

REINVENTING EDUCATION

second international conference

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The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA "REINVENTING EDUCATION"** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies, and practices. The question about education 'for what' as well as 'how' and 'for whom' has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections, and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science, etc. We hope with this opportunity to confirm the participation obtained at the first edition of the conference. Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

C.6 SCHOOL WORK ALTERNANCE: WHAT CHALLENGES FOR NATIONAL EDUCATIONAL SYSTEMS?

Convenors

Donatella Poliandri (INVALSI); Mauro Palumbo (University of Genoa)

Keywords

School-Work Alternance; Career Orientation; Secondary Education; Experiential Learning; Educational Policy

One of the most important issue in the European social research concerns the transition from school to work as well as the educational training system role in shaping youths' occupational opportunities. During the last economic recession, the youths' position in the labour market has been deteriorated and, simultaneously, their uncertainty about their work placement has grown (Eurofound, 2014). In 2017, the employment rate reaches 22,0% among young people aged 15-24 years and 74,5% among those aged 25-34 years in Northern Italy, while employment rate reaches the level of 11,4% among those aged 15-24 and the level of 43,9% among those aged 25-34 in Southern Italy. Moreover, as pointed out by Eurostat in 2016, Italy recorded the highest rate of young people aged 15-24 years who are neither in employment nor in education and training (NEETs) among EU member states (19,9%). In this social frame, the School-Work Alternance (SWA), which in Italy is part of the scholastic curriculum, may play a key role in helping students' identification about their occupational goals as well as improving students' occupational skills.

As stated by Goldthorpe (2013), the social origin may have effects on the educational attainment in terms of students' performances or career choices. The different subjective preferences, aspirations, and orientations may be inter-generationally sustained. In addition, students' and parents' expectations may be related both to educational achievement and to school-to-work transition pathways. Recent Italian studies (Romito 2016) shows that also school guidance confirm the self-fulfilling prophecy for lower origins' students. This means that SWA could be considered a way to improve the contribution of schools to reduce social inequalities, providing additional skills helping people to fill the gap between supply and demand of competences (Arlotti & Barberis 2015). Students may be considered self-organizing agents of their career choices and development. Students' self-efficacy, defined as the beliefs to produce desired outcomes with own actions, as well as their personality traits, may play a relevant role in the career-related choices (Bandura et al. 2001). Self-perception of SWA experiences may therefore vary widely among students depending on their beliefs about returns that educational choices and vocational training bring in the labour market. The school-to-work successful transition depends on the social constrains and opportunities and how well students navigate the career exploration and identify themselves with the work role. Literature also highlights the necessity to improve a proper matching between the skills acquired by students at the school level and the demands of the labour market and tertiary education.

In Italy, to facilitate students' aspirations and career orientations, the SWA has been introduced as a part of the school curriculum for students from Grade 11 to Grade 13. The SWA may also have an intrinsic value as methodology able to overcome the "paideia" of the separation (Bertagna 2011) between thinking and action, knowledge and doing, promoting the integral personal development. This requires that also teachers should develop new competences and highlights how the SWA could represent a cultural, organizational, and educational challenge in the Italian school and economic system (Gentili 2016). However, to the best of our knowledge, only few studies investigated the Italian SWA as a process that spreads gradually throughout the school years which may be useful to improve students' career orientation, interests, learning styles, and cross curriculum competencies. On the other hand, the public debate shows

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different interpretations of the activated processes, often ideologically driven, and only preliminary results of the SWA. Aim of this panel is to gather empirical and theoretical research contributes reflecting on the complexity of the processes and practices of SWA within educational systems and on the challenges that these practices pose throughout the national territory, trying to identify good practices that may improve future project planning of this educational policy. Does SWA play a relevant role in students' career orientation? Which are the opportunities offered by schools in terms of the SWA activities? Does the SWA experience increase students' cross curricular skills? Which institutional and local environment can promote SWA programs? What new challenges do teachers face? Are the main actors of the system (schools, families, and firms) ready to this new challenge?

References

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ABSTRACT/PAPER should include:

1. Title (limited to 20 words in UPPER CASE)
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3. Five keywords
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