

File BP EN LARSA I

"Laboratories of Discussion, Recovery and Development of Learning" (Larsa) in the development of autonomy and regional regulation.

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1. The Campus made by a network as a place of realization of Larsa.

Laboratories of Discussion, Recovery and Development of Learning (Larsa) represent the response to the challenges that the new institutional framework puts on the educational system in Italy.

Challenges pertaining to both, the reallocation of institutional powers on the institutions involved in organization of the system, and the reform of laws and, finally, to innovations in teaching and learning processes.

The Law n°53 of 2003 and subsequent implementing decrees provide the establishment of regional laboratories as a tool to support personalization of courses of study and training

A continuing guidance aimed at preventing dispersion factors and exclusion from educational processes.

The Larsa meet the need of educational systems to overcome the organizational, pedagogical and didactic models based on the discipline of self-referentiality (the objectives of the training process are subjected to the organizational models) to arrive to a polycentric system approach in which the focus of education is on the person.

The Larsa, in this dimension, are mostly local, hopefully with a campus structure, as in many cases experienced during implementation in the Region of Lombardy.

The campus comes from the need to develop the involvement of students and families by providing extensive training and offer structured so as to enable counselling interventions - reception, guidance and placement - in the early stages of transition and transition from school to school, school-work, work-work.

The goal of the Campus is to support the unity of the system and the equal dignity of the different educational system.

Compared to the government system, while the technical-professional polo is based on the centrality of state government, the campus is grafted onto a model of local governance, promoting initiatives to support the creation of new areas of research and business development.

2. The Larsa in relation to the development of European guidelines for learning skills and core competencies.

The Larsa learning environments are organized primarily into a regional network that develop:

- The methodology of customization, conceiving the curriculum as a process that will update the skills and knowledge in skills
- Strategy workshop, where the educational activity breaks disciplinary boundaries and is accomplished through a different organization of time (reschedule weekly, annual, multi-year) and class groups (group-level electives, interest).

These learning environments seem to respond consistently to one of the themes of greater reflection of European research in the field of education: core competencies for the training of European citizens.

The Larsa are appropriate instruments to ensure that the debate on key competencies does not result in further "formulas" tape but allows for reflection on the implications of teaching methodologies they involve.

The issue of skills is a major point of reflection on the broad of education systems and international banking, global and European and national level. It manifests itself in two aspects that affect the reform of education systems. First, it proposes an international research tends to make national systems to develop goals and guidelines and uniform.

The project DeSeCo (Definition and Selection of Key Competencies) and the OECD Recommendation on key competences of the European Union are, in fact, a political program that identifies the key skills crucial to live responsibly and consciously in a global society.

Second, the paradigm of skills is linked to the crisis of educational systems and in particular curricula and disciplinary organization of curricula.

The experience of OECD / PISA, for example, made clear how the knowledge you learn in school should be useful to solve problems encountered in everyday life (problem solving): The concept of competence is the bond that tends to fill the distance between the knowledge learned in school and knowledge that are mobilized in daily.

The development of a Europe-wide system of key skills is pursuing the logic of national political and cultural unity through a common body of knowledge and research to provide educational units to national education systems. The EU documents outline key skills such as ideal attitudes of European citizens, this skill appear to relate more to the future, the construction of citizenship, than to the present. The preamble to the Charter of Fundamental Rights states that the Union "places people at the heart of its activities" in a table of shared values form the basis of coexistence such as democracy, tolerance, freedom, equality and solidarity, pluralism, autonomy of the subject, the principle of subsidiarity. This is the core values that define the "active citizenship" and it's also the target detectable in the process and institutional reform laws initiated in our country since the second half of the nineties.

Skills for active citizenship are based on a vision of school as a learning environment (not just teaching) interacting with the social system of the territory. The Commission document insists on key competences, in fact, how skills development is not dependent solely from the school, as it extends beyond school age in the strict sense and as it originates from the life (family, work, community local social organizations and religious, ...).

However, the school and formal training areas are identified as the privileged environment where work in generalized form.

The European framework of key competences for lifelong learning is structured, as is known, in eight areas:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship, and
- 8) Cultural awareness and expression.

The first four areas of responsibility are more easily generated within the educational institution and integrated with specific knowledge skills and address. The second group is made by four powers, difficult to integrate with traditional knowledge and skills detectable in schools. While the first group of skills is the immediate identification of specific subject areas (mother tongue, mathematics, community languages, science, computing) for the second group the call is less evident and leads to reflections on the reference values for citizenship active.

As anticipated, the paradigm of skills takes place as part of resolving the crisis of disciplinary curricula vertical. The epistemology disciplinary crisis is to be found in the failure of progressive pedagogy

engaged on issues of equal opportunities and “fighting” early school leaving. In recent decades, the educational gap between social classes remained unchanged, despite the rhetoric of reform and pedagogical innovations. Scientific research of the twentieth century, in particular, has shown that knowledge is subjective and is crucial in learning the subject and its jurisdiction. This is not a review of programming discipline but a real exceeded sequential curriculum in which knowledge is presented and studied in hierarchical order and organized fields of knowledge among their subordinates. An example of this paradigm is, for example, the idea that vocational training after general training.

It is, however (B. Bernstein, *Symbolic Control and Identity: Theory, Research and Critique*, London, Taylor & Francis, 1996, *ibid.*, Educational codes and their mode of practice (Italian translation of the introduction of Bernstein 1996) in the Democratic School, No 1, Florence, Le Monnier, 1997.) to develop a system where knowledge is integrated in a relational way that the concept is to rise above the content, an approach that turns completely traditional theories of teaching into a learning context of a network of interactive exchanges and cooperative environment.

Ultimately, the key competencies for active citizenship are an attempt to overcome the theory of curricula, structured on the sequencing and disciplines, to arrive at a system that, having to combine with programming skills will have to cope with their the complexity of school-extra school, disciplinary-interdisciplinary, classroom-laboratory, formal-informal, reversing the logic of the curriculum that are formed first and then apply the knowledge. It is on this basis that we need to build the skills of European citizens.

3. References and opportunities of recent legislation on territorial planning

Italian Law No 53 of 2003 draws a unified education system, albeit in two subsystems (the system of high schools and vocational education and training system) within which institutions that should ensure basic levels of performance are able to provide “all the right to education and training for at least twelve years...”

In this context, the Region, under its legislative powers (concurrent system of high schools and exclusive system of vocational education and training) is required to provide logistics initiatives and structures that ensure each student support initiatives, enhancement and enrichment of learning and the ability to move from one location to another, both within each system from one system to another.

3.1. A new frontier for the educational system: the right and the duty to education and training.

The entry into the Italian education system the concept of right and duty to education and training opens a new frontier for the education system and says a new culture of citizenship rights which results in the opportunity for every young person to achieve at least a title firm, national and European value, useful to the integration into employment or further study.

Legislative Decree 76 of 2005 Article 1 defines the law - duty as an extension of the concept of compulsory education drive leading to compulsory education obligation training.

The new legislative framework, consistent with the Constitution, intends to meet the educational demand expressed by the company that requires a continuous learning process, comparing the constitutional principle of compulsory education with the need to create an education system that leads to success in studies and in life.

Not only, therefore, the right of access to education and training, but in the perspective of lifelong learning, to achieve results consistent with the plan of life of each citizen.

The "traceability" of paths

To support the objectives outlined first, the same D. Decree 76/05 provides for the establishment of a system of registries, national and regional, that collect data on schooling, training and learning of

individual students from the first year of primary education by ensuring that all the information allow the traceability of schooling and training of individual students.

These objectives open new scenarios in action learning, teaching and service system for tracing routes means confronting the phenomenon dispersion with new paradigms and reveals, therefore, the problem of incomplete information present in existing databases.

On the other hand address the issue of dispersion penalty proceedings as if the social system was not subject to evolutionary processes and everything was settled and immutable, as it would avoid confrontation with reality. This fact brings out the topic of the evolution of the social demand that has to reflect the answers that the educational system provide. The school system in Italy, but also in much of Europe as a community, could not give a full answer to the many expectations that the reform process outlined unable to affect the rate of early and late in training young people.

The dispersion: a problem in constant evolution.

A responsible policy aimed to fight dispersion, its containment and removal, requires a preliminary analysis of the nature of the problem and ways of its manifestation: and then the target of the intervention and the changes in its demographic and territorial.

The dispersion is a complex phenomenon that can not be reduced to the data on dropouts or recovery of the "fugitives." First, it invests equally all parts of the area and selectively affects different segments of the population.

It is a dynamic phenomenon because variable over time. Variability determined by various endogenous and exogenous to the system of education and training.

It follows, first, that law enforcement measures to be effective must follow the evolutionary process, possibly in the form of preventive and proactive, and in this sense, the recovery actions should steady, dropping sharply to those presenting serious illnesses to allow for operations orientation.

In a social context in profound change the contours of the phenomenon are constantly changing quickly. Social changes, changes in the labour market, in the supply and demand relationship, in the processes of innovation and reorganization make the transition phase represent the articulated joints where the dispersion is more difficult to prevent, detect and counteract : "lost" young people, of which we have no trace.

And in this transition phase from school to school (elementary, middle, middle-upper, upper-university), school-work, work-work, the program should be more careful in providing tools and services to persons. In short, law enforcement efforts can not be limited to the 'compulsory education' but the system must investigate the field of training.

An action to be effective must be done in relation to local contexts and is not attributable only to remedial teaching.

