

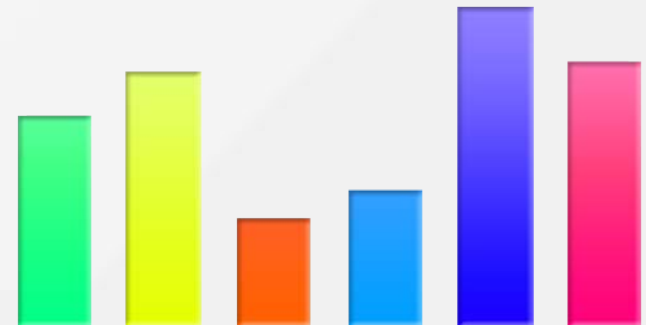
The employment theme in Italy has been taken in consideration as **NATIONAL EMERGENCY** by the Department for Education and the Department for Work.

ITALIA 2020 was born
by following this assessment.

ITALIA 2020

**Action plan for youth employment
through integration between learning
and work.**

MARIASTELLA GELMINI Education Minister
MAURIZIO SACCONI Employment Minister



ITALIA 2020

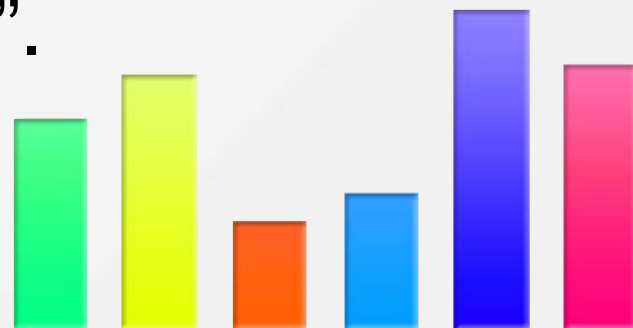
Action plan for youth employment through integration between learning and work.

MARIASTELLA GELMINI

MAURIZIO SACCONI

“**Graduates** that find an occupation related with the school training they received are less and less.

More than half of Graduates is employed in jobs where is required a generic Degree or they are underemployed in jobs where Degree is not even required”.



ITALIA 2020

Action plan for youth employment through integration between learning and work.

MARIASTELLA GELMINI

MAURIZIO SACCONI

UNIVERSITY GENERAL CONTEXT: TURNING DOWN SIGNALS

- Degree courses proliferation and “immoderate” broadening of formative offer.
- Exams as autonomus and self-referencing dimension, projected on the single subjects.
- Prevalence of a mnemonic studying approach.
- Reduction in connection and synergy skills within subjects.
- Loss of propaedeutic relation between different subjects.
- Lack of a overall vision about the academic course.
- The degree is considered as a point of arrival and not as a point of beginning.
- The detach between academic formation and labour market is deeper and deeper.



ITALIA 2020

Action plan for youth employment through integration between learning and work.

MARIASTELLA GELMINI

MAURIZIO SACCONI

Simplification and reduction of first degree courses.

The first degree course must guarantee method and content knowledge, essential requirement for people who decide to get into the world of work and for the ones that decide to go on studying.

The aim is not to channel young people in precociously specialized and forcedly professionalized paths, but to give them wide, strong, broden grounds to develop their own vocation according to personal life choices.



ITALIA 2020

Action plan for youth employment through integration between learning and work.

MARIASTELLA GELMINI

MAURIZIO SACCONI

“We expect that a real evaluation of student and world of work needs will quickly replace the academic and self-referential logic of first degree course proliferation, so we expect the abolition of courses that do not answer to the high formative levels nowadays required”.



ITALIA 2020

Action plan for youth employment through integration between learning and work.

MARIASTELLA GELMINI

MAURIZIO SACCONI

“We want to encourage the interdisciplinary training during the academic years, and not only after them, to allow the attendance of parallel and different degree courses”.

A well rounded formative offer has to be structured to overtake the traditional “monocourse” formation and to link the critical, historical, academic formation, to the conquest of technical and concrete skills to be used in working situations.

ITALIA 2020

Action plan for youth employment through integration between learning and work.

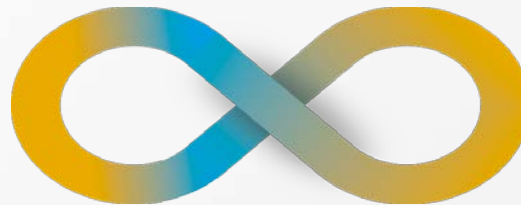
MARIASTELLA GELMINI

MAURIZIO SACCONI

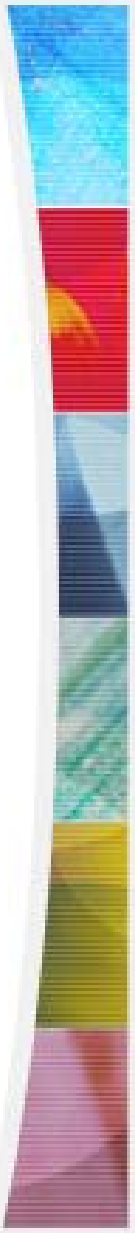
It is necessary to overall once for all the sterile opposition between forming academic courses and the ones that are not.

In a professional profiles evolution scheme, that often requires a combination of different kind of knowledge and skills, the first degree course has to be considered as part of a formative lifelong lasting path.

