



Progetto co-finanziato
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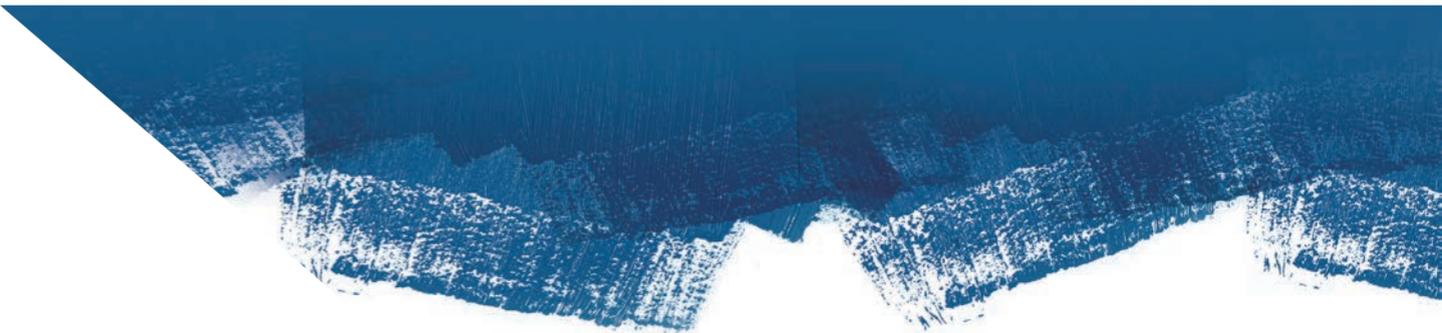


MINISTERO
DELL'INTERNO



OLTRE i MURI

MODELLI DI INTEGRAZIONE
(Beyond Walls - Models of Integration)



**OLTRE
i MURI**
MODELLI DI INTEGRAZIONE
(Beyond Walls - Models of Integration)

*“Building a transnational community of educators to
welcome young foreigners into the school system”*

edited by

Fondazione Piazza dei Mestieri
IRCrES-CNR

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a. Origins

Piazza dei Mestieri (literally “Crafts Square”) is a Foundation for educational purposes. Its main aim is to support vocational training for young people and help them enter the labour market by improving and innovating educational services. It focuses on social inclusion policies and on preventing the difficulties faced by young people, especially those who drop out of school. Our objective is to create multi-purpose youth centres with a vocational focus, using co-management methods which allow young people to access the following services:

- career guidance;
- work-related training courses (with work placement provided throughout the training);
- technical and professional training;
- school support activities;
- cultural activities;
- sports and recreational activities;
- production, promotion and sale of products and services.

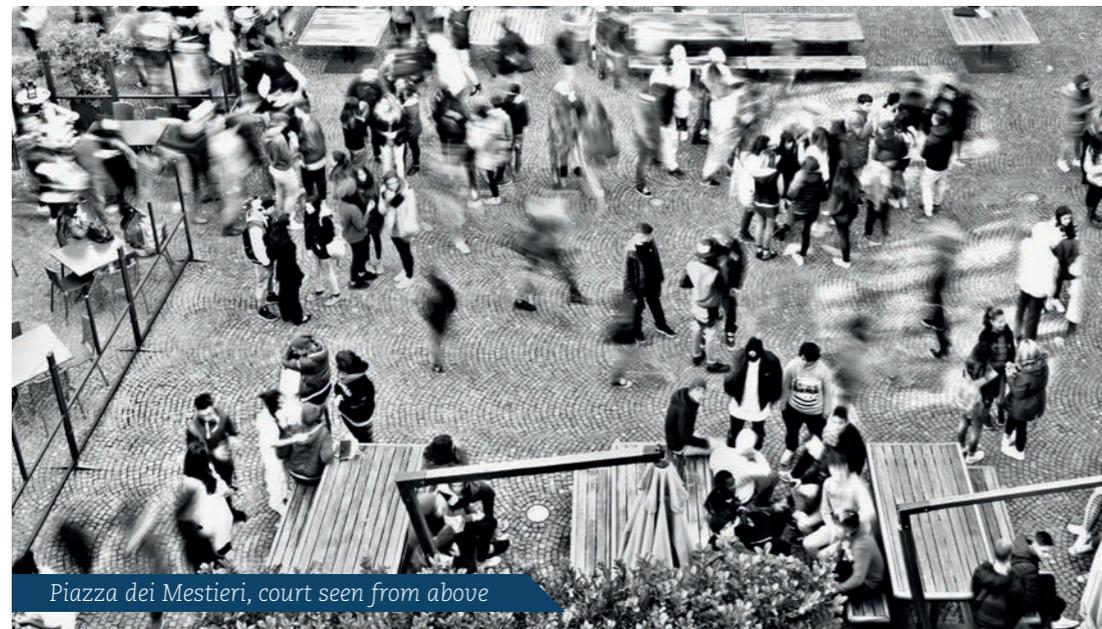
Piazza dei Mestieri hosts about 550 students aged 14 to 18 in its historic headquarters in Turin, where it has been operating since 2004. A range of three-or four-year vocational training paths are offered, leading to a qualification or professional degree. In many cases, particularly of repeated failures, paths giving an annual attendance certificate help students build their confidence and competences, providing them with actual opportunities in the world of work. In addition, we have a new site in Catania, Sicily, which opened in 2014 and hosts about 400 students.

Our main vocational sectors are:

- restaurants and catering (e.g. chef, cook, maître, bartender, baker, and pastry chef);
- beauty and wellness (hairstylist and beautician);
- information technology (computer graphics, multimedia, web);
- heating and plumbing (Catania site only).

Piazza dei Mestieri aims to develop the often latent potential of young people during the delicate phase between their teenage years and adulthood. In order to achieve this goal, a friendly space is needed, where youth can be welcomed and encouraged to adopt a constructive approach to their lives.

Piazza dei Mestieri recreates the atmosphere of a traditional town square from centuries past, where craftspeople used to meet and share their know-how and abilities in a process of cultural exchange.



The truly innovative aspect of the Piazza dei Mestieri experience is close cooperation with the business world, involving relevant companies to help define the content of training activities: besides learning, students gain real work experience. This is the reason why actual production units, open to the public, are set up in our facilities to provide students with practical work training (restaurant, pub, brewery, printing shop, chocolate workshop).

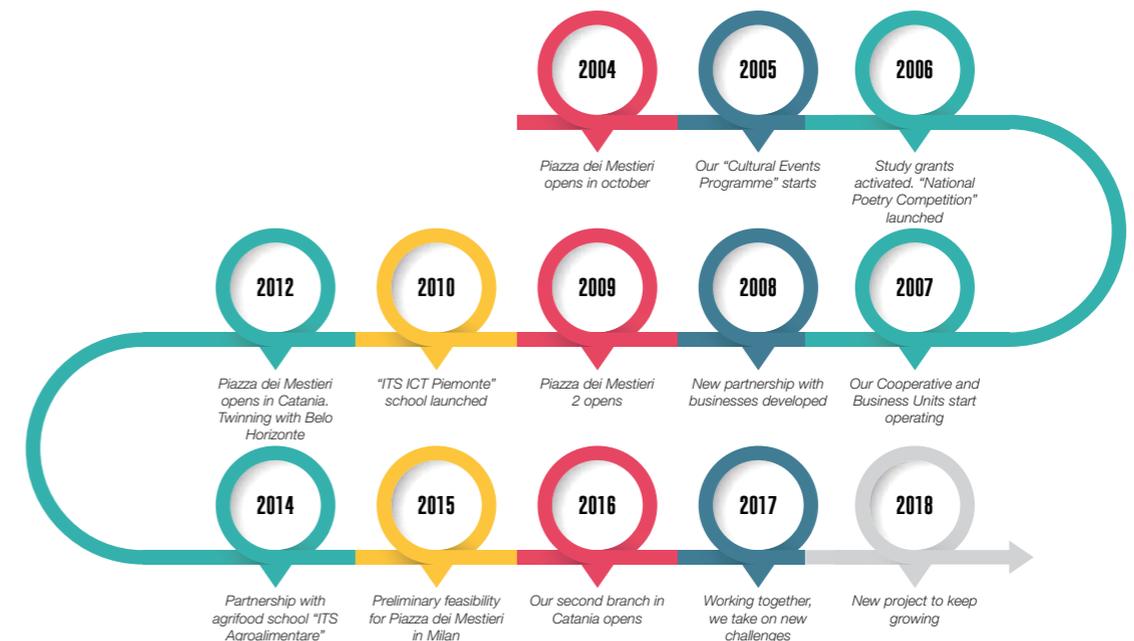
We call Piazza dei Mestieri a “training school and introduction to the world of work”, because this not only explains the mission of our Foundation but also conveys the idea of the numerous activities taking place here:

- developing Talent: the person, with his or her resources and talents, is at the centre of our educational and training initiatives; enhancing one’s talents is the driver that motivates people, especially teenagers, to develop positive life paths for themselves and for the community in which they live;
- learning to appreciate beauty: the value of beauty is seen as a spark to rekindle enthusiasm and rediscover one’s individual worth;
- innovative Professional Training: our training paths represent an effective strategy to ensure successful training and access to the world of work; professional training is innovated to make it a powerful tool to reduce early school leaving and disaffection by focusing on the significance of manual work;
- youth Guidance: we provide motivation and learning opportunities in all sectors (arts, culture, music, theatre, sports, work); we offer work-related support also in the two years following diploma completion;
- work-related Education: young people are introduced to the professional context through direct, guided experiences in our Foundation’s business units.
- Building Networks: the educational dimension can be built up only through the multi-professionalism of public and private actors collaborating in the best interest of young people.

Piazza dei Mestieri’s approach is to start from each individual’s personality, wishes, and resources. These are the forces that drive us, as well as the communities we live in, towards positive life paths.

Our members of staff at Piazza dei Mestieri are active in reception, career advice, and education but, above all, they guide students through courses and workshops where they can learn the value of manual labour and the importance of being able to recognise and reproduce beauty. The learners are led by “masters” who introduce them to the world of work, involving them in real production and sales-based activities.

After gaining their qualifications, the students continue to receive assistance from the Foundation for two more years. Both private and public organizations are involved in this process, in order to create a new welfare community model in which the resources identified are shared across a network.



b. Inclusion projects

Thanks to its innovative features, the Piazza dei Mestieri model has been recognized as an excellent national “work/school alternation” system, capable of implementing welfare policies, creating synergies, finding resources, building virtuous active citizenship networks, and channelling efforts to fight school dropout and promote social inclusion. To meet the needs of the youth and their families, various projects have been initiated in recent years in collaboration with actors from local networks, such as secondary schools, professional training agencies, crafts firms and other businesses, institutional subjects working in career guidance and job placement, the local units of the Municipal Police, the Public Prosecutor’s Office at the Minors Court of Piedmont and Aosta Valley, Piedmont’s Regional Education Department, social and welfare services,

voluntary work associations, as well as the families of the students. Only by collaborating to the establishment of an educational community has it been possible to contribute to shared welfare and to support each and every young individual in not accepting a marginal role in society, enhancing and integrating resources, competences, and already existing initiatives, in order to curb early school leaving and youth alienation.

This educational alliance has led to the implementation of effective intervention methodologies and strategies, in both preventive and restorative terms, to meet the needs of today's youth by welcoming them, supporting them, and offering them:

- school/professional training alternation projects allowing pupils who have failed multiple years and are strongly demotivated to obtain a qualification;
- school/professional training alternation projects targeting groups of students particularly likely to drop out of school (this risk is assessed based on indicators such as: alienation shown at school, irregular educational paths, difficulties encountered by the teachers in providing effective interventions, etc.). This is done also pre-emptively, above all when potential risks have not yet resulted in school failure;
- cooperation-, workshop-, and situation-based learning methods proposed by Piazza dei Mestieri to complement traditional educational paths;
- experience-based training paths for teachers aimed at shared curriculum planning. The target is to identify learning units related to didactic and transversal skills and allow the observation of students in several educational contexts.

The projects of Piazza dei Mestieri rely on communication with local actors, which is crucial to improve the educational and training offer of schools and bring it closer to the needs of families and students. These projects satisfy the demand for training, guidance, and education expressed by pupils, while also supporting and enhancing the educational responsibilities of parents and teachers towards the younger generations by integrating them, when necessary, with the skills and expertise of professionals and specialists (institutional and social actors, territorial services, etc).

Piazza dei Mestieri, with over ten years' experience in education, vocational training, and work-related issues, offers the competences of its staff for sharing and effectively combining didactic methodologies and tested tools and practices to promote job placement, support to education, integration, inclusion, and transversal skills learning.

In detail, several initiatives have been promoted thanks to the collaboration of various local actors, as illustrated below:

Foreigner Integration

- Project Leader for "Peer Co.D.S.", 2015 – European Fund for the integration of third-country nationals
- Private partner selected by the Region of Piedmont for activities to be carried out in the City of Turin "Fami Multiazione: EducAzione in Piemonte", 2016/2018 – European Asylum, Migration and Integration Fund
- Private partner selected by the Region of Piedmont for activities to be carried out in the City of Turin "Fami IMPACT - InterAzioni in Piemonte 2", 2018/2020 – European Asylum, Migration and Integration Fund
- Project Leader for "Tavola dei Mondi", 2014 – European Fund for the integration of third-country nationals
- Project Leader for "Co.D.S. - Perché nessuno si perda" (against early school leaving and bullying), 2013 – European Fund for the integration of third-country nationals

Exchange of Good Practices and Training for Teachers

- Project partner for "Fare Con", 2007/2009 – Umanamente Foundation
- Project partner for PIT 35 city of Catania "Opere sociali. Bisogno di educazione ed educazione del bisogno", 2000, 2006/2008 – POR Sicilia
- Project partner for "Equal SCIE" (systems for the consolidation of educational businesses), 2005/2007 – FSE Equal
- Pilot program supporting the exchange of good practices with the Mirim Institute in Campo Grande, Brasil, a sister city of Turin, 2006

Vocation, Career Guidance and Work Placement

- Project partner for "Risorse Utili per l'Educazione", 2017/2018 – Italian Board of Supervisors
- Project partner for "Orientamento, laboratori per talenti, risorse ed esperienze" 2017/2018 – Italian Board of Supervisors
- Project Leader for "Alla scoperta di sé. Centro Educativo", 2016/2017 – Italian Board of Supervisors
- Project Leader for "Maestri e mestieri in Piazza", 2014 – Italian Youth Ministry
- Project partner for "Una Piazza per Catania", 2013/2014 – Italian Presidency of the Council of Ministers, Youth Department
- Project Leader for "Una Piazza perché nessuno si perda", 2013/2016 – Fondazione con il Sud
- Project Leader for "Alla scoperta di sé. Centro Educativo", 2012/2013 – Italian Board of Supervisors
- Project Leader for "Gio.Co. Giovani e competenze", 2012/2014 – Region of Sicily
- Project Leader for "San Cristoforo, un quartiere da vivere. Viviamolo insieme!", 2010/2013 – Fondazione con il Sud
- Project Leader for "Casa dei Compiti", 2010/2018 – Fondazione per la Scuola, Compagnia di San Paolo

2

Overall model of the project

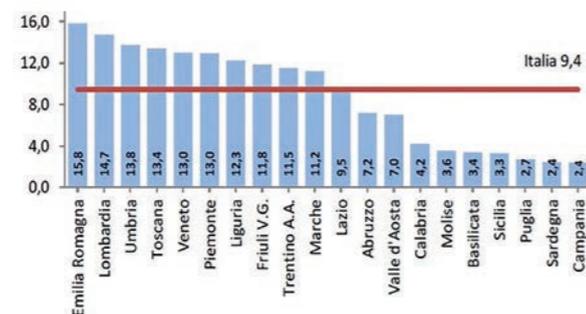
a. Needs

In the last few years, the Italian educational landscape has been characterised by a population of teenagers and young adults with very different family, cultural, and social backgrounds and experiences, who have grown up in an environment shaped by demographic, cultural, and educational transformations which have been taking place at multiple levels, from local to global contexts. The young people attending our national educational and training institutions are part of a multiethnic society that is constantly evolving.