Secondly it would be illusory to think of a set policy once and for all. Without the provision of services to people and structures (institutions and service providers) the system is likely to continue to produce dispersion that is hidden gravity equal if not superior to simple neglect, as difficult to detect and investigate.

Indicators on early school leaving.

We must therefore reach information coherent on the phenomenon that goes beyond the scope of education and even for elements of comparison with European benchmarks defined in the Lisbon strategy for 2010. One of the five benchmark is reduced to by 10% the share of early school Leavers. The indicator measures the proportion of young people of age between 18 and 24 who are in possession only of the degree of secondary grade and not attending any education or training. It differs from the normal dispersion indicators at the national level that relate to the years of schooling. However, even if it relate to the period of schooling, the dispersion is not identified exclusively with the abandonment studies but is determined interweaving between failures, irregularities in frequency, delay, repeaters, power frequency. In our country we are not able to have integrated data across different systems, homogeneous and comparable from the phenomenon. To have more complete analysis of elements we should create a regional information base including the data of the education system, state and equal, vocational training and apprenticeship system and provide a set of indicators that give the measure of abnormality of the

processes training, especially during transition between cycles.

The information we have, moreover, are not adequate to address the issue of dispersion in its broader aspects, mainly because lack of data disaggregated at local, provincial and sub provincial.

Knowledge is inadequate because the analysis focused mainly on the final leg of the route, as if enough "fill" the container of the school system. The fact is that in 1999, before raising the introduction of compulsory schooling and compulsory education, almost 95% of middle school graduates were enrolled in secondary paths, this is a clear sign that demand for further training, targeted to achieve a professional qualification or diploma secondary, was now an accepted fact in society. Would be than more fruitful to focus on the means to make young people continuing their academic career, rather than the "all in". And if the system is not attractive and responsive to the needs and expectations of these young people are fleeing from the system and not enough (maybe even need) the administrative and criminal penalties. Need a database which will improve the functional analysis of the path of each student. A data warehouse organized to allow the reconstruction of the whole school curriculum and training of cohorts until a demographic in the workplace and beyond.

And finally must consider the heterogeneity of knowing that you have. In Italy the situation of local knowledge, regional, provincial and sub provincial are significantly different and this is reflected in general, their environmental and social situations. One thing is to investigate the phenomenon in large metropolitan areas and another thing is to do so in suburban areas and farmland. Although in both cases, for example, data on mobility could create discomfort and difficulty. But this is, obviously, different factors affecting time and study time. As the structural conditions of social organization leads to different choices in the demand for education, with radical differences between provincial areas and surrounding suburban areas, the analysis of the choices of secondary paths and the relationship with the outcomes are, for example, factors that should be investigated to allow guidance initiatives, programming supplies, to build structures and preparation of interventions on mobility in provincial and suburban areas.

Differences in suburban areas are often determined by the exclusivity of the offer: small towns where there's only one type of path, high school or vocational-technical institute. These areas needs an offer that compels uniformity in training for young people in the transition to working life.

In short, the programming of Larsa in the territory must be supported by a database of functional activation of integrated policies in a way that serves the development of information services to various institutions, focusing on local action plans to combat the phenomenon of dispersion and, more generally, the policies of the planning of.

Opportunity that presents a challenge to a school system closed and perched on the centralized state, bureaucratic organization and a neo-ministerial stifled any glimmer of development of the autonomy of educational institutions.

The European indicator of early school Leavers and the Italian situation.

The analysis of the European Indicator of early school Leavers, moving from the perspective of lifelong learning, can offer interesting insights into the phenomenon has spread and, more significantly, the policies of training, guidance, and the placement of ' integration of education / training and work.

The European comparison see Italy in the last positions, second only to Portugal and Spain. In 2005 the proportion of dispersal European average is 14.9% and 21.9% in Italy, France and Germany is around 12% in Denmark and Finland is already below 10%.

Interestingly, in the period 2000-2006, Italy has significantly reduced the percentage of early school leavers going from 25.3% in 2000 to 21.9% in 2005 and to 20.6% in 2006. Improvement recorded in all countries, except Spain, and that is the result of our testing of three-year courses of vocational training, of which Sydney was a trailblazer, and that affected some 100,000 young people.

If you pass the benchmarking of national data shows a deeply divided country: the Central Regions are close to achieving the target of 10%, while the southern regions and, in particular, the Islands have levels of dispersion real drama. In Sicily and Sardinia on 30% of people stop at the middle school, that percentage stood at 27.7% to 25% in Puglia and Campania. Values which are unlikely to allow these regions to reach the European target over the medium term.

On the other hand shows that in more industrialized regions in the percentage of young people who stop to the diploma of secondary level, although below the national average, is still far from European benchmark 2010: Lombardy stands at 20% Piedmont and Marche around 19%. In these cases, abandonment studies can be determined by both immediate vacancies for young people in licensed media, and by the fact that these regions have a consistent and qualified regional vocational training which has enabled many young people achieve, at 16-17 years, professional qualifications and short-term securities that are not recognized as after middle school recognitions. Interestingly, the data of the Autonomous Province of Trento, where there is a system of structured training, stands at 9.5% and fall under the benchmark of Lisbon 2010.

Briefly analyzing some data related to the Italian Ministry of Education "The school dropout, basic indicators for the analysis of the phenomenon, 2004/05 school year - data are still not much changed - we can deduce that the phenomenon should address dispersion with new tools linked to local contexts. The failures of students' increases with the level of education increased from 2.7% of middle school and 11.4% of secondary grade.

The greatest difficulties occur at the beginning of courses. In fact, the number of failures in the first year of middle school is 2.9% and first year of secondary education stands at 18.1%.

The data reported to the school show a state of apparent normalcy for all the indicators. If the number of withdrawals is negligible, however, the percentage of failures is particularly significant in the second year, reaching the figure of 3.6%. Although 99.7% of admitted leaving examination cycle resign, over half (63%) obtained a diploma with a medium- low grade, this explains those deficiencies that are the main cause of failures in subsequent studies.

The repeaters are one of the main consequences of school failure and lead to a delay in further education. The rate of repeating students in middle school stands at 2.3%, while in upper secondary 6.9%, with values ranging from 6% in secondary schools (Licei) to 10.1% in vocational schools.

In general, the upper secondary cycle is the one that presents the most alarming results: only one student out of two is promoted to the final ballot without shortcomings. In general, only 48 out of 100 enrolled students complete successfully the academic year. Of the remaining 35% is promoted debits (promotion of students with deficiencies in one or more subjects), 13% is rejected (has to repeat the year) and the final 4% withdrew during the year.

To describe more fully the phenomena of neglect and / or avoidance is worth noting the number of students that are not valued in the final ballot for interruption frequency. Is in this context that we must act quickly: integrating the databases of the school, the vocational training and the apprenticeship. The frequency of breaks detected are classified into two types: formal interruption due to transfers to other schools, vocational training, apprenticeships or health reasons; not formalized interruption due to students who discontinued attendance during the year without providing any reason or have reached a large number of unjustified absences.

In particular, to investigate, to represent the phenomenon at a local level we have identified three classifications of the percentages of abandonment: "high" abandonment level when, out of 100 students, the percentage of non-assessed in the first year for not formalized interruptions is more than 3%; "medium" level if the rates are between 1.5% and 3% and "low" level for values below 1, 5%. Are placed in high-level regions such as Campania, Puglia, Calabria, Sicily and Sardinia, in the medium level the Central regions, Basilicata, Liguria and Friuli and in low level the remaining regions of the North and Marche.

Guidance and customization.

To ensure the educational success of young people with different characteristics and expectations are required new learning tools that require a flexible organization that will recognize the needs of students for an educational project able to finalize the educational activity with a policy both for the success in studies and for the active inclusion in labour force and in society.

The personalization of the curriculum contains a mature debate internationally on the need of a less

uniformed school on one hand and an ample flexibility and autonomy on the other, with personal differentiating curricula. Differentiated curricula represents the gradual overcoming of the theories of curricular planning and is accomplished by establishing a network of alliances in the area designed to enhance the action of the training agencies to find solutions on organizational, pedagogical and educational practices guidance and on motivation to study.

The cultural and professional identity of the student is constructed in this context through the interaction between the school's educational project and the personal one, giving value and role of informal and formal training process of the person.

In Italy the above-mentioned Act 53/03 basis all the action from the perspective of educational training throughout their life where education and training represent a process that accompanies each individual in all his social and working life.

The development of guidance should be able to facilitate the subsequent choices in defining the educational development of young people and, with particular emphasis on post-compulsory education. Training institutions should ensure the reversibility of choices through specific educational initiatives to ensure and assist students in the steps between addresses and between systems.

Customization of training courses aimed at training the whole person and the composition unit of knowledge. It comprises internal educational and training institutions (vertical) and external one (horizontal).

Internal development is delineated from the normal educational activities characterized by personalized study plan, the individual portfolio, the presence of the tutor and its action is characterized by a policy aimed, mainly, to outline the process of educational continuity.

The development is delineated by external guidance and training activities found in context to the skills assessment, needs analysis, training activities, activities defined by employment services, training services networks (schools, CFP, families, volunteers, other ..) and its action is determined by the interaction between institutional autonomy and the development of partnerships and networks between institutions and structures designed to intercept the training needs and to link demand and supply of education and training.

The first marks the identification of educational institutions; the second defines an identity that includes the widest choice of families. Both contribute to the construction of the educational project of each student.

The personalized study plans overturn the traditional educational approach that starts from the general (the predetermination of objectives) to the particular (the student). The personalized plan from the person by bring it to successful training. This is a school project and / or class, which helps to establish the identity of the school teacher, beginning on the needs of pupils, their expectations, their vocations.

