



**Proceedings of the 2nd International Conference
of the Journal Scuola Democratica**

REINVENTING EDUCATION

2-5 June 2021

VOLUME I

Citizenship, Work and The Global Age

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

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**VOLUME I
Citizenship, Work and The
Global Age**

**ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"
Via Francesco Satolli, 30 – 00165 - Rome, Italy**

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***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education
VOLUME I Citizenship, Work and The Global Age**

This volume contains papers presented in the 2nd International Conference of the Journal “Scuola Democratica” which took place online on 2-5 June 2021. The Conference was devoted to the needs and prospects of Reinventing Education.

The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies and practices. The question about education ‘for what’ as well as ‘how’ and ‘for whom’ has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes have been centerstage topics at the Conference. Multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science has brought together researchers, decision makers and educators from all around the world to investigate constraints and opportunities for reinventing education.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 800 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on research, analyses and critics, most of which have been published in this volume in their full version.

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Citizenship, Work and The Global Age

A Premise

What is education for? This philosophical question cannot be answered ignoring contributions from social and educational sciences. The growing focus on learning outcomes should have prompted discussion on the values and aims in defining policy objectives and developing accountability systems and evidence-based approaches. Whereas for years public discourse on education has most frequently been confined to a merely sector-based perspective, without addressing the relationship (i.e., interdependency and/or autonomy) with globalised societies or to face the new challenges of contemporary's world. The relationship between education and society and the issue of aims can be observed in a new context which has seen the weakening of the society-nation equation and the strengthening of global dimensions.

The crisis born of the pandemic is more and more global and multidimensional. It inevitably obliges to ask what the post-pandemic socio-economic scenarios could be and what challenges might emerge from the transformations of education and training systems and policies. Many researchers and observers think that the most relevant of these challenges is that of inequalities between and within countries. The medium-long term nature of many of these challenges poses a complex question: does the pandemic tend to widen or narrow the time-space horizons of people perceptions, rationalities, and decisions?

For decades, the field of education and training has witnessed continuous growth in globalization and internationalization: just think of the role of the large-scale assessment surveys and the increasing influence of international organisations. Phenomena and concepts such as policy mobility (lending and borrowing) or – within another field of research – policy learning, as well as global scaling up, global-local hybridization and policy assemblage might find a useful opportunity of debate and in-depth analysis in this stream. This might also be true of the related issue regarding how comparative research must be carried out and of the relationship between some government 'technologies' adopted in the latest cycle of policies – for example, quasi-market, evaluation, and autonomy of schools and universities – and the ever more criticized neo-liberal paradigm. In this framework, without any revival of the political or methodological nationalism, a critical rethinking of the national dimension, perhaps too hurriedly assumed to be 'obsolete', can be useful also for a comparative reflection. As to our continent we are in the presence not only of

globalization of educational policies, but also of their Europeanisation, due to the extent of the European Commission's strategy and its Open Method of Coordination. Beyond the official distinction between formal, non-formal, and informal learning, it seems European initiatives and programmes shape a new policy world preparing the future of education, particularly through different expert networks, new ways of conceptualizing knowledge, and disseminating standards. On these issues there is no lack of reflections and research, some of which very critical indeed, whose results deserve to be broadly shared and discussed, too.

The equipping of the new generations with the tools – knowledge, skills, attitudes, and values – to live in a plural and interconnected world is delicate matter indeed in Europe. It is the issue at stake for the encounters – and at times clashes – between old and new visions and forms of pluralism and secularism. Around this theme are developed educational policies and strongly heterogeneous curricula. Such topic is linked also to the variability in young people's competences and attitudes towards 'cultural otherness'.

Life-long learning is another question of notable importance at international level as it implies both a diverse temporal horizon for education and its link to the dimensions of work. And a different approach to the relationship between school and extra-scholastic (life-wide) learning is also implied. From this stems the necessity of greater investment for example in both the early years (ECEC) and the adult education. We might ask, however, how much has been done to achieve this goal, and whether it risks remaining a fascinating but largely unfinished project for a long time.

Within a general rethinking of the aims and the means at the disposal of education systems, many papers ask whether until now enough has been done to educate towards citizenship and democracy and whether various national educational systems have adopted this issue as their core mission.

