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INAIL

Rome, piazzale Pastore 6

Erasmus+

KA2-Cooperation for Innovation and the exchange of
good practices

Teaching basic sciences to young people with fewer
opportunities: towards inclusive education

6 November 2018

How to manage the inclusion
of different types of young
people with fewer
opportunities

Premises

Since 2005 CRF's policy is to combine applied research objectives with those of solidarity.

Primary objective is the attention to fragilities:

- of territories,
- of enterprises,
- but especially of disadvantaged people

The role of the school for social inclusion

Social inclusion is a multidimensional concept.

It should aim at:

- ensuring full participation in economic, social and cultural life for all
- ensuring the enjoyment of a living standard and well-being that is considered normal in the society one belongs to
- ensuring fundamental equal rights also to the ones with fewer opportunities, especially in terms of participation and decision making on items that affect their lives

The role of the school

The specific treatment of the different types of difficulties of young people in school goes beyond the aims of this presentation

What is important to emphasize is how the school can perform the function of a community in which to experience social inclusion and the protection of fragility

The role of the school

In the school community teachers work as tutors/facilitators and students learn to be responsible for themselves and others, learning to be autonomous and able to make responsible life-choices

Through the experience of feeling part of a heterogeneous group, the students learn the sense of belonging and co-responsibility, their individual value and the importance of collaboration inside the community

The role of the school

Active participation, learning by doing, informal and non formal teaching are widely used teaching methodologies.

What is new is their application not only for learning skills (school results), but for their validity in social inclusiveness strategies, that involve the third sector and the world of enterprises

The role of the school

What seems to be central:

- to stimulate the involvement and enhancement of the potential of all
- to fortify the sense of belonging
- to strengthen an awareness-taking, also in the sense of duties and rights
- a real motivation to participation based on the recognition of genuine motivations

Nudge strategy

A help to go in this direction comes from the application of the Nudge Theory (C.R. Sunstein and R. Thaler, 2008) which will be more largely described and illustrated in other presentations

The project

*Innovative communication on safety management
and protection of fragility
in a non-formal learning context*

In collaboration with IT IS “Giovanni XXIII” and INAIL:

The promotion of safety at school has a value not only in a structural and technical perspective, but also as an educational support.

The project

The project has experienced a model of non-formal didactics inside a training course “for tasks of reality”, towards the construction of a “culture of security”, coherent with the curricular curriculum, with particular attention to the protection of fragilities

The project

The training activity of laboratory type was focused on the idea of creating an effective communication product elaborated by the students for the other students, and especially addressed to those who represent a fragility (e.g. students of the first year who are in a new environment)

The project

Objectives:

- let students (future workers) acquire risk and prevention concepts in relation to workplace safety regulations
- develop in staff and students the ability to recognize emergency situations and the way to manage them responsibly
- develop in students the concept of responsibility for themselves and for the others, especially for those who are in a position of fragility
- create a validated and replicable “toolkit” to share with other schools or communities of young people

Strategies

- Specific training on items of security in the work place implemented by teachers and CRF and INAIL experts
- Creation of a group of students, motivated to realize the products
- Creation of a Whatsapp community (as a particularly suitable tool for the communication of young people)

Products and results

- Application of coloured adhesive strips to indicate the safety exists (integration of the already existing indications)
- Emergency exits plans were made more “attractive” and interactive by QR-codes (readable through smartphones) with links and security-related contents
- Realization of the Video “Striscia...la sicurezza” (“Stripe...security”), in collaboration with INAIL and Archivio della Memoria, Tor Vergata

Video “Striscia la sicurezza” (“Strip security”)



name inspired by a well known Italian satire program on current affaires

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What the students refer of this experience

“This project allowed the most fragile to learn to reason the safe way and to recognize emergencies and to manage them responsibly”

“The most fragile are the permanent or temporary handicapped, or even new students who are in an environment that is not known”

What the students refer of this experience

“For the application of the coloured strips of support of the emergency indications existing by law, we have chosen the ground floor, by mutual agreement with the teachers, because it is the most transited, and it has two safety exits”

“We have made QR codes for fire extinguishers and seedlings for redirection to the official sites for instructions on the operation of safety and for the safety norms in general”

What the students refer of this experience

“Thanks to the project I met other people”

“With students and teachers we have created a Whatsapp group, of which I am an administrator, to discuss how to proceed”

“We have made decisions on what choices were most appropriate for the institute and with fewer obstacles”

What the students refer of this experience

“With commitment and imagination we are solving all the problems to achieve a good result”

“I learned to pay attentions to the signs on emergency exists also in other environments, for example in the restaurant. I didn't notice before. You learn that there are rules and norms but that there is no conscience of the same”.

Results on the protection of fragilities

- The whole school-community was stimulated on the subject of security in work places and on the management of emergencies
- Everyone gained a sense of responsibility for themselves and for the others
- The most adult students received both a “controlled delegation” and the role of co-educators and motivators to the care-taking of the most fragile students