The report by MIUR (the Italian Ministry of Education, Universities and Research) about pupils with non-Italian citizenship in school year 2016/2017 states that “there are currently around 826,000 students of immigrant origin in Italian schools, corresponding to an 11,000 units increase compared to school year 2015/2016 (+1.38%)”¹. This growth displays different trends at various levels of the education system:

- at the pre-school level, the share of children with a migrant background dropped by 1.600 units (-0,97%); nevertheless, their percentage over the total number of students continued to increase (from 10,4% to 10,7%), as a consequence of the much greater decrease in the number of Italian pupils;
- primary school remains the sector with the greatest presence of students who are non-Italian nationals. In school year 2016/2017, the share of pupils of migrant origin showed a sharp increase, equal to 4.800 units (+1,63%). The over 302.000 children of non-Italian citizenship currently attending primary schools amount to 10,8% of total pupils in this sector, which is the highest percentage across the entire Italian education system;
- In lower secondary schools, after decreasing for three consecutive years, the share of students of migrant origin went up by around 3.900 units. This is equal to a 2,4% increase, the most significant across the various levels of the education system, bringing up the percentage of students who are non-Italian nationals from 9,4% to 9,7%.

The general figure of 9.4% students of non-Italian citizenship over total student population must be broken down to account for the great variability found across different areas as illustrated in these table:



¹MIUR - Statistics and data, Pupils of non-Italian citizenship school years 2016/2017, 2018

The region with the strongest presence of students of non-Italian citizenship in local schools is Emilia Romagna, with almost 16% non-Italian nationals. Practically, the ratio is one foreign student for every five Italian students. Next is Lombardy (14,7%), while Umbria comes third (13,8%) and Tuscany fourth (13.1%), followed by Veneto and Piedmont (13,0%), and then Liguria (12,3%)”. Among the provinces with the highest rate of students who are non-Italian nationals, Turin is in third place, after Milan and Rome, with 38,600 units.

The figures are clear evidence of a significant phenomenon, which requires the entire Italian school system to assess the situation, devise strategies and corrective actions, and implement adjustments and effective interventions. Indeed, even though “it is now a given that students of migrant origin are an integral part of our national school population, making the Italian education system more and more multiethnic and multicultural”, it is equally true that “the trend towards a stable presence of pupils who are non-Italian nationals in our schools does not mean that the reception and the inclusion of young people of migrant origin are completed processes”².

Although the rate of foreign teenagers is lower than in most other EU countries, Italy ranks in the bottom group in terms of their resilience, i.e. their feeling of belonging and of having the same opportunities for success in life as native students. This is highlighted by the OECD Report (19/03/2018) “The Resilience of Students with an Immigrant Background”, which shows that only 54% of the children of immigrant families feel included in their school community. These data come from the well-known PISA surveys, according to which the figure for Italy is close to the average for the OECD countries, where 51% of first-generation immigrant students have not managed to acquire the baseline skills included in school programmes for reading, mathematics, and science, versus 28% of native pupils.

These young people struggle at school, as well as in their life, and the most worrying evidence comes from the well-known statistics about early school leaving and disaffection, particularly in the 11-16 age bracket. The data published in the MIUR document “Early school leaving in school year 2015/2016 and in the transition to school year 2016/2017” confirm that the phenomenon of early school leaving and disaffection is more widespread among foreign students than among Italian pupils. In lower secondary schools, the share of foreign students who dropped out of school in 2015/2016 was 3,3%, versus 0,6% among pupils who are Italian citizens. Foreign students born abroad (4,2%) seem to struggle more compared to second-generation foreigners, i.e., students born in Italy, who are undoubtedly more integrated and less likely to leave school early, with an overall dropout rate of only 2,2%

These phenomena affect large portions of the population and result in a generalised and severe lack of baseline skills and essential qualifications, which prevents individuals from fully participating in social and economic dynamics. The situation is even more complicated in the case of pupils who are non-Italian nationals and access the Italian education system for the first time, since their criticalities and needs are very different from those of second-generation students. Besides difficulties with educational and social integration, which all students of non-Italian citizenship have to face, new arrivals also have to deal with language barriers, as they mostly do not speak Italian.

²MIUR - Statistics and data, Pupils of non-Italian citizenship school years 2016/2017, 2018

To address this complex set of issues, Piazza dei Mestieri has promoted projects that try to pursue a new concept of school, relying on strong educational partnerships and sharing of responsibilities among various public and not-for-profit actors, focusing all efforts on the individual, with the objective of “not leaving anyone behind”, giving everyone the chance to fulfil their potential and to learn the skills they need to become citizens of the world.

b. Project actions

The pilot project “Oltre i muri: modelli di integrazione” (“Beyond walls: models of integration”), financed by FAMI (Asylum, Migration, and Integration Fund), started in January 2017 in order to pursue a number of key goals. First of all, it was conceived to encourage the social and educational inclusion of young migrants, so as to prevent their dropping out of school. Beyond that, the project also aims to reinforce the transnational community, through the exchange of good practices between the Italian and foreign organisations involved, and to find effective strategies for the integration and guidance of young migrants.

The project partnership is characterised by a complex set of public and private organisations that operate in Italy, Belgium, and France. Specifically, it includes Piazza dei Mestieri, Ircres-CNR (Research Institute on Sustainable Economic Growth of the Italian National Research Council), the training agency Immaginazione e Lavoro, the City of Turin, and the School Foundation of Compagnia di San Paolo.

Piazza dei Mestieri pays particular attention to social inclusion policies and the prevention of various forms of youth discomfort, among which the phenomena of bullying and early school leaving. The topic of bullying was first addressed in two projects (“Co.D.S.” and “Peer Co.D.S.”), launched in 2012 and 2014, which revolved around experimenting an intervention methodology based on the alternation between school and vocational training, and targeting foreign students who were at high risk of dropping out of the school system and victims of bullying. The good results achieved by the above projects prompted vocational training schools to apply the same methodology to include foreign pupils who did not feel integrated in their school environment and to reduce their school dropout rates.

The target group is composed of non-EU students with behavioural difficulties (for instance, those who tend to be excluded by their classmates or have limited language skills), identified by their teachers. The specificity of the project lies in alternating between traditional educational paths and vocational secondary education laboratories and courses, in order to break what is often a stalemate situation and trigger a motivational process thanks to this dynamic learning context.

Four steps characterise the intervention model elaborated by Piazza dei Mestieri:



The first phase, focusing on the **reception and welcoming of the pupils**, consisted in identifying students who struggled with educational inclusion and were enrolled in the second year of lower secondary schools within the territorial network of the city of Turin.

Joint actions and strong synergies between the institutes which the students attended and Piazza dei Mestieri were first developed in this delicate phase, aimed at identifying the beneficiaries of the project. The operational approach adopted involved the following steps:

- transmission of an official notice to the schools, in agreement with Piedmont’s Regional Education Department, concerning the activities of the project, with specific focus on the actions targeting potential beneficiaries in relation to the experiential laboratories;
- circulation of a Reporting Chart³ developed in collaboration with IRCrES. This document concentrated on the criteria used to choose the students to be involved, and it was helpful to exchange key information on each pupil (personal data, migration history, educational background, reporting to the social services, participation in extra-curricular activities in the afternoon, observation grid on individual behaviour among peers, with the teachers and at school, and teachers’ notes).

After collecting the relevant documentation, we made first contact with the beneficiaries of the project, so that pupils and their families would have the opportunity to share with us their questions and doubts concerning their learning path and the organisation of the school/training alternation at Piazza dei Mestieri.

The support offered when taking charge of the beneficiaries aimed to increase the students’ awareness of their objectives and desires, as well as of their personal competences and attitudes, in order to help each of them to envisage what their educational/training targets might be and how to reach them through an appropriate educational path, including all the steps that might be necessary.

Hence, this “taking charge” approach allowed the pupils to regain an appreciation of the positive role of education, by sharing their training objectives with both the teachers from their own schools and those involved in the project.

Of course, taking charge of the students implied being willing to listen to them without judging, welcoming and truly understanding them, and participating in their decisions, in the sense of developing a feeling of mutual sharing of their stories, events in their lives, problems, and needs. Listening to them made it possible to initiate authentic discussions, thus offering them the chance to grow up.

³Attached n. 1

Young people must be treated as central figures and not as passive subjects. Based on this belief, we identified certain educational functions of the taking charge process to be implemented in daily practices, such as:

- “listening” as a way to bring to light the needs of each of the participants;
- “information” and “guidance” as tools to facilitate the development of educational/training projects;
- “socialisation”, understood as an opportunity for the pupils to develop their personality and to learn the fundamental educational rules needed to be accepted in their communities;
- “encouraging abilities”, understood as encouraging the young people to take centre stage;
- “following step by step”, understood as training aid and support, by sharing and being aware of the adolescents’ life paths, as well as of their thoughts and actions;
- “interpreting daily life”, understood as symbolic enrichment and reading/reinterpreting of the meaning of experiences.

Experience is fundamental within an educational path, since it is an opportunity to experiment, discover, and comprehend. It is about “doing things with”, which is linked to “being with”, establishing a relationship with the pupils, because it is only within a fully-fledged relationship that the mental and cognitive space for shared action is created. Here follows a description of the schools that took part in the project initiatives.

The secondary schools⁴ that took part in the project initiatives are:

- “Pacinotti”
- “Nigra”
- “Croce-Morelli”
- “Parini 2”
- “Corso Racconigi”
- “Vian”
- “Frassati”
- “Cottolengo”

The second phase involved putting together the class group, based on criteria that would prove useful for the research activity, and enrolling the students in an alternation **experiential workshop** at Piazza dei Mestieri, for a total of 290 hours, completed in two different periods: March–June and September–December 2017. In particular, students attend:

- a 30-hours Italian language course
- a 30-hours mathematics course
- a 30-hours English language course
- 200 hours of workshops: 70 hours of cooking classes, 60 hours of graphic design courses and 70 hours of bartender courses



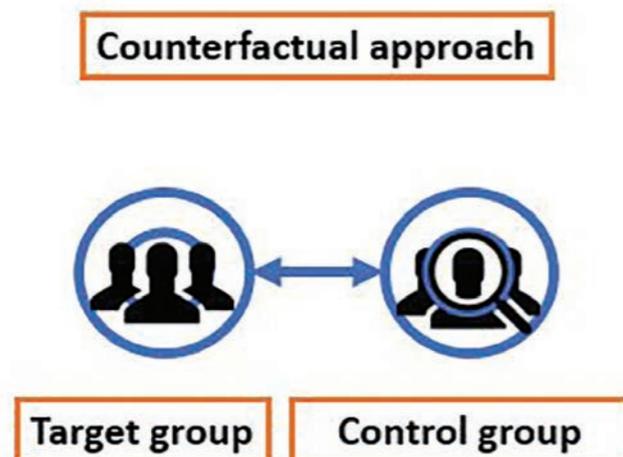
Students in the laboratory



Lesson with the Chef

The workshop was attended twice a week (on Mondays and Friday) at the didactic and professional laboratories of Piazza dei Mestieri, in alternation with regular school attendance on the other days of the week. A total of 15 students from several different countries (Morocco, Egypt, Peru, China, the Philippines, Albania, Brazil, and Moldova) participated and, in parallel, IRCRES-CNR carried out monitoring and research activities with 11 of the 15 students attending the workshop and with 10 pupils not directly involved in the laboratory activities.

⁴Attached n. 2



The most innovative aspect of the project was linked to the consolidated collaboration between the reference schools and Piazza dei Mestieri, which, through school/training alternation, managed to achieve the target of preventing early school leaving and disaffection, as well as youth discomfort, and to create a true educational community.

This project community allowed the young students to benefit from “horizontal educational continuity”, achieved through their participation in the school/training alternation path, but always sharing with the pupils’ own schools the didactic and attendance objectives to be reached, as well as the educational strategies and methodological/operational approaches to be pursued in the taking charge and training phases.

The above concept of continuity in the educational process highlights the need to regard young students and their families as bearers of their own personal history, rich in experiences as well as meaningful situations and relationships, in which – along with the necessary attention paid to the educational/training path of each young person– talent, individual passions, and transversal skills are enhanced to the full. This enhancement has at its core the educational community and its ability to work together and to contribute to each student’s educational success.

Another key strategic objective of the project was to promote practical cooperation among countries, achieved through the exchange of opinions and methodologies between Italian and foreign operators.

For this purpose, as the project progressed, we organised study visits to schools and training centres abroad, selected on the basis of existing institutional collaborations between the City of Turin and the Cities of Liegi, Lyon, and Chambéry; all the institutes involved are characterised by a strong presence of young migrants⁵:

- École Simone de Beauvoir, Liegi;
- CEPAJ training centre, Lyon;
- École de la Deuxième Chance de la Savoie, Chambéry.



Visit at École Simone de Beauvoir, Liegi



Visit at CEPAJ training centre, Lyon



Visit at École de la Deuxième Chance de la Savoie, Chambéry

⁵Attached n. 3

The project developed the exchange of good practices by mutual sharing of experiences with our foreign partners and associates within the context of **experiential training**.

Two full weeks spent together, one in May 2017 and one in March 2018, provided an opportunity for the Italian and foreign operators to get to know each other better and to analyse the welcoming and guidance practices implemented in the various countries.

The experiential training was carried out at different levels, according to the needs of all the partners involved, both Italian and foreign, and included:

- visits to institutional, educational, and social facilities in the different areas;
- seminars aimed at further exploring the topics of guidance, training, and integration of young foreigners;
- meetings to analyse and compare the methodologies and experiences of Piazza dei Mestieri;
- experiential training meetings with the project beneficiaries;
- sharing of both tools and outcomes with the teachers from the reference schools;
- workshops aimed at sharing tools and good practices to be introduced and tested across the institutes involved (language placement tests).



Experiential training: teachers, foreign operators and students together in the laboratory



Moreover, the participants shared methodological/operational approaches and educational strategies used when taking charge of foreign minors, analysing criticalities detected (in terms of language and family, social and economic context) in the Italian context as well as across Europe (Lyon, Liegi, and Chambéry), with the purpose of implementing and strengthening the services available to young migrants and their families, with specific focus on career guidance, social inclusion, and actions to counter early school leaving and disaffection.

The project's experiential workshops in which the Italian and foreign operators participated helped them to identify and test good practices to promote integration, while also allowing them to share all the steps in the evaluation process, concerning both the students' cognitive learning and their soft skills

Moreover, the operators exchanged views on operational aspects, approaches, and tools, devoting specific attention to the sharing of the theoretical principles of language testing and assessment, in order to draw up a suitable language placement test. The exchange also included meetings and discussions with the young students attending the partner schools, École de la Deuxième Chance de la Savoie in Chambéry, École Simone de Beauvoir in Liegi, and the CEPJA training centre in Lyon.

c. Partnership

The partnership for the project "Oltre i muri: modelli di integrazione" ("Beyond walls: models of integration") comprised the Piazza dei Mestieri Foundation as project leader, the City of Turin, IRCRES-CNR, the School Foundation of Compagnia di San Paolo, the training agency Immaginazione e Lavoro, and a number of institutional operators from the cities of Lyon, Liegi, and Chambéry.

The objective of this partnership was to contribute, through practical cooperation among countries and the exchange of ideas about integration services, to the definition and modelling of stable and sustainable measures for educational intervention and the promotion of socialisation, in order to support young foreigners and migrants.

To achieve this aim, a network agreement — a negotiation tool that autonomous schools can take advantage of to reach their educational, training, and guidance targets — was used during the project in order to consolidate the fruitful synergy and collaboration between the schools and Piazza dei Mestieri.

The Piazza dei Mestieri Foundation led and coordinated the project as a whole, sharing all the activities with the various subjects involved in the partnership.

The City of Turin, which maintains international relations with over 40 cities across Europe and in the rest of the world, dealt with formalising the agreements and memorandums of understanding to disseminate good practices for integration and to support a trans-territorial and trans-national community to respond to changing needs and social dynamics (regarding migration and economic aspects) through the constant exchange of ideas.

The Research Institute on Sustainable Economic Growth – IRCrES, belonging to the "Social Sciences and Cultural Heritage" Department of the National Research Council of Italy (CNR), was involved in the project for the purpose of modelling and assessing the activities implemented to support inclusion and the educational success of young migrants.