A second group of questions derives from some crucial challenges – such as the dramatic deterioration of the biosphere, the climate, and the health – which impose both the necessity of rethinking this mission in a planetary context and redefining the 'citizenship' as a concept not merely national, but multi-level, that is ranging from global to local; and in our continent European, too. How deeply are our nations presently involved in the task of educating their citizens in terms of knowledge of global and trans-national issues? And are they striving to build a collective common consciousness in Europe? What help is being given in this sense by proposals elaborated and experiences promoted by international organizations or the EU?

Finally, starting from infant and primary schools, what weight does citizenship education have in schools, what approaches are adopted and what have shown to be the most effective? What didactics are applied and what seem to be the most promising experiences? To what extent are teachers prepared and motivated and students interested in it? Universities and adult education should also play a role in citizenship education. What proposals and significant experiences can be described and examined?

The Volume also includes contributions on the relationship between education and economic systems which is a classic subject of social science. During the twentieth century, the functionalist perspective established a close link between 'school for the masses' and the construction of individuals personalities conforming to values and social objectives. Professions have then become more and more specialized and therefore requiring ever more targeted skills. Hence, the insistence on the need to train future workers in technical and technological skills, as well as more recently in the 'soft skills' climate, increasingly necessary in certain sectors of the economy (Industry 4.0). The alliance between the functionalist perspective and the neoliberal visions finds its conceptual and practical pivot in the employability conceptual frame. On the other hand, since the 1970s, critical research has highlighted that formal education system contributes to the reproduction of inequalities, confirming and strengthening hierarchies and power relations between different actors of the economic system. These lines of investigation have underlined the weight of cultural and social capital in determining school performance, but also the inflation of educational credentials as a combined effect of mass schooling and changes in the economic system. In more recent times, the fragmentation of the educational and training systems, because of the multiplication of public and private agencies in charge of training citizens, in addition to the explosion of the non-formal and informal as learning places (e.g., on the Internet), challenges the school to maintain its primacy as a place responsible for training workers. Moreover, it questions its ability to continue to represent a social elevator and / or a place of social justice.

The issue of the reproduction of inequalities and differential returns of educational qualifications fuels lively and stimulating interdisciplinary debates: economic stagnation, mass unemployment and job instability affect the inclusion of young generations in the labour market. Recently, in the context of lifelong learning policies, the relationship between training and work has become increasingly central, but the definition of the goals of these policies is not neutral: in the neoliberal mantra it is a question of guaranteeing the adaptability, employability and autonomy of each individual, so that one can occupy a place in society according to the dominant values. There is no shortage of critical voices about this individualistic and functionalist interpretation

of the Lifelong Learning vision. On the other hand, even the supporters of neoliberal-inspired policies want an inclusive training offer (from a meritocratic perspective), as it is essential for recruiting resources and supporting flexible production systems focused on knowledge.

The attention of scholars focuses on the effects of the 'knowledge society' in the educational system of European countries. In this perspective, several studies have focused attention on the orientation processes that contribute to the reproduction of inequalities as the students from the lower classes tend to orient themselves, and are oriented by their teachers, towards the vocational paths, stigmatized within the educational systems.

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Social Innovation and Governance of Networks in Lifelong Learning Programs

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ABSTRACT: *The paper describes the activities concerning the ScuolaViva program, an intervention by the Campania Region destined to school institutes against early school leaving in the aim of social innovation. Operationally, the program provides for the formation of networks made up of teachers, families, institutions and local operators; the agreements must favor the processes of democratic participation and increase the cultural level. In this perspective, schools and adult school centers must plan the interventions and 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 years because schools, families, students and adult learners can work together to avoid and combat school drop-out. The target is to highlight the strengths and weaknesses of ScuolaViva by describing the experiences of the networks in the first two years. For this reason we intend to compare the experiences of schools in the areas of Campania at risk by analyzing the types of projects activated by the adult school centers (laboratories and learning paths for basic skills, technical / professional laboratories, thematic workshops, consultancy for choices of training paths, family projects). Outcomes expected: 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.*

