migratED

MEDIA EDUCATION
FOR HUMAN RIGHTS

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Policy Brief

1. Global Citizenship Education

What are the goals for GCE in MigratED project?

Global Citizenship Education (GCE) finds its main defining framework in the UN, and in particular in **UNESCO**, which identifies it as *"an educational process that leads people to actively engage for fostering change in the social, cultural, political, and economic structures that influence their lives"*.

Since 2015, the GCE has found a more specific configuration within the **UN Agenda 2030 for Sustainable Development**, linked in particular to Goal 4 *"Quality Education"* and, more specifically, to target 4.7: *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"*.

Promoting inclusive and global education is functional to achieve all the Sustainable Development Goals: the GCE thus becomes a meta-goal, necessary to prepare and trigger the cultural changes required for the creation of a fairer, more equitable and sustainable society in all human beings.

Based on these international references, **WeWorld GVC**, thanks to **MigratED** project intends to disseminate good educational practices on intercultural dialogue, migration and human rights, promoting a correct use of technology as an inclusive teaching tool.

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

Within the MigratED project, the GCE finds its specific connotation:

1. Triggering cascade training processes, involving different stakeholders in formal and non-formal education, stimulating dialogue between school, social and reception sector and the whole **educating community**.

2. Promoting educational actions on **today's complex issues** such as human rights, sustainable development, and migration, to stimulate critical thinking and the spirit of solidarity and to promote the active citizenship of young people.

3. Reforming teaching, promoting **media education and multimedia and digital technologies** such as learning tools, and educational methodologies based on **active participation** and inclusion.

WeWorld GVC wants to promote the **legislative and institutional recognition of the GCE** in order to turn individual actions and projects into an organic and structured strategy in national and local contexts, in a multi-stakeholder and multilevel perspective in coherence with the Italian GCE Strategy.
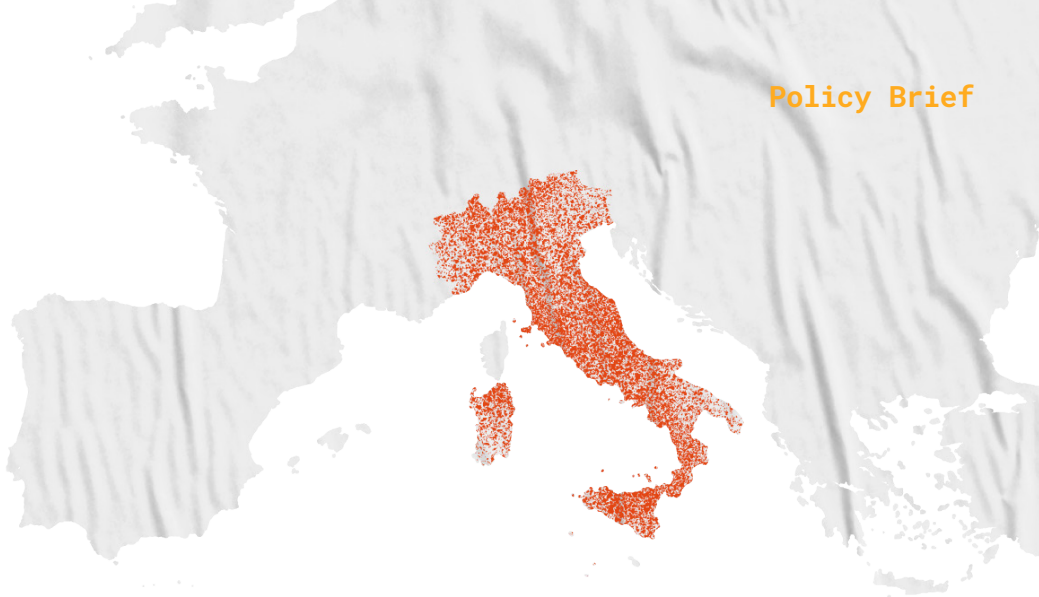
2. Situation in Italy

Actors, examples and good practices

In Italy, a specific and shared definition of GCE, its stakeholders and practices came about through the drafting of the **Italian Strategy for GCE**, approved in 2018 as a result of the work of a multi-stakeholder table (Ministries, Local Authorities, AICS "the Italian Agency for Cooperation and Development", National Youth Agency, Universities, civil society organizations and NGOs).

