



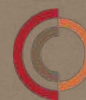
IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION

Training on Global Citizenship Education
at the **International Cooperation Centre**
in Trento, Italy

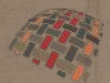


United Nations
Educational, Scientific and
Cultural Organization

Regional Bureau
for Science and Culture
in Europe



CENTRO PER LA
COOPERAZIONE
INTERNAZIONALE



Competenze per la
Società Globale

IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION

Training on Global Citizenship Education
at the International Cooperation Centre in Trento, Italy
CASE STUDY

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For the Italian version of this publication, in order to respect the principle of gender equality the authors have chosen to alternate between the use of feminine and masculine nouns, articles, and adjectives in the text.

IMAGINING AND PRACTISING
GLOBAL CITIZENSHIP
EDUCATION

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Abbreviations

CGS	Competences for Global Society (Operational Unit of ICC)
GCED	Global Citizenship Education
GTC	Global Teachers Centre
ICC	International Cooperation Centre
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
PVE-E	Preventing Violent Extremism through Education
SDGs	Sustainable Development Goals
TCIC	Training Centre for International Cooperation
TLU	Teaching-learning units
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

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1. PREFACE

*by UNESCO Regional Bureau for Science and Culture in Europe,
Venice*

The work presented here by the International Cooperation Centre (ICC) falls within the framework of global efforts for the achievement of Target 4.7 of the United Nations 2030 Agenda for Sustainable Development. The education and training system is one of the key contexts for promoting Global Citizenship Education (GCED) and has an immense potential which to date has only been partially explored. Practical examples are therefore fundamental in inspiring and helping entities and organisations that aim to contribute to the achievement of a more just, peaceful, and united world. To do so, the use of adequate edu-

cational techniques is crucial. Especially in a delicate context like that of GCED, the traditional frontal lecture model is outdated. Italy may claim a significant pedagogical tradition aligned with the principles of GCED: educators such as Maria Montessori, Loris Malaguzzi, Mario Lodi, don Lorenzo Milani, Alberto Manzi, and Danilo Dolci recognised “the centrality of the individual and her capacity to affect society through an education based on participant observation, the enhancement of the talents that everyone possesses, and the unavoidable relationship between the individual and society” (ICC, UNESCO, 2018, p. 6,

our translation from Italian).

However, features of a traditional system are apparent in the Italian education system's approach, that remains very much based on the direct transmission of knowledge from teachers to students, with little attention paid to the development of skills and a type of learning based mostly on personal experience. This model, which nonetheless maintains positive aspects such as a broad education and good general knowledge, is however being revised by the policies adopted by the recent administrations of the Ministry of Education, University and Research.

Nonetheless, experts agree on the fact that GCED should be carried out through experience-based training. The case studies presented by the ICC are particularly relevant as they are based on the key points indicated by the United Nations Sustainable Development Agenda.

Various activities of the ICC presented in this document, including the Global Schools project, fit into another of the key components of SDG Target 4.7: teacher training. Indeed, as previously mentioned, the Italian education system is undergoing a profound renewal; therefore, even mature teachers need to be aware of and participate in new educational models, in this case GCED. The dissemination of UNESCO's perspective in schools inevitably happens through school teachers, who should be trained to foster critical thinking, awareness of living in a globalised and interde-

pendent society, and awareness of key social issues in their students.

The case study "Teacher-learning units"¹ includes the Italian translation of the UNESCO guide "Global citizenship education: Topics and learning objectives", which can be considered an important first step for the dissemination of the UNESCO guidelines in Italian schools, the main context for the transmission of global competences. The ICC primarily works in the context of Trentino, but in this case it offers an important service to all the Italian-language education and research centres.

The "Storie da Cinema" project deals with another theme of significant relevance to GCED: migration. The project was addressed to secondary-school students, who through the lens of cinema were able to reflect on important topics that intertwine with migration, such as inequality among and within countries, climate change, and armed conflicts. After watching the movie, students had the chance to discuss and meet face-to-face with a person with a migrant background, previously trained by the ICC and other partners from Trentino, to provide the students with further human and personal insights into these issues. This activity is designed to overcome the "us against them" point of view, aiming instead to support a sense of common human belonging, as per GCED perspective. The project is not only useful for the students, but it is also an important integration op-

¹ In the Global Schools publication "Work units" was the terminology used to refer to the teaching-learning units.

portunity for the migrants, who can thus better understand their rights and feel recognised and included in the community.