KEYWORDS: *Social innovation; Lifelong learning; Governance; Networks; Practices.*

Introduction

Collaborative and digital economy, hybridization with the advanced tertiary sector: these are some of the new forms of rearticulation of the productive fabric that emerged from the post-covid scene. It is no coincidence that social innovation can be defined as «the creation and implementation of new solutions to social problems, with the benefits of these solutions shared beyond the confines of the innovators»

(Tracey, Stott, 2017, 51). Social innovators with professional experiences across the profit and non-profit sector, aim to combine economic impact with environmental sustainability and responsibility (Barbera, Parisi, 2019) towards the local area and society, questioning politics and public action in an unconventional way.

It is an emerging research field also in the educational field (Rasmussen, 2019; Schröder, Krüger, 2019), as innovative educational institutions can be desired, changed, shaped by social actors. The agency of decision makers and operators, for whom civic values, trust and cultural capital represent qualifying dimensions, becomes the engine of change through «the generation and implementation of new ideas about social relationships and social organization» (Mumford, 2002, 253).

Within the same stream the *ScuolaViva* program kicked off in 2016 and has so far involved 450 schools and 400.000 students (Fortini, Trezza, 2019). It was founded on European and national policies for lifelong learning, innovation and digital governance of education (Pitzalis, 2016; Landri, 2018): schools in the areas of South Italy where there is social hardship and economic and cultural poverty, can plan actions to promote social inclusion, reduce early school leaving and social inequality (Colombo, 2015).

The centrality of the fight against early school leaving within the framework of the objectives of the European Union has had the effect, especially in the last twenty years, of the proliferation of reflections and studies to identify interpretative models and school policy intervention that are as shared as possible (Alistair, Leathwood, 2013). Interest in the phenomenon stems from the awareness that the spread of education means supporting the development of society and the economy, it means reducing disparities and inequalities. For this reason, counteracting dispersion does not only mean ensuring the dissemination of education, but it means promoting both the development of human resources and the economic and technological development of a society that is legitimately a knowledge society. Each citizen, having learned to learn, is able to enhance his human capital by making his skills, knowledge and abilities available to the community in a constructive way. Early school leaving therefore has negative effects on the social system in the immediate and long term. Immediately because it inhibits the growth of the human capital of individuals and their ability to train and place themselves in the labor market, thus fueling the phenomenon of 'Not in Employment, not in Education and not in Training' (and it has been shown that a country's education rate is inversely proportional to that of NEET (Lotti, Pedani, 2016). In the long term it has negative effects because it dissipates intelligence, resources and potentialities useful for the growth of a country (Ghione, 2004). In fact, from all the analyzes conducted by international organizations, the links between the levels of education and training and the data on employment, poverty, the phenomena of marginalization, crime and

social exclusion have become increasingly evident. This explains why for at least two decades the phenomenon of early school leaving has been at the center of education and training policies promoted by the European Union and why it has been identified as one of the benchmarks for evaluating the improvement of education systems, education and training.

1. System actions and innovation networks against early school leaving

When we talk about dispersion, we almost always refer to young people under the age of 16, or how many are (or should be) still in the compulsory education circuit. In reality it is a wider phenomenon that also affects those who have already voluntarily and prematurely left the training circuit. There are therefore recovery actions which have young adults as protagonists and which essentially involve professional qualification and/or active citizenship actions. It is therefore possible to identify three types of actions in the fight against early school leaving, prevention, intervention and compensation. Prevention measures focus on structural problems and risk factors that can cause early leaving and therefore affect young people at risk of dispersion, in these cases the interventions concern learning environments, curricula, teacher training and the systems of connection between the world of school and the world of work; the intervention measures, like the previous ones, respond to the first signs of early school leaving, and concern the development of actions to improve the quality of education and training and offer targeted support to the difficulties encountered by students; finally, the compensation measures, on the other hand, aim to recover those who have left the education and training course prematurely and definitively with the aim of creating new opportunities to obtain a qualification that can also be used in the labor market.