The Larsa, grafted in this process is accomplished through building partnerships and models of institutional cooperation, and in this sense, should favour on one hand the connections between local autonomy, the autonomous bodies (schools, CFP, other agencies ..) and families and on the other hand preventive actions that favour the development of self-giving skills, guidance, a value that captures the element of choice as the fundamental educational programming.

A dimension in which there is a renewed relationship between disciplinarity and interdisciplinarity and enhances the relationship between discipline "of the experience" that is, in everyday life, a training tool and complete knowledge of each. Action learning, while using various organizational tools and workshops, takes place in a continuous process, not determined by overlapping of various actions or "segments" of learning closed and separate.

Teaching autonomy connects and integrates these dimensions with organizational independence and autonomy of research and development.

Some aspects of the Italian situation.

The increase in secondary schooling has created a profound contradiction in the evaluation. On the one hand a generic pedagogical progressivism has tried to solve the problem of failure by bending the purposes of education and socialization processes at the margins cognitive aspects. On the other hand, a

transformation of the purpose of school is often confused with permissiveness inclusion, has lost sight of the centrality of the person in the educational process and has developed a system that unfairly leaves out large sections of the processes of learning young: in Italy 30% of students enrolled at secondary school he graduated late, 27% do not even get the diploma. Nevertheless over 40% of young people is promoted with "debits" in key disciplines for branch of study later.

One of the problems most affecting the poor performance of young people is due to the rigidity of the organization and the disciplinary bulimia of the curricula. Curricula of 12-15 subjects, with no flexibility and options, where the student does not choose anything but everything is imposed, not just wishful thinking but they themselves are not serious and rigorous. And it is likely that in such a school each student is "prepared" at all, in the same time and in the same way?

It is a sign of defeat of the dominant pedagogical model that refuses to understand that the school mass can not develop the image and likeness of the school elitist structured of the early last century.

The various forms "repair" (mode bade by more or less general examinations, near the beginning of next school year, on subjects where there have been reports of inadequate assessments) and the possible repetition of the course in case of failure in a single subject so far have emphasized the nature of the discipline focused on recovery and temporal spaces uniform.

And anyway, even with - today - less drastic solutions and punitive, it seems that the problem of poor performance of young people in training is circumscribed only to the lack of commitment or lack of attention to pupils if not, their inability to understand. So the seriousness and severity are reflected in the punishment and rejection.

It's obvious that in a system so rigid there is no space to consider that young people have different maturation times, also determined by interests that are revealed with each passing year. Interests that occur with fluctuations in research of their project life.

The assessment, which is the most sensitive aspect of the educational process, if not understood and accepted by students, may cause a loss in motivation. The point is, especially in a system in which we force young people to attend the classroom, to balance the rigor of the assessment with the learning process that is different from person to person, and which in fact involves actions of the host, accompanying and guidance. The school should ask itself in a position to offer students a range of opportunities that pick up the vocations and training needs of each individual and respecting their abilities and capabilities.

The answer to these questions may be just the structure of Larsa if supported by a system that introduces significant elements of flexibility in the curriculum with the provision of compulsory and optional options involving actions customization of curriculum and professional support to students (tutors) which favours the development of local networks where you can develop laboratory activities, alternating school and work, internships, etc..

Compared with administrative regulations on autonomy, organizational and teaching of educational and training institutions, which define a value of constitutionality, Italy has developed a tendency to limit in practice the autonomy of educational institutions, regions and Local self-government. There is a barrier to defend the bureaucratic structures and limiting the autonomy of teaching and organizational autonomy. This barrier can be overcome only through a trial of local models.

The organization is a vital function for all complex systems, especially when you manage human resources and substantial financial. In a complex system, such as education and training, included in a federal institution, organization is a dynamic factor and can not be defined once and for all. It presupposes that educational institutions can use the space for organizational usability, specifically allowed by Regulation (DPR 275/99) that allows the full realization of educational.

Organizational autonomy is serving educational autonomy: the organization adapts to the objectives and goals are not to bend to the constraints of the structures.

This autonomy enables educational institutions to pursue the expansion of the educational spaces, and contribute to innovations in the judicial system giving the possibility of initiating innovation projects.

This is an important step because it is only on the field of experimentation that schools can play an active role in the reform process and express its power of autonomy. Link the reform process so that real innovation is not autonomist aspirations but concrete work in a certain frame of reference: the laws of the studies, their articulation and durability, the integration of training systems, the processes of continuity and orientation.

In this sense, to allow implementation of a campus branch network and encourage the strong growth of Larsa autonomy.

The network organization could effectively create a strong "contract" that could change any bureaucratic rigidity, which can stifle any glimmer of self through experimentation developments territorial governance policies and report on school reform processes of innovation.

The action aims to develop with the establishment of Larsa, a regional network within the campus, is to address the various issues dispersion, orientation, recovery and enhancement of excellence, linking, so that the limits and the points of crisis in the system are investigated in a unified and effective solutions are identified to foster educational success for inclusion in society.

This is a strategy of gradual, process, leading to the creation of a structure that develops into a system of integration of educational policies, training and work in which regional planning policies are supported by a dynamic information system based on institutional cooperation and interchange of information. A process that requires continuous development and its evolution to follow, as it was for the dispersion, the evolutionary process of the phenomena that we want to investigate.

A key objective will be pursued is to support policies with a territorial system of "monitoring" processes to provide tools for standardization and normalization of information content, and strategies used to define the elements of reference for the reorganization of the Geographic Information System. System that will allow a dynamic reading of information to facilitate the process outlined on customization and tracking paths.

In brief, you should implement an information system whose information services that serve the development of the various institutions are called to carry on programming in the territory of training in relation to the needs and demands of social and productive system.

This means, namely, the construction of a dynamic data warehouse that will enable all players, ranging from individual educational institutions to local authorities to exercise their statutory responsibilities. We exemplify, below, some projects target that can be sustained and developed by the analysis of the information the data warehouse:

- _ Creation of a land registry system, encompassing both the students of the education system and vocational training apprenticeships, etc...
- _ networking institutional resource centres, service centres, local observers to support activities and initiatives for the development of targeted actions in the territory.
- _ Constitution of Campus area network that lets you concentrate on "citadels of study" (also made in areas that may affect neighbouring areas) offer multiple education and technical vocational training, with the establishment of canteens, libraries, Larsa, and planning for a transport system which facilitates the students especially the one that lives in suburban areas.
- _ Initiatives involving families and the training of mediators between schools and families.
- _ Training of professionals in the design of actions for the recovery and development of learning and managing the database.
- _ Increase the information, guidance and mentoring, including through interaction with employment centres.
- _ Larsa: interventions to support and recovery education and training, additional interventions, training and recovery of basic skills and cross sections.
- _ Counselling interventions (reception, guidance and support) in periods of transition, with particular attention to the stages of transition from first to second cycle and the transition from school to work.

_ creating a monitoring and evaluation at local level of learning and training efficiency and effectiveness of the organization.

The function of LARSA in the process of educational innovation

Silvano Tagliagambe

1. Why the LARSA?

So far the Italian school system, and in many other systems of EU countries, most attempts to innovate the processes of teaching and learning through the introduction of new methodologies or technologies were brought forward and implemented without affecting the minimal model organization, how to structure its internal spaces, the conception of time and organization, forms of aggregation, the type of services and deliver products and content to be used in. It is a singular fact. In any workplace, in fact, when introducing significant innovation, which requires a new mindset on the part of operators and organizational models unpublished, is specially created and tested an environment, according to new needs and new style of activity and employees are trained within this environment, knowing that you can't stimulate their familiarity with innovations if you continue to make them work in traditional contexts and the type of organization you want to overcome.

In school, however, while continuing to speak of "good practices" that needs to be introduced and imitate, the places in which to work with networks support and by using the computer as a "classmate" are designed and built as special spaces, external from the normal teaching activities, separated by a very clear line of demarcation with respect to the environments in which it develops, whether laboratory ad hoc, whether it has to do with classrooms equipped. This prevents, or otherwise makes it much more difficult, not only the creation of effective learning environments and learning communities based on networks, but also the interplay between the more traditional modes of teaching and the use of the opportunities that ICT makes available to enhance the effectiveness of learning processes.

There are countless examples that might be made concerning the positive effects of 'invasion' of information and communication technologies in the learning process and that can help us to understand how the resources and the potential offered by them must be available and ready for the teacher at any time in order to make the process more effective in transmission and assimilation of knowledge.

Moreover, to capture and consolidate the students' attention, you must be able to seize any relevant factor for the greater effectiveness of the processes of teaching and learning, and bloom wherever it arises. That's why it is urgent to proceed with testing of school environments in which they are guaranteed the continuity of Internet access and communication systems. The wireless services are currently available, the fact that today's wireless Wi-Fi has performances that exceed those of cable networks, reaching a theoretical speed of 240 Mbps, the arrival of second-generation "broadband", represented by technologies such as the WMAX, the Power Line Communication, digital terrestrial, which allows this potential to extend to all, overcoming this "digital divide" that runs along the inner edge of affordability for first generation of broadband (fiber optic and ADSL), mean that today each institution may, without difficulty, become an environment with the characteristics described. Where there is one computer room equipped you can still get that greater permeability between traditional lessons and effective use of new technologies by adopting solutions that do not stuck the whole "class", but to experiment, for example, for a part time, forms and organizational learning based on "study groups" interclass who work in the classroom itself, using it to turn continuously, on interdisciplinary projects, coordinated by one or more teachers.

