

## Building Educational Pacts. Constructs, processes and tools for developing alliances between schools and the territory

by Giuseppina Rita Jose Mangione, Rudi Bartolini, Stefania Chipa, Chiara Zanoccoli, Giuseppina Cannella, Patrizia Garista, Francesca De Santis

Stories

Tools

Studies



*The school amidst solidarity connections*

Authors: *Giuseppina Rita Jose Mangione, Rudi Bartolini, Stefania Chipa, Chiara Zanoccoli, Giuseppina Cannella, Patrizia Garista\*, Francesca De Santis, INDIRE*

Editor of the Series and contact person for the “Methodological and organisational innovation in small schools” research group: *Giuseppina Rita Jose Mangione, INDIRE*

The Technical Scientific Committee for the Small School Notebooks is made up of: **Cosetta Lodi**, President of Casa delle Arti e del Gioco-Mario Lodi, **Francesco Tonucci**, Researcher at the ISTC (Institute of Science and Technology of Cognition)/CNR (National Research Centre), President of the National Committee for the centennial of the birth of Lodi celebrations, **Palmira Maccarini**, who was part of the working group of the “Biblioteca di Lavoro” (Work Library); **Juri Meda**, Associate Professor at the University of Macerata and Secretary of the National Committee for the centennial of the birth of Mario Lodi celebrations; **Franco Lorenzoni**, Teacher at Casa Laboratorio Cenci, **Maria Rosaria Di Santo** Head of the national and project group “History and Territory” of the Educational Cooperation Movement; **Barbara Balconi**, Researcher at the Department of Human Sciences of the University of Milan Bicocca; **Francesca Davida Pizzigoni**, Researcher at INDIRE, **Laura Parigi**, Researcher at INDIRE, **Giuseppina Rita Jose Mangione**, Principal Researcher at INDIRE - Head of the Research Structure “Methodological and organisational innovation in small schools” and of the National Movement of Small Schools.

Graphics coordination: *Giuseppe Lucchese, INDIRE*

Editorial staff: *Assunta Gambale, INDIRE*

Web communication: *Michele Squillantini, INDIRE*

Graphics: *Paolo Curina with the collaboration of Andrea Aldini*

Illustrations: *Andrea Paoli, INDIRE*

## **SMALL SCHOOL NOTEBOOKS • TOOLS**

No. 14/2025, Copyright 2025 INDIRE

ISBN/A 979-12-80706-96-6

Printed and published online on the Movimento delle Piccole Scuole (Small School Movement) website

[piccolescuole.indire.it](http://piccolescuole.indire.it) - December 2025

The *Biblioteca di Lavoro* (Work Library) was a unique and innovative editorial work, desired and directed by Mario Lodi and created between 1971 and 1979 by a group of educators made up of Fiorenzo Alfieri, Francesca Colombo, Tullio De Mauro, Caterina Foschi Pini, Alberto Gianola, Angelica Gianola, Roberto Lanterio, Palmira Maccarini, Luciano Manzuoli, Gioacchino Maviglia and Francesco Tonucci.

The idea was an educational project that emerged as an alternative to the single textbook. In a format carefully designed for essential functionality, 80 volumes including “Documents”, “Readings” and “Guides”, as well as 68 flashcards, offered ideas, suggestions and operational tools to teachers, leaving them the greatest freedom of choice for working according to the needs of their class.

A true encyclopaedia of the most significant teaching experiences carried out in Italy. A reference index from which teachers, parents and children were able to take inspiration to carry out activities, in any geographical and social situation, as alternatives to schooling based on the transmission approach, through a methodology structured upon tools permitting concrete and organic teaching interventions.

Mario Lodi and his collaborators wanted to help teachers and families get to know the child and help the child get to know him/herself and others.

We all want a better, humane and scientifically correct school that starts from the child's experience, in order to understand the world we live in. The *Biblioteca di Lavoro* (Work Library) helped to do this.

Cosetta Lodi

President of Casa delle Arti e del Gioco - Mario Lodi

<http://www.casadelleartiedelgioco.it>

Many years after the experience of the *Biblioteca di Lavoro* (Work Library), the desire to build a better school is still alive. However, still today, perhaps even more now than before, the resistance of schooling based on the transmission approach is strong and deeply-rooted, both in practices and in the imagination, as "normal schooling".

INDIRE has the task of providing support and visibility to research carried out by teachers that seeks to "carry teaching towards proposals, organisations and learning environments that enhance the value of students' autonomy and responsibility and are capable of developing significant knowledge, skills and lasting competences" (*Indicazioni Nazionali. Nuovi scenari*, 2017.) (National Directions. New Scenarios). The operational tools of the *Biblioteca di Lavoro* (Work Library) conceived by Lodi were very effective in this regard. With their simple, clear language, basic form and the credibility of the research work deeply rooted in the practices and in the living experience of teaching, they contributed to the spread of active, inclusive and democratic ways of teaching. More than many programmatic documents, the documentation and teaching techniques included in this "encyclopaedia" have offered teachers tools for making changes and for acting coherently in practical terms, with a view to pedagogical innovation.

The *Small School Notebooks*, divided into "Stories", Tools" and "Studies", pay tribute to this experience, which is an example of how to value and follow up on the research and educational experimentation conducted in schools.

We thank Mario Lodi's heirs for having authorised the use and reworking of the material taken from the *Biblioteca di Lavoro* (Work Library) and also Grandi & Associati, who collaborated in the publication of this volume.

Researchers of the INDIRE - Piccole Scuole group  
<http://piccolescuole.indire.it>

# Summary

1	Definition, constructs and functions of the Educational Pact	7
1.1	What is an Educational Pact and what is it for?	7
1.2	The constructs of the Educational Pact	9
1.3	The functions of an Educational Pact	10
2	How to build an Educational Pact	12
2.1	Analysis of needs and defining indicators	12
2.2	Tools for mapping needs	13
2.3	Community capacities for the sustainability of the Pact	18
2.4	Creating a community map: stakeholders and spaces	19
2.5	Format for the Community Educational Pact	22
3	What we can measure	25
3.1	Measuring the level of democracy of a school and a territory	25
3.2	Measuring the complexity of a pact	27
3.3	Measuring the level of interprofessionality	29
4	A Repertoire of alliances for school and education	32
4.1	City pacts	32
4.2	(Small) school pacts	35



# 1. Definition, constructs and functions of the Educational Pact

## 1.1 What is an Educational Pact and what is it for?

In Italy, in recent years, the relationship between the school and its territorial and social context has gone back to being a central topic of debate; the reflections that emerged from the Covid-19 emergency<sup>[1]</sup> and the opportunities offered by the Ministry of Education with the introduction of Community Educational Pacts<sup>[2]</sup> have represented a fundamental contribution.