But why is it so important to act on missing adults too? As is known, Lifelong learning, especially in the last decade, has become a key word in the new welfare policies of the European Union, the reason lies in the fact that at a macro level it is recognized that Adult education represents a tool to guarantee growth of a country and, at a micro level, a way to combat the different forms of social exclusion; we are therefore witnessing a transformation of the European social model from 'Welfare' to 'Workfare' or, alternatively, to 'Learnfare' (De Luca Picione, 2014).

The model adopted by the Italian school to combat dispersion was oriented towards social inclusion and the right and duty of education and training. The first interventions of a systemic nature were carried out with the National Operational Plan managed by the Ministry of Development, which has set as its goal academic success, equal opportunities and social inclusion in the Southern Regions. In the Action

plans for the improvement of public services the *F3 Action* was developed for the creation of networks against early school leaving and the creation of innovative prototypes.

Through different paths and modules, 200 networks have been activated consisting of schools of all levels and public and private social subjects located in areas of serious social and cultural exclusion of the same territory. The idea is to bring out bottom-up intervention models and the subsequent modeling of a prototype that could possibly be exported to similar territorial and social contexts. Beyond the territorial specificities, it is necessary to underline the aspects of social innovation, also attributable to the attempt to adopt a systemic interpretative model 'ex ante' and to identify one 'ex post' with the development of a prototype of intervention.

All the actors who contribute to discourage endogenous and exogenous causes and therefore students, the school, the family, the peer group, the local associations have been included in the design. With a view not only to prevention but also to recovery, the projects and actions have been organized in such a way as to also intervene on those who have left the training and education circuit as young adults in prisons and 'drop outs' This has allowed laboratory actions, assisted study, but also professional retraining aimed at young adults through counseling, orientation and concrete experiences with artisans and companies.

The 'ex post' phase saw the development of an intervention prototype based on the evaluation of the projects carried out by the networks. The prototype of intervention to combat early school leaving is made up of ten points considered essential for a project to be considered effective, regardless of the context (Caputo, 2016). The presence of a network between schools of different grades thus becomes relevant with the involvement of the territory and especially of families, the training of teachers, extracurricular activities supporting the school ones, the result indicators. These elements, by virtue of what has been argued, then become fundamental elements for sharing a systemic and multidimensional model of intervention, in a perspective that sees these elements as indicators that interact with more than one levels in the school and extracurricular context.

2. Adult education in *ScuolaViva* program

As part of the actions to combat dispersion activated in recent years, *ScuolaViva* is among the most interesting programs because it is based precisely on an idea of systemic intervention. Wanted by the Campania Region and activated with the resources of the European Social Fund, the three-year program started in the 2016-2017 school year. Schools that operate in areas characterized by social hardship and risk of marginalization, have the possibility - in line with European and national

policies for Lifelong learning - to structure courses to strengthen the training offer capable of promoting inclusion and to inhibit early school leaving and social inequalities.

From an operational point of view, the program provides for the formation of networks made up of schools, families, institutions and local operators, whose task is to favor the processes of democratic participation and cultural growth. In this perspective, schools are called upon to perform the most important function that of planning interventions and coordinating the cultural and social structures and resources of the area in the design and implementation of the interventions themselves.

What do these activities consist of? The project proposals provided for an expansion of the school's training offer through the implementation of different types of intervention identified on the basis of the needs of the area. The actions proposed and activated by school networks can be summarized in six types: laboratories, open to the territory for the deepening of basic linguistic, expressive and logical/mathematical skills; professional workshops with the involvement of artisans, companies; thematic workshops (art, sport, foreign languages, environmental culture, active citizenship); cultural and recreational activities within the neighborhood (theatrical, musical, sporting); psychological counseling courses, guidance actions, continuity and support for the choices of training courses; initiatives for the direct and active involvement of parents in school life; educational courses (formal, informal and non-formal) aimed at the acquisition and enhancement of skills.

It is implicit that, while intervening on children at risk of dispersion can be a more direct way when the projects are effective, bringing young and missing young adults back into the training circuit can be more difficult. The projects also included educational activities aimed at young adults, including migrants, who have abandoned their studies and come from family and social backgrounds at risk to encourage re-entry into training, encourage the acquisition of new skills and obtain formal qualifications.