The “SuperEroi Reali” project included once again teacher training, but it was mainly focused on primary school students. Raising children’s awareness of issues related to GCED poses different challenges and objectives for educators, who must therefore be specialised in working with the youngest students. This project took into consideration inclusion, which is particularly important to the ICC. The schools which have joined this project were, in fact, those with greater educational fragility and with the highest percentage of foreign students, who at that age also often have difficulties related to their lack of knowledge of the Italian language. Through this project, the children were able to familiarise with the most important current world-wide issues by means of play-based activities suitable for their age. Furthermore, the meeting between children and external trainers was encouraged to allow them to broaden their learning methods and their educational models.

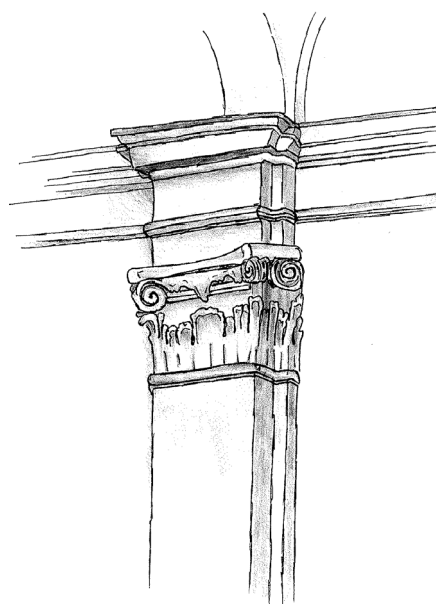
The course “Educating to Global Citizenship: Training in Critical Thinking to Understand the Complexity of the Present” was particularly interesting because of its target audience: adults and elderly people. The cornerstone of the project was the elaboration of one’s personal experience in light of important historical and present issues. This approach, together with the

promotion of discussion, listening, and mutual respect, made the project particularly ambitious and challenging for participants, since it risked calling into question certainties established and consolidated over time. Furthermore, it presented the sensitive issue of the relationship between GCED and politics. Although not tied to a particular ideological vision, let alone a partisan one, GCED is inevitably linked with the values and the vision of the world that contrast with the political ideas currently at the forefront, such as sovereigntism and identitarianism. Nevertheless, it is important to understand how fleeting the boundary is; while on one side GCED is intrinsically linked with politics and ethics, we must not forget that one of its main functions is the development of critical thinking. Therefore, it is necessary that behind the framework of GCED certain partisan political visions are not carried forward at the expense of others.

The last case study again involved the training of teachers, in this case not only those from Trentino but also Serbian and Bosnian ones. The contexts of Trentino Alto-Adige and the Balkans share the coexistence among people of diverse languages and from different ethnic groups. Deepening the understanding of the different historical dynamics that brought such diverse results is therefore useful and important. The implementation of GCED in post-conflict contexts presents challenges and further difficulties. Namely, the Bosnian educational system has different curricula for

the different ethnic groups, making it more complicated to achieve UNESCO's objectives to insert GCED-related programmes into the school curriculum. However, the goal of the project was to compare different systems and share positive examples and good practices, as is always useful in the education system.

The example of the ICC opens the way for further similar projects related to Global Citizenship Education. Target 4.7 of the 2030 Agenda (i.a. to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, human rights, gender equality, a culture of peace and non-violence, and global citizenship) is ambitious. It is important to take action to get as close to this target as possible. This process should take place especially - but not only - in the most disadvantaged regions of the planet. Teacher training is therefore crucial since schools are where change will be shaped, with the support of civil society through organisations like the ICC and its partners. As already pointed out by Alexis de Tocqueville, a world with stronger partnerships is a more prosperous, safer, and more democratic world: the world that we want for our children.



§

2. INTRODUCTION

*by UNESCO Regional Bureau for Science and Culture in Europe,
Venice*

a. CONTEXT

According to the 2030 Agenda for Sustainable Development, Goal 4, Target 4.7, the international community is called to act to “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” (United Nations, 2015).

Sustainability is a concept involving various dimensions of development, which are closely interconnected. Thus, its achievement can only be reached through a holistic approach. In this sense, Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are key approaches which, reinforcing each other and acting at different levels, contribute to creating the conditions necessary to reach the general goals of sustainability (UNESCO, 2015).