To make this large-scale conversion of school environments, however it is essential first to establish on the region equipped specific places in other to develop and test organizational models and methodologies necessary to support and develop effectively and successfully this conversion. These ("testing") places are the Larsa.

2. The key objectives of the institution of Larsa.

The establishment of these specific equipped places and the tests conduct in them must be guided by clear objectives and specific targets that can be easily translated into concrete verifiable results.

A first objective concerns the need to overcome the rigidity of school time, interpreted so as to leave no room for genuine innovation and the strict correspondence between class and the classroom, under which the first can not exist and conduct its business if not inside the enclosure formed by the walls of the second and its space, meant to be seen and understood as a sort of "cage" characterized by an unproductive trend isolation and impermeability.

The inescapable and crucial issue to be addressed is not, as often tends to speak in simplistic terms, to find ways to stimulate the interest of the children and capture their attention, overcoming a difference in guidelines and interests between different generations, that now threatens to become a ditch increasingly difficult to fill. It is not a matter (or at least not only) of participate in linguistic styles and conceptual ways to set and deal with problems but to understand that today the school, as well as society, faces the problem of the status of identity, individual and collective, which becomes increasingly uncertain, it generates, as L. Wittgenstein (different thoughts, en. M. Banquets, Simon and Schuster, 1980) already well understood, a reduction of forces, because "the force of the single is consumed by opposing forces and frictional resistance" and becomes more and more arduous and difficult to understand "civilization (Kultur) as a large organization, which tells anyone who is part of the system where he can work in the spirit of everything, so that its force can be measured with full rights on the result in sense of everything "

Overcoming this conception of culture as an organization structured in an orderly and rigid, in which, for this, and each task is assigned its own specific location, now undergoes an unprecedented acceleration in response to the fact that advanced and complex technological society is characterized by rapid and intense movement of information and a plurality of pulses and data information, often provided by competing systems. We are so in the presence of a context where the need for knowledge and information tends to grow exponentially and in which the field of knowledge of each person tends to decrease with regard to its competence and to extend respect the general framework within which it is located. Consequently, there is first the need to structure the best possible information, the tier that will facilitate maximum retrieval, and secondly the need to update tools and methods of transmission of knowledge, also under the potential of new technologies.

Next to training that can be achieved within a specific environment, such as school, where you take into consideration the cognitive characteristics of individual learning, there is one which is commonly called organizational learning, the result of the inclusion of a single entity in a network of interactive exchanges and mutual commitments between individuals whose decisions are interdependent and work together to solve the same problems. These two types of learning are integrated and complement to each other; as the first one is oriented mainly to the acquisition of knowledge and its forms and modes of communication, to enhance the knowledge transmitted and verbalized, while the second reveals and help secure the know-how and how to decide.

The best place to learn organization it's now a days above all the world of work, across its extent and internal structure, particularly the enterprise. Other places are also particularly adapt to this purpose, like training learning, distance learning and especially e-learning: a synergetic process based on the quality and completeness of information and through the creation of a collaborative learning environment based on effective power of aggregation, organization and sequencing of content.

The LARSA must be conceived and organized as specific locations and activities aimed at:

= Developing the integration of training, implementation of curricula designed in consultation between the education system; with training and employment and implemented with the help of operators of all three systems;
= Implement the analysis in the field experience in e-learning, to be conducted through

active involvement of a sample of subjects who interact with the systems available, directly and indirectly providing the information necessary to identify problematic indicators. Once the factors that contribute to product quality are individuated, the aim will be to test the effectiveness, efficiency and user satisfaction during the use of electronic service through the provision of courses designed for that purpose.

Once implemented, these learning objects should be tested in a small number of schools, agencies, vocational training and business center, all connected networking with local LARSA, in order to test the validity and the emergence of any critical or problematic indicators. This experiment will be followed by teachers tutor designated school or educational institution or enterprise involved.

On the basis of theoretical premises we can identify the fundamental characteristics of the routes to be developed within LARSA and consequently of the activities to be planned and implemented under them:

= Experimental approach to the issue of competencies and related standards released adopt a specific perspective from which to speak a language and shared cross.

Specific and fundamental characteristic of LARSA must be to serve as a metasystem reference (as opposed to education, vocational training and work) in which all members can identify and where they can seize and develop the elements common to different approaches to education adopted by the systems involved;

= A strong integration between the dimensions of knowledge, skills and ability to be aimed at achieving effective circularity between theory and practice, to combine the need to guarantee always on one hand, education and training with a strong attention to the application of knowledge (the ability to apply knowledge in real life), on the other hand the ability to work understanding deeply the reason of our acts. The first distinctive feature reflect specific objective to aim for a holistic education and unity of the person, aimed at enhancing personal skills such as:

_ Self-awareness;

_ Communication and relationships with others;

_ The provision autonomy, responsibility and problem solving;

_ Compliance with organizational rules;

_ The willingness to learn from experience and learning to learn.

_The Verification of theory through practical experience and the ability of practical application of teaching in other contexts as a prerequisite to promote a change in the attitude and a versatile nature, even within very specific locations;

_ A method of interaction and integration between locations, which addresses the real possibility for the recognition of credits for the transition from one address to another study, also based on the knowledge and skills certification, work experience and gained the broad study, and vice versa. This methodology will be developed and implemented to ensure that no path see foreclosed the possibility of a direct transfer to other routes, both horizontally and vertically;

_ The combination of stability, which is necessary for the construction of a system that present an offer with a recognizable thickness, and flexibility, in turn essential preparation of a bid that takes account of trends and needs of young people and the world of work. The ability to design pathways, characteristic of vocational training, will help ensure compliance with this condition.

3. The models and reference experiences.

The LARSA represent the characteristics enucleated, an adaptive learning environment for innovative and largely inedited. By the way their institution may be inspired and guided by some guiding principles that are now emerging as crucial for the rethinking of education, in particular the reference to the body and

motor patterns, as the emotional field of interest and intervention specialist education importance not less to purely cognitive enhancement of operational size and nature of design knowledge and collaborative practices supported by information technology and communication.

On the basis of them can be identify a good starting point in understanding the processes of teaching and learning to retrieve and make their features apprenticeship experience. This, for example, the sense of cognitive apprenticeship model, proposed by Allan Collins, John Seely Brown and Susan Newman (Cognitive Apprenticeship: Teaching the Crafts of Reading, Writing, and Mathematics, in LB Resnick (and .) Knowing, Learning and Instruction. Essay in Honor of Robert Glaser, Hillsdale, NJ: Erlbaum, 1989, pp. 453-494. Trad it.: in C. Pontecorvo, AM Aiello, C. Zuccheromaglio (ed.), The social contexts of learning, gaining knowledge at school, at work and in everyday life, Ambrosiana, Milan, 1995, pp. 181-231), and then taken up and developed by Jonassen (Designing constructivist learning environments, in CM Reigeluth (ed), Instructional-designtheories and Models, Ed Mahwah, Lawrence Erlbaum Asso. Publishers. NJ, 1998) within his theory of constructivist learning environments the term "apprenticeship" should not be understood within the now usual: it refers instead explicitly and programmatically, the path of learning that took place in the workshops of the Renaissance or, with regard to times closer to us, a laboratory of computer science, ie an environment where the learning process focuses on the presence a teacher or a trained companion that shows those who must learn what to do, triggering a process of imitation. It is thus to create a shared experience, whereby learners can benefit from a framework of support that fosters growth and development of perceptual and cognitive. The "workshop" in this case may benefit from the powerful new tools provided by information and communication technologies (ICT) to help create learning environments that allow you to play and emphasize the trusses and complex, rational and emotional characterizing cognitive processes according to the scheme here proposed, the processes through interactivity permitted by these instruments, taking explicitly becoming more readily observed, recorded and analyzed.

As the traditional apprenticeship, the practical and cognitive apprenticeship are based on three moments:

- _ Observation
- _ Structure
- _ Increasing practical capacity

Unlike the first, however, the second aims to strengthen the capacity of learning to learn, that is what Bateson (Towards an Ecology of Mind, Simon and Schuster, 1976, pp. 303-338). called "deutero-learning", therefore concentrating its attention on processes and metacognitive skills. To this end, the expert put as his priority to shape and structure the perceptual activity of the beginner, suggesting situations in which it can draw from observing the overall behavior of those who guide not only comparisons with respect to how to tackle and solve the problems of the offer, but also the immediate assessment of the effectiveness of the solutions being put into practice. The cognitive apprenticeship becomes as part of the challenge of how to solve the problem for the student and developed through constant comparison of structured actions and intervention of the expert facilitator and "moves" theoretical and practical whoever follows him, which is then urged to continue to think critically about what he is doing.

Instead of addressing the problem by applying the default content is already organized, learner therefore started a research tools and resources that must have to finding an effective solution and knowledge needed to successfully complete the task that has been entrusted. To respond to the proposed problem has many possible solutions, assume multiple criteria for evaluating them and be motivating, interesting and meaningful.

From apprenticeship traditional cognitive mutual four key stages to promote competence expert:

- _ The first apprentice observes the master shows how to do and then imitate the (modeling);
- _ The master continuously assists the beginner, it facilitates the work involved as necessary, directs attention to one aspect, provides feedback (coaching);
- _ The teacher provides support in terms of incentives and resources, pre-tax work (scaffolding);
- _ Master progressively decreases the support provided to leave gradually greater autonomy and a growing

area of responsibility to the learner (fading).