The School Foundation, an operating entity of Compagnia di San Paolo established with the purpose of contributing to improving the quality and effectiveness of Italy's educational system, plays an important role in defining educational policies, by working in close collaboration with institutional and private social actors and with other operating entities or intervention areas of the Compagnia itself. Within our project, the School Foundation supported collaboration with the educational institutes involved and the development of new practices for inclusion and career guidance, thus broadening the training activities for closer integration between learning at school and professional training.

Immaginazione e Lavoro is a training agency operating in Lombardy, Piedmont, and Campania that has been developing training paths mainly for vulnerable segments of the population and for young people since 1994. Within our project, Immaginazione e Lavoro dealt with the teaching activities and the development of learning aspects, offering support through professionals in both basic and technical subjects, while also involving lower secondary school teachers in didactic seminars, and providing guidance to the young students and their families.

The cities of Liegi, Lyon, and Chambéry, as well as the schools involved, actively participated in the exchanges organised within the project and, in view of the common interest in promoting the socio-economic integration of migrants, signed specific memorandums of understanding aimed at "strengthening mutual collaboration on the topics of education, training, career guidance, and school-work alternation through the exchange of good practices, experimentation, and pilot projects; continuing to support contacts, exchanges, and collaboration among the organisations involved in the project; extending collaboration regarding the above topics to other actors within each subject's network of contacts, also for the purpose of proposing future projects in order to access funding and to support activities aimed at integration and inclusion".

The project stimulated the participation of several actors and institutional subjects, as well as of educational and community sector organisations, by promoting the direct involvement of the operators with the beneficiaries and by setting up dissemination events and meetings to raise awareness and exchange good practices. Here are some key figures regarding the project:

99 foreign minors involved in the activities (Italian and foreign institutes)
94 foreign and Italian teachers and operators involved in the activities
209 teachers and social and institutional operators involved in the project network
13 memorandums of understanding and agreements entered into with foreign educational institutions and associates
10 dissemination events



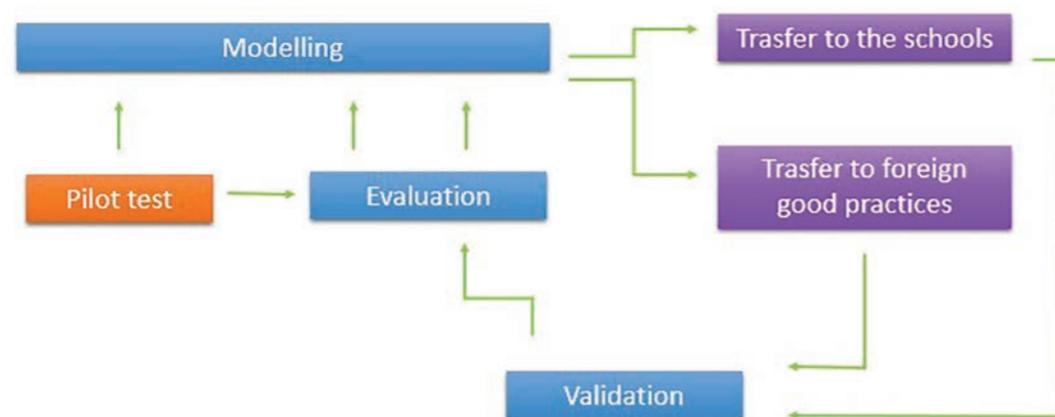
Project meeting at Liegi

d. Modelling to transfer and evaluating to understand: the role of impact analysis in the action model

Within the “Oltre i Muri” project, a prominent role was given to evaluation activities. This is due to the fact that evaluation is not only an important aspect in the governance of the project but also a strategic tool through which to achieve the desired output.

The OiM project is a pilot experiment for the application of a pedagogical approach based on workshops and laboratories for professional training, with the purpose of improving the social inclusion and school performance of young migrants enrolled in lower secondary schools. In view of the innovative nature of this initiative, never before adopted by Piazza dei Mestieri to target minors who have recently immigrated to Italy, as well as of the multifaceted difficulties that characterise the target population (struggling with social integration, low school performance, high risk of dropping out of school), devoting resources to verifying the effectiveness of this approach appears to be a very sensible choice. This basic motivation was also complemented by the idea that evaluation might be one of the tools used for modelling.

The OiM project relies on an already tested model, which is however applied to a new field (new target) and then transferred to new operational contexts (from training to school), as well as new territorial contexts (foreign partners). This led to the necessity to adopt an inductive approach, which would allow us to begin from the pilot experience (due to its nature, this experience represents an asset, but it is specific and tacit) in order to elaborate a model having general validity, made up of transferable and replicable knowledge and competences. In this regard, the model proves to be transferable to national and international good practices. These, in turn, provide feedback for the validation and final redefinition of the intervention model. The logical layout of the project is displayed in the figure below, which shows that validation was fully integrated in its implementation.



Developing an effectiveness assessment is particularly challenging, as it requires:

- adopting a methodology able to test the statistical significance of the causal link between the intervention and its expected results;
- correctly identifying the target variables to represent the phenomena on which the project aims to act and the tools for their measurement.

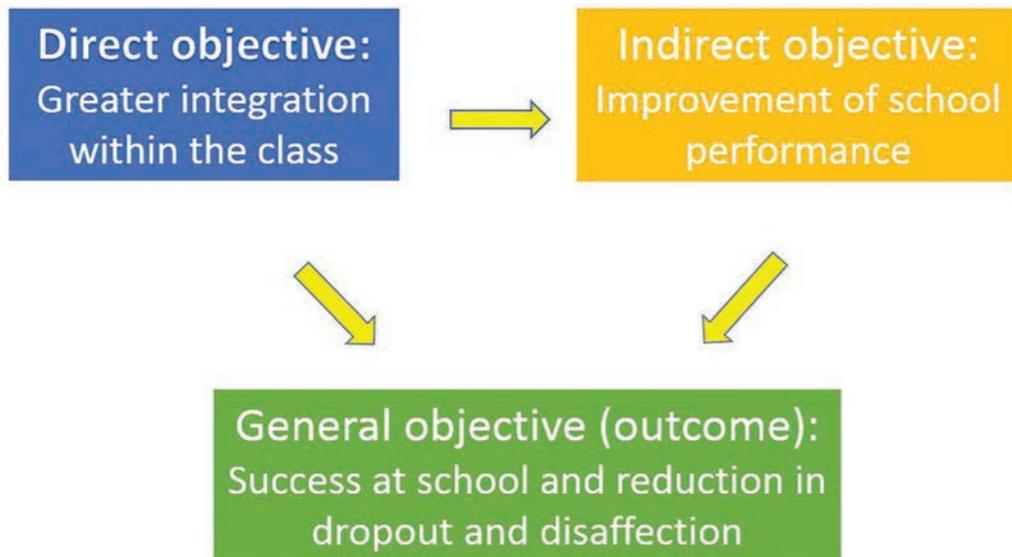
In the OiM case, the objective was to determine whether the school/work alternation path actually has a positive impact and is able to improve the marks (school performance), behaviour (school integration), and soft skill (social integration) of the foreign students participating in the project, or whether any changes detected might instead be ascribable to the normal development process of individuals over time.

The counterfactual approach adopted represents a valid tool to single out any causal link (1.). It compares the output of the students taking part in the workshops (target group) to that of a group of students who only follow a standard school path, chosen as benchmark (control group). In order for the evaluation strategy to be valid, the two groups must be homogeneous in terms of the features that might affect the target variables.

In OiM, this homogeneity is guaranteed by randomisation. This approach means that the students involved in the project were randomly assigned to either the treated group or the control group. They were selected according to reports by the teachers, aimed at identifying those in need of alternative learning paths. From a methodological point of view, the decision to use a randomised design prevailed over other available techniques (such as statistical matching) for two main reasons: lack of data that might ensure the satisfactory preliminary profiling of the candidates, and the important role played by non-observable dimensions in capturing the elements of disadvantage present in the target population. In order to reduce residual risks of distortion, impact was calculated on the differences using the *diff-in-diff* methodology, i.e. measuring the output indicators of the two groups both at the beginning and at the end of the project and then comparing any variations.

In order to correctly identify the target variables (2.), it is necessary to reconstruct and create a framework describing the logical model behind OiM's pedagogical approach, which was illustrated in detail in the previous paragraphs. The idea is to work on the personality and social skills of the students to promote their integration into the school environment. This has an indirect effect also on their school performance, thanks to more constructive participation in the lessons and renewed motivation. Both results contribute to achieving the desired end result, which is reducing early school leaving and disaffection.

The logical approach of Oltre i Muri



The multiplicity and multidimensionality of the OiM objectives make it necessary to identify a wide set of indicators. At the same time, the specificity of its target and the lack of databases from which to extract secondary data imply the need to develop a wholly new system to measure the evaluation indicators. This is why dedicated measurement tools were devised in collaboration with the operators involved in the project, who were guided through a maieutic path to reconstruct the theory of their interventions.

The first objective of the project, which can be interpreted as its immediate output, is achieving the social inclusion of the students. This is why we focused on measuring the participants' soft skills, i.e., the transversal skills that support individuals in their social interactions and in their educational and professional success. Hence, we developed a set of investigation tools from which to extract the output indicators:

- a pictorial self-evaluation questionnaire (Mackiewicz and Ciecuch, 2016), presented to the students in order to assess (based on images, so as to overcome any linguistic barriers) the so-called Big Five, i.e. the five personality traits that characterise transversal skills (Barbaranelli et al., 2003; Durlak et al., 2011; Kautz et al., 2014);
- an hetero-evaluation questionnaire, developed by an expert team for previous projects focusing on preventing students from dropping out of school (www.provaciancorasam.it), presented to school teachers and aimed at detecting learning difficulties and at capturing behavioural aspects.

The second objective of the project concerns school achievement, which can be practically evaluated by measuring learning progress in basic subjects (English, Italian, and mathematics). In order to quantify the impact of their interventions, the teachers in charge of the school/

work alternation paths developed, with help from the evaluators, entry tests with the purpose of assessing language comprehension levels in various communicational contexts and basic mathematical competences. The tests are simultaneously presented to the targeted students and to the control group at the beginning and at the end of the interventions, in order to ensure outcome comparability and usability for impact assessment. Lastly, the project outcome (reducing early school leaving and disaffection) can be measured directly through the number of students who remain in education/training.



Presentation of the model on the occasion of the experiential week

3

General pedagogical approach

The project aimed to test and implement a pedagogical approach for young foreigners, offering them the opportunity to play an active role in their educational and training paths and promoting the value of diversity. Thanks to the contribution of our Italian partners and foreign associates and the direct involvement of the teachers from the schools, their pupils, and the pupils' families in the decision-making processes and in the assessment of the educational-training paths, it was possible to design effective experiential didactic modules. These modules were designed not only to introduce key concepts from the various disciplines but also to pursue the difficult but fundamental task of helping young people to assess themselves and to develop a renewed idea of self and identity within themselves.

The project methodologies were designed and applied with three main purposes in mind: *didactics and training, support through career guidance, and institutional actions for integration.*

Didactics and training: for the young beneficiaries, the Italian and foreign teachers, and their families, all of whom had access to new educational experiences complementing traditional educational paths. The experiential workshops were the place where these new experiences developed, with a focus on working together and cooperating among peers, integrating the skills of the Italian and foreign teachers (both didactic and transversal skills) and of the parents with those of the students involved in the project.

Moreover, the fact that the actors from the various educational systems (school teachers and project operators) collaborated in the planning of the activities ensured coordination among the didactic methodologies envisaged by the project and those usually adopted in the educational and training programmes of the schools attended by the beneficiaries, while also identifying aspects of methodological excellence transferable to institutional educational and training paths. The teachers were involved in experiential training activities aimed at testing and evaluating a didactic unit used in the professional workshops at Piazza dei Mestieri. The objective was to raise the teachers' awareness of their students' talents, focusing on the evidence gathered as basis for evaluation and allowing the beneficiaries to show "what they got", thus reversing the traditional roles of students and teachers.

Support through career guidance: for the young beneficiaries and their families, especially in the definition of future educational-training choices and to ensure individualised support. Within this activity, the motivational aspects proved crucial, as we strove to involve the students and make them keen on what they were doing through learning situations that closely resembled real-life and professional circumstances, also with a tutor and a peer tutor to facilitate greater participation and stronger commitment to the learning process. The pupils' families were also involved in the workshop activities to allow them to better understand what educational-training experiences their children were participating in and to promote communication among family members.

Lastly, the project also had value in terms of *institutional actions for integration*, which the Italian and foreign teachers, trainers, and professionals fully acknowledged. We constantly pursued the objective of an educational alliance in order to improve the professional, training, and social offer across Italy and the partner countries through specific network agreements. These agreements and protocols were also a useful strategy to ensure continuity and extension of the actions implemented in "Oltre i Muri" to future projects too.

Clarifying this three-pronged methodology helped identify and promote a pedagogical approach capable of following all of the project's phases: the taking charge phase, the experiential workshops, and the experiential training.

As for the action of *taking charge*, it proved important to analyse the documents used by the schools to select the project's potential beneficiaries, which provided a comprehensive description of each candidate. What emerged was a rather detailed picture of the difficulties that the students face every day and inevitably take to school with them, which were investigated and discussed to ensure individualised support.

The taking charge phase highlighted the fact that the students' life stories were often characterised by failures at school and in social integration. Of course, the young migrants struggled to become integrated into the school system due to language difficulties, but this was not the main aspect that had a negative impact on their educational paths. Hence, we implemented an individualised educational approach to evaluate lack of basic skills, language and relational problems, and poor school performance.

The project beneficiaries found it difficult to make plans for themselves and to envisage their educational/professional future. When choosing their secondary school, students of this kind are often encouraged to opt for a professional institute *regardless* of their potential, because this is the will of their teachers and families, especially if their Italian is poor.

The above difficulties are sometimes ascribable to specific learning disorders (dyslexia, dysgraphia, dyscalculia, etc.), routinely identified at an earlier age but, in the case of young migrants, diagnosed late or not at all. Indeed, the taking charge phase allowed pinning down key problems and devising more fulfilling educational paths.

a. Pedagogical and didactic elements of the model

The second action, i.e. the *experiential workshops*, focused on situational learning to put basic skills, knowledge, and abilities acquired in traditional school lessons to the test in the Piazza dei Mestieri workshops, following the *methodologies of task assignment and learning by doing*.

These methodologies are based on real tasks to practice basic skills and to acquire or develop technical-professional skills. Learning by doing means learning to work on a "subject" to be observed, analysed, and fully understood. For instance, Italian language learning was stimulated in the bakery workshop by comprehending and following simple recipes, such as preparing "focaccia", and the Italian and baking teachers were present simultaneously to support the pupils in both the practical task at hand and the understanding of main grammar rules.



Peer Tutor and students in the laboratory

These approaches are strongly process-oriented and facilitate the acquisition of organisational skills since, in order to make focaccia, one has to read the recipe, find the ingredients, and then follow the steps in the right order. The teachers led the workshop, but each of the students was then asked to try and prepare the recipe in practice, which also strengthened extended concentration, patience, the ability to wait, perseverance, and selective focus, helping emotional calm and relaxation, which are crucial soft skills.

The experiential workshops with the minors were organised to favour the pedagogical personalisation of learning (the opposite of the one-size-fits-all approach), to help them acquire non-standardised knowledge and skills, and to make the most of the creative potential of each pupil. On the other hand, the use of cooperative learning facilitated the creation of heterogeneous and constructive workgroups, based on positive interdependence among roles to create a non-competitive but rather responsible and collaborative educational context. This collective dimension (group work) was also an instrument to facilitate meaningful learning and to allow the participants to develop and manage their soft skills (socio-emotional abilities), which are useful to make educational actions more specific and incisive, in collaboration with the reference schools.

In the experiential workshops, Italian as a second language (L2) was taught at two different levels based on the students' previous language knowledge, assessed through an entry test devised according to the Common European Framework of Reference for Languages (CEFR) parameters:

- A0 - preA1 ("beginner") level: use of language for initial socialisation, with reference to personal, interpersonal, regulatory-instrumental, and referential functions. Of the four key skills – listening, speaking, reading, and writing –, greater attention was paid to the oral dimension, with some focus also on reading comprehension.
- A1 - preA2 ("intermediate") level: use of Italian for school. The purpose was to strengthen the same skills as those taught at the beginner level, while also offering the students knowledge and tools to study specific school subjects by helping them identify morphosyntactic structures, lexicon, and socio-cultural contexts.