Factors such as the need to improve social and economic justice among and within countries, ensuring economic competitiveness and employment, dealing with global environmental

challenges as well as economic and demographic issues, health issues, technological development, and also population diversification, national security, and diplomacy, have led over the last two decades to the need to educate global citizens. Education is regarded as one of the main tools to raise people's awareness, especially in the youth, about becoming active and responsible global citizens from their earliest years. In this path, naturally, the educational world plays a crucial role.

In the formal education setting, UNESCO has promoted the empowerment and training of teachers in GCED, through different tools (policy documents, guidelines, pedagogical guides, didactic toolkits...) and through the publication of the report *Progress on Education for Sustainable Development and Global Citizenship Education* (UNESCO, 2018). Educational institutions, both in formal and in non-formal education, can contribute to this objective in various ways, for example, by including topics and modules on GCED in both pre- and in-service teacher training. Furthermore, teachers and educators can contribute to the internationalisation of formal and non-formal education by including topics related to GCED in their schools' programmes and integrating them in the courses they teach, encouraging the implementation of extracurricular activities focused on the global context, such as international volunteer projects.

The experience of Southeast Europe concerning GCED (and the related sectors of Education for Sustainable Development (ESD) and Preventing Violent Extremism through Edu-

cation-PVE-E) takes on a special significance considering the socio-economic and political changes that the region has seen in the last decades and the persistent difficulty in reaching an adequate level of social cohesion and stability. The values rooted in GCED and PVE-E, including interreligious and intercultural dialogue, are indeed indispensable tools for advancing further along the path of peace, democracy, stability, and sustainable development.

In this context, Southeast European countries such as Croatia, Serbia, Bulgaria (Council of Europe, 2017), North Macedonia, and Montenegro (workshop of the UNESCO Regional Bureau for Science and Culture in Europe, 2018) have already included global citizenship issues in their national curricula, both through interdisciplinary modules and in academic subjects. In continuity with the progress made since 2016, when the *Global Education Monitoring Report on the Sustainable Development Goals (SDGs)* was launched, both the international community and UNESCO support actions to promote the understanding of diverse populations' histories, dialogue among various religious traditions, and the spread of feelings of mutual respect, nonviolence, and peace.

Regarding the Italian context, the national Strategy for Global Citizenship Education, approved in February 2018 by the National Council for Cooperation and Development, is the result of cross-sectoral and multilevel cooperation among national and local institutions, universities, and civil society organisations. Among them, the Autonomous Province of Trento and the coordination of nongover-

nmental organisations (NGOs) played a key role, steering the drafting of the document. The next steps for implementing the Strategy must be the approval by the Inter-ministerial Committee for Cooperation and Development and its implementation at national and local level. Local authorities and civil society play a fundamental role, both historically and currently, in the implementation of GCED in Italy and Europe (Global Schools, 2016). Local authorities are the third largest funders of GCED activities in Italy, after the Ministry of Foreign Affairs and International Cooperation and the Ministry of Education, University, and Research (Concord Europe, 2018), and carry out their role primarily through regional education offices (Italian Agency for Development Cooperation, 2018, p.19). Civil society organisations, besides having strongly contributed to the drafting of the National Strategy, are important actors in promoting GCED through their work in advocacy, activation, training, and awareness-raising (Berbeglia, 2018).

Among the local Italian actors involved in the promotion of GCED, the ICC is an independent, non-profit association based in Trentino with years of experience in the areas of international cooperation, Global Citizenship Education, European affairs, and global issues with particular attention to the 2030 Agenda, human and child rights, European politics, local and regional development, social cohesion, and peace.

b. MOTIVATIONS AND GOALS OF THE CASE STUDY

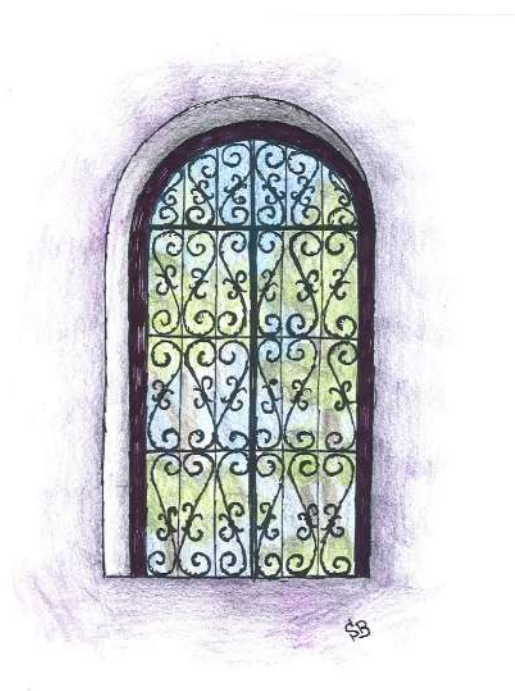
In the Italian context, GCED activities conducted by the ICC in Trento are a valuable case study. The analysis of the vision, mission, methodological approach, and the activities promoted by the ICC can facilitate the dissemination of GCED in Italy and Southeast Europe. Furthermore, this study can be not only a reference point for other organisations that work in promoting GCED but also an example of monitoring and evaluation, currently a crucial challenge for education, that can inspire similar efforts by other actors who work in these fields.

