



**Proceedings of the 2nd International Conference
of the Journal Scuola Democratica**

REINVENTING EDUCATION

2-5 June 2021

VOLUME I

Citizenship, Work and The Global Age

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

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Citizenship, Work and The Global Age

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"
Via Francesco Satolli, 30 – 00165 - Rome, Italy

Edited by

The Organizing Committee the 2nd International Conference of the Journal Scuola Democratica

<https://www.rivisteweb.it/issn/1129-731X>



Published by: ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

Via Francesco Satolli, 30 – 00165 – Rome, Italy

Published in Open Access



This book is digitally available at:

<https://www.scuolademocratica-conference.net/proceedings-2/>

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How to cite a proceeding from this Volume. APA citation system:

Author, N., Author, S., (2021). «Title», in *Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education"*, VOL. 1, *Citizenship, Work and The Global Age*, pp-pp

ISBN 978-88-944888-6-9

***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME I Citizenship, Work and The Global Age**

This volume contains papers presented in the 2nd International Conference of the Journal “Scuola Democratica” which took place online on 2-5 June 2021. The Conference was devoted to the needs and prospects of Reinventing Education.

The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies and practices. The question about education ‘for what’ as well as ‘how’ and ‘for whom’ has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes have been centerstage topics at the Conference. Multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science has brought together researchers, decision makers and educators from all around the world to investigate constraints and opportunities for reinventing education.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 800 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on research, analyses and critics, most of which have been published in this volume in their full version.

ISBN 978-88-944888-6-9

Citizenship, Work and The Global Age

A Premise

What is education for? This philosophical question cannot be answered ignoring contributions from social and educational sciences. The growing focus on learning outcomes should have prompted discussion on the values and aims in defining policy objectives and developing accountability systems and evidence-based approaches. Whereas for years public discourse on education has most frequently been confined to a merely sector-based perspective, without addressing the relationship (i.e., interdependency and/or autonomy) with globalised societies or to face the new challenges of contemporary's world. The relationship between education and society and the issue of aims can be observed in a new context which has seen the weakening of the society-nation equation and the strengthening of global dimensions.

The crisis born of the pandemic is more and more global and multidimensional. It inevitably obliges to ask what the post-pandemic socio-economic scenarios could be and what challenges might emerge from the transformations of education and training systems and policies. Many researchers and observers think that the most relevant of these challenges is that of inequalities between and within countries. The medium-long term nature of many of these challenges poses a complex question: does the pandemic tend to widen or narrow the time-space horizons of people perceptions, rationalities, and decisions?

For decades, the field of education and training has witnessed continuous growth in globalization and internationalization: just think of the role of the large-scale assessment surveys and the increasing influence of international organisations. Phenomena and concepts such as policy mobility (lending and borrowing) or – within another field of research – policy learning, as well as global scaling up, global-local hybridization and policy assemblage might find a useful opportunity of debate and in-depth analysis in this stream. This might also be true of the related issue regarding how comparative research must be carried out and of the relationship between some government 'technologies' adopted in the latest cycle of policies – for example, quasi-market, evaluation, and autonomy of schools and universities – and the ever more criticized neo-liberal paradigm. In this framework, without any revival of the political or methodological nationalism, a critical rethinking of the national dimension, perhaps too hurriedly assumed to be 'obsolete', can be useful also for a comparative reflection. As to our continent we are in the presence not only of globalization of educational policies, but also of their Europeanisation, due to the extent of the European Commission's strategy and its Open Method of Coordination. Beyond the official distinction between formal, non-formal, and unformal learning, it seems European initiatives and programmes shape a new policy world preparing the future of education, particularly through different expert networks, new ways of conceptualizing knowledge, and disseminating standards. On these issues there is no lack of reflections and research, some of which very critical indeed, whose results deserve to be broadly shared and discussed, too.