As part of the Adult school centers, four projects aimed at adults have been activated, one in Salerno, one in Caserta and two in Naples, divided into a series of modules to combat early school leaving and the reintegration of young people and adults into work.

The construction of the data presented here was made possible thanks to the information sheets on the *Scuola Viva* project (1st and 2nd year) compiled by the Adult school centers involved. The information requested was of a socio-personal nature (Institution, Name of the project, Year, Form Name, Number and Nationality of the Participants) and content (Objectives and Contents). The latter, being open-ended, were appropriately codified ex-post. For the objectives, reference was made to the enhancement of key skills for Lifelong learning and the enhancement of basic skills; the operative definition adopted for the

didactic contents, on the other hand, referred to the disciplinary sectors traditionally recognized by the Ministry of Education.

Table 1 shows us simultaneously the quantitative information on projects, modules and the number of participants, divided by year. In addition, the table also gives us the name of each project. A first comparison on the two annuities - relative to this type of data - highlights how it remains substantially unchanged for each project. This is probably linked to a theme of thematic continuity to which the Institutes have decided to adhere over the two-year program.

The Centers produced a total of 7 projects and 47 modules (almost 7 modules per project) involving 1108 participants, or an average of almost 24 students for each module. The difference in the numbers between the two annuities can only be found in absolute value since, we repeat, the second annuity is affected by the renunciation of the Adult school center of Caserta. In fact, if the data are normalized, it is possible to observe how the gaps are contained: in the second year, the average number of participants per project is substantially similar, however, in the face of a wider training offer (the average of modules per project increases: +0.5). If we look at the data on the individual Centers and therefore on the projects, no important differences emerge: the total number of modules developed is, in fact, almost the same for the 3 Institutes. The only substantial difference emerges with the average number of participants per module, with the modules of the Napoli 2 Center which, on average, are the most numerous. As anticipated in the methodological note, the only information available on the participants, not shown in the table, is their nationality (foreign and non-foreign). Well, out of 1108 participants, only 473 (43%) are foreigners: this would be an important deviation from the total number of members in the Campania Centers, in which foreigners are a massive presence (almost 72%) in the academic year 2016/2017, (De Luca Picione, Madonia, 2017).

The information on the modular activities carried out was collected in free form. The outline asked, in fact, to list the aims and contents of the activities for each module. Therefore, it proved necessary to carry out a posteriori coding on the responses. The answers of the compilers recalled easily recognizable common elements. With regard to the objectives, in fact, the reference to the enhancement of the 8 European competences, or to those transversal competences that are indispensable in Lifelong learning processes, appeared quite evident. In order to obtain a clearer picture of the objectives, it was also preferred to adopt a further operational variation through the 4 basic skills defined by the Italian training system. Finally, the operational definition of the contents returned 15 categories: despite the presence of some semantic contiguities and marginal frequencies, it was deemed appropriate not to make any aggregation in order to make visible the educational richness that has characterized the *Scuola Viva* activities of the Adult school centers .

Given that it would be a stretch to argue that the modules have only referred to a single competence / content (also because some are closely related to each other), here it was necessary to attribute the prevailing one for practical reasons of analysis. Reading the data, it emerges that most of the modules respond to the need to promote those skills that are useful for stimulating forms of behavior that allow people to participate effectively and constructively in social and working life (Social and civic competences - 9 modules) and to raise awareness of the importance of the creative expression of ideas, experiences and emotions in a wide variety of media, including music, performing arts, literature and the visual arts (Cultural awareness and expression - 9 mod.). Furthermore, considering the disadvantage of many participants (foreigners, unemployed, unemployed, etc.), a large part of the activities (8 mod.) Were dedicated to the enhancement of the Italian language (Communication in the mother tongue) and to activities useful for insertion professional in the world of work (spirit of initiative and entrepreneurship), in order to create important prerequisites for the social inclusion of individuals.

The strengthening of basic skills reinforces what has already been expressed regarding the importance of communication as the main tool to better face everyday life: in fact, the language axis that recognizes the importance not only of the correct use of the Italian linguistic heritage but also of the fundamental tools for a conscious use of the artistic and literary heritage, involved as many as 28 modules (about 60%).

