

*II International Conference of the Journal "Scuola  
Democratica" "Reinventing Education"*  
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Panel C6 School Work Alternance:  
What Challenges for National Educational Systems?

**«CIVIL ECONOMY AND SOCIAL AGRICULTURE:  
REGENERATIVE FACTORS IN MARGINALIZED YOUNG PEOPLE»**

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# Themes

**1. Premise**  
(Context hypotisis)

**2. Civil Economy / Civil Agriculture**  
«towards/verso» social agriculture.  
*Experiences verso territorial of civil economy*

**3. Social agriculture: school-work alternance and marginalized young people**

**4. Some examples of school-work alternance in social agriculture**

**5. Conclusions and future and research developments**

**6. Bibliography**



**In a Society/Community in continuous Transformation:**

**"digital culture will supplant analogue culture but the intrusiveness of technologies will save the human need for creativity, aesthetics, ethics, collaboration, critical thinking and problem solving (De Masi, 2019).**

“A colf or priest is more irreplaceable than an industrial expert or accountant. All tasks that cannot be delegated to machines will end up being paid more. We will be able to produce more and more goods and services with less and less human work. This means that leisure hours will increase, which is already much longer than those that were available a hundred years ago. How to deal with them? How to avoid bore boredom and depression? How to grow intellectually? Will violence or social peace increase?”



*The internship and/or similar experiences in a company/enterprise "do not help the student to answer any of these questions: continue their studies or stop? In case of interruption, what job to look for and how? If it is continued, which faculty to choose and which university to enrol in?"*



*«Therefore, we do not know what the work of the near future will be like and we cannot teach it to the young people who will do it. Instead, we can transfer to young people, refine, perfect scientific paradigms, values, aesthetics, the needs that will guide human action, whatever work he does. This is the mission that the school cannot evade." "We can teach young people to find meaning and meaning in their lives that represents the task they are called to perform"*



Then is very important School as Local community that looks at the global (and the frame of reference: Sustainable Development/Agenda 2030) Is A CIRCULAR TRANSFORMATIVE RELATIONSHIP, where All – GenerativelyA-MENTE – are involved.

**Schools, therefore, as PLACES of (and in) Construction and not (only) work environments**

(Scuola come luoghi/Comunità, Pazzi, 2018)

*"The use of the term "school-work"/school-work alternance can bring with it the legacy of good experiences carried out in particular by vocational institutes with their objectives and tools", but this legacy can be too heavy a burden for those in need of new orientation especially in these times "of "non-work", of "sharing economy", of the rebirth of areas of gratuitousness and appeals to creative idleness"(De Masi, 2015)*

"The skills that must be recognized and evolved into ever richer skills refer to all the constitutive dimensions of the Person. Functional knowledge is important, but so are knowledge related to body size, aesthetic, social, ethical... And they are for all students, none excluded" (Fiorini, 2008)



It means acting - through processes of co-programming and co-design - on social, relational, cultural dynamics and therefore also on linguistic dimensions and symbolization.



*"A school that trains people-citizens who are able to express their transformative strength of society. No young people ready for the market, but young people ready to radically change the market itself. [...] a school that becomes one of the favorite places of daily experience [...]"* (Mancini, 2018) **community-relational aimed at the common good** (bene comune)



**A SCHOOL/COMMUNITY THAT TAKES ON THE PARADIGM/VISION OF  
THE CIVIL ECONOMY IN ITS  
PROGRAMMES/ACTIONS/ACTIVITIES/PROJECTS**

It Follows...