The “pactional” policy emerged to strengthen democratic and participatory approaches to the governance of education based on the principles of subsidiarity, solidarity and educational co-responsibility. Today two types of pactional forms can be distinguished: Collaboration Pact and Community Educational Pact or Proximity Pact.

### The Collaboration Pact

It is the administrative act that implements the principle of horizontal subsidiarity, enabling the autonomous initiative of citizens to act for the general interest. Through the Regulations for the Shared Administration of Common Assets<sup>1</sup>, forms of collaboration between citizens and the administration are regulated and are aimed at the care, renewal and shared management of common assets. The Collaboration Pact implements the shared administration organisational model,

#### Annotations

---



---



---

[1] Cerini G. (2020), I patti educativi di comunità: non solo emergenza (Community educational pacts: not just emergency), in *Notizie della Scuola (School News)*, no. 1, Napoli: Loescher, pages 37-44.

[2] MI (2020), *Documento per la pianificazione delle attività scolastiche, educative e formative in tutte le Istituzioni del Sistema nazionale di Istruzione per l'anno scolastico 2020/2021 del Ministero dell'Istruzione - Piano scuola 2020-2021 (Document for the planning of school, educational and training activities in all Domestic Educational Institutions for the 2020/2021 school year, issued by the Ministry of Education - 2020-2021 School Plan)*. <https://www.miur.gov.it/documents/20182/2467413/Le+linee+guida.pdf/4e4bb411-1f90-9502-f01e-d8841a949429>

1. [https://www.labsus.org/wp-content/uploads/2018/05/REG\\_Beni\\_comuni\\_versione3.0.pdf](https://www.labsus.org/wp-content/uploads/2018/05/REG_Beni_comuni_versione3.0.pdf)

allowing all active citizens, whether individuals or associations, and the administration to carry out activities of general interest on an equal footing. The mechanism of taking on responsibility that arises from the stipulation of a Collaboration Agreement works with any public asset, both material and immaterial.

### The Community Educational Pact or Proximity Pact

Local authorities, public and private institutions operating in various ways in the territory, Third Sector entities and schools can sign specific agreements, such as “Community Educational Pacts” to involve the territory closest to them in an open, cohesive and inclusive school project<sup>[3]</sup>. We can, therefore, describe the Community Educational Pact as a tool through which the social capital of the territory can make itself present and helpful to the school<sup>[4]</sup>.

The Community Educational Pacts are:

- the tool for a new vision of school capable of interpreting the needs of the educational community and drawing suggestions from the knowledge that exists in the territory. A school that is configured as a dynamic ecosystem, integrated with the territory and attentive to the inclusion of the most fragile, which makes co-responsibility pacts with families;
- the tool for “network management”: formal and substantial governance (e.g. steering committees, strategic tables), the quality of which comes from constant interactions with the stakeholders inside and outside the school.

Educational Pacts contribute to creating what Sergiovanni<sup>[5]</sup> identifies as an authentic community, the distinctive features of which are described as:

- **community of thought:** goals and values are shared, and

#### Annotations

---



---



---

[3] MI (2021), *Piano Scuola 2021 – Focus: i Patti educativi di comunità (2021 School Plan - Focus: Community educational pacts)*, [https://pianoestate.static.istruzione.it/allegati/focus\\_fase2\\_27042021.pdf](https://pianoestate.static.istruzione.it/allegati/focus_fase2_27042021.pdf)

[4] Cannella G., Chipa S., Mangione G.R.J. (2021), Il valore del Patto Educativo di Comunità. Una ricerca interpretativa nei territori delle piccole scuole (The value of the Community Educational Pact. An interpretative study in the small school territories), in Mangione G.R.J., Cannella G., De Santis F. (edited by), *Piccole scuole, scuole di prossimità. Dimensioni, strumenti e percorsi emergenti*, I Quaderni della Ricerca (Research Notebooks), no. 59. Turin: Loescher Editore, pages 23-46.

[5] Sergiovanni T.J. (2000), *Costruire comunità nelle scuole (Building communities in schools)*, Roma: Editrice LAS.

each component is committed within a shared educational vision;

- **community of caring:** members take care of each other, show full mutual involvement, participate in common activities and are involved in decision-making processes;
- **learning community:** each component knows that they play an important educational role in the territory.

## 1.2 The constructs of the Educational Pact

The alliances and the value of community that can be achieved through the Educational Pacts can be traced back to different constructs pertaining to the social, educational, political and urban planning sciences[6]:

- **The sociological construct of “social justice and cultural identity”**<sup>[7]</sup>, also defined in terms of “reconciliation”. The school is interpreted as a “social glue”, a space for the participation of the local community<sup>[8]</sup> and the consolidation of identity, to promote actions that strengthen belonging.
- **Construct of the territory as a “social artefact”**<sup>[9]</sup> in which the space of the educational experience inserted and the school is seen as an “extended educational system”<sup>[10]</sup>.
- **Construct of “Societal Challenges”**<sup>[11]</sup>, single actions that are geared towards generating value and respond to principles of equity, ethics and sustainability.
- **Urban construct for a school as a “regenerator of the territory”**, an outpost for strategies that focus on areas of relevance, on proximity spaces and on context.
- **Construct of “pedagogy of the common action”**<sup>[12]</sup>,

### Annotations

[6] Mangione G.R.J., Cannella G., Chipa S. (2023), *Il ruolo dei terzi spazi culturali nei patti educativi territoriali. Verso una pedagogia della riconciliazione nei territori delle piccole scuole (The role of third cultural spaces in the territorial educational pacts. Towards a pedagogy of reconciliation in the small school territories)*, in A. Dipace, A. Fornasari, M. De Angelis (edited by) *Il Post-Digitale. Società, Culture, Didattica, Milano: FrancoAngeli*, pages 171- 205. Bartolini R., Mangione G.R.J., Zanoccoli C. (2022), *Small schools: Rethinking the forme scolaire for an educational compact that extends to the community and the territory*, *Formazione & Insegnamento*, 20(2), pages 14–35.