Adopting the definition given by UNESCO, the Italian Strategy sees the GCE as an *"formative process called to foster awareness and critical understanding of the dynamics and processes of interdependence, based on aspects related to **three main dimensions of learning**: **cognitive** (critical understanding), **socio-emotional** (sense of belonging and solidarity), **behavioural** (action for change)"*.

These three dimensions are therefore the basis for the idea of an action strategy able to combine **formal education** and **non-formal** education to reach the whole citizenship. In addition, **awareness-raising** and **information processes** that call for the involvement and commitment of public opinion and the media are complementary. For its implementation, the Strategy recalls **the need for integrated action among the various institutional levels**, which are required to develop and implement both a **national action plan**, and **local plans** to structure the coordination between different stakeholders and establish places for discussion and operational collaboration.

On 21 November 2019, the policy document "**Local Plans for Global Citizenship Education (GCE): directions for Regions and Local Authorities**" was published: it is the first step towards the application of the recommendations of the Italian Strategy; a plurality of public and private entities, at local and national level, involved in the promotion of the ECG have contributed to its drafting. The document is addressed to local public institutions, with **the aim of producing local coordination** and **multi-annual planning** to guarantee a **continuous promotion of GCE practices, in its three fields of application**: formal education, non-formal education, information and awareness raising.

One of the latest legislative innovations that has allowed the inclusion of GCE objectives and contents within school curricula is the new **Act on Civic Education**. Since 2020/2021, the teaching of this subject has become compulsory from the first cycle of education. In accordance with Law 92 of 2019, Civic Education will be evaluated with its own mark and its teaching will be established on at least 33 dedicated hours per year and will be based on three main pillars: the Italian Constitution, sustainable development and digital citizenship. **Sustainable development** requires students to be trained in environmental education and in the knowledge and protection of heritage and the territory, in line with the Agenda 2030. Thus, sustainability is part of the learning objectives. Another key element is **digital citizenship**, that helps the students to develop skills and awareness regarding the use of multimedia and digital tools. The subject wide-ranging component is characterized by a **transversal value matrix** that must be combined with the subjects of study, in order to avoid superficial and unproductive aggregations of theoretical contents and to develop **processes of interconnection between disciplinary and extra-disciplinary knowledge, in coherence with the GCE approach**.

Reference points in the promotion of the GCE on the national scene are the NGOs that have joined the **Concord Italia GCE platform**, which participates in the work of Concord Europe Confederation, and **ASviS, the Italian Alliance for Sustainable Development**, which brings together over 270 members among the most important institutions and civil society networks. ASviS carries out multiple initiatives to analyze and promote the dissemination of SDGs in Italy, not only through the annual publication of the **ASviS Reports on the achievement of the Sustainable Development Goals in Italy**, but also thanks to various analyses and projects in this regard (including, for example, **#AlleanzaAgisce**, a web-portal aimed at disseminating initiatives put in place by the ASviS network to address the health emergency and for the building of a more sustainable and resilient future).

Within the GCE framework, in 2019 the Alliance signed the Three-year Memorandum of Understanding MIUR - ASviS "**Promoting the dissemination of the culture of sustainable development in view of the implementation of the Agenda 2030 Goals**" containing numerous initiatives and projects, such as:

-   the **Scuola2030 web portal**, which offers all the teachers of the Italian school content, resources and materials in self-training for an education inspired by Agenda 2030, in line with the goals of the MIUR-ASviS Memorandum, which provides *"that actions are aimed in particular at identifying training paths for teachers, also through the use of new technologies including a free e-learning training course for teachers"*.

-   the fourth edition of the **MIUR-ASviS competition called "Let's score 17 Goals"**, aimed at educational institutions and Provincial Adult Education Centres, with the aim of promoting knowledge, awareness and adherence to the principles of Agenda 2030.

