

# Project WIDEHO – WIDENing the HORIZONS

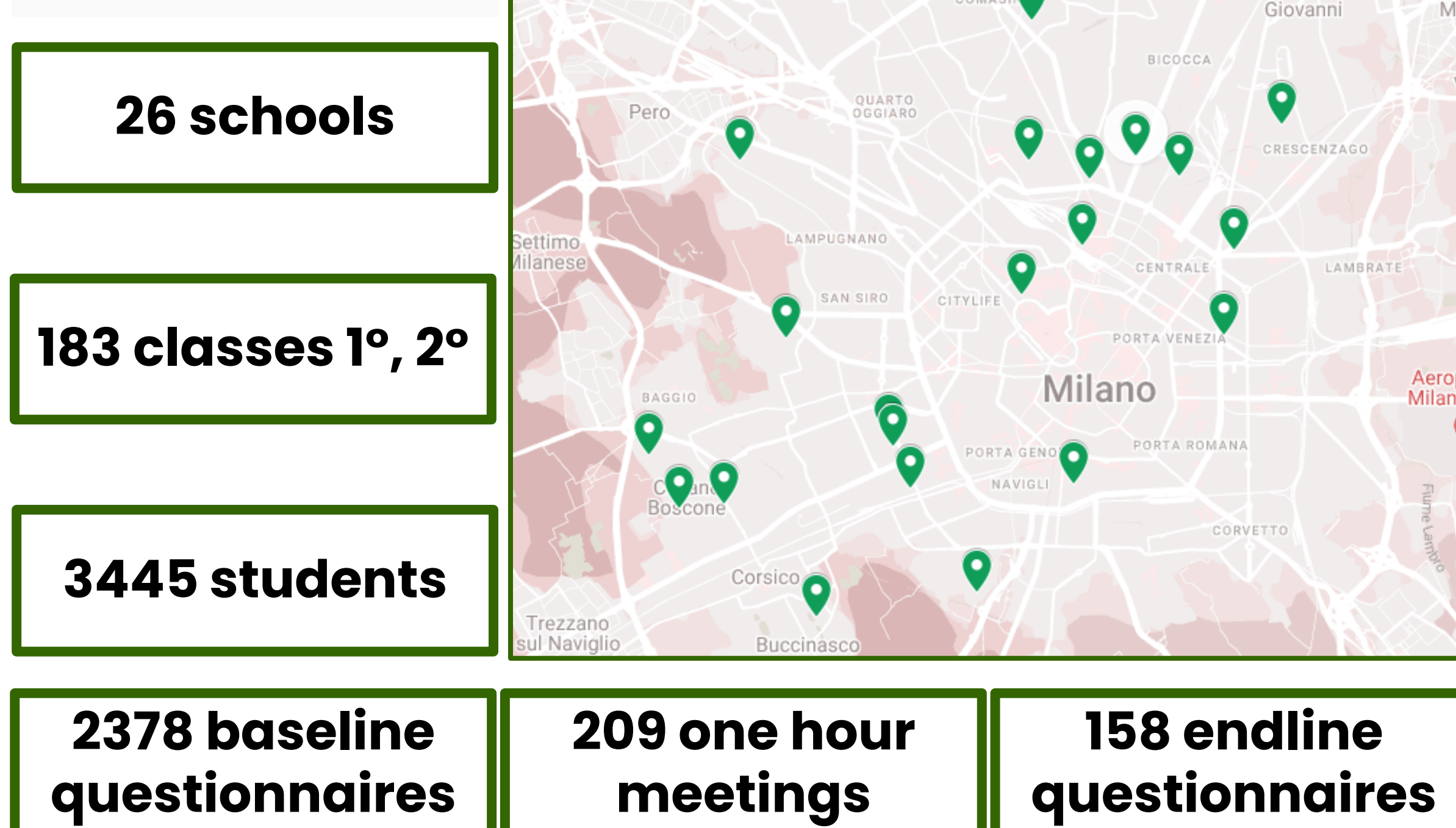
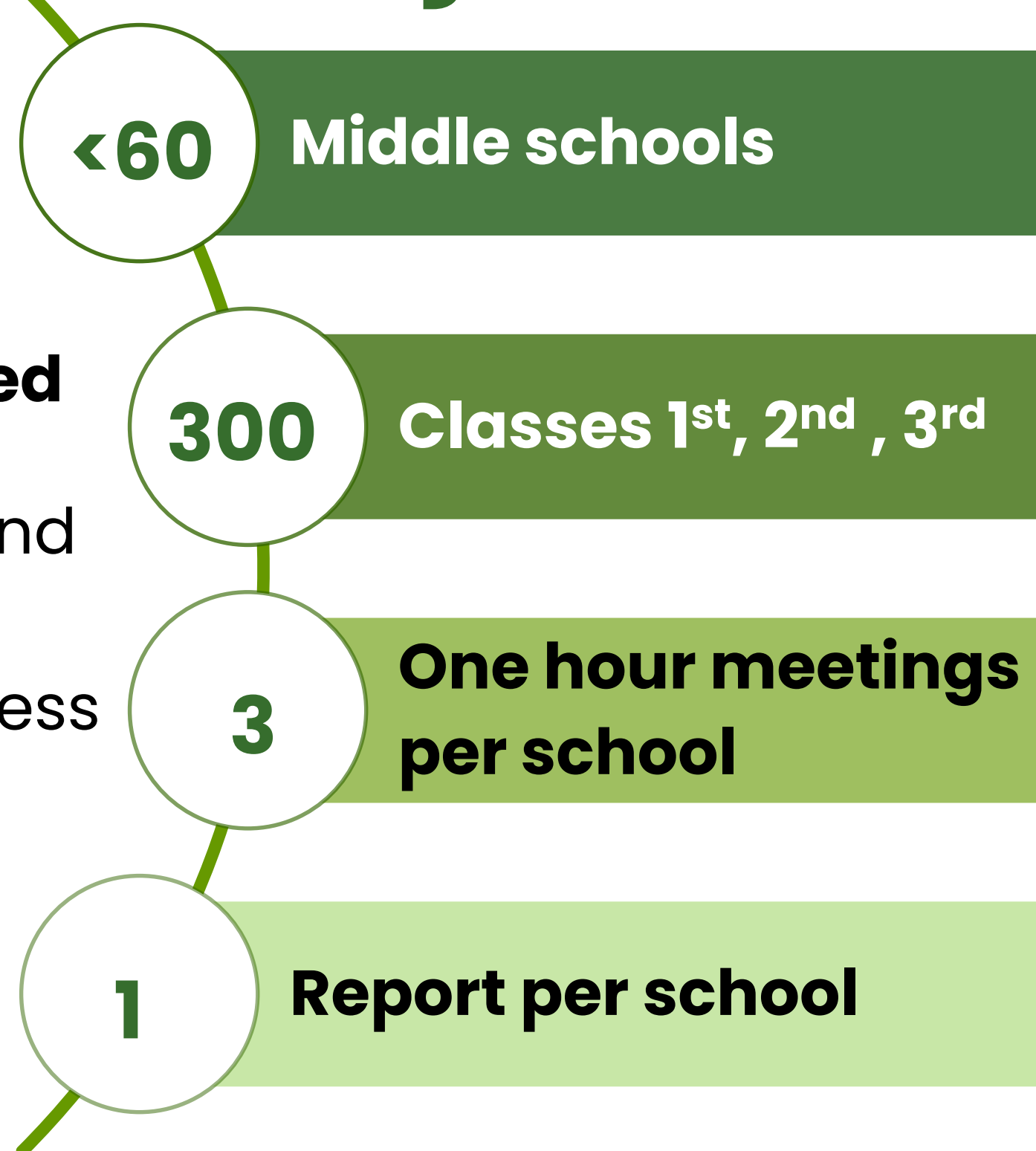