Furthermore, the absence of systematic teacher training courses in the area of GCED makes the analysis of the ICC's proposal even more interesting and useful for educational institutions that implement GCED, to analyse significant training practices and to provide recommendations for improving and disseminating them.

Therefore, this case study has the following objectives:

1. to inform, train, and educate various stakeholders as well as the broader population in the fundamental values of GCED;
2. to provide valuable practices capable of inspiring other organisations to carry out initiatives on themes and through methodologies related to GCED, in Italy and in the countries of Southeast Europe;

3. to provide a significant analysis of practice in the educational field within the wider framework of the 2030 Agenda for Sustainable Development (SDG 4.7);
4. to encourage the translation, publication, and dissemination of UNESCO materials and guides through collaboration with other actors interested in implementing GCED.



3. THE INTERNATIONAL COOPERATION CENTRE AND ITS APPROACH TO GCE

The survival and development of democracy depends not so much on the development of democratic ideals which are wide-spread and strong. Today, more than ever before, democracy depends upon the development of efficient forms of democratic social management and upon the spreading of the skill in such management to the common man.

Kurt Lewin

a. THE INTERNATIONAL COOPERATION CENTRE: VISION AND SCOPE OF THE ORGANISATION

The organisation. The International Cooperation Centre was born in 2017 from the union of the Training Centre for International Cooperation (operating since 2008)² and Osserva-

torio Balcani Caucaso Transeuropa (operating since 2000 within the Opera Campana dei Caduti Foundation in Rovereto). These two organisations have become the two operational units constituting the ICC today, respectively: Competences for Global Society (CGS) and Osservatorio Balcani Caucaso Transeuropa (OBCT). The Autonomous Province of Trento, the University of Trento, the Municipality of Trento, the Municipality of Rovereto, and the Opera Campana dei Caduti Foundation are currently partners of the ICC. A specific memorandum of understanding further regulates collaboration with the OECD Trento Centre.

² The Training Centre for International Cooperation (TCIC) was established in 2008 according to provincial law 04/2005 on international solidarity. This law modified the previous one, 10/1988, by introducing a fixed percentage of the budget (0.25%) to be used for international development cooperation initiatives. It also regulated this new entity, its main task being to contribute to the strengthening of competences and capacities of those working in the field to improve their effectiveness (OECD, 2005).

The Centre deals with various thematic areas, carrying out research, analysis, training, information and awareness-raising activities and promoting knowledge in collaboration with various actors at the local, national, and international level.

Namely, the CGS unit offers training and consulting services, accompanies and supports networks, and supports the professionalisation of the international cooperation sector and the quality of interventions as well as the production of knowledge and recommendations to policy makers, the business world, and the tertiary sector. Through modules and training courses, public events, awareness-raising initiatives, and the promotion of actions that encourage participation, the CGS strengthens the ability of regional, national, and international actors to act responsibly at the local and global levels.

OBCT specialises in European affairs and politics with a focus on Southeast Europe, Turkey, and the Caucasus. OBCT is an original think tank model, bringing together information, research, training, dissemination, and advocacy, and serves as a link between scientific knowledge and European public opinion, between academia and journalism, between civil society and institutions, and between the countries of Eastern and Western Europe. For the last two decades, OBCT has conducted well-established monitoring and dissemination work on the social, political, and cultural transformations of these areas, on the protection of human and minority rights, and on the European Union (EU) enlargement process. The docu-

ments and materials produced by OBCT are published daily on the portal www.balcanicaucao.org in Italian, English, and Bosnian-Croatian-Serbian (BHS).

The organisational framework of the ICC is presented in the following image (Figure 1).