The two groups were later mixed together, following the *peer education* approach to help the weaker students. The division into two skill levels made it easier to meet the needs of different cognitive styles and ensured more functional and individualised teaching.

Learning was further personalised thanks to the presence of a tutor and a peer tutor. They shared the teaching throughout the didactic and experiential phases to facilitate and monitor the students' learning progress, behaviour, and motivation. They had specific functions, such as providing educational support and language mediation, as well as promoting social inclusion.



"Hands in dough"

The tutors were able to establish an alliance with the pupils and found opportunities to broaden the discussion to crucial topics, among which future decisions, following rules and regulations, and respect for others. The tutor was a point of reference for the participants, as one of them stated: *“I have changed a lot, I’m not so shy anymore. I’ve met many people who’ve helped me, the tutors, the teachers... Now I always answer if someone asks me a question. I have understood that, when they make me do something, it’s not that I’m not able to do it, I just don’t know how”* (Luis).

The peer tutor was an ex student of Piazza dei Mestieri, where he had become a qualified chef, and he played a key role in ensuring the methodological effectiveness of the project. He took on this new challenge to help and work side by side with the beneficiaries, close to him in age (and geographical provenience), establishing strong relationships with them and acting as a bridge to enhance communication between the teenagers and the adults. He cooked with them, welcomed them every morning, helped them understand difficult terminology, listened to them, reprimanded them, and rewarded them with a music session using djembè drums.

The cornerstone of the approach adopted in the project, both experiential and relational, was commitment, the unequivocal commitment of an individual to another, able to trigger positive change. The pupils interviewed spoke of the meetings with their teachers and tutors, who supported, stimulated, and smiled at them. Losaria, one of the beneficiaries, explained: *“In my class at school there is a totally different atmosphere: if you don’t know something, they point the finger. The Piazza teachers are different, friendlier, they smiled and always told us to speak only Italian... speak Italian, speak Italian... What’s different at the Piazza is they appreciate your talents”*.



Lessons in traditional classroom

b. Support to the families

The actions targeting the beneficiaries’ families were devised taking into account the conditions of migrant families and the difficulties encountered by them. The migration process often results in long periods of forced separation between parents and children, and this has an impact on the quality and strength of the bonds among family members. Additionally, the parents’ experience of a new country is, in many cases, different from that of their children, they see it through different eyes, and these separate views may, in the long run, create conflicts inside the family. Hence, the bonds must be reinforced, so that the children can once again regard their family as a place of containment and affection, but also as a network capable of effectively supporting and guiding them in their decisions.

Within the context of “Oltre i Muri”, it became clear right from the start that many of the families encountered during the project struggled to feel included, to achieve successful integration in our society, and to play their parental role, all of which could potentially have a negative impact on their children’s school performance.

In view of all the above, we devised specific actions targeting the families of the minors involved in the project, based on a strategy of reinforcement of parental skills and re-involvement of the parents in their children’s school life. These actions were devised and put into practice in two distinct phases: planning and implementation. In the planning phase, a range of activities were carried out to approach and get to know the families, also in order to identify any weaknesses as well as untapped potential in parenting skills. The data collected through interviews allowed us to design a programme including certain specific activities:

- support to parenting;
- workshop to which parents and relatives were invited;
- guidance and information about the local services;
- guidance and information about professional training and secondary schools, and pre-enrolment procedures.

The activities carried out with the families proved that migrant parents often need to be supported in their guidance role not only by strengthening their skills in linguistic terms, but also by helping them to understand the socio-cultural context in which they live. This objective can be achieved by stimulating dialogue within the parent-child relationship and by making sure that the activities carried out by the children turn into opportunities for the parents to gain experience, exchange opinions, and grow.

The feedback received from the parents of the beneficiaries, for what concerns the activities carried out together with their children (a coffee break meeting and a final party), was very positive indeed. These situations were devised to bring the families closer to the school dimension and to support greater integration and a sense of active participation in school life, while also providing opportunities for the parents and teachers to learn more about the students’ potential, which might well fail to emerge in formal educational contexts or in everyday family life.

Both the parents and the teachers were positively surprised to discover the skills and resources displayed by the pupils during the project activities, which had never been allowed to surface in traditional school situations. The parents of students with a poor school record are regularly

summoned by the schools to be lectured about their children's failures and lack of commitment, causing them to feel shame and inadequacy as parents. Being invited to the project's meetings and events had a positive effect on the parents and helped them to feel proud of what their children can do.

Furthermore, the project activities made it possible to overcome the language barriers that in many cases prevent effective communication between schools and parents. A few words were enough to explain what activities the students were doing at school and to highlight their commitment and results achieved in the workshops organised at Piazza dei Mestieri. The printed invitation that the parents received, the coffee and snacks offered, and the enthusiasm shown by the pupils were evidence of this constructive attitude and environment.



The group of students

4 Experiential weeks as a tool for teacher empowerment and for the transfer of good practices

Experiential learning was the framework used to design the activities targeting not only the "Oltre i Muri" beneficiaries but also the adults who contributed to identifying the educational and training objectives of the project, specifically the teachers of the reference schools and, at a later stage, the operators from our foreign partner organisations. The experiential learning activities for the teachers focused on a specific aspect, i.e. participating in the workshop activities in alternation, together with the pupils, and drawing meaning from them.

The experiential training weeks were devised with the objective of allowing the teachers from the schools involved to participate in practical activities together with their pupils. This was done especially to raise the teachers' awareness of the children's talents, concentrating on the opportunity for the pupils to show what they were "able to do", and to be appreciated and observed in a different educational and training context, complementary to the traditional classroom situation, receiving direct acknowledgement of their technical and transversal skills, which could naturally emerge and become evident. This role reversal (the students taught the teachers how to prepare different types of coffee, cappuccino, etc. and together they tried to bake focaccia) allowed the teachers to develop a new opinion of their students through "learnt skills" that were transferred and shared. This proved to be a crucial moment both for the young beneficiaries, who needed to acquire greater self-esteem and welcomed the new experience with remarkable enthusiasm, and for the teachers, who had the chance to see their students at work in the cookery, baking, and confectionery workshops and to actively participate themselves, learning from the children and, consequently, becoming more aware of their progress in acquiring both basic and technical-professional skills.

The experiential week strategy allowed the teachers to better evaluate the effectiveness of the students' learning process using the so-called learning pyramid (National Training Laboratories, Bethel, Maine 1946), which emphasises the learners' active participation and claims that: "Teaching is a passive verb, while learning is an active verb".



paolopelloni.it – source: National Training Laboratories, Bethel, Maine

The top part of the pyramid displays the passive learning modes, while the bottom part displays the active ones. The involvement of the students and teachers in the workshops had exponentially beneficial effects on learning, but it also created a more pleasant, fun, and stimulating environment, which enhanced the will to learn of all the parties involved.

In the way in which it was adapted to the project, the learning pyramid helped reinforce the view that the students' attention is greater when they are involved in workshops, when they feel that they have an active role and are at the centre of the learning process. This happens in particular when the pupils are given the opportunity to participate in discussions, to carry out practical activities, and even to "teach their teachers".

Three main elements contributed to making the experiential weeks effective and efficient, specifically:

- experience: acquiring information on the technical and basic skills of the pupils through shared practices;
- reflection: extracting meaning from the situations experienced;
- motivation: the more one is able to find the right stimuli, the more effective learning and, later, teaching will turn out to be.

The teachers involved discovered, and/or rediscovered, that their role is not only that of professionals with exclusive expertise in their various disciplines, but they also play a part in designing the school curriculum, in defining tools and paths, and in assessing results.

For what concerns the latter aspect, sharing of the experience among the teachers proved fundamental, as this enabled the project to achieve "collegiality" in educational actions, which is usually difficult to apply within the context of the reference schools. Collegiality should not be understood as a form of limitation of the freedom to teach, which is recognised by the Italian constitution, but rather as the ability to adapt one's work, according to the guidelines established with colleagues, in order to pursue the institutional purpose of school education, i.e. the promotion and enhancement of the individual. Also with regard to the evaluation process, it was necessary to take into account the path of personal and cultural growth of the project beneficiaries – rather than simply assessing the content learnt (without, however, underestimating its importance) –, as well as the collegiality between the reference teachers and the Piazza dei Mestieri teachers in defining objectives and evaluation criteria for a type of assessment that could be formative and not merely summative.

Therefore, the project demanded great efforts in sharing, but it also offered effective support to those who work towards innovating the school system in practice. Thanks to regulations promoting Autonomy and to the Ministry's National Guidelines, the school system has already been provided with the regulatory and theoretical basis to be renewed and to adapt to the current needs of the students and their families, even though these remain mostly implicit and unexpressed, above all by those who are culturally and socially weaker, as is the case for many migrants.

The project aimed to develop teaching and learning practices by innovating the methodologies adopted (school/training alternation and experiential workshops), pursuing the objective of "open" learning, and contributing to making the participants equal, in terms of opportunities offered and ability to achieve educational and training success, so that they would be able to feel fully integrated as citizens.

Sharing the approach adopted in the experiential weeks with the project's foreign partners was a unique opportunity to disseminate good practices at the European level. The operators from the foreign schools and training centres were asked to take part, together with the Italian partners, in the workshops with the students and, later, in meetings among themselves to share opinions about the pedagogical approach of experiential training and to confirm its effectiveness as a strategy for the inclusion of young people also from non-EU countries. The contribution provided by our foreign partners reinforced the strengths and highlighted the criticalities of the experiential weeks, also on the basis of the experiences involving the young students attending the Ecole de la Duxieme Chance de la Savoie in Chambéry, the École Simone de Beauvoir in Liegi, and the Cepaj training centre in Lyon



Operators, teachers, students together during the experiential week

5 Results

The identification of the samples started from a list of 43 students at high risk of dropping out of school, who were attending a lower secondary school and were selected by their teachers. These students came from both local schools and Provincial Centres for the Education of Adults (CPIA). These potential participants, presented by the schools, were first interviewed by the trainers, who picked 35 individuals displaying the right characteristics to become beneficiaries of the project (i.e. target population).

In order to evaluate the impact of the pilot intervention, an experimental counterfactual approach was chosen, with selection based on randomised block design. This means that the students were randomly assigned to the treatment, but keeping the division between the school block and the CPIA block. In case of experiments on small samples such as this, the block sampling strategy ensures correct estimates and increases their precision (Gerber and Green, 2012), reducing the distortion effect due, in our situation, to heterogeneity between students coming from schools and those coming from the CPIAs.

The table below illustrates key figures concerning the two blocks. Since the CPIA students concluded their educational path halfway through the experiment, making it impossible to obtain data on the untreated CPIA block, the impact assessment concentrated only on the school students (11 treated and 10 untreated pupils).

Block	Assignment groups			Block total
	Treated	Untreated	Ex-ante dropouts	
CPIA	4	8	1	13
School	11	10	1	22
Total	15	18	2	35

The target indicators were collected both at the beginning and at the end of the intervention and the impact of the treatment was measured by comparing the variation observed in the treated group versus the untreated group. The indicators concerned both the participants' soft skills and their learning progress in basic subjects. Their transversal skills were measured using two types of approaches and tools: the Trinchero hetero-evaluation chart and a pictorial self-evaluation questionnaire regarding the Big Five.

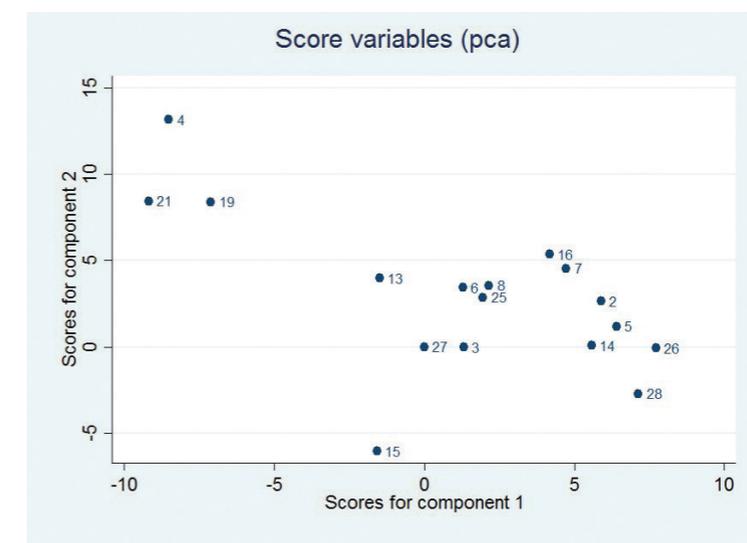
a. Results concerning soft skills: hetero-evaluation

The Trinchero chart is a questionnaire aimed at teachers and developed by a team of experts (teachers, trainers, and psychologists) within the project for the prevention of early school leaving called "Provaci ancora Sam", set up by Fondazione per la Scuola. When they selected the students at higher risk of dropping out of school, their teachers filled in the chart, which comprises 41 items and ranks the pupils' behaviour with regard to how they relate to their peers and to adults (teachers), as well as other aspects of school behaviour (performance, missed lessons, difficulties).

Since it proved impossible to ask the same teachers who had filled in the entry charts to also fill in the conclusion charts, mostly because of high turnover among them, the data collected could not be used for impact assessment. In spite of this, the information emerging from the analysis of the charts enabled the correct profiling of the participants, in order to adjust the interventions to the actual needs of each of them.

The items were divided into their main components according to a polychoric analysis, which is a multivariate statistical technique to summarise information coming from ordinal data (Kolenikov and Angeles, 2009). Their interpretation is compatible with individual psychological attitudes of adaptation to social contexts at school. Specifically, the analysis revealed two main components that summarise the 41 items and concern attitudes of externalised non-adaptation (component 1) and attitudes of internalised non-adaptation (component 2). These explain respectively 30.1% and 15.7% of total variance in the database.

This technique also makes it possible to assign individual scores for each component, which means that it produces indicators measuring the level of each type of attitude (externalised and internalised) for each individual. As shown in the following figure, the individuals are distributed along a continuum, i.e. they display both types of behaviour in different proportions. Moreover, a negative correlation is detected, which means that, in general terms, high levels of one of the two components are associated with low levels for what concerns the other component.



To test whether the tool described above is effective in interpreting the data, also in consideration of the small sample available, it proved necessary to combine statistical analysis with the typical tools of qualitative research. In particular, interviews were carried out with the teachers who worked in the schools from where the students came, with the trainers who followed them during the alternation between periods spent at school and periods of professional training, and the tutor who was present in class during the implementation of the project. The interviews shed light on the process that led to the preliminary selection of the students by the schools, based on the analysis of social exclusion indicators.

Furthermore, the interviewees were guided through an assessment of how their students behaved when interacting with their peers, with adults, and with their teachers. Reconstructing the students' personal attitudes and characteristics, together with an analysis of the exclusion indicators measured before the implementation of the project, enabled the validation of our statistical results through confirmation by the actors interviewed.

b. Results concerning soft skills: self-evaluation

For what concerns the dimension of self-evaluation of transversal skills provided by the students themselves, we referred to the theoretical framework of the so-called *Big Five* (Goldberg, 1990), which identifies five main personality traits of individuals (mental openness, conscientiousness, extraversion, agreeableness, and emotional instability). These traits are good predictors of social inclusion and their strengthening improves individual chances in relation to socio-economic integration (Heckman and Kautz, 2012).

In order to measure these traits, while avoiding distortions due to language barriers, we used a simplified pictorial questionnaire including 15 items (Mackiewicz and Ciecuch, 2016), in which the various concepts were conveyed through images representing everyday situations in the life of teenagers. The questionnaire was administered to the students both at the start and at the end of the project. The analysis of the data confirms that, compared to the treated group, the untreated group was in a situation of considerable advantage⁶ before the beginning of the project (+ extraversion, + agreeableness, - emotional instability). After the project, however, the treated students bridged the gap and greatly reduced their initial disadvantage, i.e. significant statistical differences were no longer observable. The greatest impact was detected in relation to the trait of extraversion, which is a fundamental social skill to improve class integration. This impact was estimated using the difference-in-difference (DiD) approach, which involves comparing the average post-pre difference measured for the treated group versus the measurements referring to the untreated group.