«L'uomo è per natura amico degli altri uomini, è un essere relazionale, è un essere votato alla felicità, alla felicità sociale» (A. Genovesi, 1765)

«E' legge dell'universo che non si può fare la nostra Felicità senza far anche quella degli altri» (A. Genovesi, 1765)

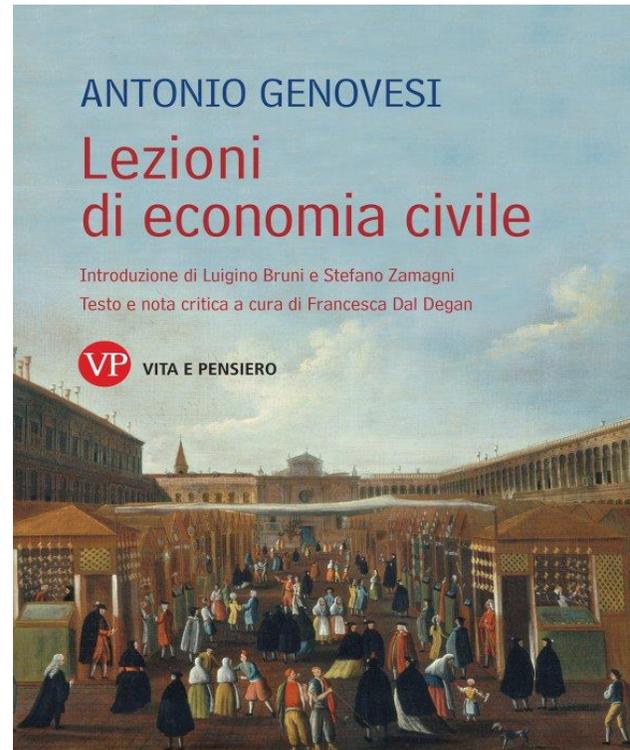
## SCHOOL-COMMUNITY

**Paradigm/Vision:**  
«homo homini  
natura amicus»

It is not a new economic theory, but it is a vision that concerns an inclusive, participatory and sustainable development model that has its origins/roots in 15th-century Humanism (Zamagni, 2019).

The keywords of the Civil Economy Community, Fraternity, Gratuitousness, Gift, Happiness, **Reciprocity (1)**, Common Good, Relational Goods.....

**Search for meaning/Ricerca di senso** (Zamagni, Frankl)  
**Capability/Capacitazione** (Sen)  
**Generativity/Generatività** (Magatti, Fondazione Zancan)  
**Re-Generativity/Ri-generatività** (Becchetti, Zamagni)



**Agriculture civil/civic (ACC) is one of the 'entities' of the civil economy. This expression (ACC), is first used by Lyson (1999), also as a synonym for civil agriculture.** Civil/civic agriculture, based on the involvement of local communities and citizens in agricultural-related processes, embraces highly innovative production and marketing systems in which agricultural practices do not end in a mercantile exchange, but maintain lasting and continuous relationship values within them, is an agriculture based on sustainable practices and is deeply socially responsible.



Agriculture social (AS) - with its multifunctionality - It is an "experience of civil economy" (Pinzone, 2015) and therefore of agriculture civil/civic.

Considering social agriculture, especially in the forms in which it has developed and is developing in Italy: the "model/vision /paradigm" of agriculture and civil/civic economy is a recent reflection (Di Iacovo, 2010, Durastanti et al, 2011), compared to the debates and works carried out in recent years on the subject, where the theme of social agriculture was prevalent.

In Italy, the AS law dates back to 2015 and identifies social cooperatives, social enterprises and farms as operators of the AS.

In Italy, the development of social agriculture is part of the broader and more general context in which trends and experiences are observed, increasingly numerous, in which the role and involvement of civil society and the Third Sector, in its different forms and expressions, becomes decisive in the choice and definition of the paths implemented. The first Experience in AS, were born and developed in the realities of the Third Sector, in particular in agricultural social cooperatives in the 70s and 80s, therefore before the Sector Law that dates back to 1991. Experiences that also involved for-profit farms.





Experiences territorial  
of civil economy



Unione Europea



REGIONE CAMPANIA



FSE  
POR CAMPANIA  
2014 - 2020



ASSOCIAZIONI, NOMI E NUMERI  
CONTRO LE MAFIE  
CAMPANIA



LEGAMBIENTE  
CAMPANIA



LEGAMBIENTE  
CAMPANIA

## SCHOOL-COMMUNITY = COMMUNITY-TERRITORIES = Experience

### PROJECT «CIVIL HUB COMMUNITY SCHOOLS»

Is a project promoted by two third sector organizations Legambiente Campania and Libera Campania, in cooperation with Liceo Colombo of Marigliano, the Higher Education Institute - IIS P.V. Marone of Mercato S. Severino, Comprehensive Institute - IC Santa Marina of Policastro, Comprehensive Institute - IC Pirandello-Svevo di Pianura in Naples.