The equipping of the new generations with the tools – knowledge, skills, attitudes, and values – to live in a plural and interconnected world is delicate matter indeed in Europe. It is the issue at stake for the encounters – and at times clashes – between old and new visions and

forms of pluralism and secularism. Around this theme are developed educational policies and strongly heterogeneous curricula. Such topic is linked also to the variability in young people's competences and attitudes towards 'cultural otherness'.

Life-long learning is another question of notable importance at international level as it implies both a diverse temporal horizon for education and its link to the dimensions of work. And a different approach to the relationship between school and extra-scholastic (life-wide) learning is also implied. From this stems the necessity of greater investment for example in both the early years (ECEC) and the adult education. We might ask, however, how much has been done to achieve this goal, and whether it risks remaining a fascinating but largely unfinished project for a long time.

Within a general rethinking of the aims and the means at the disposal of education systems, many papers ask whether until now enough has been done to educate towards citizenship and democracy and whether various national educational systems have adopted this issue as their core mission.

A second group of questions derives from some crucial challenges – such as the dramatic deterioration of the biosphere, the climate, and the health – which impose both the necessity of rethinking this mission in a planetary context and redefining the 'citizenship' as a concept not merely national, but multi-level, that is ranging from global to local; and in our continent European, too. How deeply are our nations presently involved in the task of educating their citizens in terms of knowledge of global and trans-national issues? And are they striving to build a collective common consciousness in Europe? What help is being given in this sense by proposals elaborated and experiences promoted by international organizations or the EU?

Finally, starting from infant and primary schools, what weight does citizenship education have in schools, what approaches are adopted and what have shown to be the most effective? What didactics are applied and what seem to be the most promising experiences? To what extent are teachers prepared and motivated and students interested in it? Universities and adult education should also play a role in citizenship education. What proposals and significant experiences can be described and examined?

The Volume also includes contributions on the relationship between education and economic systems which is a classic subject of social science. During the twentieth century, the functionalist perspective established a close link between 'school for the masses' and the construction of individuals personalities conforming to values and social objectives. Professions have then become more and more specialized and therefore requiring ever more targeted skills. Hence, the insistence on the need to train future workers in technical and technological skills, as well as more recently in the 'soft skills' climate, increasingly necessary in certain sectors of the economy (Industry 4.0). The alliance between the functionalist perspective and the neoliberal visions finds its conceptual and practical pivot in the employability conceptual frame. On the other hand, since the 1970s, critical research has highlighted that formal education system contributes to the reproduction of inequalities, confirming and strengthening hierarchies and power relations between different actors of the economic system. These lines of investigation have underlined the weight of cultural and social capital in determining school performance, but also the inflation of educational credentials as a combined effect of mass schooling and changes in the economic system. In more recent times, the fragmentation of the educational and training systems, because of the

multiplication of public and private agencies in charge of training citizens, in addition to the explosion of the non-formal and informal as learning places (e.g., on the Internet), challenges the school to maintain its primacy as a place responsible for training workers. Moreover, it questions its ability to continue to represent a social elevator and / or a place of social justice.

The issue of the reproduction of inequalities and differential returns of educational qualifications fuels lively and stimulating interdisciplinary debates: economic stagnation, mass unemployment and job instability affect the inclusion of young generations in the labour market. Recently, in the context of lifelong learning policies, the relationship between training and work has become increasingly central, but the definition of the goals of these policies is not neutral: in the neoliberal mantra it is a question of guaranteeing the adaptability, employability and autonomy of each individual, so that one can occupy a place in society according to the dominant values. There is no shortage of critical voices about this individualistic and functionalist interpretation of the Lifelong Learning vision. On the other hand, even the supporters of neoliberal-inspired policies want an inclusive training offer (from a meritocratic perspective), as it is essential for recruiting resources and supporting flexible production systems focused on knowledge.

The attention of scholars focuses on the effects of the 'knowledge society' in the educational system of European countries. In this perspective, several studies have focused attention on the orientation processes that contribute to the reproduction of inequalities as the students from the lower classes tend to orient themselves, and are oriented by their teachers, towards the vocational paths, stigmatized within the educational systems.