[7] MacGill B., Wyeld T. (2009), *The need for a reconciliation pedagogy: Educating for a more holistic shared Australian cultural heritage*, in *Conference Proceedings of the 13th International Conference Information Visualisation*, pages 555-560.

[8] Kearns R.A., Lewis N., McCreanor T., Witten K. (2010), *School closures as breaches in the fabric of rural welfare: community perspectives from New Zealand*, in P. Milbourne (ed.), *Welfare Reform in Rural Places: Comparative Perspectives*, Bingley, UK: Emerald Group Publishing Limited.

[9] Lefebvre, H. (1991), *The Production of Space*, Oxford, UK: Blackwell Publishings

[10] De Bartolomeis F. (2018), *Fare scuola fuori della scuola*, Rome: Aracne.

Schaffi K. A. (2016), *Rural education as rural development: Understanding the rural school-community well-being linkage in a 21st-century policy context*, in *Peabody Journal of Education*, 91(2), pages 137-154.

Zinner M. (2019), *Un paese che fa scuola. Allocazione temporanea della scuola primaria negli spazi pubblici del paese di Feldkirchen an der Donau (A village that teaches. Temporary allocation of the primary school in the public spaces in the village of Feldkirchen an der Donau)*, in *Scuola democratica*, 10(2), pages 389–396.

[11] Cannella G., Mangione G.R.J., Chipa S. (2024), *Quale multi agency per una scuola di comunità? Analizzare le forme di un nuovo contratto educativo sociale (Which multi agency for a community school? Analysing the forms of a new social educational contract)*, in G. Pastori, L. Zecca, F. Zucconi (edited by), *Cantieri aperti e scuola in costruzione*, Milan: Franco Angeli 2024.

[12] Puig J. (2022), *Aprendizaje-servicio, cambio de paradigma y revolución educativa*, in RIDAS - Revista Iberoamericana de Aprendizaje-Servicio, pages 12-35.

for a school that overcomes its isolation and multiplies educational experiences, making them sustainable through close collaboration with the territory.



*The constructs of the Educational Pact*

### **1.3 The functions of an Educational Pact**

INDIRE's research activity has identified the main functions that a Community Educational Pact usually carries out:

**Annotations**

.....

.....

.....

- Promoting actions to combat educational poverty in the territory, intervening in situations of hardship and inequity (recovery of learning, extracurricular activities, etc.) and supporting the cultural growth of the educational community.
- Launching actions to combat early school leaving, acting on four main factors: passive attendance, academic failure, problems in adolescence<sup>[13]</sup> and the lack of community involvement in school life<sup>[14]</sup>.
- Enhancing the value of the territory as content and as a space for learning.
- Opening up the school spaces to the educational community during curricular and extracurricular hours, creating continuity between school buildings and their appurtenances and the city's external spaces.
- Increasing professionalism in teaching, by involving community experts with a view to interprofessionality<sup>[15]</sup>.
- Thinking of the school and its context as a setting that influences the well-being of students, teachers, and families<sup>[16]</sup>.

The most important objective, which underlies all the functions listed above, is "to guarantee inclusive and equitable high-quality education and promote lifelong learning opportunities for all" (Objective 4 of Agenda 2030)<sup>2</sup>.

[13] Iori V. (2023), Come cambia l'idea di scuola e di insegnante nel progetto di comunità educante (How the idea of schooling and of the teacher changes in the educational community project), in *Cultura pedagogica e scenari educativi*, 1(1), pages 120-126.

[14] Santagati M. (2015), Indicatori di dispersione scolastica. Un quadro internazionale (Indicators of school dispersion. An international picture), in *Scuola democratica*, 6(2), pages 395-410.

[15] Cheminais R. (2009), *Effective Multi-Agency Partnerships. Putting Every Child Matters into Practice*, London: Sage Publication.

[16] Garista P. (2018), *Come canne di bambù. Farsi mentori della resilienza nel lavoro educativo (Like bamboo canes. Becoming mentors for resilience in educational work)*, Milan: FrancoAngeli.

WHO (2022), *WHO guideline on self-care interventions for health and well-being*, 2022 revision.

2. <https://unric.org/it/agenda-2030/>

**Annotations**

.....

.....

.....

## 2. How to create an educational pact

### 2.1 Analysing needs and defining indicators

To create an educational pact between school and community it is necessary to recognise the needs of the population and of the social, natural and built environment that characterises it. In this regard, we can identify two cognitive axes for exploring needs.

- **School environment cognitive axis**, to be addressed both from the “physical” point of view (structure, distribution and maintenance of the spaces used for the various activities, brightness, noise and furnishings, etc.), and from the “social” environment aspect represented mainly by the quantity and quality of the relationships between school staff, students and families<sup>[17]</sup>.
- **Organisational diagnosis axis** represented by “the teaching organisation”. Reference is made to management of the curriculum and the education offered as a whole, to the teaching strategies initiated (more or less cooperative, integrated, inclusive, more or less one-directional) and to psychosocial aspects like the climate that is created in the educational relationship (competitiveness, cooperation)<sup>[18]</sup>. A very important aspect that in fact comes from the vision that the school has of its institutional responsibility can be seen in the position it gives itself in the broader context of the community in which it is located (for example, that of being

[17] Garista P., Pagliarino E. (2020), *Educazione, resilienza, democrazia. Narrazioni per una scuola ecologica e resiliente* (Education, resilience, democracy. Narratives for an ecological and resilient school), in *Riflessioni Sistemiche*, (22), pages 102-114.

[18] Garista P., Pocetta G. (2009), *La storia di una scuola e della sua rete* (The history of a school and its network), in Pocetta G., Garista P., Tarsitani G., *Alimentare il benessere della persona* (Fuelling personal well-being), Roma: SEU, pages 224-241.

#### Annotations

---



---



---

a place open to other individuals and other initiatives) and in the management of relationships with social and health services (intersectoral approach).



Cognitive axes

## 2.2 Tools for mapping needs

A useful tool for mapping the needs of our schools and communities, also with a view to building territorial educational pacts, lies in the two tables of indicators by Milstein and Henry (2008)<sup>[19]</sup>, adapted for use in the context of small schools.