*A training course, which includes school support actions through the activation of four non-formal education workshops, animated by Legambiente and Libera operators. Topics covered: fight against eco-mafias, from the green community to the green society, the gates of Civil hub (community welfare, community economy, urban regeneration), Civil memory. The training workshops will be preparatory to the organization of a civil economy festival and territorial animation actions: neighborhood walks, guided tours of assets confiscated from organized crime and reused for social purposes.*

**A project that aims, through the involvement of the entire school community, to set in motion processes of social and economic development with the aim of creating mechanisms of environmental sustainability and of contrasting organized crime. A real path of individual, group and community empowerment that puts the territories at the center**



**SCHOOL-COMMUNITY = COMMUNITY-TERRITORIES = the civil economy districts**

The district of the civil economy "insists" on 4 levels of community improvement which have the central point in social inclusion:

**1. QUALITY OF LIFE through ecosystem formats**

\*\*\*\*

1. QUALITA' DELLA VITA attraverso format ecosistemici

**2. WORK through the development of participatory, collaborative, shared, cooperative, horizontal, cohesive systems**

\*\*\*\*

2. LAVORO attraverso lo sviluppo di sistemi partecipativi, collaborativi, condivisi cooperativi, orizzontali, coesivi

**3. CIVISM through new forms of voluntary work and active citizenship of everyday life and community-based re-generative welfare**

\*\*\*\*

3. CIVISMO attraverso forme nuove di volontariato e di cittadinanza attiva «del quotidiano» e di welfare ri-generativo comunitario di prossimità

**4. TERRITORY through community actions of social and socio-urban re-generation, centered on Reciprocity**

\*\*\*\*

4. TERRITORIO attraverso azioni comunitarie di ri-generazione sociale e socio-urbana, centrate sulla Reciprocità

*Generiamo comunità!*



**SCHOOL-COMMUNITY = COMMUNITY-TERRITORIES = the civil economy districts**

They have established civil economy districts: the Common of Campi Bisenzio (Florence), Naples, Pontecagnano (Salerno), Marcianise (Caserta), Lecco, Grottammare and the Mountain Community of the Castelli romani e prenestini (Rome).

There are also many construction sites already open, where constitutive processes are being deepened: Empoli, Putignano (Bari), Grosseto, Valtiberina (territories located between the regions of Tuscany and Lazio).

The experience of the Districts are added the various territories and contexts where the project "Here - circular community economies", of the third sector association "Legambiente nazionale", is underway. Project that develops preparatory actions for the actual birth of the civil economy districts.

Caritas joins the experience promoted by "Legambiente Nazionale", in particular through the European professional community, a place for reflection, research and networking at a national level of local experiences of social innovation and possible development centered on human promotion and environmental sustainability, also through circuits of social enterprises.



## SCHOOL-COMMUNITY = COMMUNITY-TERRITORIES = the civil economy districts/Campi Bisenzio

Campi Bisenzio (Florence) is the FIRST district of civil economy (2016/2017) in Italy. The district's activities started long ago in 2014 up to the experimentation - with the national Legambiente - of the First Festival on the civil economy (October 2017).

Mission and Vision of the civil economy districts: a Common resilient and collaborative, who is committed to imagining a Community capable of building (co-designing and co-planning an urban reality capable of developing innovative responses to social, economic and environmental needs (Agenda 2030), through the commitment of institutions (including schools and universities), citizens, civil society/third sector, businesses, banks, etc.

In particular, in the first year of life, the Campi Bisenzio neighborhood put into practice the commitments deriving from the results of the first Festival of the civil economy, through four work tables.