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- Provide information about **academic paths**, their relative **career outlets**, the **job market**
- Combat **bias** against specific types of schools by showing what is studied at each school
- **Timely** information—from the beginning of first grade of middle school
- **Assess impact rigorously**:
  - Data collection with return of a **customized report for each participating institution**, showing average data for each school—and not for the entire sample.
  - Follow students over the **long term** to assess the quality of choice, measuring **reorientation** and **dropout**.
- Provide **complementary** information to the orientation usually offered—“what school addresses are there?” instead of “know thyself”

## Project objectives



## Progress report

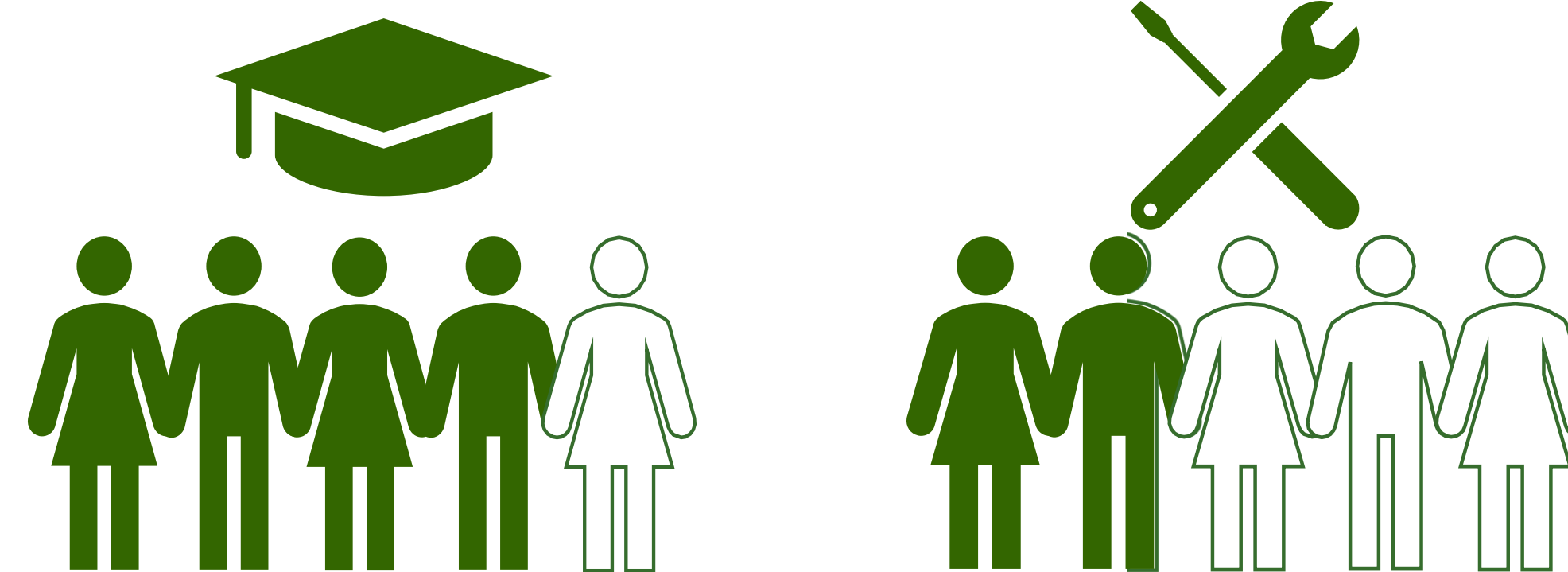
- Academic achievements: grades and INVALSI tests
- Academic effort: attendance and demerits
- High-school choices
- Reorientation and dropout
- Aspirations: “What do you want to be when you grow up?”
- Self-reported beliefs on their probability of success
- Identification of the student with the role model/career expert
- Information on careers
- Self-esteem, self-efficacy, optimism: measured in the survey.



## Measured outcomes

## Motivation

- **High school choice** determines children’s long-term **educational and work** outcomes
- **Orientation** is important, and even more so when **backgrounds** are fragile



- Among students who finish high school, more than 80% of those who have at least one parent with a college degree attend college. Only one third of students with parents with at most a high school diploma enroll in college. (Abbiati et al 2017)