In their work, the authors identify key areas for promoting leadership aimed at developing empowerment and resilience in schools and communities (increasing positive connections; establishing clear, consistent and appropriate links; developing (re)orientation skills; providing nourishment and support; establishing and communicating intentions and expectations; providing significant participation opportunities), categorising indicators for resilient and non-resilient schools and communities.

It is therefore possible to map and read the indicators as “problems” or elements “to be repaired” or, on the contrary, set up the mapping and actions of the school, highlighting the resources and opportunities to be promoted.

### Annotations

.....

.....

.....

[19] Milstein M., Henry D. A. (2008), *Leadership for resilient schools and communities*, Corwin Press.

INCREASING POSITIVE CONNECTIONS	ESTABLISHING CLEAR, CONSISTENT AND APPROPRIATE LINKS	DEVELOPING (RE) ORIENTATION SKILLS
Students, parents and citizens are involved in significant debates	Rules for participation in initiatives and decision-making processes are established	There are collaborations between territorial personal services
There is an infrastructure that promotes cooperative efforts	Acceptance and enhancing the value of differences and proactiveness are widely practised	Opportunities for lifelong learning are accessible
There are celebration events and rituals	There is a participation-based governance of the school and the territory	Intergenerational education programmes are operational
Inter-organisational activities are frequent	There is emphasis on belonging to the small school and the community	Proactive prevention projects are widespread
The symbols of the school and community are evident	Communication between local authorities is clear and regular	Support groups are present
The participation of students, teachers and families is significant and is supported by initiatives	School-family communication is supported by specific initiatives	Opportunities to connect with training and orientation centres, libraries and museums are guaranteed, also through technology or means of transport
Different cultures - past and present - are celebrated	Peer mentoring and counselling projects are launched at the school or community	

*Table 1a - Indicators for a resilient school/community (Milstein, Henry, 2008; Robinson et al, 2017.*

*Translated and adapted by Garista P., 2023).*

PROVIDE NOURISHMENT AND SUPPORT	SET AND COMMUNICATE GOALS AND EXPECTATIONS	PROVIDE SIGNIFICANT OPPORTUNITIES FOR PARTICIPATION
There is widespread collaboration among the community projects initiated	The community supports a positive vision of the future	There are numerous civic and volunteer groups also among the school population
There is widespread respect for law and order	Quality of life has a high priority in school and local planning	Volunteer work is encouraged at all ages
Intergenerational connections are in up and running	High levels of acceptable behaviour are established	A community vision is shared and encouraged
Health services are guaranteed for the school population and for the entire community	A spirit of cooperation and belonging to the family and the community prevails	There is accessible and effective leadership training
Opportunities to conduct positive lifestyles such as including physical activity and nutrition for the school population and the entire community	There are initiatives that reward and recognise efforts and results	There are local transport initiatives to encourage participation and exchanges with other communities
Opportunities for advice and support for vulnerable individuals		There is funding as well as projects for digitalisation and participation through the network
Opportunities for support and advice to prevent bullying and violence		There are service learning initiatives

*Table 1b - Indicatori per una scuola/comunità resiliente (Milstein, Henry, 2008; Robinson et al, 2017.*

*Translated and adapted by Garista P, 2023).*

INCREASING POSITIVE CONNECTIONS	ESTABLISHING CLEAR, CONSISTENT AND APPROPRIATE LINKS	DEVELOPING (RE) ORIENTATION SKILLS
School population and community are isolated	Laws, policies and rules are inconsistently enforced	There is denial of the existence of problems. Schools, head teachers and teachers are not trauma-sensitive
Roads and transportation are precarious, infrequent and unsafe	Few opportunities for learning and improvement for the school and the community	Poor problem-identification and problem-solving skills
There is a non-inclusive culture of fear and discrimination	There are tensions between ethnic and other groups	Little evidence of cooperation
There is a lack of effective programmes to combat bullying and early school leaving	Favouritism is the norm	Ineffective shared conflict management
Little effort is made to increase communication (school-family, school-community, external networks)	There is no shared sense of community	Risky behaviour issues are prevalent among the adolescents
Lack of trust is common	There is no positive exchange of collaboration between local authorities	Bullying and early school leaving
Connection to major digital communication networks is poor		Substance abuse behaviour in the adult population

*Table 2a - Indicators for a school/community that is not yet resilient (Milstein, Henry, 2008; Robinson et al, 2017.*

*Translated and adapted by Garista P., 2023).*

PROVIDE NOURISHMENT AND SUPPORT	SET AND COMMUNICATE GOALS AND EXPECTATIONS	PROVIDE SIGNIFICANT OPPORTUNITIES FOR PARTICIPATION
Few community services are accessible (for mental health, nutrition, physical activity)	The orientation towards a status quo is maintained	Feelings of apathy are found among the school population and in the community
There is a need for more resources than those present	A sense of hopelessness prevails	Differences are addressed as a problem
Lack of partnership is the rule	Low self-esteem and self-awareness	Minimal infrastructure to engage citizens
Individuals do not see their talents being recognised and feel anonymous	Little evidence of mutual trust and opportunities for mutual learning	Successes are not celebrated
Lack of celebrations and rituals in the school and community	Few efforts for cooperation and cohesion and for creating territorial pacts	School and community development initiatives are scarce
Leaderships are not visible	Lack of a community vision	
Leadership lacks a vision		

*Table 2b - Indicatori per una scuola/comunità che non è ancora resiliente (Milstein, Henry, 2008; Robinson et al, 2017. Translated and adapted by Garista P., 2023).*

## 2.3 Community capacities for the sustainability of the Pact

Once the data on the needs of the school and territorial community have been acquired, several capacities must be promoted, which will make it possible for the pact to be sustainable over time.



*Capacities to promote in a community*

### Annotations

---



---



---

Each educational intervention must take into account how the representation of the state of a community is experienced by single individuals, who could put up quite a lot of resistance to any proposal to change consolidated modes of action<sup>[20]</sup>.

## 2.4 Creating a community map: stakeholders and spaces

The educational community is an archipelago of territorial relationships that place the school in the centre and are based on the principle of reciprocity: what the school can do for the community and what the community can do for the school. It is a place of inclusion and cooperation in which the person in being educated is at the centre of the educational project.

