

## Officina 2020: Education and futures



Report of the Panel Discussion of the scientific and educational community on the  
theme:

### Education in times of uncertainty

*Proposals and visions on the futures of education starting from  
a reflection on uncertainty and complexity*

5 May 2020

#### AUTHORS

Adriana Valente (coordinator), Clementina Cantillo, Tommaso Castellani, Elena Gaudio,  
Annamaria Greco, Rita Locatelli, Filomena Maggino, Ada Maurizio, Michela Mayer,  
Maria Chiara Pettenati, Giovanni Sicca, Andrea Vargiu

#### SCIENTIFIC COMMITTEE:

Adriana Valente, Valentina Tudisca, Claudia Pennacchiotti (CNR-IRPPS)  
Michela Mayer (CNR-IRPPS, IASS)  
Mara Di Berardo (CNR-IAC)  
Elena Gaudio (DGOSV-MI)  
Alessia Vaglivello (USR Lazio)  
Maya Prince, Daniela Bianchi, Noah W. Sobe (UNESCO)

Recordings of all the work sessions can be viewed on the website:  
<https://www.officinaeducazionefuturi.it/>

# Education in times of uncertainty

## Introduction

The reflections which follow in this report are the outcome of the online panel discussion on the theme of “Education in times of uncertainty”, which involved members of the Italian scientific and educational community. The online panel discussion took place on 5 May 2020 within the context of the initiative “Officina 2020: Educazione e Futuri (Education and Futures)” organized by the Institute for Research on Population and Social Policies, “[Social Studies of Science, Education, Communication](#)”, of the National Research Council of Italy in collaboration with the Ministry of Education and the UNESCO initiative “[Futures of Education](#)”.

Based on the scholastic, teaching, scientific, planning and institutional experiences of the participants, the discussion set out to activate a reflection on the future(s), exploring the aims of education, considering the changes related to the dimensions of uncertainty and awareness of fragility, complexity and interconnection of every element of our planet. Concepts such as *slowness*, *time*, *equity*, *democracy* and *peace* emerged from the debate. We focused on the relationship between school and local territory and on the role of communities and on the need for a balanced dialogue between the various components. The collective reflection also focused on the relationship between knowledge and competences, crucial for personal development and work achievement in times of uncertainty, and related educational practices. Finally, reference was made to the topics of teacher training and evaluation, which are necessarily involved in a reflection on the futures of education.

## Rethinking education reflecting on the future

Reflecting on the future in our present time creates an awareness of coming to terms with uncertainty and complexity. This awareness has already been prefigured by central figures in educational debate since the last century, as well as being present in much philosophical reflection. Uncertainty is not only a feature of thinking directed towards the future, whose unpredictability was revealed in the last century, but also the result of a disposition towards reflection. It is the reflection itself that causes uncertainty<sup>1</sup>.

Facing uncertainty makes us aware of the need to make decisions not having all the relevant information available. The awareness of our ignorance, already indicated by Jonas as a possible factor of strength, must contribute to the transformation of educational contexts. Proceeding by trial and error, prepared to turn back, and therefore accepting the plurality and variability of possible solutions, should not be considered a sign of weakness, but of wisdom. Vulnerability and fragility must not be seen as impediments, but as opportunities for listening, reflecting and configuring the multiple

---

<sup>1</sup> Morin, in *I sette saperi necessari all'educazione del futuro* (2001), Raffaello Cortina, refers to the motto of Pericles in “History of the Peloponnesian War” by Thucydides, who however attributes this connection between reflection and indecision only to enemies.

declinations of educational success. Reconsidering positively concepts such as **time, listening, coziness, slowness**<sup>2</sup>, even **error**, must fully enter into educational practices.

In particular, the reference to slowness is a suggestion to placing side by side the dominant model, established in recent decades, of New Public Management, with the **non-efficientism** approach, which rather focuses on the effectiveness of the system in giving answers.

The complexity of reality is a richness and must be seen as an opportunity. Education must help everyone to experience this complexity and **build oneself in terms of complexity**. Excessively early specialization in the development of a person inevitably leads to a weakening of the person and of own role in society. Not only is this rigid position in experiencing complexity found in individuals, but also in society as a whole. The difficulty of maintaining a global vision weakens social systems. Complexity, however, is not to be taught. On the contrary, we can learn to experience complexity. Complexity is also a precise orientation of thought, not randomly developed in the contemporary world, which has been transferred from the scientific context to the philosophical and cultural one<sup>3</sup>. To conceive the ways of building oneself in terms of complexity, with reference to all levels and to all the actors of the educational issue, the concept of **imagin-action** can help, which recalls the importance of configuring the image of the future to create the action. Acting to change the course of the future, if the scenarios require us to change course, is based on a series of knowledges of the present/past, memory and cultural heritage, but also of competences under construction to be enhanced. The recovery of ourselves must be based on ethical-spiritual, aesthetic, social and moral aspirations. Imagination must be conjugated with “*invenio*”, creativity and project ability.