WORK



FORMATION



Following the intent of youth employment action plan, Laboratorio delle Idee, in partnership with Camerino University (**UNICAM**), is conceiving a formative path retraining project for Faculty of Law.



UNICAM CONTEXT

The University was born in 1336

It is placed in the centre of Italy: Marche Region

Departments:

Architecture

Chemistry

Veterinary medicine

Science and technology

Law ← D.I.LEX project

LAW STUDIES INNOVATIVE DIDACTICS:

- POSTGRADUATE LAW STUDIES
- LEGAL SERVICES SCIENCE
- POLITICAL SCIENCE

FORMATION



WORK

“In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.”

Eric Hoffer

In this quote by Hoffer, Laboratorio delle Idee found the right inspiration for D.I.LEX project.

D.I.LEX PROJECT PURPOSE

To develop:

- **Employability**
- **Self Entrepreneurship**

in students, to get them “attractive” for the world of work.

Project pilasters

- D.I.LEX INNOVATIVE DIDACTICS
- business/organization & employment LABORATORY
- FORMATIVE PATH TO DEVELOP TRANSVERSAL SKILLS

D.I.LEX didactics

Department Innovative didactics based on interdisciplinarity, orientation to excellence , and focused on:

- students and not on single subjects;
- the exam as “gym” and not as obstacle;
- transfer of methods and contents, and not only contents;
- setting the single school matter into a conceptual field;
- the self-entrepreneurial and managerial skill development;
- a mix of students and methods consistent with innovation purpose;
- experience-based activities;
- problem solving experiences;
- E-learning and M-learning activities;
- **LABORATORY**

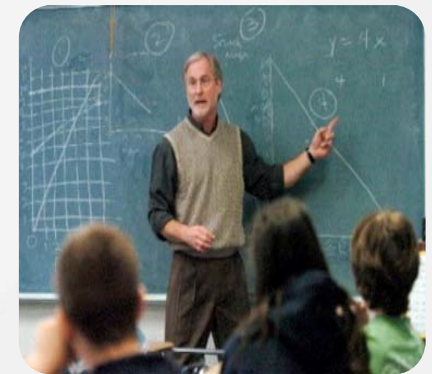
LABORATORY

One of the most important innovations about D.I.LEX method is the introduction of two different laboratories:

- Business/organization Laboratory
- Employment Laboratory

The aim is, on one hand, to offer **concrete situations** to apply the single subjects “knowledge” and, on the other hand, to transpose the didactics innovation guidelines in operating choices. The Laboratory intent is a “**training for problems**”; which is an approach to **unstructured learning** for single subjects learning.

Non
Theory → Practice
but
Practice → Theory

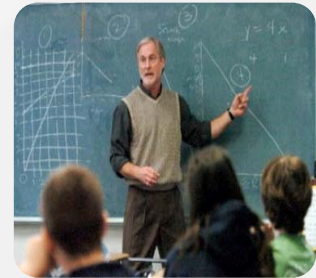


Business/organization Laboratory

The Business/organization Laboratory will be shaped on **case history** dealing with:

- legal problems related to the access to public contract proclamation;
- administrative proceedings for authorization to go on with and/or to develop business activities;
- employment contract redaction;
- terms and conditions to stipulate investment bank loan;
- problems related to agency and representation contract;
- legal aspects related to brand management;
- contractual and legal problems related to import/export business.

Each student involved in the business/organization Laboratory will have **specific documentation** for each history case to work on. In this way, the enterprise will be the focus for the **multiple courses knowledge** and the opportunity to develop the “**training for problems**”.



Employment Laboratory

The Employment Laboratory is focused on the idea of knowledge improvement for students to enlarge their importance and “appeal” on the labour market.

The Employment Laboratory core is formed by **cross-sectional skills**, a collection of abilities involved in different kind of tasks, that are applicable to different situations, so deeply generalizable.

It will examine:

- **public speaking;**
- **problem solving;**
- **problem based learning;**
- **leadership;**
- **team working.**



PROJECT PROPOSALS FOR EUE-NET NETWORK

NETWORK EUE-NET FUTURE PROJECT PROPOSALS

University must change its **aims**. How?

It has to be found a new way, where information, knowledge and training will be new priority target compared with the past.

Not

**INFORMATION
KNOWLEDGE
INFORMATION**

...but

**FORMATION
KNOWLEDGE
INFORMATION**

PROJECT PROPOSALS FOR EUE-NET NETWORK

The didactics purpose is not to get the **KNOWLEDGE** or the **ABILITIES**, but to acquire the cross-sectional skills required by the world of work. So curricular abilities will be used as basic instrument to develop leadership, team working and problem solving skills.

PROJECT PROPOSALS FOR EUE-NET NETWORK

- Creation of a **working team** made up by firm and university;
- development of a **project** with the purpose to work out a new didactic approach **to introduce**:
 - a laboratory to develop cross-sectional skills;
 - self-evaluation tools for students to check the cross-sectional skills acquired;
 - the **Problem Based Learning** (P.B.L.) program in specific academic courses;
 - **multi-subject exams**.
- **Project testing** in one or more universities involved in the EUE – NET network;
- **dissemination and standardization** of the new didactic model in Europe.

THE END