As shown in the table, the average treatment effect (ATE) confirms that, on average, the treated students displayed post-pre differences in their scores for the extraversion trait that were 25% higher than those of the untreated group (around 3 points out of 12). Thus, the alternation intervention had a significant positive impact on a transversal skill that is crucial for integration.

⁶It is worth noting that this difference is completely accidental, as the selection of the treated group from among all the eligible students was carried out randomly

Personality traits	ATE
Mental openness	0.10
Conscientiousness	1.32
Extraversion	2.89*
Agreeableness	0.28
Emotional instability	-0.61

Confidence levels: *90%; **95%; ***99%

c. Results concerning learning: tests on basic subjects

Learning progress is a critical aspect of the project that ought to be carefully investigated, since students involved in alternation initiatives miss at least 290 hours of classes at school. The pilot intervention aimed to strengthen the set of knowledge and skills possessed by the participants, which allow them to approach their school path, but the course included only 30 hours of lessons in each of the basic subjects (Italian, English, Maths) and a much higher number of classes not regularly attended, leading to a potential negative impact on learning.

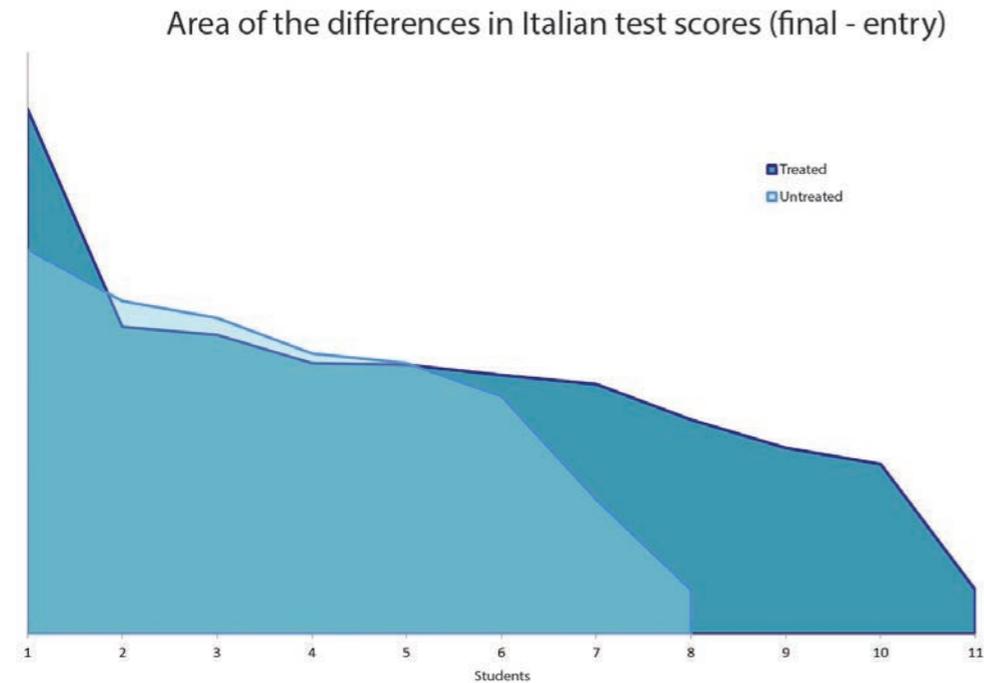
In order to measure such an impact, specific basic skills tests were developed by the trainers, which were administered both at the beginning and at the end of the treatment, in different versions. A progressive scale for the measurement of competences was needed, and this is why each test comprised various exercises, divided into different points having different weights.

Specifically, the Italian language test was designed to assess comprehension in various communication contexts (levels A1 and A2 of the *Common European Framework of Reference for Languages*). The mathematics test was mostly in graphical form, in order to limit distortion due to language barriers. The English test focused on the understanding of certain terms, rather than on their translation into Italian.

The graph below provides a visual representation of the Italian test results⁷. The coloured areas show the differences between the entry test and final test values, presented in a decreasing order. The matte blue area refers to the treated group, whereas the transparent light-blue area refers to the untreated group. The overlapping areas indicate similar results for the two groups, while an area prevailing over the other indicates better performance by the corresponding group.

Only 8 results are reported for the untreated group, since 2 students dropped out of their courses. If the areas up to the eighth observation are compared, it is possible to notice a clear prevalence of the matte area, suggesting that the treated group bridged the gap existing between it and the untreated group. Yet, this difference is only slightly significant from a statistical point of view, due to the combined effect of low sample size and dropouts.

⁷The test results for the other subjects are very similar



The key result of this analysis is that, although we cannot claim that the treated students had significant advantages in the learning of basic competences, it is however possible to conclude that the school/work alternation did not put them at a disadvantage in this regard, compared to those who remained in a traditional school path.

d. Results concerning the prevention of early school leaving and disaffection

As mentioned above, 2 out of the 10 untreated students dropped out of their courses during the pilot project, while all the 11 treated students continued to attend regularly. Since the primary objective of OiM is to prevent early school leaving and disaffection, this appears to be a significant result. In figures, the treatment effect (TE) measured as the difference between the attendance rates of the treated and untreated is $TE = 11/11 - 8/10 = 0,2$. This means that the treatment seems to increase attendance rates by 20%.

Nevertheless, it is important to ascertain whether this is an accidental result or an actual outcome of the project. In order to shed light on this aspect, we used randomisation inference with Monte Carlo simulation, i.e. a non-parametric test that is effective on small samples, which are not suited to the use of asymptotic analysis. According to the test, the likelihood that this is an outcome of the project is around 80%, which represents a rather high level of confidence in the case of such a small sample.

e. Lessons learnt

The testing and evaluation of the project allowed us to reflect on several points, which may contribute to better implementing the model in future experimentations. From the very beginning, the heterogeneity of the sample of students involved in the project emerged as a key feature. Such heterogeneity refers first of all to differences in competences regarding basic subjects (as well as personality skills) between the students coming from schools and those from the CPIAs.

Indeed, the latter are included in an educational system mostly aimed at learning Italian as a second language (L2) and follow an exceedingly fragmented path, with limited time spent in the classroom. These limitations inevitably have an impact on learning, and the knowledge acquired by these students, in linguistic terms as well as in the other subjects, is much more rudimentary than that of the group of students coming from the local schools.

In actual fact, this extreme heterogeneity was a somehow surprising result that characterised the entry tests of all the students, not only of those enrolled in CPIA courses. Consequently, the tests had to be tweaked and made more progressive than initially planned on the basis of the preliminary reports provided by the teachers. This also suggests that language barriers may at time prevent the teachers from detecting and acknowledging the abilities of the students in certain subjects.

Besides the above conclusions on the heterogeneity of the students' competences, the project also provided the opportunity to reflect on the various facets of the disadvantage affecting the participants presented by the schools. Failed school inclusion, which for this target population often means poor social inclusion too, might be ascribed to several factors. A key role is certainly played by limited comprehension of the Italian language but, as revealed by the analysis of the students' soft skills, the balanced development of crucial personality traits also carries considerable weight, even though it manifests itself with different symptoms and generates different needs. Therefore, it is essential to detect such symptoms during the profiling phase, so as to implement targeted actions to meet individual needs.

The interviews with the teachers and Piazza dei Mestieri tutor were fundamental to assess the project and the path completed by each of the students in terms of individual growth. Summing up, the heterogeneity of the beneficiaries' characteristics, in terms of both individual skills and socio-educational demands, must be taken into account when the model is implemented, accurately tweaking all the tools used to carry out actions – through preliminary profiling aimed at path differentiation – and to measure project outcomes.

Another very important aspect was that the school teachers were informed of the progress made by each of their students. The discussions revolved around initial problems, expectations, achievements (big and small), and fears, which had to do mostly with the pupils failing to acquire knowledge because of the professional training done during school hours. Evidence was presented to reassure the teachers and show that the school/training alternation path did not cause any disadvantage in terms of acquisition of basic skills, compared to the untreated group.

For a project such as this, based on alternation, to fully succeed, the logical model, i.e. the sequence of cause-effect relations and tool-result relations (including evaluation) adopted to achieve the set objectives, must be clarified in each of the phases and disseminated among the operators of the network.

There was great variation across the students in learning progress made, but what clearly emerged from the interviews, as a general result, was that the project had a strong impact on motivation. The two didactic methodologies adopted to promote increased motivation were *learning by doing* and *experiential training*, which both proved effective in achieving the desired outcome.

Active learning in laboratories and workshops, with first-hand experience of the subjects studied, allowed the students to approach the learning of basic subjects in a wholly new way. As the teachers themselves observed, the pupils would come back to class with a plethora of new experiences to share, such as having learnt how to apply mathematical rules by following a recipe to cook food, which happened outside of the classroom but still represented an educational experience.

The second methodology adopted, that of experiential training, proved to be particularly important for both the students and the teachers. The students had the opportunity to show their school teachers what skills they had learnt – those very same teachers who were very familiar with all their previous failures. At the same time, the teachers were able to review what they thought of each of their students. Coming face to face with talents and abilities never before displayed in the classroom allowed them to adjust their expectations and triggered a change in their opinion.

The lessons learnt from the “Oltre i Muri” project are manifold and refer to the composition of the target population, to the significant differences detected in terms of competences and personality development across the participants, but also to the didactic methodologies employed.

One last aspect that is worth underlining concerns the project implementation timing. It is fundamental for projects in the educational field to be initiated at the start of the school year. Indeed, the administrative delays that affected the entire project schedule of “Oltre i Muri” caused a misalignment in terms of timing, which led to the project starting in the middle of the school year, with consequent difficulties in recruitment and extended interruptions (summer break), potentially causing a reduction in the desired impact.



For more detailed information, please visit the website of Piazza dei Mestieri Foundation piazzadeimestieri.it and the website of the project progettooltreimuri.com

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Attached n.1

Appendix

Attached n.1 Reporting chart and hetero-evaluation

Attached n.2 Presentation of partner schools in Italy

Attached n.3 Presentation of partner schools in Liegi, Lyon and Chambéry

Attached n.4 Planning of experiential weeks

Attached n.5 Pictorial self-evaluation questionnaire

Attached n.6 Hetero-evaluation questionnaire

Attached n.7 Italian language entry test



FONDO ASILO, MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

SCHEDA ANAGRAFICA DEL DESTINATARIO

(cittadino di Paese terzo)

BENEFICIARIO FINALE	FONDAZIONE PIAZZA DEI MESTIERI "Marco Andreoni"
TITOLO DEL PROGETTO	OLTRE I MURI: modelli di integrazione
CODICE IDENTIFICATIVO DI PROGETTO	PROG- 338

Istituto Comprensivo _____

Indirizzo _____

Classe _____

Alunno/a

COGNOME _____

NOME _____

Data di nascita ____/____/____

Genere F M

Nazionalità _____

Cittadinanza _____

Codice fiscale _____





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Documento identificativo _____

Tipologia di permesso di soggiorno _____

Il minore risulta essere "non accompagnato"? SI NO

Se si indicare la comunità di appartenenza, il nominativo e il contatto del referente educativo della struttura

Data di arrivo in Italia: *allievo* _____ *padre* _____ *madre* _____

Stato di origine dei genitori _____

Quante persone vivono in casa con l'alunno/a (lui/lei escluso/a)? _____

Inizio frequenza scolastica in Italia Anno _____ Classe _____

Scolarizzazione pregressa (scuole frequentate e per quanti anni complessivi):

	Italia		Estero	
	Primaria	Secondaria I°	Primaria	Secondaria I°
Num. anni frequenza (inclusi insuccessi)				
Num. bocciature				
Num. anni non conclusi				

Note: _____

É stato/a inserito/a tenendo in considerazione l'età anagrafica? SI NO



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Se no, indicarne le motivazioni e da chi è stata presa la decisione

Cognome Nome - riferimenti telefonici dei genitori o di chi ne fa le veci

Cognome e nome	Riferimenti telefonici

Percorso migratorio:

L'alunno/a è stato/a in altri paesi, italiani e non, prima di arrivare in questa scuola?

Progetto migratorio: La famiglia intende ...

- rimanere in Italia
 trasferirsi in altri Paesi
 tornare nel Paese d'origine

COMPETENZE LINGUISTICHE E INTERESSI

Lingue conosciute: _____

Lingua prevalentemente usata in famiglia: _____

Altre lingue usate in famiglia: _____

Conoscenza della lingua italiana:

- Elementare Autonomo Avanzato Madrelingua





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DELL'INTERNO

RELAZIONI CON I PARI

Di seguito troverà delle affermazioni sul rapporto tra lo studente e i *compagni*, la invitiamo a leggere attentamente la legenda e segnare un valore tra quelli indicati

2 L'elemento descritto dal criterio mette in evidenza problematicità <i>reiterate</i>	1 L'elemento descritto dal criterio mette in evidenza problematicità <i>occasionali</i>	0 L'elemento descritto dal criterio non mette in evidenza particolari problematicità	9 L'elemento "negativo" descritto non si rileva, ma, al contrario, si evidenzia nell'allievo come comportamento positivo quale indicatore di un "punto di forza", su cui fare leva nell'intervento
GRIGLIA OSSERVATIVA Rapporto con i Peer			
Non rispetta i turni di parola nelle discussioni			
Manifesta scarso rispetto o reazioni violente/esagerate verso i compagni			
Non viene rispettato dai compagni			
Non si relaziona modo positivo con i compagni nelle attività scolastiche			
Non si relaziona in modo positivo con i compagni nei momenti liberi			
Non partecipa attivamente ai lavori di gruppo			
Disturba lo svolgimento delle lezioni (distrae i compagni, ecc.)			
Non chiede aiuto ai compagni quando emergono difficoltà			
Si fa distrarre dai compagni			
Manifesta timidezza			
Viene escluso dai compagni dalle attività scolastiche			
Viene escluso dai compagni dalle attività ricreative			
Tende ad autoescludersi dalle attività scolastiche			
Tende ad autoescludersi dalle attività ricreative			
Mostra tendenza a ingannare o mentire			
Mostra propensione a biasimare se stesso o colpevolizzarsi			
Manifesta paura di andare a scuola , desiderio di cambiare tragitto o mezzo per recarsi a scuola			
Lamenta frequenti mal di testa, mal di pancia o altri malesseri			



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DELL'INTERNO

soprattutto al mattino, di cui non si capisce l'origine	
Presenta difficoltà a dormire , incubi notturni, enuresi, perdita di appetito	2 1 0 9
Manifesta bassa autostima , umore spesso negativo, scoppi di rabbia improvvisa	2 1 0 9
Rifiuta di raccontare ciò che succede a scuola	2 1 0 9

RELAZIONI CON GLI ADULTI

Di seguito troverà delle affermazioni sul rapporto tra lo studente e gli adulti, la invitiamo a leggere attentamente la legenda e segnare un valore tra quelli indicati.