It is necessary to reiterate the essential role of thought in its work of rational critical understanding of reality, where rationality does not exclude affectivity and thought does not exclude action. The exercise of **critical and transformative thinking** is central not only in the light of the processes that have demarcated the present but also in view of the configuration of future scenarios. This is crucial in moments of crisis, in which the usual, reassuring vision of the world fractures and a break between before and after is introduced.

## **Education, equity and democracy**

It is urgent to claim to the role of education in **democratic dynamics**, in the pursuit of peace and in the drive for equity. The very purpose of education needs to be oriented towards creating a sound and peaceful world. We are also convinced that if educational equity is lacking, all other equity is lacking. Unfortunately, education systems are not always capable of constituting a bulwark against inequalities, which continue to exist at the level of countries, areas, courses of study, gender and socio-economic status. Instead, it is necessary to contrast ghetto policies and implement targeted actions in favor of the most vulnerable categories, as well as to strengthen the principles and instruments of

---

<sup>2</sup> With reference to the “slowness of learning in the human life cycle”, see vCIES Futures of Education Keynote Panel del 24 March 2020, and in particular the reflections of Arjun Appadurai and Karen Mundy.

<https://en.unesco.org/futuresofeducation/news/vcies-keynote-panel-discussion-futures-education>

<sup>3</sup> The term “complexity” was defined in the second half of the twentieth century in the scientific field following the revolutions that took place in this area and resulted in the theorizations of Ilya Prigogine, Humberto Maturana and James Lovelock. On the epistemological side, it found theoretical and philosophical expression in Edgar Morin’s reflections, in opposition to the Cartesian conception of the method of knowledge, recognized insufficient in the face of awareness of the complexity and internal dynamism of reality in its various forms.

democratic discussion as a more effective form of conflict resolution and peace promotion, through dialogue and shared action. At present, on the other hand, the contribution of education to the construction of democratic systems is not sufficiently emphasized. A case in point is that the education system appears in none of the 60 criteria used by *The Economist* in establishing nations' state of democracy and thus does not contribute to the publication's Democracy Index<sup>4</sup>.

---

<sup>4</sup> Among the criteria of The Economist democracy Index we can find a reference to the "engagement" of citizens and also one to "adult literacy", but no reference to the level of equity guaranteed by the educational system.

## Global common good and global perception: the role of communities

The consideration of education as a **global common good**<sup>5</sup>, in emphasizing the intrinsically shared essence of some goods and therefore the need for a participatory process for their fruition, reaffirms the nature of education as a social as well as an individual process, which requires involvement of all society.

We can consider as very topical Morin's reflection on the fact that the lack of **global perception** brings with it a lack of responsibility – by preventing to gain a complete culture of responsibility - and a lack of solidarity – by inhibiting more links, connections with others. This must lead to an enhancement of the **public dimension** of education. Public dimension also means knowing how to act together collectively, responsibly. In the transition from individual to person, collective action is based on the concepts of responsibility and freedom, both intimately connected to the relationship with - and respect of - alterity, whether we refer to another person, or to another environment or another culture<sup>6</sup>.

As a place for the production of sense and understanding of the world through relationships governed by principles of solidarity and reciprocity, **communities** must be able to participate within a perspective of responsibility in the educational process. The activities of the education systems - schools, families, research centers, universities and local actors - should be thought of as a whole. The education of the future should keep these different components of the system together, in a global vision. Equal dialogue between these components should be enhanced, in which each one, including the school and the university, is able to listen to the others and to engage with each other in a non-top-down manner as regards experiences, opportunities and proposals, without prejudice to the specific skills of each. Among the tools to pursue this objective, there should be enhancement of the actions for the community and the environment, in part experimented since the establishment of the Agendas 21 for school. These include **service learning**, **cooperative learning** and **active and integrated didactics**. These are aimed at learning in working contexts at the service of the community, promoting democratic values, building knowledge as a practice of experience<sup>7</sup> and creating participatory training courses between the various educational systems, respecting diversity. It is essential that within these experiences the students are part of the decision-making process regarding the action to be carried out and with respect to the relative assessment. **Inclusion and cooperation** would therefore not be mere ritual references, but expert practices for social cohesion and to contrast the marginalization of the most vulnerable categories. These and other tools should increasingly be aimed at enhancing the "ethics of care"<sup>8</sup> and the "passion of care of the world"<sup>9</sup>, in a dialectic between the various educational institutions and those of the local territory.