Due to their specific ways of working – through collaboration, partnerships, and networks – both Units contribute to making the ICC a place that connects and fosters diverse initiatives as well as one that involves institutions, civil society, media, the scientific community, youth, schools, and the world of labour and businesses in a dialogue based on the relevant topics for the ICC, both in Trentino and within the national and international networks in which it operates (Box 1). It is a place of production and exchange of knowledge and innovation, a laboratory where people from diverse backgrounds can experiment with projects of common interest, in which solidarity and international cooperation become valuable lenses to understand connections between local social dynamics and global social, environmental, and economic issues.

This case study focuses on the experience of the operational Unit “Competences for Global Society-CGS” as the primary context for GCED training activities.

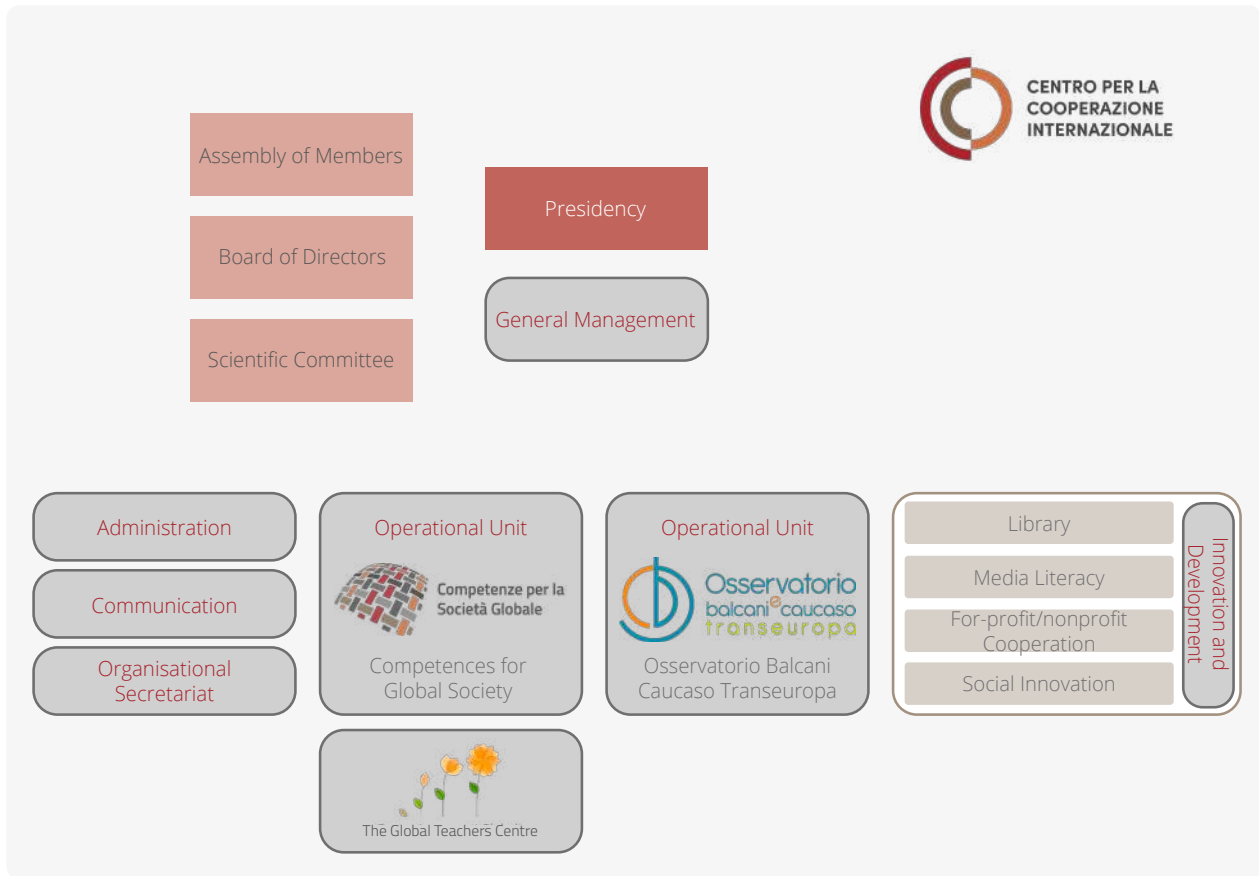


Figure 1 - Organisational framework of the International Cooperation Centre since 2017

Box 1

Supporting GCED through CGS's established networks and networking

CGS carries out a large part of its work through collaborations with local, national, and international networks. Namely, GCED activities are implemented especially through the following networks.