2 L'elemento descritto dal criterio mette in evidenza problematicità <i>reiterate</i>	1 L'elemento descritto dal criterio mette in evidenza problematicità <i>occasionali</i>	0 L'elemento descritto dal criterio non mette in evidenza particolari problematicità	9 L'elemento "negativo" descritto non si rileva, ma, al contrario, si evidenzia nell'allievo come comportamento positivo quale indicatore di un "punto di forza", su cui fare leva nell'intervento
GRIGLIA OSSERVATIVA Rapporto con gli adulti			
Non chiede aiuto all'insegnante quando emergono difficoltà			
Non si relaziona in modo positivo con gli insegnanti			
Non presta attenzione ai richiami dell'insegnante			
Non esegue le consegne che gli vengono proposte in classe			
Fa domande non pertinenti all'insegnante			





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DELL'INTERNO

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COMPORAMENTI A SCUOLA

Di seguito troverà delle affermazioni sul comportamento a scuola dello studente, la invitiamo a leggere attentamente la legenda e segnare un valore tra quelli indicati

2 L'elemento descritto dal criterio mette in evidenza problematicità <i>reiterate</i>	1 L'elemento descritto dal criterio mette in evidenza problematicità <i>occasionali</i>	0 L'elemento descritto dal criterio non mette in evidenza particolari problematicità	9 L'elemento "negativo" descritto non si rileva, ma, al contrario, si evidenzia nell'allievo come comportamento positivo quale indicatore di un "punto di forza", su cui fare leva nell'intervento
GRIGLIA OSSERVATIVA Interesse, motivazione all'apprendimento		Osservazione degli INSEGNANTI	
Ha uno scarso rendimento scolastico	2	1	0 9
Manifesta difficoltà di lettura / scrittura	2	1	0 9
Manifesta difficoltà di espressione orale	2	1	0 9
Manifesta difficoltà logico- matematiche	2	1	0 9
Manifesta difficoltà nel rispetto delle regole	2	1	0 9
Manifesta scarso interesse / impegno per le attività scolastiche	2	1	0 9
Manifesta scarso interesse / impegno per le attività ricreative	2	1	0 9
Manifesta difficoltà nel mantenere l'attenzione durante le spiegazioni	2	1	0 9
Non partecipa attivamente alle lezioni	2	1	0 9
Non svolge regolarmente i compiti a casa	2	1	0 9
Non esegue le consegne che gli vengono proposte in classe	2	1	0 9
Manifesta difficoltà nella comprensione delle consegne proposte	2	1	0 9
Manifesta difficoltà a stare fermo nel proprio banco	2	1	0 9
Manifesta timidezza	2	1	0 9
Smarrisce con frequenza gli oggetti personali e i materiali didattici	2	1	0 9
Ha scarsa cura dei materiali per le attività scolastiche (propri e della scuola)	2	1	0 9
Ha un alto numero di assenze	2	1	0 9
La famiglia è scarsamente presente nella vita scolastica del figlio	2	1	0 9
Ha scarsi interessi extrascolastici (hobby ecc...)	2	1	0 9
Dimostra scarsa fiducia nelle proprie capacità	2	1	0 9
Manifesta ansie nelle attività scolastiche	2	1	0 9
Dimostra di non sapere gestire difficoltà e insuccessi	2	1	0 9



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MINISTERO
DELL'INTERNO

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- Indichi se ed eventualmente in quali interventi didattici individualizzati è coinvolto lo studente:

INTERVENTI DI SOSTEGNO, EXTRADIDATTICI E DI INTEGRAZIONE SOCIALE

- Iscrizione e frequenza a precedenti progetti di accompagnamento per il contrasto della dispersione scolastica (Lapis, Provaci ancora Sam!, etc.)

- Indichi se ed eventualmente a quali attività di supporto allo studio e/o extrascolastiche per il tempo libero (gestite da associazioni, cooperative, parrocchie, gruppi di volontari esterni/affiliati alla scuola) partecipa lo studente:

Indichi gli eventuali referenti/strutture:

- Lo studente ha contatti con il centro di ascolto psicologico interno/ esterno alla scuola? Segnalare eventuali referenti

- Lo studente ha contatti con i Servizi sociali territoriali? Segnalare eventuali referenti

- Lo studente ha contatti con i servizi della Giustizia minorile? Segnalare eventuali referenti

- Lo studente è stato segnalato alla Neuro Psichiatria Infantile? Segnalare eventuali referenti



Attached n.2



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ANNOTAZIONI E INTERESSI PERSONALI

Qual è la materia preferita dello studente? _____

Indichi tre punti di forza e tre punti di debolezza dello studente:

Punti di forza	Punti di debolezza

SPAZIO A CURA DELL' INVIANTE:

STRUTTURA	
INDIRIZZO	
RIFERIMENTO TELEFONICO	
REFERENTE PER IL CASO SPECIFICO	
MAIL PER LE COMUNICAZIONI	

I.C. PACINOTTI

The "A. Pacinotti" Comprehensive Institute is in Borough IV of the City of Turin, in the San Donato district. It caters for children aged 3-14 and includes two maternal schools, three primary schools, and a lower secondary school. The rate of foreign students over total pupils is equal to 69% (maternal), 41% (primary), and 48% (lower secondary).

Over the years, the Institute has come to define itself as an "intercultural school", promoting projects that target the entire San Donato district and meet the actual needs of the social environment in which it operates. In particular, it is committed to:

- Promoting high-quality cultural and professional education, open to pluralism of views and respectful of the identity of each student;
- Offering an environment capable of supporting the all-round growth of the individual, guaranteeing superior educational standards in a serene learning context, enhancing the development of each student's skills, while also respecting his or her learning pace;
- Providing practical initiatives for pupils who lag behind or are at a disadvantage, to remedy lacks and support the complete integration of disabled students;
- Supporting actions aimed at welcoming and including foreign students, protecting their language and culture also thanks to intercultural initiatives;
- Stimulating discussions and activating learning paths focusing on the wellbeing of students and aimed at protecting their health.

The "A. Pacinotti" Comprehensive Institute promotes the integration of foreign students through specific activities aimed at supporting Italian language learning. Its 'Italian as a second language' lab, organised according to different levels (from basic literacy to Italian for studying) and to the age of the pupils in each school (primary and secondary), is managed by internal, experienced teachers who look after the children during school hours but outside their own working hours...

Moreover, a fruitful collaboration has developed between the Institute and the Piazza dei Mestieri Foundation, with various projects targeting different topics and student needs: career guidance, support to education, inclusion and integration. Ten pupils from the "A. Pacinotti" Comprehensive Institute were involved in the project "Oltre i muri: modelli di integrazione".

I.C. NIGRA

The "Costantino Nigra" Comprehensive Institute, established in school year 2013-2014, is in Borough IV of the City of Turin. It comprises a main lower secondary school and a detached branch, a primary school complex, and a maternal school complex, for a total of around **1,500 pupils**. Students of foreign origin are 40% of total students enrolled in the maternal school, 8% in the primary school, and 17% in the lower secondary school.

The Borough IV district of Turin is rather heterogeneous in terms of its ethnic composition and community issues. Some areas are characterised by socio-cultural discomfort, schooling limited to the compulsory level, unemployment, heavy presence of elderly population, and low professional skills, while in other areas there are no major difficulties and the general level of education is higher. Immigration from non-EU countries and from Romania has caused an increase in the number of young foreigners living in this borough.

Since this heterogeneous situation obviously affects the educational system too, in the last few years, I.C. Nigra has witnessed the enrolment of more and more foreign students and has experienced, over time, growing problems in the relations between Italian and non-Italian pupils.



To address these issues and achieve its educational goals, I.C. Nigra has tried to make the most of the resources available to it both internally and in the surrounding community, devising a Training Offer Plan that has the following priorities:

- Promotion of a sense of “feeling at ease at school”;
- Central role of each pupil;
- Attention to achievements and promotion of excellence;
- Transmission of instruments to “learn to learn”;
- Career guidance and educational continuity;
- Family-school relations;
- Development of the teaching of EU languages;
- Innovation and use of new technologies in teaching;
- Diversification of didactic-educational activities;
- Prevention of early school leaving and attention to pupils with special educational needs;

I.C. Nigra actively promotes the inclusion and integration of its pupils through different projects, among which “Oltre i muri: modelli di integrazione”, which saw the participation of one student. Moreover, several initiatives organised by Piazza dei Mestieri have involved I.C. Nigra pupils, focusing on topics such as career guidance, support to education, and prevention of early school leaving and disaffection.

“CROCE-MORELLI” LOWER SECONDARY SCHOOL

This Comprehensive Institute was established in September 2015 after a reorganisation plan devised by the Piedmont Region. It caters for three levels of education (maternal, primary, and lower secondary) and for a critical phase in the growth of young people. This is why its programmes focus on contributing to the serene development, and on strengthening the cultural background, of its students, with specific actions in terms of basic literacy, languages, symbolic systems, wider experiences, knowledge, skills and competences, allowing pupils to keep up with cultural, technological, and scientific progress.

Along with the specific learning objectives of each discipline, educational activities at all levels aim to pursue:

- Knowledge of foreign languages and of the cultures of other countries
- Educational guidance and continuity across school levels
- Strengthening the use of non-verbal and multimedia languages as well as of new technologies
- Overcoming traditional didactics and promoting learning through laboratories.

The didactic offer of the “Croce-Morelli” Institute comprises remedial activities integrated with standard curricular activities, support to pupils with special educational needs, and the drafting of individual plans for students with specific learning disorders. Moreover, the school has actively pursued collaborations with local actors by organising activities in libraries, museums, and public sporting facilities, and by promoting the exploration of the architectural heritage and archaeological areas of the city of Turin. It has also recently initiated a partnership with Piazza dei Mestieri to offer young people and their families specific opportunities aimed at including and integrating non-EU citizens. In total, nine students from the “Croce-Morelli” Institute were involved in the project “Oltre i muri”.

CPIA 2 TORINO

CPIA - Centro Provinciale per l’Istruzione degli Adulti (Provincial Centre for the Education of Adults) - is a schooling institution which enjoys organisational, didactic, and managerial autonomy. Its training offer aims to promote and support the achievement of a higher level of education, targeting the adult population, both Italian and foreign, with low skills, especially for what concerns the ability to speak Italian. This is done by following the European framework of reference for adult education and within a set of actions to redefine the organisational and didactic setup of educational paths for adults. Thus, all citizens above 16 years of age, regardless of their nationality, can enrol in CPIA courses and use the following services:

- Information desk;

- Entry test and interview to determine the initial level of preparation and to design a personalised training path;
- Opportunity to join throughout the year (subject to availability).

Classes take place at different times of the day (morning, afternoon, early evening, evening) to allow all students to attend the lessons depending on personal needs.

Within this schooling system, CPIA 2 focuses particularly on the education and training of individuals who are at greater socio-cultural risk, such as: minors in foster care or unaccompanied; people who did not have access to education in their home countries; asylum seekers; victims of trafficking in human beings; those doing community service or under house arrest; and ethnic minorities. Specific attention is paid to widening and strengthening basic skills (functional and returning literacy) and the knowledge needed in contemporary society, in order to support active participation in community life (new languages: Italian as a second language, European languages, information technology, ...).

One of CPIA 2’s strong points is the right to qualified cultural and professional training, organised according to individual needs, also through paths tailored to specific personal situations, which is necessary due to the heterogeneous age, origin, and socio-cultural background of course attendees.

Furthermore, CPIA 2 offers learning paths provided in collaboration with professional training centres within the project “Laboratorio Scuola Formazione 16-18” (Training School Lab 16-18). A long-term collaboration with the training agency Immaginazione e Lavoro (Piazza dei Mestieri branch) has allowed CPIA to get to know the Piazza dei Mestieri Foundation and the projects it promotes and to involve 14 of its students in the project “Oltre i muri: modelli di integrazione”, with the aim, together with the Piazza dei Mestieri Foundation, to act on their training and professional future.

IC CORSO RACCONIGI - TORINO

The Corso Racconigi – Torino Comprehensive Institute comprises four different complexes: a maternal school, 2 primary schools, and a lower secondary school.

The Cenisia-Cit Turin district, where it is located, is halfway between the centre and the suburbs and has traditionally been a working-class area. It has a population mostly of workers, pensioners, and students and was affected by domestic migration flows in past decades. In more recent years, it has seen the arrival of more and more immigrants, from both EU and extra-EU countries, and has become increasingly multi-ethnic.

The Institute aims to pursue the following objectives through its training offer:

- Basic cultural literacy
- Special educational needs and school inclusion
- Reception and integration of foreign pupils
- Stimulation of experience through experiential laboratories and group activities
- Promotion of active citizenship

To facilitate the acquisition of key competencies that allow individuals to become active citizens, the Institute offers various opportunities focusing on the following sectors: education and career guidance, reducing early school leaving, strengthening of Italian as a foreign language, support to parents, promotion of artistic expression, and sporting activities.

Piazza dei Mestieri has supported projects to prevent early school leaving and disaffection, to support appropriate vocational guidance, and ultimately to promote the educational success of its pupils. Two pupils from the school were identified as beneficiaries of the project “Oltre i muri: modelli di integrazione”.

“VIAN” LOWER SECONDARY SCHOOL

This school, comprising two complexes, is located in an area with medium social and economic level, characterised mostly by typical 1960s buildings as well as more modern constructions. The students enrolled in the school mainly come from three districts, Madonna di Campagna, Vallette, and Barriera di Lanzo, each with its own specific demographic, social, economic, and cultural features. On average, the families living in these areas are middle class and there are also some small entrepreneurs, who were negatively affected by the economic downturn. The

immigrant population has become more stable and displays a rather high level of culture, but suffers from limited professional opportunities. Then, there are the typical issues of suburban areas, such as limited green spaces and sporting facilities, as well as very few public facilities for young people to meet. In the last few years, there has been a strong influx of families from nearby villages moving to Turin for work.

The key points of its educational and training offer are:

- An all-round approach to various disciplines to ensure the acquisition and consolidation of sound cultural competences;
- Diversification of didactic activities aimed at individualisation and personalisation (to enhance differences, implement remedial action in case of struggling students, and ensure effective progress for motivated pupils who have already acquired the necessary basic skills);
- Development of a serene and collaborative environment in which respect for the rules by the pupils as well as all the personnel means responsible and gratifying sharing and participation;
- Appreciation of positive results obtained and appropriate acknowledgement of individual commitment by students and teachers.
- Implementation of projects to broaden the school's educational offer for all students, pursuing integration, remedial actions, and skill strengthening, such as: citizenship and constitution projects, projects for foreign students, projects for disabled pupils, projects pursuing excellence and stronger competences, projects for the recovery of basic skills, as well as projects for health education and prevention of discomfort.
- Creation of innovative training paths for all the members of the school community.

The "Vian" Lower Secondary School has carried out various projects in collaboration with Piazza dei Mestieri, devoting special attention to the topics of educational guidance and integration. One of its students was involved in the project "Oltre i muri: modelli di integrazione".

"FRASSATI" LOWER SECONDARY SCHOOL

The "Frassati" Lower Secondary School is made up of two complexes, and it is characterised by very heterogeneous students, in terms of both their socio-cultural level and their basic skills. Some pupils are very motivated and have great expectations (as do their families) for what concerns the acquisition of appropriate competences for the continuation of their studies. Moreover, they also receive cultural stimuli outside the school environment, which contributes to enriching their experiences. On the other hand, there are also pupils who are poorly motivated and display limited basic skills to be consolidated, as well as foreign pupils, some of whom are still illiterate. Lastly, some pupils come from problematic families, with serious cultural and sometimes emotional lacks, who struggle both at school and in personal relations. In some cases, these pupils tend to fail to fulfil their educational obligations and are affected by emotional issues. The training offer of the "Frassati" School relies on the careful and constant analysis of the educational and didactic needs of its pupils, in line with the demands coming from their families as well as the fabric of the surrounding community. To pursue its aims, the school sets out to:

- Enhance and develop individual potential and skills to the full;
- Promote individual skills in order to achieve the harmonic development of each student's personality;
- Offer its pupils a development path revolving around communication and respect for the rules;
- Develop an aptitude for dialogue, collaboration, and respect for diversity;
- Leverage differences by creating mixed classes and groups;
- Differentiate the educational offer with paths designed to meet the cultural needs of the pupils and promote their human and social growth;
- Provide equal opportunities, by committing to investing resources in order to overcome any social, economic, cultural and psycho-physical obstacles that might limit the pupils' right to education;
- Activate synergies with local institutional bodies and with voluntary work groups to implement far-reaching educational projects.

The "Frassati" School promotes remedial initiatives targeting students at risk of dropping out and aimed at developing a sound studying methodology and at reinforcing language skills for better integration of foreign pupils. Moreover, a stable collaboration with Piazza dei Mestieri has allowed the school to involve many of its students in

various projects focused on integration and inclusion. Three pupils were invited to participate in the project "Oltre i muri".

COTTOLENGO

The "San Giuseppe Benedetto Cottolengo" Private primary and lower secondary School is located in Turin, within the wider complex called "Piccola casa della Divina Provvidenza" (Little House of the Divine Providence) on the fringes of Borough VII, between the Porta Palazzo area and the river Dora. This district is marked by the presence of one of the largest street markets in Europe and of several foreigners from various ethnic groups, especially in the area closest to the school, where the share of foreign students is 30.3%.

This has led Italian students to enrol in other schools, in the city centre, which has been causing serious problems to the institutes in the district, with classes made up exclusively of foreign students or weaker portions of the population.