The description of the contents of the modules allowed us an 'empirical translation' of the objectives mentioned above. 8 modules were mainly dedicated to professional and entrepreneurial activities. On the other hand, 12 modules, with reference to what has already been expressed on the importance of communication and language skills, have implemented the activities on the Italian language, divided into creative writing (6) and grammar of the Italian language (6).

3. Strategies for social innovation

It is interesting to focus on the project articulation related to the four interventions aimed at providing participants with the basic skills to enter the labor market in an unconventional way. We refer to the projects *Healty mind in healty body*, *Whit heart and mind*, *Job Placement* and *Lerning by doing*. The project *Movie for education* proposed by the Adult School Center Naples City 2 contains within it actions related to sports, dance, music and cinema carried out by associations in the area with the aim of stimulating group collaboration in addition to the acquisition of technical skills. The module, moving from the belief in the educational, didactic and pedagogical potential of cinema in the formation of citizens, has created a film festival on the themes of active citizenship in order to raise awareness among

participants on the subject, while *United colors of sport* project has provided sports activities to promote the well-being and socialization of young people. Ensemble *music* and *dance* organized music lessons, ranging from theory to the practical use of musical instruments, and dance workshops with particular attention to local and ethnic music and dances from southern Italy.

Music is also a central theme in *Creativity 2.0*, an action within the *Learning by doing* project proposed by the Adult School Center of Caserta, in which a workshop was created to provide technical skills for the creation of video products and the creation and recording of music with the aim of promoting socialization and stimulating the creativity of participants. Creativity and learning are stimulated in various ways, both through logic games and the use of computer tools within the module *Infonumeracy: playing with math and computer science*, and through various creative writing workshops that have fostered the development of literacy skills through creative reading and writing games in order to build personal and original stories in the module *Con le mie parole*. Through the use of comics, in the module *Balloon* or even writing workshops for the creation of texts relevant to different media (TV, radio, press, advertising) in the action *Creative Writing for language enhancement* within the broader project *Whit heart and mind* proposed by the Adult School Center Naples City 1.

Some interventions were aimed exclusively at foreign students already in upper secondary education or interested in starting a new one, such as the modules *Italian for study* proposed by the Adult School Center of Naples City 2 and *Italian for foreigners L2* of the Adult School Center of Caserta, creating a path of language enhancement focused on the development of grammatical, lexical and expressive skills of young immigrants.

In addition to the modules that provided for the direct involvement of subjects in practical activities, the action called the *Listening Desk* is more aimed at enhancing the individual as a whole, to stimulate both cognitive and emotional growth, and to improve communication between parents and children.

Other initiatives, however, have provided for the creation of laboratories and didactic lessons more closely aimed at the acquisition of technical skills spendable on the labor market, in particular the learning of the most important programming languages in *Coding* and graphic techniques for the creation of lay-outs of websites in *Web Marketing: Communication strategy* within the Adult School Center Naples City 1. In this area are also the actions conducted by the Adult School Center of Caserta orienting skills, structured on a series of frontal interviews in order to make young people acquire a greater awareness of their professional skills and the creation of simulations useful to reconstruct the mode of operation of a working environment, while the module *Working* organized in frontal lessons on the theme of self-entrepreneurship, was more focused on the acquisition of technical-

scientific and economic skills aimed at developing a concrete attitude to enterprise. These activities recall in topic and purpose those foreseen in the *Job Placement* project that involved the Adult School Center of the province of Salerno, whose modules are closely interconnected and shared the objective of providing and strengthening the key skills for the next segment of higher education and professional qualification or retraining. The module *Future is now* has provided a series of face-to-face meetings structured in three phases, skills assessment, offers of the world of work and preparation for a subsequent insertion, in order to develop the capacity for empowerment, that is, the set of knowledge, skills and ways of relating that put an individual in a position to acquire greater control over his life and a more defined picture of his aspirations. An integral part of the actions of orientation and support to the choices of work and professional paths was the multicultural enogastronomic laboratory promoted by the *Street food and beverage*, organizing both didactic lessons on food and in particular on local wines and street food as a resource of gastro-nomic-cultural heritage, and activities of preparation in the kitchen and operational-management type in the dining room and in the approach to the client.