- At the international level, the ICC has collaborated since 2016 with the Profadel network, including seven training and study centres, each different in location (France, Italy, Madagascar, Mali, Morocco, Peru, and Togo), origin, organisation, and activities, which share the goal of strengthening local development actors' competences through training, consultancy, and research. One of Profadel's working areas is experiential pedagogy, with exchanges of practices among network members.

Furthermore the ICC, along with the OECD and the EAFIT University of Medellin, is among the promoters of the CODEL-LAC Network (Red Comunidad y Desarrollo Local en América Latina y Caribe), which brings together Latin American institutions and civil society organisations involved in sustainable local development.

- At the European level, the ICC has been part of the DARE (*Democracy and Human Rights Education in Europe*) network since 2016, when it participated in the Networking European Citizenship Education conference in Zagreb. Approximately 50 civil society organisations from 26 European countries have joined the network with the goal of improving the quality of democratic citizenship education and human rights education. The DARE network aims to strengthen their recogni-

tion, visibility, and dedicated resources in formal and non-formal European education systems.

- At the national level, since 2014 the ICC has been a member of **Concord Italia**, one of the main national networks of civil society organisations involved in international cooperation and in the promotion of GCED. Concord Italia is also a member of **Concord Europe** and is therefore a valuable contact with policies, debate, and advocacy on development issues at the European level.

In addition, at the national level the ICC is one of the founders of **ChangeLab**, a working group that promotes training and research on the Theory of Change and its application to the context of international cooperation.

- More generally, the ICC is part of hundreds of partnerships that initiate and support activities, services, and projects.
 - In academia: numerous collaborations on training projects, notably the “Talete” course (see box 5 in chapter 3), are active with the University of Trento. At the national level, the ICC is an active member of the network University Coordination for Development Cooperation (**CUCS**) and bilaterally with the universities of Milano Bicocca (through the implementation of an executive PhD programme focused on for-profit actors within international cooperation processes addressing local development), Bologna, Florence, Macerata, Padua (through the collaboration with the University Human Rights Centre), Pavia, Turin, Trieste, Verona (namely with two internal research groups, “**TiLT – Territori in libera transizione**”/ Territories in Free Transition and “Laboratorio di ricerca partecipativa sui saperi situati”/ Participatory research workshop on situated knowledge) and with the Sant’Anna School of Advanced Studies. With some exceptions, the collaborations consist of reciprocal exchanges of lectures (in classrooms, through e-learning and seminars).

- At the local level, the ICC collaborates daily with the numerous associations based in Trentino that are involved in international cooperation and GCED, with the network of regional entities including Forum Trentino per la Pace e i Diritti Umani (Trentino Forum for Peace and Human Rights - a body of the Provincial Council of the Autonomous Province of Trento), the coordination of NGOs based in Trentino working in international cooperation and solidarity “FArete”, the system of museums and research institutes (MUSE, FBK, Fondazione Museo storico del Trentino, and Museo storico italiano della guerra), Azienda Provinciale per i Servizi Sanitari, Adult Education Centres in Trento, Centro Studi Erickson, CSV Trentino - Non Profit Network, and University of the Third Age and Spare Time. Furthermore, the ICC is part of the Trentino node of the network “In difesa di” (In defence of), which supports defenders of human rights.
- For the implementation of awareness-raising initiatives, the ICC collaborates with various regional events: Trento Film Festival, Economics Festival, ITACÀ Festival del Turismo Responsabile, Tutti nello stesso piatto Festival, Religion Today Film Festival, the EDUCA fair, and the Fa' la cosa giusta fair.
- With the local authorities, the ICC implements consulting, coordination, and development services for training activities mainly at the local level (in Rovereto, Trento, Folgaria, Pergine, Riva del Garda, Valle Laghi, and Comunità della Vallagarina) and, in some cases, also at the national level (in particular, with the Marche Region, the ICC oversaw the planning of a seminar designed for officials of local Italian authorities, which further explored how local administration can act in the global context, promoting GCED activities).

Box 2

The Global Teachers Centre



Since September 2018, CGS/ICC has activated the Global Teachers Centre (GTC), a thematic hub that offers consulting, training, and coordination services to teachers and associations involved in GCED in formal and non-formal contexts.

The GTC offers teachers the opportunity to discuss GCED-related topics: environmental sustainability, interculturalism, human rights, social justice, global interdependence, etc... Another aim is to support teachers in the implementation of interdisciplinary GCED courses by helping them network with regional associations and simultaneously offering schools the possibility to be informed about and involved in the local, national, and European projects in which the ICC is involved.