Among these stages should be particular emphasis given to the first, namely the modeling, which can be either behavioral (how to meet and perform a certain task) and cognitive (as develop and articulate an argument).

These basic strategies are complemented by other such as the articulation (it encourages students to verbalize their experience), reflection (the beginner is induced to compare his own problems to those of an expert), exploration (the beginner is pushed to solve problems in new form.)

May be inferred from this approach the overall design principles for new learning environments, which may be defined as places "where learners can work helping each other using a variety of tools and information resources in guided learning or problem solving "(BG Wilson, Constructivist Learning Environments. Case Studies in Instructional Design, Educational Technology Publications, Englewood Cliffs, NJ, 1996, p. 5.)

The important thing is to create a learning environment which fosters participation and involvement of the educational processes and will promote mutual cooperation and interactive exchange between them. As noted in this regard Jonassen, which bridges interesting and significant between the cognitive apprenticeship and his theory of Constructivist Learning Environments, design and create a learning environment that meets these characteristics, and may thus legitimately be called "constructivist" is much more difficult than designing a series of educational traditionally understood. "This is because there are no templates for constructivist learning environments, and many may not even ever exist, because the construction processes of knowledge are always included in specific contexts.

Thus the types of learning support programmed in a given context in all likelihood will never be transferred to another "So he merely outline a series of key recommendations that a learning environment of this type should always promote:

- _ To emphasize the building of knowledge and its reproduction;
- _ Avoid oversimplification representing the complexity of real situations;
- _ Present authentic tasks (context rather than abstract);
- _ Provide learning environments derived from the real world, based on cases rather than instructive predetermined sequences;
- _ Offer multiple representations of reality;
- _ Promote reflection and reasoning;
- _ Allow context-dependent development of knowledge and content;
- _ Promote cooperative construction of knowledge through collaboration with other social and negotiation.

Within the same theoretical matrix cognitive apprenticeship moves testing implemented by the Cognition & Technology Group at Vanderbilt (in TM Duffy, DH Jonassen, Constructivism and the Technology of Instruction in Conversation, LEA, Erlbaum, Hillsdale, NJ, 1992, pp. 77-89) on generative learning environments. It starts from the premise that the knowledge learned in school curricula, as generally abstracted from context, is intended mainly to be "inert" in the sense that students are unable to actively apply it to other contexts. How to remedy this shortcoming, the international OCSE23 survey also shows that we propose a line of research and action that enhances a type of education anchored or located in, ie the problems are first presented through the illustration of authentic situations , meaningful, drawn from real life. Students are placed in this situation and encouraged through group discussion, to envisage various ways of personal solution (and as such environments are generically defined), then with the possibility to compare their predictions with these arrangements or solutions put forward by experts in different contexts.

Thus the types of learning support programmed in a given context in all likelihood will never be transferred to another. " For this he merely outline a series of key recommendations that a learning environment of this type should always promote

These experiences and these models can provide useful reference points for the establishment and the organization of Lars.

4. The systems approach to training.

The experiments to be conducted within LARSA should be guided by an approach systemic under which the process of training is considered as a whole. This is a particularly important aspect, because it is behind the trend that is emerging and is becoming more and more decision to consider any inappropriate instructional model that assumes that we can proceed "summed up" or "in addition "piling on one another, randomly and without a precise plan and a coherent project," pieces "of different training.

To acquire this new framework we can not proceed "summed up" or " addition", as mentioned before. Instead, you must proceed with a policy of subtle intersection of joint, organizing and putting into practice the training processes based on a comparison of different perspectives and experience, even within those processes, strategies of complex interactions, similar to those which are made possible precisely by the growing general diffusion of simulation technologies, even in the humanities.

The processes of teaching and learning, of course, can not do without the specific contributions of individual disciplines, which are the stones of the bridge is made up by these same processes, and without which there can be no integration: but it is the latter form the "line of the arch, ie give structure, internal organization and logical link to the collection of materials, subject to those processes, turning them into that vision and culture systems" that are now essential to address with any hope of success, not only the world of work, but life.

The prospect of training to base the testing LARSA must begin with an assumed well-defined and clearly set out: to consider the specification and setting interdisciplinary approach, based on the recognition of the need to work not for addition or complication, but by integration.

5. The disciplinary boundaries as interfaces and routes.

About this systemic approach, to put behind the organization of Lars, is useful to remember that any attempt to introduce elements of innovation, especially regards teaching methods and contents that incardinate processes of teaching, has often been meeting more or less direct and explicit, the complaints and resistance to severe "border guards", who assumed the role of a relentless "border police" intended to prevent teachers to break lines demarcation between the different fields of knowledge.

If the learning process must be understood as a system that has been said, that an organized whole, one might wonder if - for example - the actual arrangements for compilation of the school respond to this need for systematic, and are then guided by a "logical link" aimed at avoiding leakage of knowledge, or are instead the result of choices and contingent needs and then stating an external logic to the needs of the learning process itself, rather than inside it.

Is it useful in this regard refer to the analysis of the time is now accredited by the most recent achievements in the field of scientific and philosophical, which increasingly tends to highlight the importance of the ability, unique to higher mammals and perhaps only humans, and therefore to be considered specifically psychological or mental, of "sewing" together and hold together in a single act self-conscious, temporally successive events, and therefore each temporally separated.

The conscious experience or perception of a sequence is thus constructed by connecting in series one individual moments of quiet and recognizing something new element of the newly abandoned, so that it is not only possible but necessary transition from another. In order to manifests the ability to synthesize, in which the perception of succession consist, there must be some pretext to establish a minimum of continuity between events and later to fix them within a cohesive framework. We may wonder if the quick change, with just the detachment of the classic sound of bell, an hour of Italian in a math or physics

is able to provide this footing and to ensure that the student is able to give that undermine sense of continuity to his/her morning class.

Besides all in this time scheme there is no alternation of rhythm, slow fast, doesn't variate depending on the contents, methods, activities and needs of students, so often trumpeted and the purported shift of focus of the school processes of teaching to those learning a limit here seems to be insurmountable, since the school day, rather than on the basis of time learning, is built to meet, especially, the needs of time teaching and overall organization of the institute.

What might be, then, viable alternatives to this way of managing time teaching?

To answer this question maybe we should refer to the example of the structure network, which in addition of being hierarchical, has the additional merit of presenting itself as a pragmatic universe within which the use, the exchange and the sharing of texts are acted by connecting not only between disciplines, knowledge, arts, but also between different perceptual and cognitive styles and often heterogeneous and differentiated between symbolic practices. Even reading and writing are mademore closely correlated and became increasingly interconnected, and yet remain autonomous, are not confused, as they are increasingly asked to communicate their private and public, through the spread of blogs. The establishment of a material level of correlation and communication between all these dimensions creates a huge improvement, we make available a fact that greatly increased demands tools, links, allowing not only the passage from one dimension to another, but also especially the use uniform, from a temporal and spatial processes that would otherwise possibly overwhelming perception.

The text resulting from this concatenation, whereby the one thing on the other, is therefore a process in which the sign is not something representative, who "stands for" something else, but takes a pragmatic dimension, as it does something, makes something else, based, as it were, and establishing another text, giving it a new beginning, or, rather, making "enter" physically in a background against which the first was in a state of more or less pronounced estrangement.

The organization of teaching, in addition to reflecting the traditional sequential pattern, should aim to reach these forms of coexistence and coordination between different disciplines, among which should be able to establish greater cohesion. It is therefore important to be able to find additional ways convincing than the traditional organization of teaching work in classroom, where teachers follow one another, often without any contact with each other and with no real collaboration

This means in practice to find alternatives to lecture, testing modeorganization of teaching exploiting the opportunity by the students to do group work and conduct experiments in disciplines typically experimental, to communicate, work together to exchange ideas, discuss and investigate. From this point of view is well to remember that the class is an administrative unit, not an educational group, and in terms of education might usefully be brought forms of partnerships that offer students a relevant work with a variety of contexts and situations with their training project. In this respect are mentioned, in addition to the "open" classes already experienced enough, especially in primary schools, to reconstruct the classes with teachers teaching together to foster a truly interdisciplinary approach, the "groups of level" and "large" classes. The first groups are organized in relation to objectives, partial and variable training and therefore are not stable throughout the year, but follow the trend of learning processes and their results, the second match of common training for several classes together, and then for very large audiences of students, which, if properly designed and organized, can present a great advantage in terms of education. But there may be many other ways to manage temporary working groups during the year and specific laboratories, it is important to set clear objectives and fit them into an overall design strategy.

It therefore seems essential for a genuine and effective process changeteaching and learning, come to define and structure, within LARSA astesting environments, newly designed spaces, open and flexible, to stimulate andenable an effective way of cooperation: places, real and virtual, which gives thecollaboration between teachers, the establishment of team work and the variety of information resources and

educational methods their fundamental advantage. If designed and constructed to include an appropriate and positive programmatic link between theoretical and technical/practical they can "hit" the dual objective of reducing the excessive fragmentation by regulating and promoting the enhancement of skills that comes from knowing how.

The strengthening of these groups and their mutual cooperation, including Internet, may also, ultimately, facilitate the establishment of a training network between different schools, but also between different actors (autonomous educational institutions, vocational training centers, companies) in a designed unit system that has at the same time an educational and social value.

6. Conclusion.

The establishment and testing of LARSA responds to the pressing to ensure that the system of education and training is placed in a position to compete with today's radical changes that are increasingly affecting the manufacturing processes and job functions. These changes demand the possession of a culture system that will connect and supplement each other's knowledge through the art of organizing their thoughts, to be able to connect and distinguished them.