The construction of the district of civil economy It is a *process*:

1) *cultural; operating:*

permanent job and  
experimental

1. Welfare Community; 2. Regeneration of places and community spaces; 3. New energy models and circular economy; 4. Work, young people and training processes

It follows →



**SCHOOL-COMMUNITY = COMMUNITY-TERRITORIES = the civil economy districts/Campi Bisenzio**

The “common method” of the four work tables is the identification of **VALUE PRACTICES**, which concern actions, practices and processes that activate or improve Common Goods (Beni Comuni), which promote training, job opportunities particularly for the young and new, which improve the environment and the relationship of people **with the environment**. The work tables are organized by themes (work areas), local and national subjects belonging to the five reference systems participate in it (institutions, economic actors, civil society / third sector, school-university and citizens), are coordinated by a partner (or by subjects indicated by the district working group) and have of the objectives that represent at the same time also the temporal steps of work.

**Objectives and work schedule of the tables:**

**1.** construction of the necessary preconditions for the construction of virtuous processes towards the development of the district (as an example: the actions that represent valuable practices must provide for the presence of all 5 systems: public, economic actors, civil society/third sector, citizens and school/university); **2.** definition of the "advantage" (and / or advantages) for the economic entity (true central and "new" actor in the community development process initiated with the district); **3.** definition and choice of public tools (by way of example the scholarships promoted by the collaboration of the five systems in favor of young people in the area for the youth-work table); **4.** definition and choice of actions (for example, school-work alternance or the social and economic reuse of assets confiscated from organized crime for the youth-work table); **5.** construction with the actors of a "commitment charter" aimed at the development of the district..

**INTRODUCTION THAT IT IS NECESSARY TO GO TOWARDS A MODEL OF "SCHOOL-COMMUNITY", INSIDE A CIVIL ECONOMICS FRAMEWORK where the actors of the social economy co-plan and co-program interventions, activities, projects with the community-territories and therefore where all the actors (public, private social, private for profit , schools, universities, families, etc.) are co-responsible for the common good**



***COMMON GOOD*** IS REALIZED IN A GENERATIVE WELLBEING OF COMMUNITY/PROXIMITY, WHICH MUST TAKE CARE OF FRAGILE PEOPLE



***TERRITORIAL EXPERIENCES IN SOCIAL AGRICULTURE OF SCHOOL-WORK ALTERNANCE***



**It follows** →



## Social agriculture: school-work alternance and *marginalized young people*

### The model

The model includes a path of social inclusion through the construction of a professional project focused on the subjective needs of each student and aimed at socialization at work, job insertion. It is a matter of articulating in a methodologically coherent way, a series of services and activities to support job placement based on the specific and complex needs of these students, to understand the subjective needs and change the conditions that hinder a positive entry into work contexts.

With the most widespread models within the services for guidance and job placement (Ghergo, Pavoncello, 2004), macro-types of action have been identified: reception, guidance, training, internship, accompaniment, job placement, evaluation. These are, of course, broad categories with open and flexible boundaries to detect innovative and improving elements, but certainly useful to facilitate comparison, evaluation and replicability of the project. The experiences described and the proposed model respond to the need of reflecting on concrete actions that the education system can provide in order to facilitate the school-work alternance for marginalized young people