The educational mission of the Cottolengo School is to welcome those in greater need:

1. Disabled students, who require special care and attention. This is the foundation and the main strength of the Cottolengo School's educational approach.
2. Students from disadvantaged families, which need to entrust their children to educational institutions for longer portions of the day. All-day schooling is guaranteed to these families and other free services include a canteen, after-school facilities, and recreational activities.
3. Students with family issues – such as separation, bereavement, and illness – that cause specific needs and require a special approach.

Since its pupils are particularly heterogeneous and have special difficulties and needs, the School relies on a Teaching Board able to implement pedagogical and didactic strategies aimed at training teachers in the areas of Italian as a second language, as well as of reception of foreign nationals and groups of young people with different social and religious backgrounds. The school adopts active didactic methodologies based on "learning by doing", tutoring, and cooperation among peers. Furthermore, it actively promotes the inclusion of pupils with special educational needs and the integration of foreign students through various projects implemented in collaboration with local actors, among which the project "Oltre i muri: modelli di integrazione", which saw the participation of one pupil. Moreover, Piazza dei Mestieri has involved other pupils in specific projects devoted to preventing early school leaving and disaffection.

Attached n.3

L'école de DE BEAUVOIR, Liegi

Recognised by the city council in 1986, this Institute caters for pupils between 12 and 18 years of age to enable them, through specific training paths, to approach the job market or further their education. Particular attention is paid to non-EU nationals who have just arrived in the Belgian city (in 2015 the school trained around 190 pupils who were mainly Syrian, Turkish, and Iraqi refugees), to support their full integration by allowing them to take part in intensive French language courses.

Which are the main difficulties faced by young migrants in your area/cultural context?

Their main difficulties concern understanding the language.

Some families struggle with the fact that they are accommodated in reception centres and had to leave their homeland, and we often see that they have problems with regularising their documents, finding a suitable home, and establishing social relations.

The school aims to promote its pupils' success from the beginning, giving them the best chances through training and educational paths, and guidance in considering future options.

Young migrants are presented to the local schools by the municipalities and are assigned to literacy courses (bridging classes) that include lessons in all the subjects studied in other courses except English. Course duration ranges from a few weeks to a maximum of 18 months, for a total of 32 hours a week.

The main objectives that the Institute wishes to pursue relate to the following:

- Education to citizenship
- Solid general, technical, and professional training and quality education in human terms
- Acquisition of technical skills in the sectors of fashion, economics, and tourist reception through alternation training paths in collaboration with *CEFA de Sclessin (Centre for Education and Training in Alternation)*
- Opening to the outside world: neighbourhood, town, other countries, and the labour market
- Economic and financial support to the students

In detail, the students are involved in a training and educational process with the following aims:

- Developing their sense of responsibility and reliability
- Developing their critical spirit through the entire learning process
- Promoting sporting, recreational, and artistic initiatives to encourage socialisation and class cohesion
- Educating to the exercise of duties/rights and involving students in experiences focusing on enhancing traditions and memories
- Proposing interesting and stimulating cultural activities
- Educating to healthy living
- Developing the students' sense of self and respect for others
- Elaborating a training assessment system that takes personal attitude and learning pace into account
- Integrating pupils with specific educational needs

Do you collaborate with any schools, businesses, associations, public bodies, ministries, and social welfare services?

The school relies on collaborations with other institutes, centres, social services, and neighbourhood associations.

Le CEPAJ, Lyon

This centre for professional training and reception welcomes around 115 teenagers aged between 14 and 18, presented by the local services for the protection of children or by the judicial system of the Metropolitan City of Lyon. Since 2003 the centre has also been welcoming foreign unaccompanied minors, with 72 out of the 115 teenagers welcomed in 2017 belonging to this group and coming from 19 different countries, especially from Albania, Guinea, and Mali.

Le Cepaj is an educational centre that uses training as a tool to re-motivate and re-integrate young people, offering different programmes that concentrate on the students' ambitions, on their professional needs, as well as on the demands coming from the labour market.

Which are the main difficulties faced by young migrants in your area/cultural context?

In most cases, the main criticalities detected are related to low level of education, irregularities in personal documents, and difficulties both with social integrations and at the family level.

Training is organised according to different paths which pertain to three main sectors:

- Construction: metals, painting, electricity, masonry
- Restaurant and Catering: public food service, kitchen, service area, baking, pastry baking
- Green areas, general maintenance, hygiene of public service spaces, mechanical vehicles, road networks.

Moreover, a pre-training laboratory workshop is offered to those under 15 years of age and to young people who do not have a well-defined professional project, who are also given career and motivational guidance. Lastly, teenagers who are temporarily unable to access any of the training courses are given the opportunity to participate in a series of initiatives called "Relè workshop".

S.L.E.A. (Société Lyonnaise pour l'Enfance et l'Adolescence) is the body responsible for selecting young people to be admitted to the courses organised by Le Cepaj. The pupils are welcomed to the centre and taken charge of by a professional team which, after an accurate and prolonged guidance phase, assigns them to one of the various professional paths available. The professional didactic activities are combined with periods of job placement at various local companies that have agreements with Le Cepaj. This allows the students to gain some real work experience in a business context and prepares them for their future approach to the job market.

The methodology adopted by Le Cepaj revolves around two professional teams:

1. **EDUCATIONAL TEAM:** comprising a director of the educational services, two supervisors, and a total of 30 educators. These professionals support the students in their various training activities and, in the case of pupils living in the centre, also in their daily routine, in order to improve learning and increase autonomy. The pupils are taken charge of upon arrival and an educational project is developed to thoroughly meet individual training and educational needs. Moreover, the teenagers have the opportunity to interact and exchange views with adults, who can become a useful point of reference for personal and professional growth.
2. **TRAINING TEAM:** comprising a director of training, a person in charge of the pedagogical services, 22 technical teachers, 5 school educators, and 2 sporting educators. The technical teachers and school educators play the role of following the students throughout their professional training paths, supporting around 12 teenagers for each path. The whole team helps them to learn a job and to become aware of their abilities and opportunities to

succeed, while also contributing to behavioural and social development of each of the young people hosted by Le Cepaj.

Do you collaborate with any schools, businesses, associations, public bodies, ministries, and social welfare services?

The school has established partnerships with the national educational system of Education National and with the national healthcare service.

L'Ecole de 2eme chance, Chambéry

L'école de 2eme chance targets young people in the 16-26 age bracket who are either unemployed or lack professional training and wish to approach the labour market (32 hours of training per week), in order to develop their own professional project through alternation between training and job placement periods. The school allows those participating in its courses to gain hands-on experience, and this is done by assessing their level of preparation and by adjusting its training actions to meet the demands coming from the various employment sectors in which the young people might then find a job.

Which are the main difficulties faced by young migrants in your area/cultural context?

The main difficulties encountered have to do with understanding the language, keeping to their course timetable, and respecting the learning context.

The training centre organises its interventions around creating different groups for French language learning, mathematics, and information technology.

The approach adopted by L'école de 2eme chance mostly focuses on progressive acquisition of know-how, job search techniques, education to participation and active citizenship, mobility, employment, knowledge, and teamwork.

The cornerstones of its pedagogical methodology rest on personal fulfilment, self-esteem, autonomy, acknowledgement and enrichment of one's individual potential, also taking into account the requests coming from the economic and social fabric of the town of Chambéry and the region of Savoy.

At present, the school welcomes:

- 148 young people, of whom 38% are females
- 33% from the suburbs of the town
- 10% students whose nationality is non-European, 67% of which are females
- 33% receive socio-educational, medical, or legal assistance.

The organisation of the training paths comprises three progressive stages, and the theoretical portion of the training has a total duration of 37 weeks.

Phase 1 consists in 4 weeks of integration. The main objectives are recovering a stable daily routine, self-esteem and believing in the training project, and assessment of basic skills and know-how.

Phase 2 consists in 17 weeks devoted to the development of a professional project, with alternation between 3 weeks spent at school and 2 weeks spent in businesses, job placement offers, and identification of areas of activity.

Phase 3, which is the final phase, lasts for 16 weeks. The course is concluded and the training content is adapted to E2C training and to future professional or further training needs.

Phases 2 and 3 are tailored to the individual needs of each student, and the total duration of the course may be longer or shorter depending on personal demands.

Do you collaborate with any schools, businesses, associations, public bodies, ministries, and social welfare services?

The school operates in collaboration with the Employment Centre, various associations addressing the issue of school dropout and disaffection, and the system for the social protection of youth.

Attached n.4



FONDO ASILO MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

AGENDA
Torino, maggio 2018

Settimana esperienziale a Torino
Progetto "Oltre i Muri: modelli di integrazione" - FAMI
8-12 maggio 2017

LUNEDI', 8 maggio

9h30	Accoglienza delle delegazioni presso la Piazza dei Mestieri ed inizio dei lavori
	Revisione dell'agenda della settimana esperienziale a Torino
10h30	Partecipazione ai laboratori del progetto "Oltre i muri" - "Breakfast experience" (Modulo di caffetteria)
	Via Jacopo Durandi, 13
12h30	Pranzo presso il ristorante della Piazza dei Mestieri
14h30 – 16h30	Il ruolo del settore no-profit nell'accoglienza dei giovani stranieri e nell'accesso al sistema educativo
	Presentazione delle attività della Fondazione per la Scuola della Compagnia di San Paolo a cura di Ivan Tamietti
	Presentazione delle attività dell'Ufficio per la Pastorale dei Migranti a cura di Sergio Durando
	Piazza Bernini, 5
	Tempo libero
20h00	Cena presso il Pub della Piazza dei Mestieri
	Via Jacopo Durandi, 13



FONDO ASILO MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

MARTEDI', 9 maggio

9h30	Visita al C.P.I.A Centro Provinciale per l'Istruzione degli Adulti - Centro Territoriale Permanente "Parini"
	Interviene Donatella Giunti Assistente Sociale Coordinatore Prefettura di Torino
	Intervento della Prefettura di Torino
	Corso Giulio Cesare, 26
12h00	Visita e incontri presso il Tribunale dei Minori di Torino
	Corso Unione Sovietica, 325
13h00	Pranzo
15h00	Visita guidata della Piazza dei Mestieri e breve presentazione dello stato di avanzamento del progetto "Oltre i Muri: Modelli di integrazione"
	Mauro Battuello (Fondazione Piazza dei Mestieri)
	Piazza dei Mestieri - Via Jacopo Durandi, 13
17h00	Visita guidata del centro storico della Città di Torino a cura di Turismo Torino e Provincia, accompagnati da
	Antonietta Fanelli – Guida turistica
20h00	Cena presso Etiko Bistrot
	Via Filippo Juvarra, 13/a





FONDO ASILO MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

MERCOLEDÌ, 10 maggio

9h00 – 10h30	Welcome coffe e confronto delle esperienze dei partner sul modello della presa in carico e dell'orientamento dei minori Piazza dei Mestieri - Via Jacopo Durandi, 13
11h00	Accoglienza a Palazzo di Città e saluto della Sindaca di Torino Chiara Appendino alle delegazioni Sala del Consiglio Comunale – Palazzo Civico Piazza Palazzo di Città, 1
12h30	Pranzo presso il ristorante della Piazza dei Mestieri
14h30 – 16h30	Il quadro nazionale delle politiche di accoglienza e integrazione degli immigrati Interventi a cura di Maria Eugenia Cadeddu – Consiglio Nazionale delle Ricerche <i>"Conoscere per accogliere. La ricerca al servizio dei problemi emergenti nella società"</i> Elena Ragazzi – Consiglio Nazionale delle Ricerche – Istituto di Ricerca sulla Crescita Economica Sostenibile <i>"Il percorso analitico di "Oltre i muri": strumenti di analisi, modellizzazione e valutazione"</i>
	Tempo libero
19h30	Spettacolo teatrale a cura dei ragazzi del 2° anno della tutela integrata A seguire apericena Oratorio Salesiani Crocetta Via Piazzini, 25



FONDO ASILO MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

GIOVEDÌ, 11 maggio

9h30	Accoglienza a Palazzo e saluto da parte di un rappresentante della Città di Torino Marco Giusta – Assessore all'Integrazione, Politiche Giovanili e Pari Opportunità della Città di Torino Sala delle Colonne - Piazza Palazzo di Città, 1
10h00	Presentazione delle esperienze dei partner associati esteri: Chambéry / Ecole de la Deuxième Chance Liegi / Ecole de Beauvoir Lione / CEPAJ
11h00	Presentazione del Nucleo di Prossimità della Polizia Municipale di Torino Intervengono: Giovanni Acerbo (Dirigente PS Città di Torino) Alessandro Parigini (Responsabile Nucleo di Prossimità) Valter Bouquiè (Commissario Nucleo di Prossimità)
12h00	Scambio e discussione
12h30	Pranzo
14h30 – 16h30	Incontro con gli insegnanti e discussione sulle metodologie didattiche utilizzate nei laboratori del progetto "Oltre i Muri" e dai soggetti aderenti esteri nelle loro sedi Introduzione: Valentina La Monica (CNR-IRCRES) Monica Pillitu (Immaginazione e Lavoro) Piazza dei Mestieri - Via Jacopo Durandi, 13





FONDO ASILO MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

VENERDI', 12 maggio

9h00 – 12h00	<p>Partecipazione ai laboratori del progetto "Oltre i Muri" - <i>Food experience (modulo di ristorazione generale) e Laboratorio didattico interattivo di lingua italiana</i></p> <p>alla presenza di</p> <p>Marco Giusta – Assessore all'Integrazione, Politiche Giovanili e Pari Opportunità della Città di Torino</p> <p>Piazza dei Mestieri - Via Jacopo Durandi, 13</p>
12h00 – 13h00	Conclusione dei lavori e prossime tappe del progetto
13h00	Pranzo presso il ristorante della Piazza dei Mestieri
14h30	Partenza delle delegazioni straniere

AGENDA Torino, marzo 2018

Visita a Torino dei partner stranieri progetto "Oltre i Muri: modelli di integrazione" – FAMI 5-7 marzo 2018

1. Patricia Paternoster	Ville de Liège - Inspectrice pédagogique, Enseignement Communal Liégeois
2. Giuseppina Fazio	Directrice du Centre d'Enseignement Secondaire Léonard Defrance – Liège
3. Colette Schoumackers	Sous-directrice du Centre d'Enseignement Secondaire Léonard Defrance – Liège
4. Monique Bouvier	CEPAJ Lyon – Directrice du Service Formation
5. Catherine Picard	CEPAJ Lyon – Educatrice
6. Jean-Michaël Hertemann	Ecole de la Deuxième Chance de la Savoie (arrivée lundi après-midi)

DIMANCHE, 4 mars

	Arrivo delle delegazioni e sistemazione in albergo
	Qualys Hotel Royal, Corso Regina Margherita 249

LUNDI, 5 mars

9h30	Accoglienza all'Hotel e arrivo presso Piazza dei Mestieri
10h00	<p>Accoglienza delle delegazioni presso Piazza dei Mestieri e apertura dei lavori</p> <p>Condivisione del programma</p> <p>Via Jacopo Durandi, 13</p>
11h00 – 12h30	Racconto delle esperienze messe in campo dai partner per accoglienza dei giovani minori stranieri
12h30 – 14h30	Pranzo al ristorante didattico della Piazza dei Mestieri
14h00	Saluto istituzionale dell'assessore Marco Giusta
14h30 – 16h30	Tavolo di lavoro per la costruzione di un test in lingua per posizionamento linguistico da utilizzare come strumento nelle diverse sedi.
16h30 – 17h30	Conclusioni
20h00	Cena libera



Attached n.5

Chi sei? Cosa fai di solito?

Nelle pagine sotto, sono descritte delle situazioni.

Ecco un esempio:

“Quando piove...”

Osserva il ragazzo con la sciarpa a righe nelle immagini:



Nelle due immagini che vedi, il ragazzo fa due cose diverse:



Gioco al computer

Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
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Guardo la TV

Pensa a cosa fai **quando piove**.

Fai come il ragazzo con la sciarpa

In questa immagine?

o

In questa immagine?

Guarda l'immagine, pensa a come fai tu nella situazione del ragazzo con la sciarpa.