For the educational community, networking is essential and this means understanding: 1) which active subjects are part of the alliances already in place and which others could be involved; 2) identifying potential in terms of external professionals and proximity spaces that can be made available to the school.

These actions constitute the community map that can take on a visual aspect by using digital storytelling techniques<sup>[21]</sup>.

The operational steps for creating a community map are:

### 1. Recognition of territorial potential:

a) form for gathering the interest of voluntary associations, social enterprises, associative networks: list of experts, their irrefutable references, availability to participate in teaching activities in terms of hours/classes/type of intervention; list of proximity spaces that the territory's stakeholders can make available to the school for experience-based teaching;

### Annotations

.....

.....

.....

[20] Pocetta G., Garista P., op. cit

[21] Flicker S., MacEntee K. (2020), *Digital storytelling as a research method*, in *The Sage handbook of visual research methods*, pages 267-281.

b) database of family time: in which families indicate how many hours they can make available to the school and for which interventions they can make themselves available (training interventions, little maintenance jobs for buildings and greenery, walking bus, etc.).



*The Time Bank*

**2. Map of best-loved places:**

a) questionnaire addressed to students to identify the places in the territory (historical, artistic and/or in nature) that they would like to see enhanced or places for which they consider intervening to solve problems useful;

b) walk-through interview conducted by students to their families (parent and grandmother/grandfather) to identify their best-loved places. The walk-through interview is recorded or video-recorded and the answers are indicated in the questionnaire.

**Annotations**

---

---

---

**3. Writing the learning story:** teaching script format to be compiled in narrative form, perfected by INDIRE starting from a format developed within the European project iTEC<sup>[22]</sup>. The learning story makes the design of student-centred and competence-oriented teaching paths and keeps the teaching and learning space dimensions together. Furthermore, it enables collaboration between teachers and experts from the educational community for educational interventions that are also focused on enhancing the local curriculum.

### THE LEARNING STORY FORMAT

Activity title:

---

Implementation time:

---

Total duration:

---

Number of students involved, age and whether it is a multi-age class:

---

Context of reference:

---

My school environments:

---

Draw or insert the layout of the environments used for the described teaching activity:

---

Educational goals (insert measurable goals):

---

A brief abstract of the teaching path:

---

Methodologies:

*Group learning*

*Inquiry-based learning*

*Project-based learning*

*Other (Specify):*

---

### Annotations

---



---



---

[22] Tosi L. (edited by) (2019), *Fare didattica in spazi flessibili. Progettare, organizzare e utilizzare gli ambienti di apprendimento a scuola (Teaching in flexible spaces. Planning, organising and utilising the learning spaces at school)*, Firenze: Giunti.

**THE TEACHING PATH IN DETAIL:**

<i>The teacher</i>	<i>The external expert</i>	<i>The students</i>	<i>Teaching situations</i>	<i>Using the space</i>	<i>Annotations</i>

*Format Learning Story*

3. <https://piccolescuole.indire.it/iniziativa/osservatorio-patti-educativi-territoriali/>

## 2.5 Format for the Community Educational Pact

The analysis of the Pacts gathered by INDIRE and Labsus through the *National Observatory on Educational Pacts*<sup>3</sup> has identified several primary dimensions recurring, with various levels of complexity, in school planning. As well as being an analysis tool, these dimensions, if seen in the form of a question, can also represent a valid guide for planning.

- **Educational vision:** concerns the values that the school adopts, its strategic orientations and the educational model to strive for. The question is: is a “broad” vision of school outlined in the Pact? Is the vision imagined capable of building a “community ecosystem” with a view to a widespread school?

### *Annotations*

---



---



---

Is it well attached to the school's educational objectives? Does it go beyond an agreement between stakeholders for the management of an emergency situation (like the pandemic)?

- **Needs and objectives:** concerns the school's needs and the educational objectives that the school sets itself to deal with them. The question is: have educational needs and objectives been clearly detailed in the Pact? Are the latter consistent with the outlined vision of school? Do the objectives identified respond to contingent situations or are they functional to the innovation of the school model? What are the indicators that can tell us if the expected results are going to be achieved?
- **Teaching activities:** teaching activities that the school intends to concretely put into practice. The question is: are they clearly described? Is there consistency between the proposed teaching activities and the objectives identified? Does the teaching planned have an innovative, active and workshop-based nature?
- **Role of the local authority:** concerns the type of participation by the municipal institution within the pact. The question is: what role does the Municipality (or Municipalities) have in the Pact? Is it just a simple signatory or does it play an active part in the planning process and in the development of the activities envisaged?
- **Network of stakeholders:** made up of the parties involved in the community educational pact. The question is: do stakeholders or networks in the territory (associations, foundations, productive and professional entities, cultural institutions, third sector) participate in the Pact? Are previous school-territory alliances that can add value to the proposed projects involved? Is the network of stakeholders involved big or small? Are the parties involved of a homogeneous or heterogeneous type?

*Annotations*

.....

.....

.....

- **Use of internal/external spaces:** one of the declared goals of the Pacts was to allow schools to go beyond the classroom, utilising “unconventional” spaces, located even beyond their own perimeter. The question is: does the Pact envisage the use of unconventional spaces both inside and outside the school building (gyms, relevant spaces, museums, libraries, outdoor spaces, parks, natural resources, etc.)? Are these spaces functional to the development of innovative teaching activities and to an idea of school as an “extended educational environment”?

*Annotations*

---

---

---

## 3. What we can measure

### 3.1 Measuring the level of democracy of a school and a territory

A useful tool for measuring the level of democracy of a school and a territory is the “*Scale of Reference for Participatory Citizenship Schools*”<sup>[23]</sup>, created by the network of democratic schools. Below, is a variant that can allow a community to identify areas for improvement in order to boost the involvement of local actors.