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Competences in Global Citizenship Education: From the Indications of the Italian National Curriculum to the Initial Teacher Training of Pre-school and Primary Education

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ABSTRACT: *Global Citizenship Education (GCED) is one of the strategic areas of UNESCO's Education Program that aims to instill in learners the values, attitudes and behaviors that form the basis of responsible global citizenship. This area has been developing in recent years in the different grades and orders of formal education, as reflected in the Eurydice report (2017). In line with this evolution, the present study analyses, from a documentary methodology, the competences of Global Citizenship Education present in the Italian curricula of Nursery School and Primary School. This analysis will allow us to deepen the competences to be developed in the new civic education subject that, by ministerial decree (D.M. n.35 of June 22, 2020), has been adopted in application of Law n. 92 of August 20, 2019. Furthermore, the study of the implementation of the transversal subject in the Pre-school education and Primary education levels of the Italian school will lead us to reflect on the new competences in Global Citizenship Education necessary to develop an effective and quality Initial Teacher Training.*

KEYWORDS: *Global Citizenship Education, Curriculum, Primary School, Nursery School, Higher Education.*

Introduction

The purpose of Global Citizenship Education (GCED), as noted in the Outcome Document of the Technical Consultation on Global Citizenship Education *Global Citizenship Education: an emerging perspective*, is to equip students with the following core competences: an in-depth knowledge of global issues and universal values such as justice, equality, dignity and respect; cognitive skills for critical, systemic and creative thinking, which includes applying a multiple perspectives approach that addresses different dimensions, perspectives and angles of the problems; non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and the ability to network and interact with people of different backgrounds, origins, cultures and positions; behavioral capacities to act

collaboratively and responsibly and pursue the collective good (UNESCO, 2013; UNESCO, 2015a).

GCED is based on three learning domains: cognitive, socio-emotional and behavioral. The cognitive domain deals with the acquisition of knowledge and reflection skills necessary to better understand the world and its complexities; the socio-emotional domain refers to the values, attitudes and social competences that contribute to the affective, psychosocial and physical development of students, and allow them to live with others in a respectful and peaceful way; and, the domain of behavior, which refers to conduct, performance, practical application and commitment (UNESCO, 2015b).

As UNESCO (2015b: 16) points out, education for global citizenship aims for students to contemplate a series of learning objectives, which have been established in the following table, taking into account the three learning domains (cognitive, socioemotional and behavioral):

TAB. 1. *Goals of Global Citizenship Education*

GOALS OF GLOBAL CITIZENSHIP EDUCATION (LIFE-LONG LEARNING)		
COGNITIVE	SOCIOEMOTIONAL	BEHAVIORAL
understand global governance structures, international rights and responsibilities, global issues, and the relationships between global, national and local systems and processes	recognize and appreciate difference and multiple identities, for example in culture, language, religion, gender and our common humanity, and acquire skills to live in an increasingly diverse world	take an interest in contemporary global issues at the local, national and global levels, and make own contributions from informed, engaged, responsible and reactive citizens
	develop attitudes of interest and empathy towards others and the environment, and respect for diversity	
acquire and apply critical skills for civic awareness, e.g. critical inquiry, information technology, basic media skills, critical thinking, decision-making, problem solving, negotiation, peacebuilding, and personal and social responsibility		
recognize and examine beliefs and values and how perceptions of social justice and civic engagement influence political and social decision-making		
acquire values of equity and social justice, and skills to critically analyze inequalities based on gender, socioeconomic status, culture, religion, age, and other factors		

Source: UNESCO (2015b, 16-22)

In line with this perspective, researchers Matarranz and Pérez Roldán (2016) denoted the need to create a new field of research that they called Supranational Education, which was born with the need to study new cultural and social realities, which they have incorporated into their own identity and culture global movements or trends. Education for global or supranational citizenship aspires to be a transformative factor, instilling the knowledge, skills, values and attitudes that learners need in order to contribute to a more inclusive, just and peaceful world.