Interventions in formal and informal learning have seen the participation of both Italians and foreigners, focusing on the theme of enhancing the territory through cultural exchange with immigrants. In addition to the enhancement of skills spendable in the world of work and the acquisition of technical skills for the enogastronomic sector, *Making business* aimed to encourage the birth of innovative startups and the promotion of the local production system oriented towards innovation, welcoming new market trends that reflect the integration of non-EU citizens; young Italians and foreigners were involved in four educational sections that dealt with legal and tax issues, web marketing, business financing to conclude with the economic and financial planning of the new business.

Conclusion

Lifelong learning represents the instrument for guaranteeing the economic and technological development of a country and the creation of a knowledge-based society with a view to active citizenship. The need for the EU to prioritize the fight against early school leavers and the prevention of early school leaving is due not only to the condition of Europe in general, but also to the significant territorial inequalities that characterize the member countries, which have committed themselves to reducing the percentage of young people who leave school and training early to below 10% by 2020. In recent years, thanks to the policies implemented to combat early school leaving, the share of early school leavers in the European Union has decreased by 11 percentage points in 12 years from 17.0% in 2002 to 10.7% in 2016 (Eurostat, 2017).

While still far from the European objectives, Italy has also recorded a steady decrease in the rate of early school leavers from 20.4% in 2006 to the current 13.8%, although significant territorial gaps persist (both at macro and micro level) and gender (women around 12%, men over 16%). This positive trend is partly attributable to the progressive extension of compulsory schooling but, above all, to the actions implemented in recent years to combat early school leaving in terms of prevention, intervention and compensation. Among these, as we have seen, *F3Action* at the national level and *ScuolaViva* program at the local level.

Specifically, *ScuolaViva* has as its strong point the network approach since, conceived in this way, it guarantees a correct analysis of the needs of the territory and favors a targeted planning of interventions. An innovative aspect is the idea that dispersion must also be countered outside the school by trying to intervene even on those who have left the educational circuit for good. Therefore, in the planning it is possible to foresee activities aimed not only at students, but also at young people up to 25 years of age and adults in general, Italians and foreigners, allowing a wider involvement of different population groups. A further strong point is the three-year duration within which it is possible to develop, implement and evaluate a project: the Adult school centers, after evaluating the impact of the project developed within the network, have had the opportunity to rethink the activities carried out during the first two years of the program, through a reformulation of the modules that did not meet the objectives or a further proposal of those that were of interest to the recipients. Beyond the general objectives of the program, *ScuolaViva* has distinguished itself for a series of actions aimed at the educational recovery of adults and young adults who have left the educational circuit in the past. The goals of the program have certainly represented an opportunity for the world of Adult school centers to take advantage of in order to strengthen their recovery actions through greater resources and the possibility of implementing a more varied educational offer. It is no coincidence, in fact, that 4 of the 7 centers active in Campania in 2016 initially joined the program. Beyond this strong participation, two issues clearly emerge. Firstly, a greater involvement of Italian adults in the project activities has been observed: this undoubtedly represents an element of strength with respect to the strong imbalance existing between foreigners and Italians in the Adult school centers with interesting implications in terms of cultural integration. Another concerns the educational richness that has characterized the project interventions over the two-year period. We have had the opportunity to observe how almost all the activities have been conceived to enhance, consistently with the nature of the Adult school center, the key competencies for Lifelong learning. From a strongly inclusive point of view, a good part of the modules developed activities dedicated to marketing, entrepreneurship and food and wine in order to build pathways to professional insertion; at the same time,

we observed a strong attention to all those activities useful for the strengthening of communication skills: if on the one hand this result may seem obvious given the high presence of foreigners, on the other hand it is not if we take into account that these modules include those that have developed not only the teaching of Italian, but also writing, reading, narrative etc., that is, the disciplinary fields that stimulate the creativity of individuals. Therefore, in our opinion, the Centers with the *Scuola Viva* project have experimented and - in view of the next years - have laid the foundations for new training paths, combining the aims related to social integration with the recovery of adults in the training circuit.

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