[23]Morgado A., Franco J., *Scale of Reference for Democratic Citizenship Schools: a tool for school Participation!*, Ecos - Cooperativa de Educação, Cooperação e Desenvolvimento, CRL, [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/2ba2e2b1-a2ba-4a19-bd22-1d32856e39c5/Escala\\_EN\\_sote.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/2ba2e2b1-a2ba-4a19-bd22-1d32856e39c5/Escala_EN_sote.pdf)

#### Annotations

---



---



---

	DESCRIPTION	EXAMPLE	INDICATOR OF DEMOCRATIC NATURE
<b>1. INFORMATION</b>	School and local stakeholders receive information about decisions already made, without influencing them.	The municipal authority sends information bulletins about educational policies; the school informs parents and local associations about new initiatives through newsletters.	Low
<b>2. CONSULTATION</b>	School and local stakeholders are consulted for opinions and suggestions, but the final decision is made by a small group.	The school organises surveys and focus groups with parents, representatives of the municipal authority, associations and local businesses to gather feedback on a new educational project.	Moderate
<b>3. INVOLVEMENT</b>	School and local stakeholders actively participate in decision-making processes, although they do not have full control.	Committee meetings that include student representatives, parents, educators, local associations and representatives of the municipality to discuss and plan school activities.	Good
<b>4. COLLABORATION</b>	School and territorial stakeholders work together as equal partners in planning and implementing decisions.	The school collaborates with local businesses and associations to develop and implement internship and placement programmes for students, with joint and coordinated planning.	High
<b>5. DELEGATION</b>	Decision-making responsibilities are delegated to school and territorial stakeholders, who have full control over certain issues.	School boards of directors that include representatives of families, local associations and businesses, with decision-making powers over educational projects and funding.	Very high
<b>6. SELF-MANAGEMENT</b>	School and territorial stakeholders have full authority and responsibility to make and implement decisions without the need for approval from other authorities.	Schools are managed autonomously by a board of directors composed of students, teachers, parents, representatives from the municipal authority, associations and businesses, with complete autonomy over all school decisions.	Maximum

Table 3 - Scale for measuring the level of democracy of a school and its territory

## 3.2 Measuring the complexity of a pact

Based on the presence or absence of structural elements considered essential for their development, Pacts can take on different levels of complexity: low, medium or high. Let us therefore imagine a hypothetical continuum, with three positions, in which to place the Pacts.

**“Low complexity” pacts:** schools deal with emergencies without significantly involving the territory, focusing on the recovery of learning and the maintenance of spaces, without a clear educational vision or any transformative motivation to overcome the traditional school system.

**“Medium complexity” pacts:** schools collaborate with the territory, acting as a point of reference for educational fragilities and engaging in dialogue with the community. Forms of active and workshop teaching are introduced, even in unconventional spaces, by launching, even if sometimes unwittingly, a journey towards the innovation of the traditional school model.

**“High complexity” pacts:** schools form broad alliances with the territory, in order to consciously overcome the traditional school model. These alliances facilitate educational and organisational innovation, with school and territory that dialogue with each other and act in synergy.

### *Annotations*

---



---



---

		LOW COMPLEXITY PACTS	MEDIUM COMPLEXITY PACTS	HIGH COMPLEXITY PACTS
<b>MAIN DIMENSIONS OF THE PACTS</b>	Vision of school	Absent, vaguely outlined or not consistent with the actions proposed	Present, organised as a school that takes care of situations of educational fragility and that aims to build relationships with the territory	Present, organised as a school in constant dialogue with the territory that tries to demolish the traditional form of schooling
	Needs and objectives	They mainly respond to contingent situations linked to emergency	Consistent with the educational vision	Consistent with the educational vision and aimed at transforming the traditional model of schooling
	Teaching activities	Teaching actions absent or focused exclusively on the recovery of learning	Workshop teaching activities and active teaching	Workshop teaching activities and active teaching
	Role of the local authority	Absent or present but not an active party in the planning phase	Present (its role in the joint planning phase is not well definable)	Present and an active/proactive party in the joint planning phase
	Network of stakeholders	Small and homogeneous	Broad and heterogeneous	Broad and heterogeneous (often with promotion of previous alliances)
	Use of internal/external spaces	No or limited use of unconventional spaces	Use of unconventional spaces inside or outside the school building	Use of unconventional spaces inside or outside the school building

*Table 4 - Dimensions for measuring the complexity of the Pacts*

**Annotations**

.....

.....

.....

### 3.3 Measuring the level of interprofessionalism

Interprofessionalism or “cross-sector collaboration” refers to a system of interactions that redefines the role of the teacher, integrating it as part of a broader network of professional figures that support an extended school<sup>[24]</sup>. According to studies conducted by Edwards<sup>[25]</sup>, there are three elements that form the basis of interprofessionalism: **relational competence, common knowledge and relational action.**

Among the elements that form the basis of interprofessionalism, it is important to consider the different degree of participation both of the members of territorial services and of teachers. A five-level scale can be used to measure the level of collaboration: stages one and two represent the lowest degree of participation and control, while stages three to five represent the highest degrees and are examples of substantial participation and of truly working in a partnership.

LEVEL OF PARTICIPATION	DESCRIPTION
1. GIVING INFORMATION	Information is the basis for participation. When team members expect greater involvement, stopping at this level can generate problems and misunderstandings.
2. CONSULTING	Ask team members to express their opinions on a range of possible choices. These will not be binding with regard to the final choice.
3. DECIDING TOGETHER	Give team members the power to choose, but without fully sharing the responsibility of carrying out the decisions made together.
4. ACTING TOGETHER	Choose and share responsibility for projects. It may involve short-term collaboration or the activation of a long-term or permanent alliance.
5. SUPPORTING	Help others develop and implement their projects. Those who hold the resources may place limits on what they intend to support.

Table 5 - Scale of participation

[24] Cannella G., Mangione G.R.J. (2023), L'interprofessionalità nel contratto educativo sociale. *Essere a Scuola (Interprofessionalism in the social educational contract, Being at School)*, no.10 giugno 2023.

[25] Edwards A. (2017), *Revealing Relational Work*. Cambridge University Press.

Different types of approach to interprofessionalism emerge from the five levels of partnership and participation work.

Through “Diamond Ranking” it is possible to make teachers, educators and the work team in general reflect upon the convergence of the elements fundamental for interprofessionalism. The group is initially invited to examine 12 statements, also presented through icons, regarding the benefits of interprofessional collaboration.

1-Leggete le 12 affermazioni relative ai benefici della collaborazione interprofessionale e discutetene in gruppo

2- Identificate "3 affermazioni" da scartare in accordo

3- Usate le 9 affermazioni rimanenti per completare il "Diamond Ranking", posizionandole sullo schema in ordine di priorità.