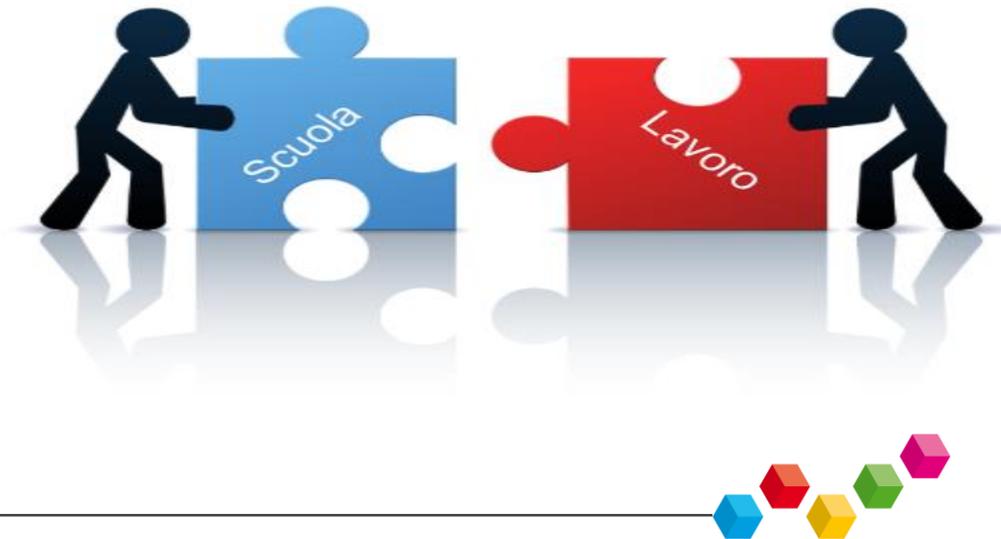
The model



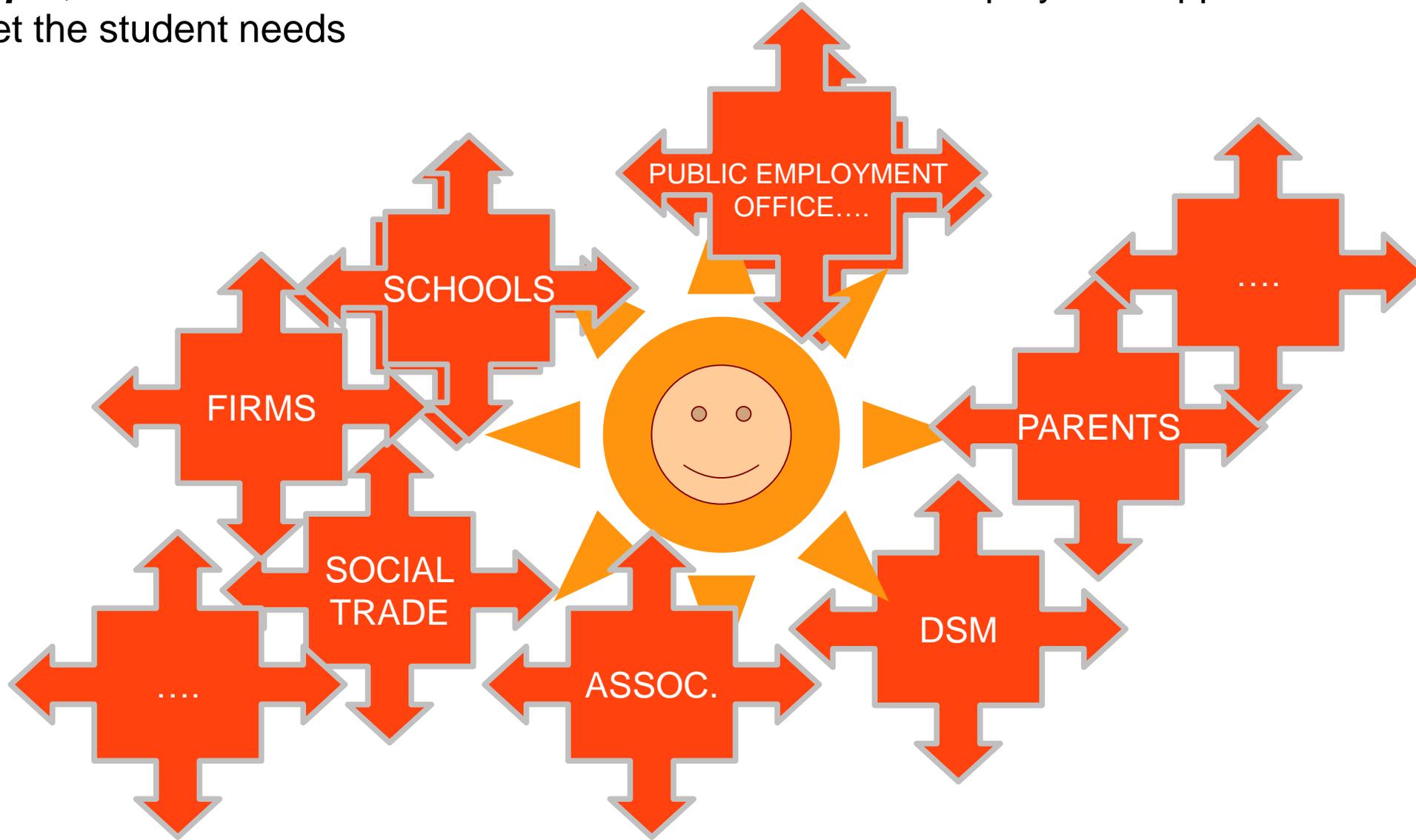
The opportunity to alternate various moments of learning (at school and in a working context) aims to promote processes of social and work integration in line with the development of the student's autonomy in an individualized and flexible design perspective. The purpose is to complete the educational-training course implemented at school with the concreteness of the operational situation in other life contexts. The results of this experience will allow the family and the various professionals involved to learn more about the real potential of the marginalized young people.