## Multiple epistemologies and transdisciplinarity

For an education of the future that truly manages to keep these components together, it is useful to reflect on the ways to convey **multiple epistemologies**, the specific systems of knowledge and

---

<sup>5</sup> In this regard see the final document of the First meeting of the International Commission on the Futures of Education UNESCO Headquarters – Paris, 28-29 January 2020 – ED-2020/FoE-IC/1

<sup>6</sup> There are similar considerations in the *Instrumentum laboris* of the Global Compact on Education, promoted by Pope Francis in 2020, which also refers to a risk of the "globalization of indifference".

<sup>7</sup> Learning through experience is at the basis of teaching in Dewey, J. (1938). *Esperienza e educazione*, la Nuova Italia.

<sup>8</sup> A concept developed in feminist culture starting from: Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Harvard University Press.

<sup>9</sup> ENCICLICA LAUDATO SI', Pope Francis, 24 May 2015.

operating rules that the various social components contribute to creating around their original functions, and to launch a dialectical tension among them. This is so as to bring into the democratic game of knowledge the different voices expressed by the actors that contribute to the formal, non-formal and informal education of young people and adults, in order to bring about lifelong learning. A parallel discussion should be made regarding knowledge divided into disciplinary varieties, frequently veritable closed disciplines that Foucault already defined in terms of “social quarantine”<sup>10</sup>. The consideration that the fragmentation of knowledge prevents us from grasping the total texture highlighted already by Morin, should constitute a continuous drive towards the practice of **transdisciplinarity**. The same dialectical tension in the dialogue between disciplines should lead to understanding and **overcoming the epistemological paradigms**<sup>11</sup> of each disciplinary field and promoting awareness of the profound unity of knowledge. The same etymology of the term *University* refers to a complex of elements, to a whole, and not to a sum of the single parts.

### **Knowledge, skills, values**

Although we can take advantage of a rich production of documents at international and European levels, there is still lively debate as to the connection between knowledge, competence, values, skills, attitudes and experience<sup>12</sup> within educational paths and to the ways in which the dichotomy between **studying and doing** may be overcome.

As has been reiterated in education studies, it should also be possible to guarantee *a suspension time* to learners, especially in the school curriculum. It is however difficult in practice to reconcile this time of suspension with the other needs of the educational path. These include the exchange with real life, with work expectations and with the great social, environmental and ethical issues of our world, of which the interconnection is increasingly clear.

In learning to experience complexity and to build an autonomous point of view within it, so as to be able to open up to transformation, it is necessary to acquire lenses to observe reality within a perspective of complexity. **Transversal competences** are needed, including the set of cognitive and socio-behavioral skills. These are competences based on critical thinking and on the transformative approach both with respect to individual growth, as a citizen and as a person, and to the life of the planet. In order to be competent, knowledge must be interconnected and contextualized.

Linking educational paths to the building of **sustainable futures** is an opportunity to develop transversal skills through interdisciplinary and transdisciplinary approaches.

This entails changing the way of teaching, both in the physical class and at a distance, and making it less transmissive and more participatory.

However, it should be stressed how necessary a solid **knowledge** base is. The construction of the self in terms of complexity operates throughout life and not only during the duration of a school year or a university course, or of a training module. Consequently, this process of construction of the self is the

---

<sup>10</sup> Foucault, M., & Tarchetti, A. (1976). *Sorvegliare e punire: nascita della prigione*. Einaudi.

<sup>11</sup> Evelyn Fox Keller, (1996). *Vita, Scienza & Cyberscienza*, Garzanti, Milano.

<sup>12</sup> In many of its documents, UNESCO refers to the International Standard Classification of Education (ISCED) 2011, in which learning is defined as the “individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors through experience, practice, study or instruction.”