A. Prendere parte ad attività e progetti in maniera congiunta



G. Essere rispettati da altri esperti/educatori



B. Ascoltare le opinioni degli altri



H. Condividere idee, conoscenze e competenze con altri esperti/educatori



C. Essere capaci di effettuare cambiamenti



I. Partecipare a formazioni interprofessionali periodiche



D. Sapere che i contributi sono apprezzati



J. Comprendere ruoli e responsabilità dei diversi esperti/educatori



E. Condividere decisioni



K. Avere una visione condivisa, obiettivi e finalità comuni



F. Trovare soluzioni ai problemi in collaborazione con altri



L. Eliminare barriere relative a povertà educativa di bambini e giovani

Icons representing the benefits of interprofessional collaboration

**Annotations**

---



---



---

Once the three statements considered less important for effectively supporting an interprofessional process geared towards open teaching in which the territory participates have been eliminated, the work group collaborates in order to position the nine remaining statements along the virtual diamond.



*Example of Diamond Ranking*

The choice made by the group provides an estimate of the level of convergence on the essential elements for initiating interprofessional work. Furthermore, it makes it possible to reflect on how to collaborate, taking into account the operational changes that a new educational contract entails compared to the dominant model to which the school is accustomed.

**Annotations**

.....

.....

.....

## 4. A Repertoire of alliances for school and education

Below are some experiences taking place at various levels and collected also thanks to the National Observatory of Educational Pacts that emerged from the collaboration between INDIRE and LABSUS<sup>4</sup>.

### 4.1 City Pacts

#### The Widespread School of Reggio Emilia

The experience of the Widespread School of Reggio Emilia, launched by the Municipality during the Covid-19 pandemic, created extended learning environments that respected distancing without separating class groups. Educational community pacts were stipulated between 11 Comprehensive Institutes and public-private stakeholders. INDIRE's analysis highlighted how this experience facilitated a new idea of a school open to the city, with the educational community involved in the educational project.

4. <https://piccolescuole.indire.it/iniziativa/osservatorio-patti-educativi-territoriali/>



Teaching activities at the Reggio Emilia Civic Museums (photo by M. Squillantini, INDIRE)

#### Annotations

---



---



---



### *In-depth analysis*



The widespread school. Spaces, teaching, interprofessionalism. Analysis of the experience in Reggio Emilia<sup>[26]</sup>.



The role of cultural third spaces in territorial educational pacts. Towards pedagogy of reconciliation in the territories of the small schools<sup>[27]</sup>.



The widespread school<sup>5</sup> (web page: Piccole Scuole/Trame sociali in Rete website).

## The City of Verona Pact

The Territorial Collaboration Pact between the Municipality of Verona, the Prefecture, the Territorial Office and the Diocese constitutes a first-level Pact that provides a strategic framework for the development of community educational pacts in schools. School institutions and neighbourhood entities sign a community educational Pact, committing to identifying common and specific actions for each signatory. The pact aims to prevent early school leaving with personalised programmes, promote the active participation of families through seminars and meetings and develop active citizenship and solidarity paths to improve public spaces.

### Annotations

---



---



---

[26] Cannella G., Chipa S., Mangione G.R.J., De Santis F. (2023), *La scuola diffusa. Spazi, didattica, interprofessionalità. Analisi dell'esperienza di Reggio Emilia (The widespread school. Spaces, teaching and interprofessionality. Analysis of the experience in Reggio Emilia.)*, Florence: INDIRE.

[27] Mangione G.R.J., Cannella G., Chipa S. (2023), op. cit.

5. <https://piccolescuole.indire.it/ricerca/la-scuola-diffusa/>

[28] Mangione G.R.J., Chipa S., Bartolini R. (2023), Social Educational Contract and Educational Pacts in Italian Schools. Formats and Impact Indicators, in Scuola Democratica (Eds.), *Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education*, Rome, Associazione "Per Scuola Democratica", p. 291.

6. <https://win.istruzioneeverona.it/uspvr/index.php/2023/11/17/patto-di-collaborazione-territoriale-sottoscrizione-patti-educativi-di-comunita/>



*An outdoor activity with the participation of families*



### ***In-depth analysis***



Contract and Educational Pacts in Italian Schools. Formats and Impact Indicators<sup>[28]</sup>. The pilot case mentioned in the article refers to the Territorial Collaboration Pact of the city of Verona.



UAT di Verona website<sup>6</sup>.

### **Annotations**

---

---

---

## 4.2 (Small) school pacts

### Istituto Omnicomprensivo di Bobbio (Piacenza)

The Istituto Omnicomprensivo di Bobbio includes 14 complexes in a 70 km area across 7 municipalities in the Trebbia Valley. Since 2020, with the EduCare project, it has entered into a Community Educational Pact with the Union of Municipalities, improving organisational and educational collaboration. The Pact has made it possible to map places and involve professionals for outdoor educational activities or in cultural third spaces. The school library has been transformed into a flexible and technological learning environment, open to the community with events. It is part of the Biblòh! Network, offering free digital access to families and students.



*The school in the woods*

#### Annotations

---

---

---



*In-depth analysis*



The community Pacts of the Istituto San Colombano in Bobbio (Piacenza)<sup>[29]</sup>.

[29] E. Bosoni (2022), I Patti di comunità dell'Istituto San Colombano di Bobbio (The Community Pacts of the San Colombano Institute of Bobbio) (Piacenza), in *Rapporto Labsus "Le scuole da beni pubblici a Beni Comuni"*, pages 44-45.

**The Edu@ction Valley of the Board of Education in Giffoni Valle Piana (Salerno)**

The “Don Lorenzo Milani” Board of Education in Giffoni Valle Piana, in the province of Salerno, faces high rates of returning illiteracy among families and early school leaving in adolescence. To combat educational poverty, the “Edu@ction Valley” territorial alliance of the *Picentini* people was created, transforming the school into a civic centre.



*Cinema project with the Giffoni Film Festival*

This alliance has made the renovation of school spaces, the use of cultural spaces and the participatory planning of internal and external

**Annotations**

---



---



---

spaces possible. It has also initiated educational paths for children and adults and collaborations with IPSSEOA Virtuoso in Salerno and the Giffoni Film Festival.