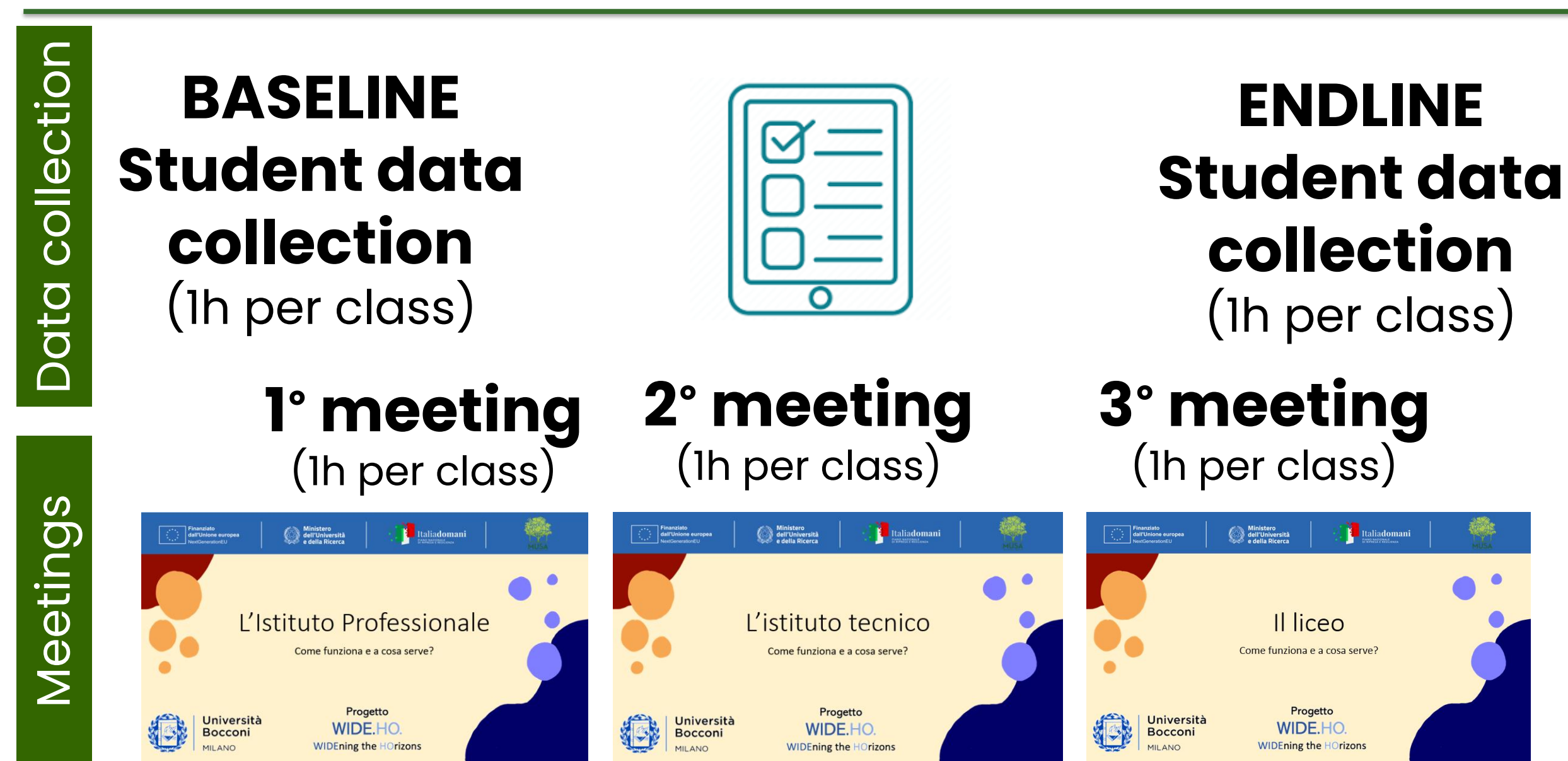
## The intervention

The intervention consists of **three meetings** per class. Each meeting is a one-hour classroom information sessions conducted by experts trained by the project.

	INCONTRO 1	INCONTRO 2	INCONTRO 3
Information on <b>high schools</b>	<b>Liceo</b> , content and opportunities	<b>Technical</b> , content and opportunities	<b>Vocational</b> , content and opportunities
Information on the <b>job market</b>	The <b>job market</b>	The <b>workforce</b>	Work: <b>right or duty</b>

All classes in participating schools will receive one of the two paths: which one will be determined randomly. In each school, one-third of the involved classes will receive the job market information, two-thirds the high school type information.

A.A 2023/24: FIRST AND SECOND GRADE classes  
FEBRUARY MARCH APRIL MAY



SETTEMBRE OTTOBRE NOVEMBRE DICEMBRE  
A.A 2024/25: SECOND AND THIRD GRADE classes

## Timeline