



Laurea / B.A. in Global Governance

Surname: *Senici* _____

Name: *Michele* _____

Organization: *Still I rise* _____

Role: *Education Director* _____

Location: *Rome* _____

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- 1. The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. What is your personal opinion about such type of (Liberal Arts and Sciences) programs?**

The world is more and more complex, and we find ourselves to face multifaceted challenges, that is linked to the international education we do at Still I Rise. Nowadays, it is not possible to understand what happens in a given place by taking in consideration just that reality due to the interconnectedness of the world, so I think that a B.A. like yours, that embraces differentiated areas, is fundamental. Educating transversal professionals is a trump card: in this way, students acquire competences of the understanding of social and relational dynamics that allows them to deal with the complexity of the reality we live in. In order to face complexity, a transversal way of thinking is crucial.

- 2. One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional trainings so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that is it too early to do them during a Bachelor?**

It is never too early to start such experiences; a learning path should always be accompanied by practical training. The quality of the experience plays a crucial role in the education of the real world, and I think in Italy there are still a lot of steps to take in this path, if we just consider the recent report of events of what occurred with the *Alternanza Scuola-Lavoro*. I do not know specifically the reality of the internships at your university, but generally, it is important that the experience is well-planned and well-finished.

- 3. Global Governance is implementing the so-called "Mentors Project". The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Do you think it is an effective way, also based on your personal experience, to enrich the students' knowledge of the world?**

I think that being a teacher, professor, an educator, is an empty job conceptually speaking. It is crucial that the content of the teaching, the subject, are founded on the passion of the professional in that field. Practice is fundamental in order to feed the interest of the discipline taught and to transmit the knowledge of one's own competences. Didactic skills have to be mixed with the practical experience, and the outcome is the innovation that is brought to the teaching of the subject. Therefore, practising is key to give valuable teaching.

- 4. In order to help our students select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a Bachelor Degree? If you were to hire a student of Global Governance, would you give a greater attention to a candidate from one of those three paths or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?**

As being the education director, the first two macro areas are perhaps more attainable to the charity organisation I work in. Perhaps you could wonder whether Economics and Philosophy is relevant in an education and pedagogic department, but the truth is that in the long run the financial area of an organisation has to be taken upon. When you finish university, you step into the real world, that is very different from the theoretical perspective you were given, in fact you are supposed to be able to do a financial planification, to calculate expenses in order to establish an educational plan. Overall, all the 3 majors are interconnected in a very effective way. Still I Rise works on educating the future leaders, that are supposed to have these interdisciplinary

Segreteria Amministrativa – Informazioni: tel. +39.0672595732

Segreteria Didattica: tel. +39.0672595717 - Segreteria Contabile: tel. +39.0672595718

Fax: +39.062020500 – posta elettronica: segreteria@def.uniroma2.it

C.F. 80213750583 – P. IVA 02133971008

skills, like the knowledge you acquire, in order to have a varied comprehension of phenomena e.g. Ukraine crisis, and if these events repeat themselves it means that us individuals are not enough well-equipped to change these mechanisms.

5. Do you think that the Global Governance graduates that the course intends to train will be in demand by the labour market and/or University graduate programs over the next ten years? If not or only partly, what do you think is missing?

I do not assume I can answer this question scientifically. The world needs new paradigms, figures, people who have the skills to analyse issues under a different light and face challenges in an innovative way. Probably, the society is not ready for this, not Italy for sure, but there are many places, territories open to innovation, inclined to experience new solutions.

6. What are the competencies, skills and abilities that in general your organization cherishes in an applicant?

What is important to remember is that Still I Rise is a start-up and has only recently moved towards becoming an established business, so what we look for in our employees is certainly a spirit of entrepreneurship. Over the years we have noticed that candidates who come in expecting to have a desk job with a well-defined day or job description will unfortunately be disappointed and eventually the collaboration will not go well. What we require, therefore, is extreme entrepreneurship, initiative, proactiveness, curiosity and speed as well as multicultural competences and cultural sensitivity, in particular the awareness and willingness to question issues such as white saviorism or neocolonialism and what we represent in the work we do.

7. What kind of extra training would you offer to our Bachelor students so that their skills and competences can better respond to the requirements of your programs? Would you suggest any specific/special activity/project carried out in undergraduate programs at your University that could be included in the Global Governance BA?

One thing we teach in the International bachelor programme especially in the last years is a weekly course called Theory of Knowledge. Through this course the student from the age of 13 to 17 has a space in which he/she can "learn to learn", which does not mean learning to make concept maps or a specific study method, rather it focuses on how human beings learn. I think that a course in pedagogy is necessary and useful because even after university we never stop learning. It is crucial to get into the perspective of not only learning but questioning and educating ourselves to question what we study.



Università degli Studi di Roma "Tor Vergata"

DIPARTIMENTO DI ECONOMIA E FINANZA

00133 Roma – Via Columbia, 2