This first perspective of competences in Education for Global Citizenship has opened new lines of study in recent years, highlighting the model of the 20 competencies required for democratic culture and intercultural dialogue, which includes values, attitudes, skills and knowledge and understanding criticism (Council of Europe, 2018).

1. Global Citizenship Education at the Italian School

It is interesting to observe the reflection on the ethical and humanistic attitude of Nussbaum (2005; 2011) and Gil Claros (2018) regarding the insertion of global citizenship in the school curriculum, which according to the first author should start from an age early in school. This perspective is complemented by Lipman's proposal to teach to think already in the childhood stage (in what we could call a 'children's philosophy'); experiences that should generate, according to both authors, understanding and empathy towards the 'Other' (Gil Claros, 2018: 47).

In recent years, studies have been carried out in relation to the process of implementation of education for global citizenship although, almost in all cases, from national perspectives. For example, from Colombia we find the studies of Aguilar Forero (Aguilar Forero, Velásquez Niños (2018), Aguilar Forero, 2019; Aguilar Forero *et al.*, 2019) or from the Italian territory it is possible to observe specific studies of the National Observatory on the internationalization of schools and student mobility (2020).

Focusing on Italian regulations, the Ministerial Decree n. 35 of June 22, 2020, adopted in application of the law of August 20, 2019, n. 92 *Introduzione dell'insegnamento scolastico dell'educazione civica*, has marked the Guidelines for civic education as a transversal subject in all orders and grades of the Italian school. This subject is not defined as education for global, world or planetary citizenship (UNESCO, 2013: 3) although in the guidelines it is possible to find clear signs of internationalization. In this sense, in the first conceptual nucleus referred to the «Constitution, law (national and international), legality and solidarity», arguments such as the historical development of the European Union and the United Nations are analyzed. Likewise, in the second conceptual nucleus «sustainable development, environmental education, knowledge and protection of heritage and territory» an international perspective is observed as it is based on the 17 objectives set by the United Nations to safeguard coexistence and sustainable development of the 2030 Agenda; Finally, digital citizenship education brings us closer not only to the competence of the correct use of the medium, but also to endless possibilities of communication with national and international entities.

The transversality of civic education has modified the vision of the matter offering a paradigm of reference different from that of the

disciplines. Each discipline is, in itself, an integral part of each student's citizenship and social education. This new paradigm has led to the need to integrate the objectives, specific learning outcomes and goals of citizenship education in the curriculum of educational institutions, following art. 6 of Presidential Decree n. 275/1999 and the principle of autonomy for its implementation. The evaluation criteria approved by the teaching staff for the individual disciplines and already included in the PTOF, have also had to be integrated in such a way as to include the evaluation of citizenship education teaching, which will be carried out through the proposal of the teaching coordinator, and it will be incorporated in the evaluation document, after having been confirmed by the Class team.

1.1. Global Citizenship Education in the curriculum of Nursery School

As indicated in the recent Guidelines for teaching civic education, children will be guided to explore the natural and human environment in which they live, developing attitudes of curiosity, interest and respect for the various forms of life and common goods. The constant, concrete, active and operational approach to learning can also be aimed at the virtuous initialization of technological devices, indicating the positive behaviors and associated risks of their use (Allegato A. *Linee guida per l'insegnamento dell'educazione civica*, 2020, 5).

Analysing the profile of the competences that students should have acquired at the end of nursery school, the following table has been created, which reflects the citizenship competences present in the 4 broad competences areas that were reflected in the Eurydice report (2017). It can be observed how the competences related to the dimensions of interacting effectively and constructively with others and thinking critically from the various fields of experience prevail.