At a European level, following international reflections elaborated over the years, competencies have been considered as consisting of knowledge, skills and attitudes (Recommendation of the Council of Europe, 2018). In the Italian debate, competences, and particularly transversal competences, inclusive of skills, attitudes and values, are contrasted with knowledge, which traditionally make up a central element of teaching activities. In this document these terms are used with this latter meaning.

more complete the more it is based on systematic knowledge deepened and *chewed*<sup>13</sup>, enhancing the process of acquiring and elaborating **disinterested knowledge**.

We can present an example. In order to enter into epidemiological reflection, central to social and environmental discourse, it is necessary to know how to read a simple graph. Moreover, continuing with the specific example, scientific disciplines such as statistics are not intended to give certainties, but to arouse curiosity and interest and to “trigger questions”. In order to **trigger questions**, it is necessary to start from knowledge, data and reflections on them.

It is therefore necessary that the school (the Italian one, in particular), while not giving up disciplinary - and interdisciplinary - study, is less encyclopedic, and also uses the tools of the past to give value to the future and to promote further reflection and action, giving value to what is being done.

To integrate transversal knowledge and competences, in particular socio-emotional ones - necessary to consistently experience the values of democracy, equality, equity, inclusion - educational systems, and school in particular, should embrace some key forms of education. In particular, these should be civic and global citizenship education, sex and affectivity education, and environmental and sustainability education. Sustainability must be understood in its broadest meaning and combined with the exercise of responsibility and creativity, with its influences on research and technological development. Technological competences should also be enhanced to the extent that they lead everyone to be a conscious citizen capable of using own knowledge to participate in individual and social choices increasingly pervaded by technology<sup>14</sup>. Technology that is not mastered can become a hindrance rather than a support for personal and social development. Therefore, among valuable competences, we should consider not only technical and professional ones, but also personal and social competences, such as building a discussion, knowing how to choose what and where to deepen a topic of interest, knowing how to listen to others and constructively intervening, learning to learn and knowing how to translate ideas into actions.

## **Listening and participation in teacher training**

Every project of change in the educational path invokes the issue of **teacher training**. Hand in hand with teacher training, it is necessary to reconsider the role of teachers. In fact, in some countries such as Italy, the high level of skills and abilities that society expects from teachers contrasts with the role and social attention reserved for them. It is therefore essential to act also at the level of motivation and promote teaching based on the educational enthusiasm of all members of the educating community. It is necessary to rethink the identity of the teacher and the profile of the strategic skills necessary for education in complex contexts.

We should also call into question the universities and institutions that mainly deal with the training of teachers, trainers and tutors. With a view to listening and cooperation between educational and research institutions, it would be advisable to favor the action research model in the training process; this would enable a participatory definition of course aims, based on real needs, contexts and methods of intervention by all those involved also through the in-depth analysis of good practices carried out at

---

<sup>13</sup> With reference to chewed readings, see: Ivan Illich, *Nella vigna del testo. Per una etologia della lettura*, Raffaello Cortina, Milano, 1994. Ed. or *In the Vineyard of the Text. A Commentary to Hugh's Didascalicon*, The University of Chicago Press, Chicago, 1993.

<sup>14</sup> Similarly, Jasanoff uses the concept of “knowledgeable citizen”: Jasanoff, S. 2012. *The politics of public reason*, in Rubio, F.D. and Baert, P. (Eds.), *The politics of knowledge*, Routledge, Oxford, 11-32.

various levels in the territory. This would also avoid the situation, sometimes denounced by the teachers themselves, in which the courses offered to teachers, while providing knowledge, do not give tools to intervene in the classes and bring about change.

### **Assessment as learning and collaboration**

The willingness to listen and relate to others should also enlighten the **assessment and monitoring** phases of and within educational contexts.

Assessment, both as an evaluation of learning outcomes and as an evaluation of operators, institutes and systems, should acquire a new role, beyond the logic, highlighted by Foucault, of *supervising and punishing*. It should, instead, create an awareness of own strengths and own weaknesses. The 2018 Council of Europe Recommendation on key competences for lifelong learning tells us that evaluation can help structure learning processes, and also facilitate orientation. Evaluation should therefore be considered as a possible resource and self-assessment competences should be developed, also in view of the definition of the specific educational success. To this end, the assessment indicators should not be imposed externally, but elaborated in a co-construction process, giving great importance to self-evaluation and the common definition of objectives and of assessment criteria.

A national education system cannot disregard a qualitative monitoring phase. The monitoring activity at a national level should provide for the contribution of various subjects internal and external to the school administration, in order to favor those equalizing measures necessary to improve the educational offer and avoid early school dropout.