Throughout the school year, the GTC offers training activities for teachers of all levels with the goal of promoting GCED competences in line with Provincial Law (art. 2 paragraph F of Provincial Law n.5 of 7 August 2006) to integrate global themes into curricular programmes. The ICC is accredited by the Provincial Institute for Research and Educational Experimentation for the recognition of training hours as in-service training, and actively collaborates with the UNESCO office in Venice.

The ICC offers access to an internal library, which is an integral part of the Trentino library system and offers books on GCED and interculturalism, available for both consultation and borrowing.

Themes and context³. Since the early 1990s, international development cooperation has represented a fertile opportunity for exercising and experimenting with Trentino's autonomy. In Italy, the Autonomous Province of Trento played a pioneering role in "decentralised" cooperation as the first sub-national entity to pass its own law in 1988 (LP 10/1988) to regulate intervention in third countries. The first provincial law, followed by regional laws approved in almost all Italian regions, is incorporated in a subsequent legislation approved in 2005 (LP 4/2005). This legislative innovation was accompanied by other initiatives in support of the international cooperation sector, giving shape to the Trentino unicum: the institution of the "Forum Trentino per la Pace e i Diritti umani"/ Trentino Forum for Peace and Human Rights (1991), the birth of the International University of People's Institutions for Peace (1993, predecessor of the TCIC - Training Centre for International Cooperation), the launch of the project Osservatorio Balcani (2000, today Osservatorio Balcani Caucaso - Transeuropa). In those years decentralised cooperation, understood as the initiation of regional partnerships, was at the peak of its success, and Trentino is recognised nationally and internationally for the launch of the "Tavoli di cooperazione decentrata e di comunità"/ Boards of decentralised and community cooperation (ICC, 2013), since 1995 with the Balkans (in Prijedor - Bosnia and Herzegovina, in Peja-Pec - Kosovo^{*4}, and in Kraljevo - Serbia) and since 2000 with Mozambique (in the

³ Text from the ICC document "International cooperation for development: an opportunity for international projection and innovation of Trentino," March 2019.

^{*4} References to Kosovo shall be understood to be in the context of United Nations Security Council resolution 1244 (1999)

Caia district in the province of Sofala).

The work of the Centre (TCIC then ICC), with emphasis on strengthening the competences of the actors operating in the field of solidarity and international cooperation, took shape towards the end of the 2000s, when one of the most significant transformations in the world of international cooperation was the strengthening of the role of local actors (local authorities, civil society organisations) and the affirmation of decentralised cooperation.

Simultaneously and progressively, the world of international cooperation at the Italian and European levels has changed rapidly and significantly: funds available at the ministerial level have been reduced, if not almost cancelled; strong pressures are made to include new categories of actors, together with an increasingly noticeable trend of modifying the role of NGOs of the global north also thanks to increased ownership and empowerment of partner NGOs. Within NGOs, processes of adaptation and change (sectoral reorganisation and the development of sectors such as campaigning, advocacy, and fundraising, merging with other organisations with similar missions...) have widely developed to better respond to new scenarios, to be more effective and more efficient in carrying out activities, or simply to survive as organisations. Networking, even with different types of actors, not only in the global south but also in one's own region, is substantially changing NGOs' *modus operandi*.

The Millennium Development Goals (2000) and the 2030 Agenda for Sustainable Development (2015) signal the transition to an increa-

sing awareness around global interdependence, which requires an approach that is both global and strategic as well as capable of integrating the three dimensions of sustainable development: economic, social, and environmental. In particular, the 2030 Agenda is the framework of reference for the international commitments undertaken by Italy and all of its subnational entities relating to regional participation in world politics.

Its 17 Goals apply to all countries regardless of their stage of development and are based on the concept of shared responsibility. Starting from the recognition of the close connection between local and global, Goal 17 is dedicated particularly to international networks for development, and one of the identified targets calls for enhancing “the global partnership for sustainable development complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technologies and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries” (2030 Agenda, Goal 17, Target 17.16). Goal 4 of the Agenda calls for accountability toward inclusive and equitable quality education and lifelong learning, recognising GCED as a key tool for ensuring the knowledge and skills needed to promote sustainable development.

Thus, “global competences” acquire increasing importance, and great attention is paid to modernising the education system. For example, since 2018 the OECD PISA test has measured such competences among 15-year-old students from 80 countries, including Italy,

suggesting that school must develop global competence in young people, understood as the “capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” (OECD, 2018).