Only in the field of experience 'The self and the other' we do find direct links with the competence to act in a socially responsible manner, noting the sense of belonging and respect the thoughts and feelings of the other when indicating among the learning goals «[The child] knows that he has a personal and family history, he knows the traditions of the family, the community and compares them with others» (MIUR, 2012: 25). It is also noteworthy that reference is made to knowledge and respect other cultures, religions as well as respect human rights through the learning goal «Asks questions about existential and religious issues, about cultural diversity, about right and wrong, on justice, and a first awareness of their rights and duties, of the rules of coexistence is reached» (MIUR, 2012, 25). Finally, we highlight from the table, how the competence of democratic action is observed in learning goals such as «Recognize the most important symbols of its culture and territory, institutions, public services, the functioning of small communities and the city» (MIUR, 2012, 25) or through the attendance at various types of shows (theatrical, musical, visual, animation performances).

TAB. 2. *Competences in Global Citizenship Education in the curriculum of Nursery School*

GOALS (National Curriculum Indications)	COMPETENCES (Eurydice)			
	Interacting effectively and constructively with others	Thinking critically	Acting in a socially responsible manner	Acting democratically
The self and the other	<ul style="list-style-type: none"> - Cooperation - Emotional awareness - Respect for different opinions or beliefs - Autonomy - Self-confidence 	<ul style="list-style-type: none"> - Creativity - Questioning 	<ul style="list-style-type: none"> - Sense of belonging - Knowing about or respecting other cultures or respecting religions - Respect for human rights 	<ul style="list-style-type: none"> - Respect for rules - Knowledge of political institutions - Knowledge of or participation in civil society
The body and the movement	<ul style="list-style-type: none"> - Autonomy - Self-awareness - Responsibility - Flexibility and adaptability 	<ul style="list-style-type: none"> - Understanding the present world 		
Images, sounds and colours	<ul style="list-style-type: none"> - Communicating and listening - Intercultural skills 	<ul style="list-style-type: none"> - Creativity - Knowledge discovery and use of sources - Data interpretation - Reasoning and analysis skills 		<ul style="list-style-type: none"> - Knowledge of or participation in civil society
The speeches and the words	<ul style="list-style-type: none"> - Communicating - Flexibility or adaptability - Inter-cultural skills 	<ul style="list-style-type: none"> - Creativity - Reasoning and analysis skills - Data interpretation - Multi-perspectivity - Media literacy 		
Knowledge from the world		<ul style="list-style-type: none"> - Data interpretation - Understanding the present world - Reasoning and analysis skills 		

Source: MIUR (2012: 26-29); Eurydice, (2017, 48)

It is worth noting that awareness initiatives for responsible citizenship are present in all fields of expertise identified by the national guidelines for the curriculum. Health, well-being, knowledge of cultural phenomena, personal identity, the perception of others (similarities and differences that distinguish all people) as well as respect for oneself and others, which constitute the first experiences of citizenship (MIUR, 2018).

1.2. Global Citizenship Education in the curriculum of Primary School

Table 3 indicates the competences in Education for citizenship from the Eurydice report (2017) in line with the learning goals for Primary Education established in the National Curriculum Indications (2012) for each of the disciplines.

As illustrated in the national indications and new scenarios (2018), the learning of several languages allows to lay the foundations for the construction of knowledge and facilitates the comparison between different cultures because «it represents a functional resource for the enhancement of diversity and the scholastic success of each person is a prerequisite for social inclusion and democratic participation» (MIUR, 2018: 9). It is for this reason that the gradual introduction of the CLIL methodology is hoped for in all grades and levels of school.

The teaching and learning of history, according to the 2012 curricular guidelines, contribute to cultural heritage education and active citizenship not only on a national horizon in a perspective of continuous dialogue between present and past, but also from a point of global view, as underlined in the national indications and new scenarios (2018: 10-11), in correspondence with the Guidelines for Global Education of the Council of Europe (2008) and the document Education for global citizenship. Learning themes and objectives (UNESCO, 2012).

Geography in the curriculum is represented as a subject that allows discussion on the great common issues and helps to develop skills related to active citizenship and to provide the tools to train autonomous, critical and responsible people in territorial management and in the protection of the environment, with a conscious look to the future (MIUR, 2012; 2018).

The scientific, mathematical and computational fields allow the construction of logical and critical thinking and to read reality in a rational way to consciously solve problems. The constant use of discussion and argumentation strengthens the openness to different opinions and the ability to argue one's own; relevant skills for the formation of an active and aware citizenship (MIUR, 2012; 2018).