Within the **non-formal education** and **awareness** raising on GCE topics, other ASviS initiatives are, first of all, the **Work Groups**, which network public and private organizations; in particular, the group dedicated to **Goal 4** and the cross-cutting group dedicated to **Education for Sustainable Development** address GCE issues, promoting research, projects and initiatives and sharing resources and **educational materials on SDGs**. In 2020, ASviS also contributed to the document **#EducAzioni - Five steps to combat educational poverty and promote the rights of girls, boys and young people**, submitted to the Government and officially launched on June 17, 2020.

Another key stakeholder is **Indire**, the National Institute for Documentation, Innovation and Educational Research, that represents a reference point for **educational research in Italy**. Indeed, it develops **new educational models**, experiments with the use of **new technologies** in training courses, as well as promotes the redefinition of the relationship between spaces and times of learning and teaching. Indire deals with the **training of teachers**, also in e-learning mode, develops actions to support the processes of improving teaching and carries out quantitative and qualitative **monitoring** focusing on aspects related to **school transformation** and **evolution**. Looking at the European Union, Indire is the Italian Agency in charge of managing the Erasmus+ programme for the period 2014-2020, and it acts as support body for other European programmes (eTwinning, Epale, Eurydice) and actively participating in the EUN - European Schoolnet network.

For years now, Indire has been looking after the most geographically marginalised schools, focusing on the **school-local community relationship**. In this way, Indire aims to promote the educational and cultural function of such schools and combat the phenomenon of depopulation. Over the years, this work has given birth to the national network of Small Schools that, in 2017, became part of the **Small Schools Movement**. Thanks to Indire's support, schools are experimenting with ways of working together thanks to distance learning models and the use of technologies such as interactive whiteboard and videoconferencing. The attention to multimedia has led Indire to promote projects including **La Scuola allo schermo** (School on the screen), a collection of audiovisual resources aimed at teachers, school managers, researchers and trainers involved in the educational contexts of small schools.

WeWorld GVC is committed to promoting the GCE not only by actively participating in initiatives promoted by national and international networks, including the **GCE Global Campaign for Education network** and the Concord Italia GCE platform, but also through actions within the territories.

WeWorld GVC's GCE strategy acts in accordance with the principles of the Italian GCE Strategy by providing for:

- a **multi-stakeholder** and **cross-sector approach** at both national and local level, through which institutions, civil society, schools, universities, the world of work, business and the media act all together;

- **co-designing** of GCE actions with educators/trainers and learners;

- a **local approach**, through which the different stakeholders of a single area work in synergy;

- **interactive**, **maieutic**, **critical** and **peer-to-peer methodologies**, through which educational practices become a global citizenship process in formal and non-formal education contexts, paying particular attention to distinguish moments of participation (which refer to conditions of direct influence on decision-making processes) from those of simple information and consultation.

Since 2007, WeWorld GVC has been organizing the **Terra di Tutti Film Festival (TTTF)**, in Bologna, a social film festival that turns the spotlight on "Voices from the Invisible World", offering in-depth analysis of human rights, gender rights, defence of freedom, environmental and social issues. Leveraging the impact and empathy of audiovisual language, the TTFF creates synergies between local authorities and local realities, promoting dialogue between schools and local authorities and raising awareness among young people about sustainable development, human and environmental rights.

The MigratED project

- In Italy, WeWorld GVC, CSAPSA Due and the CDLEI of the Municipality of Bologna form a **territorial** and **multi-stakeholder partnership**: an NGO, a social cooperative and a Local Authority to involve different types of stakeholders and beneficiaries, and to generate impacts at different levels.

- MigratED addresses the **formal** and **non-formal education** sector, creating moments of meeting, exchange and discussion: international trainings on ECG, human rights and technologies (January 2019), which involved 28 educators and teachers, 5 of them from Italy; followed by other national trainings (October 2019), aimed at about 60 teachers and educators; in 2020 the workshop activities carried out in Italy in school and extra-school contexts involved **160** young Italians from different backgrounds.