On the one hand it is a matter of stimulating and encouraging natural human intelligence, giving it the ability to contextualize, and on the other hand the ability to globalize (inscribe any information or knowledge in the specific area, and to identify common characteristics in different fields, so that general ideas can be applied to very different situations between them, revealing the similarities a priori unthinkable).

In this context the so-called essential knowledge (languages, computing, education for citizenship, science, technology) are the basis on which to build a modern educational system in contemporary developed societies, and make it become one of the most important factors in supporting growth.

However, we should reiterate that the establishment and articulation of this renewed paradigm of knowledge alone can not ensure such a result. It is equally essential to a deep change of the organization of the school work to enable effective personalized learning and a full match of the specificities that the education system should take into account.

The modern society is based on a technology that requires a production of an always new knowledge that creates great changes in working life. The work today, and increasingly in the future, is based on the flexibility of functions, on increasingly large communication skills, full mastery of the technology infrastructure. Such work requires (and determinate) cultural and cognitive skills that can lead to analysis, diagnosis, planning decisions and consequent actions. These skills must be integrated into a systemic framework far from a partial vision of the final purpose (mission

In other words we need to ensure that knowledge workers can be equipped with, as well as a highly competent professional, autonomy and decision-making capacity. In Europe every country is, not surprisingly, trying to reorganize its educational system to help build a knowledge society more dynamic and competitive

Last but crucial point that needs to be highlighted. The set of results and reflections on the points on which we focused here aimed to link more closely and marked knowledge and know-how, which not only need to enter from the beginning within the path of robust training doses, in tribute to the "Operationalization" of knowledge to which we referred earlier. It also necessary, on the other hand, once released from this location, not to concentrate all its interest and all its efforts on operational capabilities acquired, as it is too frequently done in working or training, but the applicant, provide for periods structured as "back to study", to continue to do the necessary virtuous mix between what you do and what you know. And this is actually the profound meaning of "long life learning" which, not surprisingly, the European Union speaks in all its documents.

The Larsa : A tool for customization

Dario Nicoli

Knowing how to act, laboratories, personalization

The Larsa - Recovery and development of learning laboratories - are learning solutions that allow you to customize the training based on the specific needs of recipients, thereby allowing greater flexibility of pathways and application of teaching methods appropriate to the person.

This solution reflects three basic methodological assumptions:

1. the reference to skills or "know how to act."

There is no learning in the repetition of verbal expression or gesture, but it takes appropriate and relevant skills of the person within real settings that offer the pupil problems and tasks they are called to take responsibly, leading to outcomes supported by reliable or effective demonstrative evidence and feedback (Bottani and Tuijman 1990, 25).

Skills, in this context, not simply represent know-how, but knowing how to act and react, which gives real meaning and motivation to things learned and usable in various fields in which knowledge come to life.

The knowledge must necessarily, therefore, focus on essential knowledge and skills, those which help to generate new learning and which are therefore learned rigorously.

For this reason also it is necessary to address disciplinary knowledge to the attainment of skills so that the potential of heuristic knowledge that is acquired and mobilized by the recipients.

2. Teaching workshop.

Concentrating on the teaching group class means to limit the chances of learning. Indeed, the class group is less a socio-psychological homogeneous and also allows you to develop only methods of teaching by transfer of standardized and repetitive knowledge. The reports into the class are necessarily stereotyped as they tend to focus on "minimum target" and finally the methods used tend to repeat and dispersion of time that the student is perceived largely as a source of boredom.

Teaching workshop, by contrast, allows you to place the learning process in a new context based on the equal and cooperative relationship between students and teachers within a perspective in which learning becomes work. The course thus assumes the form of dialogue, research and discovery conducted together so as to overcome the mere mode of transmission to allow the opening of new avenues of knowledge and production of various materials.

The learning laboratory designed to make students acquire knowledge, methodologies, skills and teaching skills be able to be measured. This is possible only in school but is out of the traditional teaching and learning process (Lajolo L. 2003).

3. Customization.

Customize report means the training to the specific requirements of the pupil personnel, implementing different ways of acquiring knowledge, skills and competencies, based on personal characteristics of students: learning styles, study methods, characteristics. The customization does not happen only in a group class, but provides flexibility in the aggregation of groups of students: class groups (for certain purposes), group level (for other purposes), interest groups, workshops, etc... The Group class represents a group of more than a social learning group, and only when groups are "objective" students learn best. The concept of customization, which should not be confused with that of individualization involves the adaptation of training to the individual (for example in cases of students with disabilities), always requires an analysis of the needs of the subjects, that lead to different organizational arrangements for groups, which may vary depending on the learning objectives (Chiosso G. (2002).

Two strategies

If we try to give a vision for teaching materials and evaluation of EU countries, it is clear the prevalence in Italian teaching practices, the approach based on traditional curricula, basically inert, while teachers are constantly oppressed by a quite disproportionate amount of knowledge to give (transfer), so that the "completion of the program" is a constant concern of their work. This is a relatively inefficient way of doing it makes it even more the limits of teaching for transfer, creating problems and causing barriers to learning that are so insurmountable.

The methodology for Larsa could be taken before this state of affairs, according to different strategies:

1. *the "recovering" strategy.*

Until now seems like the Larsa has been used to cover all the fields left uncovered by the traditional inefficient educational system. Thus, we can say that the use of Larsa born precisely from the impossibility of change the normal pattern of things. Also in this perspective that places the practice of creating moments of laboratory resuming on the sidelines of the curriculum, on topics closer to the interests of students and in any case with the ability of teachers to develop a more conversational style, and students to develop a more personalized learning path.

2. *The innovative strategy.*

This is the approach of those institutions that decide to give life to Larsa to try new teaching methods so as to focus limited experience to change the state of things. The introduction of these tools makes it possible to experiment with more flexible modes of organization of school time, to vary the forms of teaching that can accompany becoming in the process of discovery and construction of knowledge, to encourage more proactive involvement of the students, to make possible relations closer, more friendly and encouraging (Franta and Colasanti 1991). In this perspective, which requires the direct involvement of teachers in curricular activities for the recovery and investigation made possible a close link between the project - the Larsa - and common teaching areas. It may well discover that laboratories recovery help develop more effective methods of learning and therefore deserve to be passed in ordinary education, and that insights there are tools that allow you to consolidate acquisitions so-called "core".

It is clear that Larsa have an innovative potential that can not be wasted. The focus of change lies in the methodological shift from teaching "inert" to a more vital teaching extends beyond the mere transmission of content to start a practice of building them, so that students are masters of their educational road.

We do not intended to replace knowledge with skills, but to make the first vital, overcoming the inertia of traditional curricula. This is possible if you proceed as follows:

- select from the mass of encyclopaedic knowledge that knowledge and skills that are actually decisive for nonessential and personal growth.
- reflect more the transition from teaching to learning, a process that can not be entrusted to a kind of educational determinism or the alleged value of evocative words,
- change the mode of learning focusing on active processes that mobilize the operational value and even emotional (even mathematics can be fascinating!) of knowledge,
- introduce a learning focused on real tasks, carried out in laboratories, where they develop courses not necessarily linear but based on core knowledge of related processes in the reality
- involve students in assessment practices, making explicit the criteria and parameters of response, thus creating a real learning community that meets the terms of the task and carry out a full educational co-responsibility
- seek support outside the school context that demonstrates convincingly the usefulness of what you learn in school.

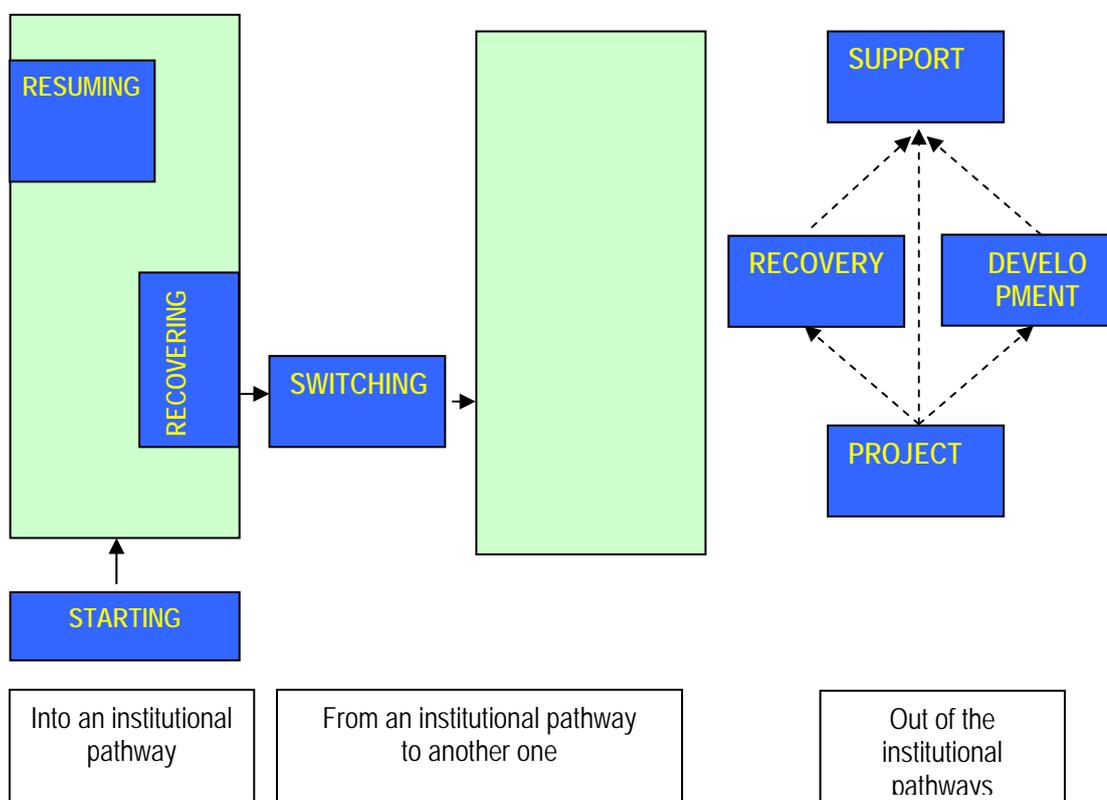
The Larsa help to focus each person's learning and solicit potential through more active and a small group, so as to prevent separation between "base" and "height" of the curriculum, a factor that prevents the connection process and activation as important to consolidate a successful training.