The artistic disciplines and physical education are fundamental for the integral development of the person. They offer a favorable space for the activation of cooperation and socialization processes, the enhancement of creativity and participation, the protection of the artistic and environmental heritage and promote the value of respecting agreed and shared rules (MIUR, 2012; 2018).


TAB. 3. *Competences in Global Citizenship Education in the curriculum of Primary School*

GOALS (National Curriculum Indications)	COMPETENCES (Eurydice)			
	Interacting effectively and constructively with others	Thinking critically	Acting in a socially responsible manner	Acting democratically
Italian	- Communicate and listening	- Reasoning and analysis skills - Data interpretation - Flexibility or adaptability		- Respect for rules
English language and second community language	- Inter-cultural skills	- Understanding the present world - Reasoning and analysis skills - Data interpretation		- Participating
History				
Geography	- Inter-cultural skills	- Understanding the present world	- Environmental protection	
Mathematics	- Respect for different opinions or beliefs	- Reasoning and analysis skills - Data interpretation - Multi-perspectivity - Understanding the present world		
Sciences	- Responsibility - Self-awareness	- Questioning - Understanding the present world	- Environmental protection	-
Music	- Communicating and listening - Inter-cultural skills	- Data interpretation - Creativity		
Art and image	- Inter-cultural skills		Cultural heritage protection	
Physical education	- Self-awareness - Emotional awareness - Responsibility			- Respect for rules - Participating
Technology		- Understanding the present world - Data interpretation	- Sustainable development - Environmental protection	

Source: MIUR (2012: 36-79); Eurydice (2017: 48)

The lifelong learning competences in citizenship of the Eurydice report (2017), find their dimension for the compulsory educational context in the document established by the MIUR (2007), which includes the competences to be acquired at the end of compulsory education (1. Learning to learn; 2. Knowing how to design; 3. Knowing how to communicate; 4. Collaborate and participate; 5. Act responsibly; 6. Solve problems; 7. Learn to connect; 8. Check the information). It should be noted that the competences specified in the Italian curriculum refer almost entirely to the competences of Interact effectively and constructively with others and think critically:

FIG. 1. *Key citizenship skills: from Lifelong-Learning to the end of compulsory education*



Interact effectively and constructively with others	<ul style="list-style-type: none"> • Knowing how to communicate • Act responsibly • Collaborate and participate • Solve problems
Thinking critically	<ul style="list-style-type: none"> • Verify the information • Learning to learn • Learn to connect • Knowing how to design
Acting in a socially responsible way	<ul style="list-style-type: none"> • Act responsibly
Acting democratically	<ul style="list-style-type: none"> • Collaborate and participate

Source: Eurydice (2017); MIUR (D.M. n. 139/2007)

As can be seen from the preceding graph, the competences that lead to acting in a socially responsible manner and acting democratically have not been considered to a large extent in the indications of the curriculum. Both competences need a social action that allows developing not only the classical knowledge of the learning approach based on the knowledge of learning to know and learning to do, but they also need the knowledge of learning to live together and learning to be, as explained in the report *Learning: the treasure within* (1996).

To develop an educational project that includes knowing how to be and how to live together, it is necessary to open school to society. If the *Percorsi per le competenze trasversali e per l'orientamento* (Law 107/2015 'La Buona Scuola') were considered an innovative teaching method, which through continuous practical experience helps to consolidate the knowledge acquired in school in the last three years of high school, it would be necessary to consider the need to consolidate non-sporadic collaborations with entities both in the national territory

and internationally that allow us to open the nursery and primary school to society.

2. Initial Training in Global Citizenship Education

To understand the global evolution towards a global cooperation framework, the development of the education and training sector in recent years must be observed. One of the fundamental strategies in this change was developed by the framework *Education and Training 2020* (ET, 2020), which was adopted at the Council on May 12, 2009. This strategy aimed to address the substantial challenges that Europe had to overcome to become a knowledge-based economy and make lifelong learning a reality for all.