3. Difficulties and challenges in Italy

In recent years, the stakeholders involved in the promotion of the GCE have moved from a demand for rules and defining frameworks, satisfied in 2018 by the Italian Strategy, to a need for operational plans and implementation of the Strategy itself. If territorial plans were the first step, it is now necessary to identify effective ways to implement the GCE principles, creating **consistency between rules, public policies and GCE actions**, overcoming the fragmentation of actions to follow a **strategic, multi-stakeholder and long-term vision**.

First of all, there is an urgent need to define National Action Plans, Implementation Plans drawn up by Regions and Local Authorities, as well as monitoring processes and indicators. **As stated in the Local Plans for the GCE:** *"There is a strong need for **institutional places that, at local level, guarantee and monitor consistency between policies**. This coordination concerns both the effects at national and local level of non-integrated policies between different ministries [...], and the lack of integration at regional and local level of measures for sustainability, international cooperation and the GCE. Therefore, it is useful, at a local level, the involvement of the Local Authority in the implementation, updating and mapping of the different laws and official acts that can be linked to a GCE approach and its main themes".*

The main lack in the Italian context is an institutional **entity that coordinates the implementation of policies**, giving consistency to bottom-up initiatives with the strategic guidelines at national level.

According to the GCE Italian Strategy, *"to be effective, it is essential for educational actions to involve several local stakeholders, be articulated in interdisciplinary forms, have a systemic approach that links social, cultural, economic, technological, environmental, and political aspects, actively seek partnership with subjects from other regions and, if possible, and go beyond the episodic and project-based character, to be structurally included in the educational system."*

The lack of a unitary cohesion subject is also linked to the lack of adherence to the *Global Competence Framework*, which defines the framework underlying the international surveys on the measurement of global citizenship skills, first introduced in 2018 in PISA tests.

As regards the priorities for action with reference to the areas of training and education for sustainable development, ASviS has long ago identified **five priorities**, still relevant and far from being achieved resolved (**ASviS 2019 Report**):

A. quality of learning;
B. reduction of early school leaving;

C. priority to inclusion in schools;
D. lifelong learning;

E. dissemination of education for sustainability and global citizenship.

In particular, with reference to **point A**, the Report calls for *"actions to disseminate **educational innovation"***, linked not only to technological modernization, but also to *"methodologies that include the use of digital technologies"*, promoting dynamic and inclusive models. The report considers it urgent to focus on a *"cognitive survey on the paths of educational innovation in the Italian school"*. With regard to **point E**, the ASviS Report points out the late publication of the **civic education reform** in the Official Gazette, whose application, in the absence of ad hoc action by the MIUR, has been postponed to the year 2020-2021, and also highlights *"the need to provide adequate, ongoing support so that learning about sustainability and global citizenship, and about gender equality and human rights becomes a formal and integral part of national education policy, playing a widely accepted role in curricula, teacher training and the assessment of students"*.

According to the most recent analysis document **The Budget Law and Sustainable Development** published (ASviS, 2020), *"as far as education policies are concerned, the Budget Law 2020 does not contain provisions able to deeply change a sector that is clearly lagging behind, also with respect to the condition of other European countries"*.

4. Proposals and solutions

How to make the implementation of the Italian GCE Strategy effective?

In line with the documents of national importance, we require actions involving different stakeholders and able to act jointly in all areas that define it (formal, non-formal education, awareness raising), reaching all spheres of citizenship and involving the entire educational community.