The monitoring activity could also help to put good practices in the system, capitalizing on experiences and avoiding dispersion of resources.

In practice, assessment should also be a **system learning tool**, rather than a means of control and government.

### ***Biographical notes of panel members*** ***“Education in times of uncertainty”***

#### **Clementina Cantillo**

Teacher of History of Philosophy and Didactics of Philosophy at the University of Salerno. She is a member of the scientific college of the departmental PhD, vice-president of the National Philosophical Council, member of the Board of Directors of the Italian Philosophical Society and of its teaching commission. She is the author of various essays and texts, also on teaching and training. She participated in the drafting of the document *Orientamenti per l'apprendimento della Filosofia nella società della conoscenza* (MIUR, 2017). She coordinated the project A S-L - *L'Università ponte tra scuola, impresa e ICT per i beni culturali*, recognized among the Ministry's Best practices. She coordinates the national project of the Teacher Training Plan of the Italian Philosophical Society “Attualità della tradizione: lettura del testo filosofico” and, together with other scholars, “Filosofia e altri saperi”. She is national coordinator of the MIUR POT 6 project *LabOr. Il laboratorio dei saperi umanistici*.

#### **Tommaso Castellani**

Teacher, writer and science communicator. With a physics background, he worked for several years in research in the field of science communication and education. At the moment he teaches at the Manin-Di Donato elementary/middle school in Rome, well known throughout Italy for its experiences regarding integration and school-community. Writer and scientific popularizer, he is the author of several books and a cycle of educational

videos for schools, as well as numerous publications in national and international journals. He has worked for the RAI in the transmission *Geo & Geo*. He is part of the editorial board of *Sapere* magazine, in which he also has a regular column.

### **Elena Gaudio**

Teacher of high school working at the Ministry of Education -DGOSV-ROME. She has responsibilities and experience in the development of knowledge and in the management of human resources and lifelong learning. She deals with monitoring activities and the quantitative-qualitative assessment of the paths for the enhancement of transversal skills and for the orientation and training of school staff. She gives support to schools to enhance collaboration between schools and host structures: research, companies, institutions, third sector. Coordinator of the networks of the professional education study "Water management and environmental remediation" and "Commercial fishing and fish production", she coordinated the definition of learning outcomes in terms of competences and the training of involved teachers. Many years of experience in the field of environmental sustainability and protection of culture and landscape value.

### **Annamaria Greco**

Head teacher at I.I.S. "SANDRO PERTINI" ALATRI (FR). She has a degree in physics-mathematics; 2nd level master "mediator for orientation"; contract tutor at Sapienza University; DS mentor for newly hired school managers; D.S. core coordinator of evaluation of D.S. ; DS school Area network pole and Area network training pole n.17; D.S. regional technical table coordinator National Training Plan; DS member of the Regional Coordination Group for Guidance of the USR Lazio. D.S. trainer of information/training activities for the evaluation of the D.S; PNSD trainer; DS member "territorial coordination desk with functional subdivision". Teacher in training courses in various school networks; joining the INDIRE Avanguardie Educative movement, in the research group on the idea "Inside/outside the school - Service Learning", with the project "Pertini multiservice".

### **Rita Locatelli**

Research fellow at the UNESCO Chair of the Università Cattolica of Milan. She has carried out numerous assignments as a research assistant at UNESCO in Paris in which she contributed to the creation of the publication *Rethinking Education: Towards a global common good?* (2015). The health emergency we are going through forces us even more to rethink education systems around the world. While on the one hand the technological acceleration has made possible the wide adoption of distance learning, it has nevertheless led to an exacerbation of social and educational inequalities. Since learning does not only happen within the confines of the classroom, it is important to redefine what constitutes an educating community.

### **Filomena Maggino**

Professor of Social Statistics at the University of Rome "La Sapienza". Advisor to the Prime Minister Giuseppe Conte. President of the "Benessere Italia" Control Room - Presidency of the Council of Ministers - Palazzo Chigi. Editor-in-Chief of the Social Indicators Research journal and of the Encyclopedia of Quality-of-Life and Well-being Research. President of the Italian Association for Quality-of-Life Studies. Member of the Secretariat of the Italian Alliance for Sustainable Development, responsible for the construction and management of indicators for monitoring Sustainable Development in Italy and Europe. Scientific Director of the Cyber Security and International Relations Laboratory and of Laboratory of Statistics for Research in the Social and Economic fields. Founder and coordinator of the International II level Master "QoLexity. Measuring, Monitoring and Analysis of Quality of Life and its Complexity".