Through school-work alternance, the student and his family are offered the opportunity to:

- consolidate and implement school learning in a different context by experimenting with different non-school environments and enriching social experiences
- develop personal and work skills and autonomy
- acquire greater awareness of the skills and autonomy achieved
- encourage career guidance to plan and undertake "after school" paths
- build relationships and alliance with the resources of the territory



The network should be organized to put in the middle the needs of the ***marginalized young people***, to facilitate access to educational resources and employment opportunities that best meet the student needs



The school and the context The Agricultural Technical Institute is structured with a headquarters located in the 6th Town Hall which has an area of 11,300 ha. Emilio Sereni Institute is a consolidated reality in the context of higher technical education and consists of three offices distributed over the territory of Rome Capital, where two complexes are located: the main one in the 6th Town Hall and the branch in via della Colonia Agricola, in the THIRD Town Hall. The socio-environmental context of the territory of reference for the headquarters and the branch office does not offer adequate cultural stimuli and is characterized by medium-low economic conditions and a low presence of associations and social organizations. The territory of the branch preserves the characteristics of the Roman agro, with medium-large farms with a cereal and livestock production address. The student population comes mainly from middle-class families.

Garibaldi Institute in Rome has promoted the school and work integration of students with mental disabilities, creating for each student an individualized work plan that includes both the activities carried out in the school environment, and promoting moments of independent life in the family context and in the work context, thanks also to the possibility of inclusion in the context of Guidance. The project has provided the activation of internship experiences in companies in the field of agriculture, environment, territory, sales and participation in events. During these experiences, tutoring activities were guaranteed through visits by the tutor to the company and group meetings with other trainees. Students with mental disabilities were accompanied to work through tutoring actions carried out by the companions designated as 'tutors'. In addition, interviews with parents and moments of comparison with the company realities of the territory were guaranteed. Job placement The project provided the establishment of a Social Farm, managed through an Onlus, with production and sales activities of products and services. Support to families.



## Examples of school-work alternance for disabled people - Giuseppe Garibaldi Institute - Rome

I.T.A. "Giuseppe Garibaldi" - Via Ardeatina 524 – Roma. The school is located in the territorial area of the Municipality of Rome VIII characterized by a population of about 135,000 inhabitants with a conformation of the mainly urban territory, with rural areas located on the borders of the City Hall. High levels of unemployment and school drop-out are the main problems that are recorded at local level.