### *In-depth analysis*



Starting from school: the Edu@ction Valley experience <sup>[30]</sup>.



Giffoni Valle Piana - Edu@ction Valley of the Picentini people for a learning community<sup>[31]</sup>.



Edu@ction Valley, educational actions and alliances. An example of a local educational ecosystem for a sustainable community<sup>[32]</sup>.

## **Istituto Comprensivo VR 13 “Primo Levi” of Cadidavid e Palazzina (Verona)**

The Pact of the Istituto VR13 included in the Territorial Collaboration Pact of Verona, involves the CPIA (Provincial Centre for Adult Education) in Verona, the Cadidavid Aps ACLI (Christian Associations of Italian Workers) Club and the FEVOSS VERONA SANTA TOSCANA ODV Association. Based on inclusion and multiculturalism, the Pact aims to enhance the value of cultural and linguistic diversity, offering a welcoming and supportive environment, especially for foreign women in the area. The main objectives include the promotion of linguistic literacy, the active participation of women in school and community life and the use of innovative teaching methodologies. The planned actions are implemented thanks to collaboration and the resources shared by the stakeholders involved.

### **Annotations**

---



---



---

[30] D. Ruffolo (2022), *Ripartire dalla scuola: l'esperienza di Edu@ction Valley*, in Quaderni delle Piccole Scuole - Storie no. 3 (Starting from the school again: the experience of Edu@ction Valley, in Small School Notebooks), pages 13-23, [https://piccolescuole.indire.it/wp-content/uploads/2022/06/QUADERNO\\_3\\_STORIE\\_2022.pdf](https://piccolescuole.indire.it/wp-content/uploads/2022/06/QUADERNO_3_STORIE_2022.pdf)

[31] D. Ruffolo (2022), Giffoni Valle Piana - Edu@ction Valley dei picentini per una learning community, in *Rapporto Labsus "Le scuole da beni pubblici a Beni Comuni"* (Edu@action Valley of the Picentini people for a learning community, in the Labsus Report "Schools from public assets to Common Goods"), pages 42-44.

[32] D. Ruffolo (2021), Edu@ction Valley, azioni e alleanze educative. Un esempio di ecosistema formativo locale per una comunità sostenibile (Edu@ction Valley, educational actions and alliances. An example of a local educational ecosystem for a sustainable community), in G.R.J. Mangione, G. Cannella, F. De Santis (edited by), *Piccole scuole, scuole di prossimità*, I Quaderni della Ricerca (Small Schools, local schools, The Research Notebooks), Torino: Loescher, pages 57-65.



*Inclusion and multiculturalism*

### **Istituto Comprensivo VR 11 “Borgo Roma Ovest” (Venice)**

The Istituto VR11 Pact, an integral part of the Verona Territorial Collaboration Pact, aims to develop a school model based on three main strategic directions: Service Learning, the school as a civic centre of the community and the inclusive school. This Pact aims to create an inclusive educational environment geared towards the integral development of individuals, using a variety of educational spaces both inside and near the school. The goal is to encourage community interaction and participation in curricular and extracurricular activities.

### **Istituto Comprensivo di Sommacampagna (Veneto)**

The Pact of the Istituto Comprensivo di Sommacampagna, also included in the Territorial Collaboration Pact of Verona, responds to the need to launch an integrated process between the main agencies in the territory and the third sector, strengthening school-community-

#### ***Annotations***

---

---

---

territory interaction. The pact is particularly focused on the inclusion of students with L. 104 certification. In fact, for years, the Institute has been accommodating more than eighty students with disabilities. The main objectives are:

- to create inclusive learning environments, where the heterogeneous nature of the school as a whole is seen as an asset and constitutes the basis for the values of democracy, caring for others and cooperation;
- to transform the teaching methodology, moving from a frontal approach to a workshop-based one, promoting the inclusion of the most fragile.

Through these objectives, the pact aims to create an inclusive and participatory school, capable of welcoming and enhancing the value of diversity and promoting active and collaborative learning.



*School vegetable garden*

**Istituto Comprensivo “A. Diaz” in Vernole (Lecce)**

The Istituto Comprensivo “A. Diaz” includes three infant schools, three primary schools and three secondary schools in the municipalities of Vernole and Castri di Lecce. The educational community Pact, signed along with the municipal administrations and various local entities, including the Le Cesine Nature Reserve and WWF Oasis, promotes a school open to the territory. The main

**Annotations**

.....

.....

.....

objectives are the recovery of post-pandemic learning and sociality and the enhancement of local heritage. The activities are often carried out outdoors or in workshops, involve external experts and are based on experiential methodologies and joint planning with the territory.



***In-depth analysis***



Educational community Pacts in Italy: distribution and characteristics<sup>[34]</sup>.

[33] Bartolini R., Zanoccoli C. (2023), I Patti educativi di comunità in Italia: diffusione e caratteristiche (Community educational pacts in Italy: distribution and characteristics), in S. Chipa, G.R.J. Mangione, S. Greco, L. Orlandini, A. Rosa (edited by), *La scuola di prossimità*, Editrice Morcelliana, Brescia, pages 109-111.

[34] Bartolini R., Zanoccoli C. (2023), op. cit.

**Istituto Comprensivo “G. Zimbalo” in Carmiano (Lecce)**

The Pact, signed by the municipal administration and various associations, aims to combat early school leaving and educational poverty, promoting social inclusion and the active participation of students and families. During the school year, despite the limitations of the pandemic, art and music workshops were held, culminating in the creation of murals with the participation of unaccompanied foreign minors. A school library was also set up with the support of the Municipality and other associations, where workshops included in the school's PTOF (Three-Year Educational Plan) are held. Collaboration with local authorities is constant and well under way.



***In-depth analysis***



Educational community Pacts in Italy: distribution and characteristics<sup>[33]</sup>.

**Annotations**

---



---



---





**INDIRE** ISTITUTO  
NAZIONALE  
DOCUMENTAZIONE  
INNOVAZIONE  
RICERCA EDUCATIVA

Florence, Via M. Buonarroti 10  
+39 055.2380.301

**[www.indire.it](http://www.indire.it)**  
**[piccolescuole.indire.it](http://piccolescuole.indire.it)**

Follow us on



ISBN/A: 979-12-80706-96-6



9 791280 706966