



Ministero dell'Istruzione, dell'Università e della Ricerca
Direzione Generale Affari Internazionali
RETE TEMATICA NAZIONALE "EDUCARE ALL'EUROPA"

“The Social Capital School. Parents, Volunteering and Community”

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Grande**

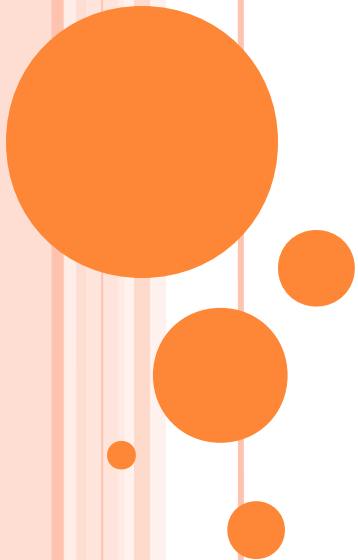
(Il Tempo del Cerchio)

Translation: Paola Trussardi

Social Capital

Definition:

Informal Interpersonal
Relationship crucial for
functioning of complex and highly
organized societies.



Pilot Study: General Goals

This pilot study has been planned and built as below:

1. General Goals

Differences and similarities of *Social Capital* in 2 different schools.

Pilot Study: Specific Purpose

2. Specific Purpose

* Features of the *Relationships between School and Community*

* **Actions supporting *Social Capital***

Pilot Study: Research Context

3. Research Context

1. **Liceo Niccolò Machiavelli,**

located in a **urban district** (city of Rome)

2. comprehensive school (from kindergarten to secondary school),

Istituto Comprensivo di Susa,

located in a **rural district** (Val di Susa.

Pilot Study: Methodology

4. Methodology

* **2 Focus Groups** (Rome and Val di Susa) with a team of teachers, a facilitator and an observer

* **10 semi-structured interviews** to teachers: 5 in Rome and 5 in Val di Susa

Pilot Study: Data Analysis

5. Data Analysis

Interviews and focus groups can be gathered in 3 clusters:

A. School and Social Capital

B. Teachers and Social Capital

C. Students and Social Capital

A. School and Social Capital

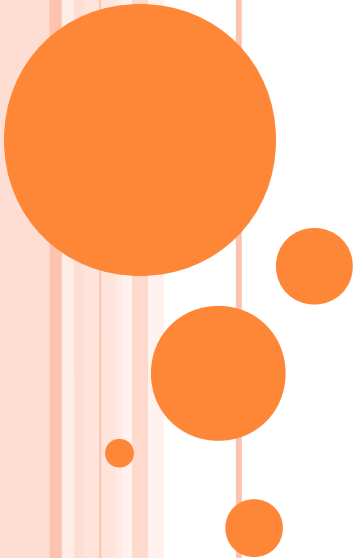
**Relationship toward
Community**

**Leadership awareness of the
connection between School and
Outside**

Relationship

with Families

**Overall organization of Functioning
and “School Culture”**



B. Teachers and *Social Capital*

Team

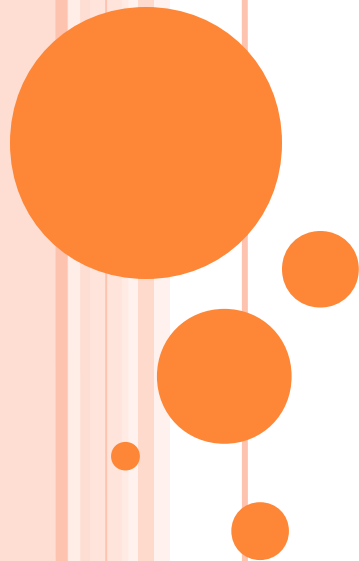
Work

Teacher's background eases the building of extracurricular activities

Subjects Cross-

over

Teaching methodology, such as extracurricular activities



C. Students and *Social Capital*

Students personal interests are explicit at school

Extracurricular experience improves relationships among students

Extracurricular experience improves relationships between students and teachers

Pilot Study: Conclusion

7. Conclusion

No significant differences between the two realities (urban and rural) are expressed. Only, **one main difference is the Territory (Community) identity:** it appears strong in rural area (Val di Susa). On the contrary, the urban area ((Rome) considers itself as *just one of the many school realities within the same Municipality.*

Pilot Study: Conclusion

New Issues:

- * *Leadership Awareness of the Connection between School and Outside*
- * *Collecting Best Practices*

Such issues shows how school system encourages the development of ***Social Capital*** actions in school.