In the document published by UNESCO entitled *Global citizenship education: an emerging perspective*, the need to promote education for global citizenship was already shown, indicating among the actions to be implemented the inclusion in the study plans of the objective of education for global citizenship, the use of a transformative pedagogical methodology as well as the obligation to support alliances with civil society. In addition, this document focused its attention on the need to train administrators and teachers with training and support to implement and impart this type of pedagogy (UNESCO, 2013, 5).

It is necessary to train the new generations of teachers as conscious global citizens but, at the same time, a pedagogical plan for effective action in schools is necessary. In Italy, the new perspective of insertion of the civic education subject in a transversal way has implied not only the definition of the objectives, contents, evaluation criteria, learning standards, didactic methodology and competences to be treated in each discipline and the coordination of the hours to implement but also review the school curriculum and update the PTOF to adapt it to the new provisions (Ministerial Decree 35 of June 22, 2020). Therefore, it is necessary that our education professionals learn to critically analyze the guidelines and regulations that the Governance implements to modify the legislative documents of the specific school in which they work.

Future teachers should also be endowed with the necessary skills to develop the new roles that school needs in the field of citizenship. In this sense, the new figures present in the school in the field of citizenship education must be taken into account, among which the following can be highlighted:

1. Citizenship education contact person with coordination tasks who must collaborate with the Headmaster in coordinating the planning, organization, implementation of Citizenship Education activities. The contact person will have the task of promoting the implementation of citizenship education teaching through tutoring, consultancy, accompaniment, training and planning support for colleagues, according to the paradigm of 'cascade

training', of facilitate the development and implementation of multidisciplinary projects and internal collaborations between teachers, in order to give substance to the transversal nature of teaching.

2. Contact person on the prevention and fight against cyberbullying: Law n. 71 of 2017 provides, in every school, the figure of a referent teacher, for cyberbullying episodes and for every bullying phenomenon in general. The contact person has the task of coordinating the initiatives to prevent and combat cyberbullying. The guidelines for the prevention and contrast of Bullying and Cyberbullying phenomena indicate among the recommended actions the establishment of working groups that include the contact person(s) for the prevention of bullying and cyberbullying, the digital animator and other teachers engaged in the promotion of citizenship education (MIUR, 2021: 4, 5).
3. Contact person for environmental education and sustainable development: Environmental education and sustainable development is another of the areas that has implied the insertion of an educational reference in the school. MIUR, Indire and ASviS contribute to Target 4.7 together with initiatives such as Scuola2030, which web offers all teachers of the Italian school content, resources and self-training materials for an education inspired by the values and vision of the 2030 Agenda.

The various referents in citizenship education should also collaborate with families and with external entities in order to share and promote behaviours based on a conscious citizenship, not only of the rights, duties and rules of coexistence, but also of the challenges of the present and the immediate future.

On the other hand, it is important to disseminate among future teachers the European and UNESCO policies aimed at promoting common lines of action through both national and international initiatives and projects that invite them to analyze and participate together. Among these actions for example, we can quote the international days, years and decades dedicated to raising awareness of a topic of international interest. The General Assembly of the United Nations, the Economic and Social Council of the United Nations and UNESCO establish and promote these anniversaries with their own infrastructures, also presenting a written report on the various activities carried out in the world on the occasion of the event and containing the recommendations for subsequent occasions.

In relation to national projects, it is noteworthy The National Operational Program (PON) of the Ministry of Education, University and Research, entitled *For the School-skills and learning environments*, funded by the European Structural Funds, which contains the strategic priorities of the education sector.