Metti una crocetta sulla casella che hai scelto.

Attenzione!

Puoi scegliere solo una casella per ogni situazione.

MARDI, 6 mars

9h00	Accoglienza delle delegazioni
10h00 – 12h45	Formazione esperienziale docenti e delegazione straniera: visita presso i laboratori di Grafica e Sala/Bar
12h45 – 14h30	Pranzo
15h00 – 17h00	- Delegazione straniera in visita ad un laboratorio del progetto « Provacì ancora Sam » - Condivisione strumenti ed esiti ai docenti referenti degli istituti scolastici a cura di Ircres-CNR
20h00	Cena presso Ristorante Piazza dei Mestieri

MERCREDI, 7 mars

9h00	Accoglienza delle delegazioni
9h30 – 10h45	Organizzazione degli eventi di disseminazione presso i partner stranieri e pianificazione delle attività da realizzare
11h00 – 12h30	<i>Conclusioni</i> Risultati del tavolo di lavoro
12h30	Pranzo e conclusioni della visita
	Partenza delle delegazioni

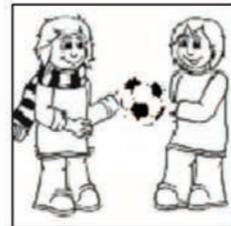
Nome	Cognome

Come fai di solito?

1. Di solito gioco...
I usually play ...



Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
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Da solo (Alone)

Con altri (With others)

2. Di solito quando vado a scuola...
When I go to school ...



Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Sono preoccupato (I'm worried)

Sono tranquillo (I'm calm)

3. Quando intorno a te c'è qualcosa di diverso...
When something is strange around me ...



Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Non lo noto (I don't see it)

Lo noto (I see it)

4. Di solito faccio i lavori di casa...
I usually do my housework ...



Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



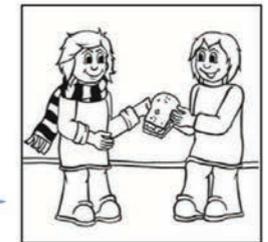
Con voglia (Willingly)

Senza voglia (Unwillingly)

5. Quando i miei amici hanno bisogno di qualcosa...
If my friends need something ...



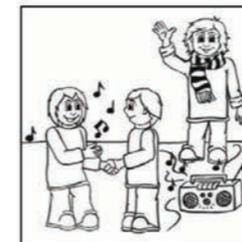
Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
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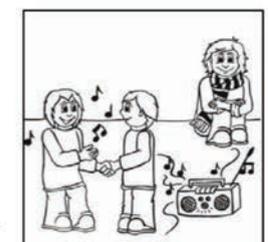
Non me ne accorgo (I don't notice it)

Me ne accorgo (I notice it)

6. Quando gli altri si divertono ...
When some people have fun ...



Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Vado da loro (I join them)

Non vado da loro (I stay alone)

7. Quando qualcosa non va...
When something goes wrong ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
---	-------------	-----------------	-------------------------	-----------------	-------------	--

Resto calmo (I don't worry) Mi arrabbio subito (I worry)

8. Nel tempo libero mi piace...
During my sparetime I like ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
--	-------------	-----------------	-------------------------	-----------------	-------------	---

Scoprire cose nuove (Living new experiences) Riposare (Have rest)

9. Nella mia stanza...
My room is ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
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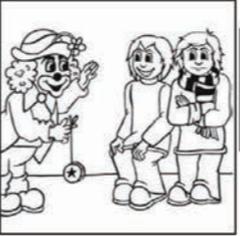
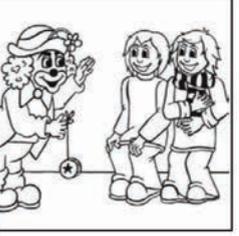
C'è ordine (Tidy) C'è disordine (Untidy)

10. Quando posso aiutare qualcuno...
When I'm able to help somebody ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
---	-------------	-----------------	-------------------------	-----------------	-------------	---

Lo aiuto (I help) Non lo aiuto (I don't help)

11. Quando si scherza...
When someone is joking ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
--	-------------	-----------------	-------------------------	-----------------	-------------	--

Non mi diverto con gli altri
I don't have fun with them Mi diverto con gli altri
I have fun with them

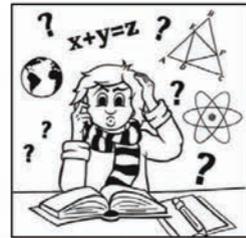
12. Di solito...
I am usually ...

	Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così	
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Sono preoccupato (Worried) Sono tranquillo (Unworried)

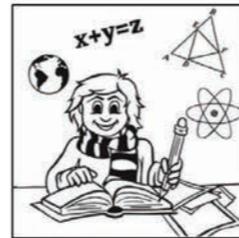
Attached n.6

13. Imparare cose nuove e difficili... Learning new and difficult things ...



Non mi piace (I dislike)

Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Mi piace (I like)



Li risparmio (I save it)

14. Quando qualcuno mi dà dei soldi... When someone gives me money ...

Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Li spendo subito (I spend it)

15. Quando mi regalano qualcosa... If I receive a gift ...



Non lo presto agli altri (I don't share it)

Sempre così	Più spesso così	In tutti e due i modi =	Più spesso così	Sempre così
-------------	-----------------	-------------------------	-----------------	-------------



Lo presto agli altri (I share it)

Grazie!



Progetto co-finanziato dall'Unione Europea



MINISTERO DELL'INTERNO

FONDO ASILO, MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

RELAZIONI CON I PARI

Di seguito troverà delle affermazioni sul rapporto tra lo studente e i compagni, la invitiamo a leggere attentamente la legenda e segnare un valore tra quelli indicati

2 L'elemento descritto dal criterio mette in evidenza problematicità <i>reiterate</i>	1 L'elemento descritto dal criterio mette in evidenza problematicità <i>occasional</i>	0 L'elemento descritto dal criterio non mette in evidenza particolari problematicità	9 L'elemento "negativo" descritto non si rileva, ma, al contrario, si evidenzia nell'allievo come comportamento positivo quale indicatore di un "punto di forza", su cui fare leva nell'intervento
GRIGLIA OSSERVATIVA Rapporto con i Peer			Osservazione degli INSEGNANTI
Non rispetta i turni di parola nelle discussioni			2 1 0 9
Manifesta scarso rispetto o reazioni violente/esagerate verso i compagni			2 1 0 9
Non viene rispettato dai compagni			2 1 0 9
Non si relaziona modo positivo con i compagni nelle attività scolastiche			2 1 0 9
Non si relaziona in modo positivo con i compagni nei momenti liberi			2 1 0 9
Non partecipa attivamente ai lavori di gruppo			2 1 0 9
Disturba lo svolgimento delle lezioni (distraggono i compagni, ecc.)			2 1 0 9
Non chiede aiuto ai compagni quando emergono difficoltà			2 1 0 9
Si fa distrarre dai compagni			2 1 0 9
Manifesta timidezza			2 1 0 9
Viene escluso dai compagni dalle attività scolastiche			2 1 0 9
Viene escluso dai compagni dalle attività ricreative			2 1 0 9
Tende ad autoescludersi dalle attività scolastiche			2 1 0 9
Tende ad autoescludersi dalle attività ricreative			2 1 0 9
Mostra tendenza a ingannare o mentire			2 1 0 9
Mostra propensione a biasimare se stesso o colpevolizzarsi			2 1 0 9
Manifesta paura di andare a scuola , desiderio di cambiare tragitto o mezzo per recarsi a scuola			2 1 0 9
Lamenta frequenti mal di testa, mal di pancia o altri malesseri			2 1 0 9





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MINISTERO DELL'INTERNO

FONDO ASILO, MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020

soprattutto al mattino, di cui non si capisce l'origine	
Presenta difficoltà a dormire , incubi notturni, enuresi, perdita di appetito	2 1 0 9
Manifesta bassa autostima , umore spesso negativo, scoppi di rabbia improvvisa	2 1 0 9
Rifiuta di raccontare ciò che succede a scuola	2 1 0 9

RELAZIONI CON GLI ADULTI

Di seguito troverà delle affermazioni sul rapporto tra lo studente e gli adulti, la invitiamo a leggere attentamente la legenda e segnare un valore tra quelli indicati.

2 L'elemento descritto dal criterio mette in evidenza problematicità <i>reiterate</i>	1 L'elemento descritto dal criterio mette in evidenza problematicità <i>occasionali</i>	0 L'elemento descritto dal criterio non mette in evidenza particolari problematicità	9 L'elemento "negativo" descritto non si rileva, ma, al contrario, si evidenzia nell'allievo come comportamento positivo quale indicatore di un "punto di forza", su cui fare leva nell'intervento
GRIGLIA OSSERVATIVA Rapporto con gli adulti			Osservazione degli INSEGNANTI
Non chiede aiuto all'insegnante quando emergono difficoltà			2 1 0 9
Non si relaziona in modo positivo con gli insegnanti			2 1 0 9
Non presta attenzione ai richiami dell'insegnante			2 1 0 9
Non esegue le consegne che gli vengono proposte in classe			2 1 0 9
Fa domande non pertinenti all'insegnante			2 1 0 9



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GRIGLIA OSSERVATIVA Interesse, motivazione all'apprendimento			Osservazione degli INSEGNANTI
Ha uno scarso rendimento scolastico			2 1 0 9
Manifesta difficoltà di lettura / scrittura			2 1 0 9
Manifesta difficoltà di espressione orale			2 1 0 9
Manifesta difficoltà logico- matematiche			2 1 0 9
Manifesta difficoltà nel rispetto delle regole			2 1 0 9
Manifesta scarso interesse / impegno per le attività scolastiche			2 1 0 9
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Non partecipa attivamente alle lezioni			2 1 0 9
Non svolge regolarmente i compiti a casa			2 1 0 9
Non esegue le consegne che gli vengono proposte in classe			2 1 0 9
Manifesta difficoltà nella comprensione delle consegne proposte			2 1 0 9
Manifesta difficoltà a stare fermo nel proprio banco			2 1 0 9
Manifesta timidezza			2 1 0 9
Smarrisce con frequenza gli oggetti personali e i materiali didattici			2 1 0 9
Ha scarsa cura dei materiali per le attività scolastiche (propri e della scuola)			2 1 0 9
Ha un alto numero di assenze			2 1 0 9
La famiglia è scarsamente presente nella vita scolastica del figlio			2 1 0 9
Ha scarsi interessi extrascolastici (hobby ecc...)			2 1 0 9
Dimostra scarsa fiducia nelle proprie capacità			2 1 0 9
Manifesta ansie nelle attività scolastiche			2 1 0 9
Dimostra di non sapere gestire difficoltà e insuccessi			2 1 0 9





- Indichi se ed eventualmente in quali interventi didattici individualizzati è coinvolto lo studente:

INTERVENTI DI SOSTEGNO, EXTRADIDATTICI E DI INTEGRAZIONE SOCIALE

- Iscrizione e frequenza a precedenti progetti di accompagnamento per il contrasto della dispersione scolastica (Lapis, Provacì ancora Sam!, etc.)

- Indichi se ed eventualmente a quali attività di supporto allo studio e/o extrascolastiche per il tempo libero (gestite da associazioni, cooperative, parrocchie, gruppi di volontari esterni/affiliati alla scuola) partecipa lo studente:

Indichi gli eventuali referenti/strutture:

- Lo studente ha contatti con il centro di ascolto psicologico interno/ esterno alla scuola? Segnalare eventuali referenti

- Lo studente ha contatti con i Servizi sociali territoriali? Segnalare eventuali referenti

- Lo studente ha contatti con i servizi della Giustizia minorile? Segnalare eventuali referenti

- Lo studente è stato segnalato alla Neuro Psichiatria Infantile? Segnalare eventuali referenti



ANNOTAZIONI E INTERESSI PERSONALI

Qual è la materia preferita dello studente? _____

Indichi tre punti di forza e tre punti di debolezza dello studente:

Punti di forza	Punti di debolezza

SPAZIO A CURA DELL' INVIANTE:

STRUTTURA	
INDIRIZZO	
RIFERIMENTO TELEFONICO	
REFERENTE PER IL CASO SPECIFICO	
MAIL PER LE COMUNICAZIONI	





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Attached n.7

OLTRE I MURI

TEST D' INGRESSO

_____ Data _____

 COGNOME NOME

1. Riordina le parole e forma delle frasi. (esempio: sono / io / italiano / non > io non sono italiano)

1. cinese / Li Ping / è

2. 17 / il / è / oggi / marzo

3. si / Ali / lui / chiama

4. Italia / sono / io / in / da / mesi / 6

5. cugina / come / tua / chiama / si / ?

6. italiano / noi / studiamo / Torino / a

2. Dividi le parole e forma la frase:

1. luisichiamaronaldoeunragazzobrasilianodiSanPaoloehasedicianni
2. lamiacasaèdiquattropianimanonhal'ascensore
3. perandareascuolatuttelemattineprendol'autobus28chesifermasottocasamia

3. Scrivi il numero del colore nella tabella sotto al nome corrispondente. Attento/a: mancano tre colori!



1 2 3 4 5 6 7

Blu	Verde	Viola	Nero	Giallo	Arancione	Bianco	Azzurro	Marrone	Rosso
-----	-------	-------	------	--------	-----------	--------	---------	---------	-------

4. Metti in ordine il seguente dialogo tra madre e figlia. Le battute della madre sono in nero e quelle della figlia in rosso

1. **Abbastanza... ma sono stanca, studio tutto il giorno.**
2. Ah sì? A che ora ti svegli la mattina?
3. **All'una e tre quarti.**
4. Bene, e tu, tutto bene?
5. **Ciao mamma, come stai?**
6. Ciao, Elisa, sono io...
7. Dove?
8. E non fai colazione?
9. E quando pranzi?
10. **Mangio alla mensa della scuola.**
11. **Mi sveglio presto, alle sette... e alle nove prendo l'autobus per andare a lezione.**
12. Pronto?
13. **Sì, alle otto faccio colazione al bar.**

12						11					7
----	--	--	--	--	--	----	--	--	--	--	---

5. Collega le domande alle risposte, come nell'esempio.

DOMANDE

RISPOSTE

- | | | |
|------------------------------------|---|---------------------------------------|
| 1. Da quanto tempo è in Italia? | → | a. Dal Perù. |
| 2. Che lavoro fa? | | b. Giocare a calcio. |
| 3. Quando è nata Amina? | → | c. Da cinque anni. |
| 4. Che cosa vuole fare Carlos? | | d. Il 21 ottobre 2001. |
| 5. Da dove viene Teresa? | | e. Per studiare italiano. |
| 6. Qual è il tuo piatto preferito? | | f. È la mia insegnante di matematica. |
| 7. Perché Diego è in Italia? | | g. Fa l'insegnante. |
| 8. Chi è quella signora? | | h. La pizza. |

6 Guarda le immagini e completa le frasi: scrivi "NON" negli spazi solo quando serve, se è vero, metti una X come nell'esempio.



CHEN



MARIA



ALI



AMITA



LUIS

- A. Chen NON è giovane, X è magro e NON ha la barba.
 B. Maria _____ è magra, _____ è mora e _____ ha gli occhiali.
 C. Ali _____ ha la camicia, _____ è magro e _____ è giovane.
 D. Amita _____ è una bambina, _____ è bionda e _____ ha gli occhi scuri.
 E. Luis _____ è vecchio, _____ è alto e _____ ha il cappello.

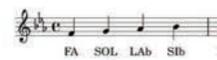
7 In che luoghi ascolti le frasi della colonna di sinistra? Collega come nell'esempio. Poi metti il numero delle frasi nelle immagini corrispondenti.

FRASI

1. Un cappuccino e un cornetto.
2. Vorrei un chilo di pane.
3. Quanto costano i pomodori al chilo?
4. Mi dà un biglietto di andata per Milano?
5. Una pizza e una birra.
6. E' un sol o un la?

LUOGHI

- a. In stazione
- b. Al ristorante-pizzeria
- c. A scuola di musica
- d. Al bar
- e. In un negozio di frutta e verdura
- f. In panetteria



n° _____



n° _____



n° _____

n° 3

n° _____



n° _____

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**OLTRE
i MURI**
MODELLI DI INTEGRAZIONE
(Beyond Walls - Models of Integration)

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