The project THE CARE OF THE EARTH, THE LAND THAT CARES. THE ORTO DEI SEMPLICI aims at the integration of students with disabilities, diagnosed with autism, in school and independent work and life paths. Each disabled student has an 'individualised work plan' that includes not only activities in schools, but also family, work (thanks to the agricultural cooperative born in the school context), leisure. The work for each student is divided into 'moments', differently structured in which classmates are involved as 'tutors'. The basic principles on which the project is based are: 1) real integration work through the training of peer mediated intervention students; 2) use of cognitive behavioral work techniques sawed by the guidelines of the Higher Institute of Health for the treatment of disorders in the autistic spectrum; 3) ) active involvement of families, who play a governance role and are encouraged to build individual projects with reference institutions, as per Article 14 of Law 328/2000; 4) construction of paths for adult life that experience the insertion in productive and socially integrated contexts of young people with severe diagnoses; 5) comparison and continuing training of operators and teachers; 6) constant monitoring and supervision by the University, which also offers counselling services to families and students, takes care entirely of the peer training project, provides very important human resources for the realization of the project



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[www.jobs4neet.it](http://www.jobs4neet.it)**

**It is a Project 92 youth social and work inclusion initiative. This project aims to offer girls and boys, in a vulnerable situation, opportunities for social and work inclusion, for satisfactory access to the world of work and a contribution to working life**

Target groups: young people with social vulnerabilities, school and family, with a new attention to the phenomenon of young NEETs (Not in Education, Employment or Training), young people between the ages of 15 and 29, no longer included in a school /training path or even employed in a work activity. The planned activities concern social agriculture in particular biological transplant seedlings, certified by I.C.E.A. on a production nursery area that currently exceeds 5,000 square meters. Quality products, strictly certified.



**CSAPSA - Centro Studi e Analisi di Psicologia e Sociologia Applicate - Via Marsala 30 - 40126 BOLOGNA - Tel. 051230449 Fax. 051231440  
<http://www.glean-project.eu>**

Based on the construction of intervention models established for disadvantaged young people (paid traineeships, training courses, community projects, etc.), GLEAN proposes an innovative and engaging approach to learning. The project is based on the design, development and implementation of the NEET Entrepreneurship/Employability Program (NEEP), in the form of a mixed course, including classroom and online/self-learning sessions, with emphasis on practical experience, to learn how to work in agriculture. The program involves teachers and trainers in the agricultural sector, guidance professionals and employment agencies, social services, including social farms, vocational training schools, policy makers and the labour market as a whole.

Individualized tutoring and mentoring were provided during the course.



## Why Social Agriculture is important for *marginalized young people* ?

- Develop professional and soft skills
- Promotes self-determination through the observation of the results produced by its agricultural work (from cultivation to harvesting, animal care, product processing)
- Involves young people in planning their sustainable and community-useful future.
- Spread optimism, resilience in the lives of young people in a team work and above all promotes ... a new sense of life!



**NO NEW IDEAS NEEDED:** *we have already expressed everything in the various disciplines and territories.*

It is necessary - within the paradigm of the civil economy - to systematize (theories and experiences) at a transdisciplinary level the dimension of education and training in the territories/ communities and therefore also the school and work alternance

A "**civil rethinking**" of traditional methods of teaching is necessary to enhance the culture of "**Reciprocity Re-generation**" and, therefore, the attitude to "school-work-community", focusing attention on knowledge, respect for differences and promoting inclusion, respecting the rights and dignity of adults and young people in conditions living in marginal conditions..

With the paradigm of the civil economy, "starting" from the knowledge of the experiences of the Territories / Schools / Places / Communities (schools, districts of the civil economy ...), it is essential to proceed with the recognition / systematization of the existing in order to build a true territorial community that it is also educating; in which all citizens feel co-responsible.



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\* Texts indicated in the presentation and "some / useful / reference"



*Il International Conference of the Journal "Scuola  
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*«CIVIL ECONOMY AND SOCIAL AGRICULTURE:  
REGENERATIVE FACTORS IN MARGINALIZED YOUNG PEOPLE»*

*«[...] Il bene comune è la grande catena che lega insieme gli uomini nella società [...]»*

*Tito Lívio, Ab Urbe condita libri*

*#COSTRUIRE / #IOSONOLALTRO (Niccolò Fabi)*

***THANK YOU FOR YOUR ATTENTION!***

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