In an international perspective, they should be warned the Cultural exchange programs between schools, of which we cite as an example the following initiatives:

1. The UNESCO Associated Schools Network (ASPnet) brings together educational institutions from around the world with the common goal of international understanding, peace, intercultural dialogue, sustainable development and quality education. It is recognized as an effective tool to achieve goal 4 of the United Nations 2030 Agenda «Provide quality, equitable and inclusive education and learning opportunities for all» on the basis of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD).
2. The eTwinning project, which promotes innovation, the use of technologies in teaching and the shared creation of multicultural educational projects between schools in different countries (twinning between schools), supporting distance collaboration between teachers and direct involvement of the students. Established in 2005 on the initiative of the European Commission (currently one of the actions of the Erasmus + 2021-2027 program), eTwinning takes the form of an IT platform, which involves teachers, making them known and collaborating in a safe workspace – called the TwinSpace – by exploiting the potential of the web (<https://www.indire.it/progetto/etwinning>).

Furthermore, future teachers, both during their training period and later, in their teaching work, are called to participate in exchange projects. Among these projects it is possible to point out the Erasmus+ program, in force since 1 January 2014, which is structured in three key actions (1. Mobility of individuals for learning purposes, 2. Cooperation for innovation and good practices, 3. Policy reform) and the project 'Professional Exchanges', as part of bilateral cooperation initiatives with France and Spain, which is a teacher mobility program that has the main objective of promoting the dissemination of teaching practices according to the Content and Language integrated Learning (CLIL) and the activation of joint projects between Italian schools and French and Spanish schools.

Conclusion

The present study has led us to confirm that education for global citizenship is present in the Italian curriculum from the first years of compulsory education, developing in all orders and grades of the Italian school.

The key citizenship competences identified by the MIUR to be acquired at the end of compulsory education (1. Learning to learn; 2. Knowing how to design; 3. Knowing how to communicate; 4. Collaborate and participate; 5. Act responsibly; 6. Solve problems; 7.

Learn to connect; 8. Verify information) are present in the Italian curriculum, although they almost exclusively relate to interacting effectively and constructively with others and thinking critically.

Initial training should be one of the fundamental pillars to develop the various global citizenship competences of future teachers. Global citizenship competence in the initial training of future teachers should be promoted in a transversal way through the development of the four areas of citizenship competence defined by Eurydice, paying special attention to the psycho-pedagogical and sociological field.

The area in 'Interacting effectively and constructively with others' will be developed through the competence of cooperation and collaboration, which allows the creation of work teams, whose functions will lead to designing didactic contents in citizenship education in different school levels and diversifying the didactic paths of the classes. The collaboration competence will have to be equally promoted among families, in order to share and promote behaviors marked by a conscious citizenship, by also integrating the educational co-responsibility agreement.

It would also be convenient to develop leadership competences to fulfil the functions of the educational referents in education for citizenship (including the Contact Person for the prevention and fight against cyberbullying and the Contact Person for environmental education and sustainable development). The role of reference implies, in turn, the learning of skills that allow coordinating and monitoring the different phases (from planning to implementation) of the Global Citizenship Education experiences in correlation with the different disciplinary areas, guaranteeing functionality, effectiveness and consistency with the PTOF.

On the other hand, it is necessary to broaden the competences of the 'Thinking critically' area, which allow the development of planning in the PTOF, specifying the learning objectives, contents and evaluation of the subject of citizenship in a transversal way.

In addition, critical thinking skills will be needed to present a final report to the Faculty Board at the end of the school year, highlighting achievements and 'weaknesses' and allowing a record of good citizenship education practices, as established by the Ministry, in order to share and contribute to the dissemination of organizational solutions and experiences of excellence.

Finally, a direct and permanent collaboration should be established with the territory and with society in general (local-global) through cultural exchange programs (with training experiences between schools and universities and teacher exchange projects), which would allow observing from an intercultural perspective the reality of our world under a conception of democratic and inclusive culture. These competences, typical of the areas of 'Acting democratically' and 'Acting in a socially responsible manner', should promote both a sense of

belonging, sustainable development, knowledge of political institutions and international organizations, as well as participation in civil society.

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ISBN 978-88-944888-6-

Proceedings of the 2nd International Conference of the Journal Scuola Democratica

REINVENTING EDUCATION

VOLUME I

Citizenship, Work and The Global Age