present, a structured and detailed reconstruction of the university contribution as host organization is not available.

The present work involves the mapping of the portals on the SWA of the Italian universities, the sections of the sites, the dedicated pages and the online communications, to collect all the different methods of communication and diffusion of the SWA activities and to understand how the actions of SWA are concretely communicated, activated, pursued, practiced by the Italian universities.

All documented projects, collected in a data set and subjected to textual analyses and contents, will be used for the evaluation phase, which includes:

-Analysis of the experiences of alternating school of work,

-Mapping of the networks involved,

-Analysis of the most involved actors and available resources,

Outcomes (expected)

To intervene in those most fragile territories and to export the best experiences, a model will be willing to invest the university in a more active role, so that it becomes an important partner to reduce the distance between the young people from school and from work.

In the conclusions, we will also indicate the possible developments in research and the relevant political indications.

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G.3. | The school-work alternance policy after the “good school”

491 Students living and promoting local heritage in a Unesco Site.

Franca Zuccoli | Alessandra De Nicola |

Keywords: Heritage, Education, Unesco, School Work Alternance, Tourism

This paper will discuss a set of preliminary data collected during a number of actions held of the school work alternance during February and April 2019 in Mantua. Thanks to the collaboration of a groups of 15 students belonging to Pitentino Institute involved in the project, we will try to reflect on the relationship between cultural heritage and local values, traditions and stories of the community but in particular on how our school-work alternance activities may have promoted personal and collective identity building in young citizens of a Unesco site. The proposed work is comprised in a larger Italian research project named MOBARTECH funded by the European Union, the Lombardy Region and the Government, FSR. The main aim of MOBARTECH is to create actions of industrial research, experimental development and innovation of processes and organizations. However, it also aims to study and produce scientific results of research while encouraging the creation of new creative processes to enhance cultural heritage. For this reason, the project has involved the study and experimentation on the Unesco site of Mantua and Sabbioneta to develop local cultural heritage through educational and participatory practices that will involve local communities and in particular local schools. The main focus is to stimulate a process of belonging in the community to the Unesco heritage of the two cities that however are still perceived as separated as resulted by preliminary findings. While transferring knowledge from university to schools of different grades (from primary to secondary) an interpretative, exploratory and experiential kit will be created by the students themselves. This is thought to be a tool for participatory activities in the Mantua and Sabbioneta Unesco site involving different types of audience (senior visitors, families, foreign tourists, city users, pupils of any age etc.) in the near future. In the light of this, an interdisciplinary qualitative approach will be adopted. Specifically students will be invited to experiment their cities and surroundings through different activities rooted in autobiographical method, hermeneutic/phenomelologic interpretation and metacognition.

Method

An interdisciplinary qualitative approach will be adopted such as autobiographical method, hermeneutic/phenomelologic interpretation and metacognition.

Outcomes (expected)

A kit will be created by the students themselves. This is a tool for participatory activities in the Mantua and Sabbioneta Unesco site involving different types of audience e.g: senior visitors, families, foreign tourists, city users, pupils of any age etc.

6.3. | The school-work alternance policy after the “good school”

496 Learner’s Agency for an active citizenship. Redesigning effective learning curricula in the school -work alternance.

Valerio Massimo Marcone |

Keywords: Work Based Learning, The School - Work Alternance ,Active Citizenship, Learner’S Agency, Situated Learning

The Paper reports some results from a empirical survey developed during my Doctoral research activity, which is mainly focused on understanding the educational processes in work-based learning , one of the fundamental pillars of European Strategies which is directly linked to the VET mission (Cedefop,2018). The main VET objective consists of helping learners to improve their knowledge, skills and competences, as these are essential in the working life (European Commission , 2013). This European scenario imposes the overcoming of the traditional "school-centric" model, hinged on the offer, in favor of the proactive one, according to which the school competes to join the social question, then collect it, structure it and organize it starting from the interaction that it must be able to guarantee to all the subjects involved. In Italy since the early 2000s, the adoption by the European Union of policies based on the concept of Lifelong learning (Alberici,2002, Di Rienzo,2014) and the appeal to the plurality of formal, non-formal and informal contexts for learning have begun to modify in depth the scope of the school- work alternance. Therefore the "school-work alternance" must become opportunities for active participation, rather than, as often happens, to be considered within “the School System” and “the Business System”, as an “marginal experience”, that has little or nothing to do with their primary objectives. For this reason it is necessary promote a new training of teachers with a view to tutorship that facilitates the learning