### **Ada Maurizio**

Head of school since 1991. She deals with adult education and school in prisons. She has participated in commissions and institutional working groups at a national level. She has been a speaker in courses and seminars for the training of teachers and school managers. She has been working for seven years with the magazine *Dirigere la scuola*. She has published three volumes with the publisher Carocci on the issues of school organization and public communication. Since 2017 she has been EPIRE ambassador of INDIRE. From 2010 to 2014 she worked at MAECI dealing with the school system and Italian culture and language in the world. She has carried out many work trips abroad and coordinated European projects since 1994. She has been a teacher in the master courses at the Roma Tre University and Link Campus in Rome. She currently lives in Toronto, Canada and works at the Consulate General of Italy.

### **Michela Mayer**

Member of the Italian Association of Sustainability Science, Rome and CNR-IRPPS Associate Researcher. Graduated in Physics with a Doctorate in Experimental Pedagogy, she has followed, as a researcher at INVALSI, national and international research related to the assessment and the training of teachers in the field of Scientific Education and in that of Education for Sustainability. As an expert she participated in the OECD PISA program, in the reflection on the UNECE SS Strategy, in the work of the National Committee for Sustainability Education of the UNESCO CNI. Associate researcher at the IRPPS, she has collaborated in research and in previous “Officine”. She is interested in, and writes about complexity, uncertainty and ‘wicked problems’ for a transformative education. IASS participation in the Erasmus + Project ‘Rounder Sense of Purpose’ - RSP - from 2016 to 2018, now in progress.

### **Maria Chiara Pettenati**

Since 2014 Research Director at Indire (National Institute of Documentation, Innovation and Educational Research). I deal with models and quality criteria for the training of incoming and in-service teachers within the context of national plans entrusted by the MIUR Directorate General for school staff to Indire. Since 2014 I have been the contact person for the [neoassunti.indire.it](http://neoassunti.indire.it) environment for the documentation of the training and test year for newly recruited teachers and since 2018/19 I have coordinated the monitoring activity of the National Teacher Training Plan 2016/19. I represent Indire in the Working Groups of ASviS (Italian Alliance for Sustainable Development) on Goal 4 (Quality Education) and Target 4.7 (Education for Sustainable Development). I am a trainer in numerous courses for teachers on issues related to sustainable development and global citizenship at a regional and national level.

### **Giovanni Sicca**

Third year student at the Visconti High School in Rome, of which he is the representative of the institute and student council. Since December 2019 he has been president of the Provincial Student Council of Rome. As president of the Provincial Council of Rome, and as a student, I have often come across discussions, conferences or work tables related to the topic of education. Many times I have thought, together with my colleagues, of alternative teaching models to what we are used to, questioning the assessment system and the school system in general, to find (or try to find) solutions, valid alternatives and new proposals. We have observed how in just a few weeks the concept of school and the school system itself were overturned. So let us commit ourselves to thinking about a school of tomorrow, rethinking yesterday’s school.

### **Adriana Valente**

CNR-IRPPS research director, jurist and sociologist, coordinator of *Officina Educazione Futuri*, she is the scientific director of the research group Social Studies on Science, Education and Communication, which heads international projects on: relations between science, policy and society; education and participation in the scientific debate; representations of migrants in textbooks and media.

University courses and scientific publications: <https://www.irpps.cnr.it/staff/adriana-valente/>

The “Developing and Evaluating Skills for Creativity and Innovation” project was recognized as Best Practice by MIUR and by the Italian agency for European projects ErasmusPlus INDIRE. Among ongoing projects: “Integrated Content and Language via a Unified Digital Environment” and “The Global Science Opera Leverage Students Participation and Engagement in Science through Art Practices”.

### **Andrea Vargiu**

Associate Professor of Sociology at the University of Sassari. He is President of the Master’s Degree Course in Social Service and Social Policies. Coordinator of the FOIST Laboratory for Social Policies and Training Processes. Interests: action research, assessment, public engagement, active citizenship.

I would like to share the experience of FOIST in a needy neighborhood. This was a multi-year collaboration with citizens, institutions and the third sector that has generated shared advocacy initiatives with minors and families, citizen science and community animation with elementary school children. The experience also included the creation of a civic committee and the start of a female solidarity entrepreneurial path with the creation of a local tailoring business. These were all systematically connected with the teaching activities of the Master’s Degree Course in Social Service and Social Policies and with those of research and international cooperation.