It is here that we capture the sense of “pedagogy to success”, an expression which means an educational approach that aims at maximizing the potential (talent) so that people become responsible and all acquire the “knowledge of Citizenship” in the personal project framework. The success of which we speak is not related to a license or certificate, but the life project of the person that is learning, in all its components cognitive, emotional, operational, moral, spiritual, aesthetic, or in full within a unitary perspective.

Types of Larsa

The Larsa are modern educational systems methodologies that seek to educational success or to make possible the success of the project life of the person learning, understood within a unitary perspective or in full of all its components (cognitive, emotional, operational, moral, spiritual, aesthetic ...). Success requires a take-over training, reading / understanding of personal talents, knowledge of reality, the identification of a desirable destination and a way to follow, the elaboration of criteria to guide the way that we are choosing in life.

We present below an outline of the possible types of Larsa.



From the table it shows the presence of different types of educational workshop, depending on their location in relation to training:

- There are Larsa that acts at the start of each institutional paths and are intended to overcome constraints and obstacles to student groups that can receive greater advantage and opportunities available (this is the case, for example, barriers language);
- Then there are Larsa arising along the way and allow you to retrieve essential acquisitions for the rest of the way and that person may have acquired previously;
- Next to them, always along the path we find Larsa moving from one location to another, thus allowing not only a "realignment" of the person in relation to the contents of the destination path, but also to foster an impact accompanied the new group class, something that is often critical;
- Always along the path there are Larsa that are useful to address more deeply a particular field of

knowledge, best developed in the form of tasks that lead to significant products;

- Outside the institutional paths there are also other activities that we call "unstructured Larsa" as they can outline of training non-conventional, centred on a promotional approach that goes for tasks which represent stages in a process of growth that is gradually developed and evaluated according to outcomes that emerge and opportunities that open.

If we look at the nature of the intervention you can identify the following four types of Larsa:

1) Recover

They are aimed at those without the initial preparation required, or that are in a position of difficulty along the learning path.

Scope

Learning activities are located along both the beginning and training, aimed at people who have significant weaknesses that prevent the continuation of the process.

In the case of the beginning, there are often subjects such as cultural language (Italian and English), maths and science that represent the main barriers which will tie up many people. In these cases the problem is not only a lack of knowledge but also a somehow demotivated and disillusioned approach.

Other than that there is an increasing in the required Larsa of Italian language for people from different linguistic stocks, but in this case there is a specific reason to learn because the possession of language is an indispensable tool for integrating and access to various opportunities offered by the context.

Along the way, interventions are needed when, at times not irreparable, there are detected deficiencies and gaps which can then be retrieved through ad hoc training.

Methodology

the intervention provides a flexible package of hours to devote to recovery.

Furthermore, activities are structured around real critical points of the learning process:

- In the case of the Italian language module are useful learning tools through fast connections between words and figures, games, dialogues, complete texts, preparation of papers;
- Also for the English language you can use a variety of methods, one focusing on fun, the interaction, the "get involved" so as to overcome the language barrier of a psychological nature, then the deeper aspects and Morphosyntactic grammar;
- In the case of mathematics we should use active type learning methods and tools, based on connections, demonstrations, discoveries, but we also have to say that such practices are even less common due to a strong traditionalism of the teaching methods of this axis culture for which it is privileged algebra.

Attention

the Larsa recovery should avoid creating gaps between groups. This requires a close link between the routine activity and recovery activity: this is easier if the teacher is the same person who and put in place Larsa more active by engaging methodologies and create relationship based on the encouragement. The Larsa recovery should not be thought of as "regression" to teaching activities but as a recovery method concept through their application to the field of knowledge.

2) Resuming

Reference to subject areas and / or areas of personal interest and social relation in which the students express a deep interest with dossier preparation, research monographs, project work, experiments ...

Those Larsa are suggested to those people who has an adequate level of proficiency and wish to proceed further towards excellence.

Scope

The study is a crucial moment in the learning process if you want to switch from the mobilization of cognitive faculties to the other intellectual faculties that appear to understand, apply, analyze, synthesize, investigate, build, assess, and reflect.

In this sense, every time you want to move from a purely cognitive level of learning to a real mastery of knowledge, there is a need of put in place a workshop that allows students a way to deepen subjects. In this way you can achieve an excellent education in the specific field of knowledge.

Methodology

There are three ways in which you can set up a “resuming Larsa”:

- 1) A laboratory supervised by a teacher in which he/she discusses a particular topic by providing study materials, opportunities for discussion, visits or more. This applies, for example, to the Eastern philosophy, to the game theory in economics and to the renewable energy ...
- 2) a laboratory that develops on a topic of personal interest of each student, which proceeds with greater autonomy in order to search for materials and prepare a dossier which can also be used as prepared for evaluation. In this case the teacher serves as mentor and support.
- 3) A real project, perhaps linked to an organization outside the school, which proceeds in the form of laboratory research aimed at designing a product with which you can attend events, contests and more.

Attention

The “resuming Larsa” should be offered to all students at least once in secondary school career in order to gain experience in research and material production that marks a higher level of proficiency, providing rich material for final evaluation and representing an important moment in the educational process. To do so is required access to equipped rooms (with computers and internet), opportunity to meet with expertise, presence of a teacher in the role of tutor and guide.

Furthermore, the product should be appreciated in the formative evaluation and final.

This requires an organizational effort of the school and availability of teachers, their direct involvement is in fact a guarantee of value of what is produced and also enables learning for the teacher about topics and methods that can be replicated in curricular activities.

“Resuming Larsa” are often made simultaneously with those of recovery to have something to offer to those students who does not present any weakens and to avoid the possibility of going too fast with the curricula; if you opt for this choice is necessary to ensure that recovery is not seen as punishment but also those who recover can do some resume.

3) Switching

Tool that allows switching from one subsystem to another, using the description of the Portfolio of learning (knowledge and skills) to understand whether there is a gap in the skills learned in one subsystem and the one needed in the new one.

This requires the analysis of the point of departure and arrival, the comparison of situations (expected / real) and the definition of an education plan through laboratory training.

Scope

The possibility of changing subsystem becomes element of guarantee for exercising "the right to education and training for at least twelve years, or at least till the attainment of a qualification by the age of eighteen, it is essential to identify forms of the feasibility of a training system within and between educational systems to make flexible the choice to continue the learning process to higher levels, to enable and promote educational success, to give every type of learning.

This kind of Larsa helps make possible the passage of a young student from a training course to another, supporting the acquisition of the knowledge / skills / competencies not covered in the training of origin, but necessary for the continuation in other training. It also allows further study in a curriculum other than the one originally undertaken.

Methodology

The process requires: a working group made by teachers / trainers from the institution of origin and destination; a comparative analysis between knowledge, skills, expertise needed and taught in the location of origin and the destination’s one; identification of differential knowledge, skills, skills that need to reach

the desired level.

The Laboratory of Restoration and Development of Learning (Lars) should be implemented in a period favourable to the success of new entry, the timing of implementation will take account of factors relevant in this connection, therefore differ depending on the design of individual routes, as Lars period may be seen as supporting the acquisition of knowledge / skills / competencies necessary for the new location, to be implemented in parallel.

When leaving school and training will be used accompaniments and individual responsibility is the organization implementing the integration, including through the services of employment centres.

Attention

The institution that is left cannot just bring the administrative functions (certification of skills, claims, etc...), but must make direct contact with the institution "receiving" co-design step and ensure possible intervention to support.

The move is the result of a desire of the pupil and their family: it always involves a process of redirection - changing the subject performs an initial choice - a function of "accompaniment" in the transition, certification and recognition of credits.

4) Unstructured

This is a complex methodology of intervention in a specific territory, aimed especially at teenagers aged between 15 and 18 that show difficulties in their learning process, marked by emotional and cultural deprivation.

Courses are aimed to propose a set of opportunities that can be constructed differently in relation to the starting point for young people and towards the success of their training project.

Scope

The unstructured Larsa, in territorial aspect, represents a new type of very flexible instrument, consistent with the policies of the EU's "second chance", aimed at combating early school leaving and educational and youth exclusion. The magnitude of these phenomena, and his "resistance" to the usual training practices, requires new services aimed to fight new and old forms of exclusion where it is relevant the role of educational practices and enabling both to disseminate sensitivity and competence among new operators of various institutions of the education system itself.

Falls within a specific territory where there is more than just one educational and training institution but there is a positive dynamic network of institutions.