A general recommendation for the whole GCE area:

- **Identification of a delegated entity in charge on behalf of the MIUR to oversee public and private actions on GCE**, with the aim of supervising and giving consistency to the actions promoted from the bottom so that they are in line with the Italian Strategy guidelines and with the good practices considered most effective for formal education on GCE.
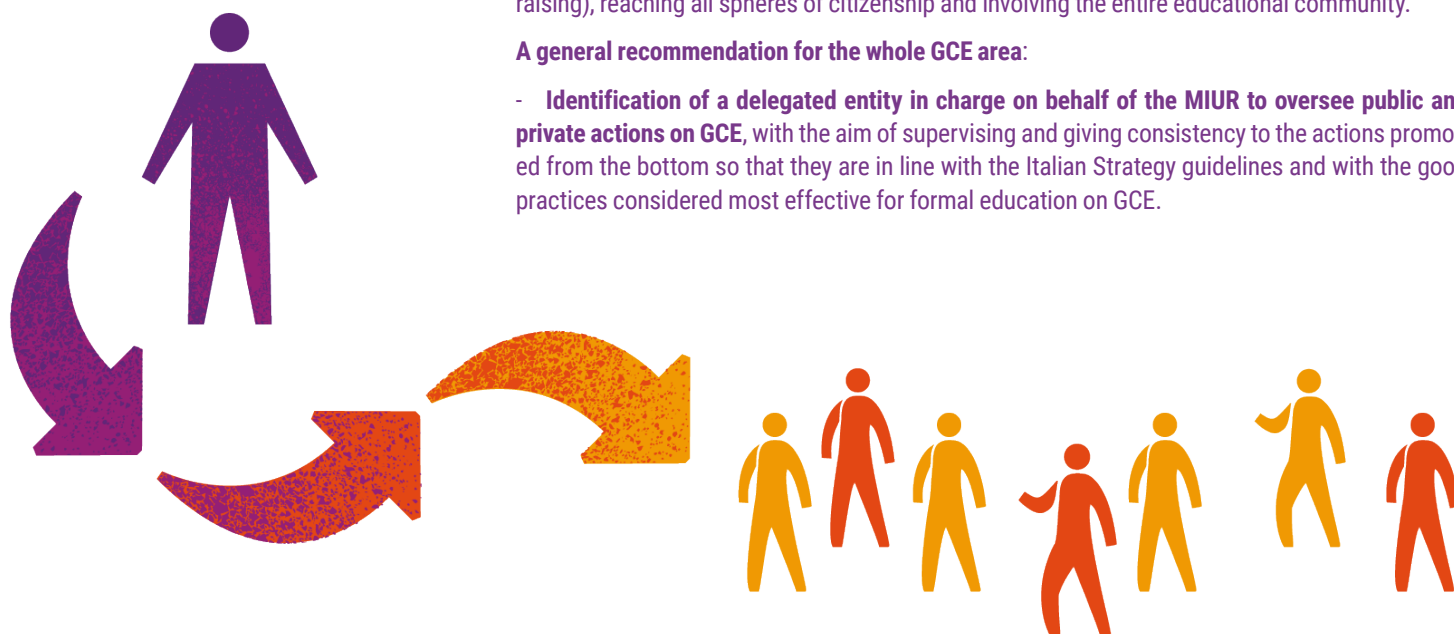
Below are the **specific recommendations for each of the three GCE areas**, for its more effective promotion at national level:

FORMAL EDUCATION

- **Innovation in teaching methods in schools**, thanks to the establishment of working groups with other stakeholders in the area, to create new educational models based on methods that are different from face-to-face teaching (active learning), with a focus on the introduction of structured media education paths and the use of technologies in teaching.

- A structured proposal for **educational activities aimed at training teachers** on Agenda 2030-related topics, providing them with teaching tools and materials.

NON-FORMAL EDUCATION

- **Create synergies among educational institutions, non-profit and civil society organisation involved in the social sector** and, in particular, in that of reception and integration of migrants, for an inclusive and multicultural education, open to all citizens inside and outside schools.

- **GCE actions as a form of lifelong learning, including adulthood**. The use of multimedia tools, related to cinema, theatre and art allow, in particular, to stimulate in-depth analysis and critical analysis related to global dynamics, **expanding the cultural offer addressed to citizens** of different age groups.

AWARENESS-RAISING and INFORMATION

- Educational actions addressed to citizens to promote **a critical analysis of the media**, to counter hate speech and discrimination.

- Structured **trainings for journalists and professionals of the communication sector**, to promote correct information and communication methods, free of prejudices and erroneous categorizations.

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