Methodology

The territorial Larsa has two levels of intervention:

1) The first is the methodology of contrasting educational failure and social exclusion, focused on "critical areas" of learning processes and access to labour market:

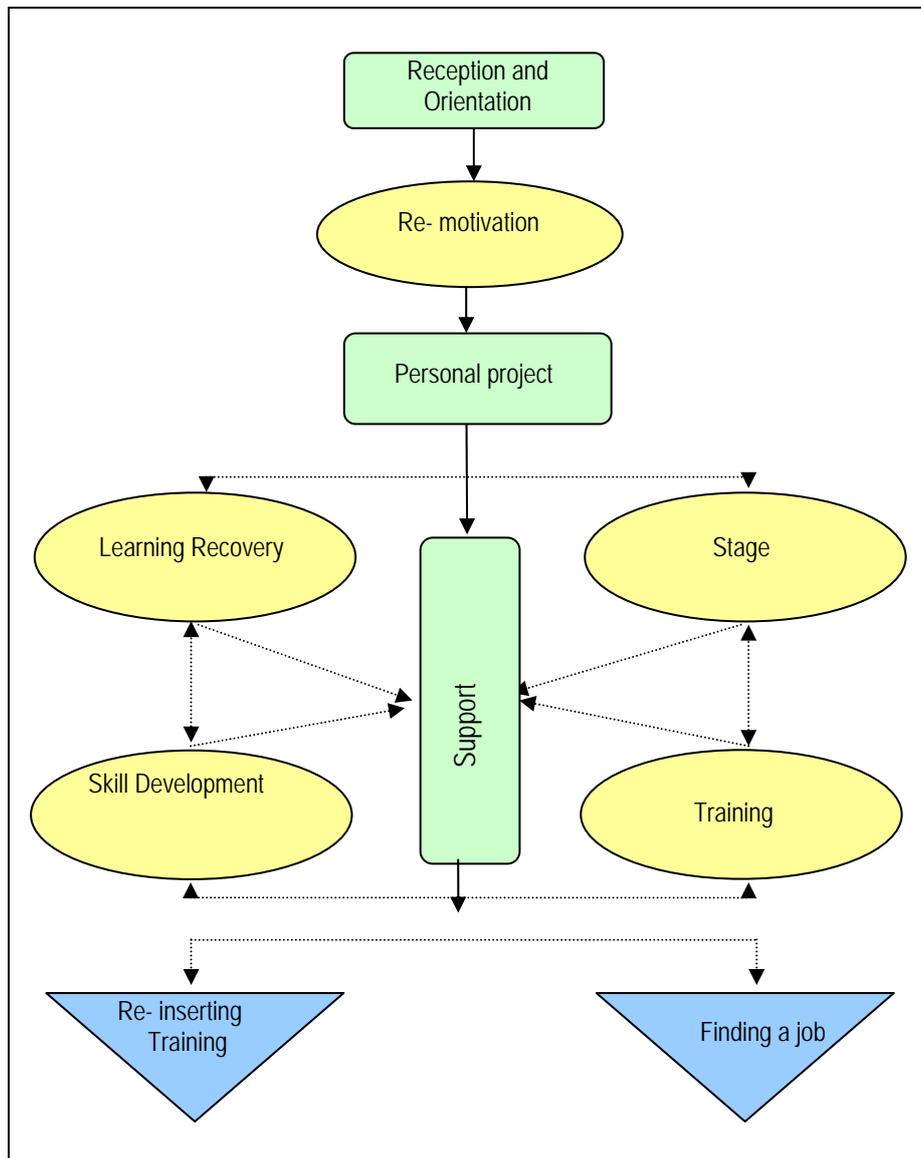
- The dynamics of orientation activities while providing budgetary resources and personal skills and that require a more active and experiential mode;
- Training areas which are often the major barriers to learning: math, culture, science, English and Italian;
- Crisis situations across the studying period that often requires support in motivation, method of study and relations with teachers;
- Crisis situations entering the job market suffered especially by disqualified groups more exposed to difficulties.

2) The second refers to a specialist service in solving crisis management issues related to the processes of learning and employment and social integration, consisting in a series of opportunities and responsibilities as specified:

- Guidance intervention for adolescents, young people, parents and operators in case of crisis during the learning process;
- Support in specific critical training areas through an active, concrete and customized methodology,;

- Unstructured paths for people who can not / are not able fit in ordinary class group;
- Training for operators in the education system through good laboratory practices;
- support service to reach the fixed target in order to build an effective placement methodology in the labour market;
- Monitoring and reproducing similar projects in other contexts.

The design of the course that refers to the first level of intervention is shown in the figure below. The actions planned are approximately divided in different steps as follow:



FIRST STEP

This phase is crucial for the success of interventions, it provides a first contact with users, either directly or through other persons sending. In this phase we orient the user by giving him the instruments to read his/her own reality in both positive and realistic way, including through a process of re-motivation (not necessarily educational in nature) corresponding to user's needs. This step ends with a personal project planning that brings out the goal, the resources needed, and the way this project will be verified.

The first step is composed by the following actions:

- A - RECEPTION AND ORIENTATION
- B - RE-MOTIVATION
- C - PERSONAL PROJECT

LEARNING STEP

The learning process aims to recover people's resources and equip them with knowledge requirements, skills and competence through different opportunities, differentiated according to their characteristics and the type of project developed. Training can be done by laboratory recovery of learning, training or ad hoc support, work experience or by a mix of these things. During this step there is a continuous support activity made by the team.

The learning process is therefore composed by following actions:

- D - LEARNING RECOVERY AND TRAINING
- F - STAGE (WORK EXPERIENCE)
- G - SUPPORT

SUPPORT STEP

The support process aims two targets for the young: continuation of training or finding a job. This is not a simple rendition, but a track that requires proper care, so that we do not recreate the conditions of failure.

The stage consists of the following actions:

- H - FINDING A JOB
- I - RE-INSERTING TRAINING

Attention

The unstructured Larsa, in territorial aspect, requires by the agency manager and operators an educational and promotional culture centred on the users and therefore with high elasticity and flexibility.

Operators also need to be friendly and with a personality and professionalism that helps establishing relations of trust with the users, creating a strong relational climate and community.

A network of partnerships with educational and training bodies, enterprises, employment services and individual professionals with high voltage education is also needed. The network should be also very well defined in the roles of the partners.

This proposal requires a continuous investment and therefore, to continual improvement, it should be constantly monitored and evaluated.

Conclusions

The criteria that support the idea of LARSA are:

- _ Centrality of the relationship between mentor and young, a prerequisite for creating a positive climate, transmit confidence to inspire availability;
- _ Adoption of a method of active learning so that knowledge and related skills are acquired through research and discovery in order to make the subject autonomous and competent as well as make him participate in an active social life;
- _ Exploitation of labour and its culture as an environment capable of arousing motivations and interests, to support a progressive learning path defined by step tasks corresponding to the real value of which appears immediately obvious to the young and the social context and economic environment in which they are entered;
- _ Increasing the contribute and the opportunities to education given by economic, social, cultural and institutional subjects that can bring positive experience to the project;

- _ Strong flexibility of plans of intervention and their continuous adaptation to the needs of users;
- _ Focusing not only on successful training of users, but also the dissemination of innovative methodology in educational facilities, involved in various roles in the project, with a view not only of intervention but also of accompanying.

The Larsa are designed with attention to:

- _ Read and observe the characteristics (skills, knowledge, skills and competence) of personal project and critical / potential of the pupil,
- _ Identification of the necessary "learning situations"
- _ Self-management of personal learning path
- _ Detect the extent to which the student has acquired knowledge and skills and has gained a further vision of his own personal project.

The analysis of the pupil profile is a prior asset to each training activity; it seeks to reconstruct the features most relevant person for the purposes of the definition of a custom training plan, which can mobilize the strengths of the person and to overcome the weaknesses that emerge from analysis and reflection about the experience and the baggage of the person. The activity of defining the profile and budgetary resources has no intention investigative or evaluative, but a time for listening and dialogue / confrontation with the student, which is based on a track set of themes and topics, so as to stimulate thought the same about his present and project it intends to pursue (Polacek 2005; Comoglio 2006).

Evaluation and Certification

The centre of the evaluation process is given by the powers that indicates the degree of mastery of the pupil in relation to tasks and problems placed in various fields related to the axes of cultural learning process. Thus, the knowledge and skills, are intended as resources, as entering the "game" of learning skills. Assessing competences means therefore also assess the knowledge, skills and personal, within a vision with a sense of unity, since the competence is neither one nor a knowledge or a know-how, nor know how to be, nor the sum of these three components, namely it is able to act based on the mobilization and efficient use of a number of resources that are so learned put into action as consciously and appropriately the subject.

The concrete reference for the assessment of skills is the "unit of learning" (UDA). While all training activities must result in the possible experiences which will enable to mobilize resources and talents of students in stimulating and challenging situations, mobilizing at the same time their intelligence logical-cognitive, affective and relational practice.

The evaluation of the UDA needs to have the sequent factor:

- The performance that represents the visible and obvious competence,
- The process of mobilizing resources, which leads the person to act competently by understanding the task, defining a strategy and following it, deal with critical situations and achieve a reliable result;
- Reflection on the action performed by the pupil, through which he highlights and expressive communication skills, the ability of abstraction, connection, explanation.

Acquisitions can be certified in the form of credits. The credit represents the endorsement value of learning and its enforcement in relation to a training course aimed at a specific title.

Learning is due to be accredited as a guarantee of non-repetition of the training experience both as a savings / equity of the time needed to acquire it.

For documenting the credit input will be used in the forms proposed by the Joint Conference of October 28, 2004 regarding the interim and final certification and approval of claims.

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