The vision and mission of the ICC. Increasing interdependence between local and global levels requires all regions to strengthen their alliances with other regions to capitalise on their specific features, resources, and competences, in order to contribute responsibly to combating inequality and social and economic inequity. International cooperation is proposed as a strategic and practical tool, as it helps to develop effective local responses to global environmental, economic, and social issues; to reduce inequalities and promote social development and cohesion; to interpret the autonomy and self-government of Trentino (an autonomous province in the Italian legal framework) as opportunities to promote its informed and responsible role in the national, European, and international context.

In this framework, the ICC promotes the coordination of initiatives and actors working in the field of international cooperation, enhances the specific features of local experiences, and promotes their international projection, with particular attention to regions of priority interest for Trentino. The ICC works to ensure that, in a complex and interdependent society, rights, sustainability, and equity are

at the centre of practices and policies defined through the participation of institutions, civil society, the media, the scientific community, and the world of labour and businesses. Through GCED, information, research, and training, the ICC contributes to the internationalisation of ways of thinking and of the institutional, social, and production system.

Within ICC, CGS carries out international cooperation training as an action aimed at developing skills for understanding and acting within a global society. This means contributing to the development of critical thinking and of the ability to interpret power differences in different contexts, to weave together the many forms of international solidarity, and to act with awareness and competence in organisational and social contexts. In short, training in international solidarity means learning to become citizens educated to inhabit the world, in solidarity with the Other (Box 3).

The CGS guidelines are as follows:

Learning organisation: to be an organisation that learns by interacting with the environment and which changes in relation to this interaction. This means that it accepts change as a given and develops an active, resilient, and constructive response to change, welcoming present challenges.

Competences: responding positively to change requires constant training and the practice of two key competences: learning to read the evolution of contexts and relationships as well as the reasoning informing both processes, and knowing how to creatively re-interpret one's

own activity as part of a larger purpose.

Coordination: this is the process of integrating and creating links among various parts of an organisation or among multiple organisations in a network to achieve common goals. Operationally, it means working among projects, areas, actors, levels, competences, and cultures for working groups and temporary organisations.

Awareness: this is the state in which one internalises the knowledge of something, building an approach of interacting with the world and incorporating intellectual, emotional, and active aspects. Fostering and managing relationships among organisations and places in a conscious way means moving within this intangible dimension which requires the exercise of a rationality that is not merely instrumental.

Critical thinking: it is a way of thinking characterised by mental processes of discernment, analysis, and evaluation. An approach to training and to international cooperation based on critical thinking is an approach that problematises fundamental issues and takes on the responsibility of choosing how to deal with them, basing judgments on scientific knowledge and experience.

Box 3

Can international solidarity be learned?

*Trento, 21 September 2010**

This is a legitimate question related to the subject of training in International Solidarity. Two years after the launch of the TCIC, it seems to us that above all, we can affirm that one learns a lot from international solidarity. The Centre, as a place for meeting and sharing experiences of international solidarity, represents a very interesting space teeming with life, people, and knowledge.

It represents the challenge and the interest of a territory aiming to give value to the wealth of knowledge and interwoven international relations. It is a huge asset for Trentino, considering the commitment of missionaries and lay people, of people from Trentino in the world and of the migrants who today create bridges between places and cultures.

International solidarity is also a valuable lens through which we can look more vividly at the development of our region. The social composition of the Centre is already an expression of an idea of international solidarity that goes beyond the idea of cooperation as development aid for impoverished countries and rather underlies a vision of cooperation as the building of trusting relationships among regions. An investment in training by local institutions, the economic sector, academia, and civil society implies a systemic vision of international cooperation and an interest in strengthening the local network that unites thought and action in this area.

Thought makers and not just consumers of other people's thoughts... The choice and the consequence of a world that is changing and that strongly challenges old categories... International contexts are rapidly being transformed in every corner of the world, and those involved in international relations, even in the relationships among citizens, cannot but live these changes through ongoing training and the exchange of experiences as opportunities for learning and growth. In past years, international development cooperation has almost become a discipline with the subsequent creation of its own language, a jargon that has helped to consolidate categories which risk losing their meaning by pure repetition. The "project" understood as an outcome, the ultimate goal of cooperation, is the typical example.

Yet, development is hardly the result of the sum of projects. It is more likely that regions will develop from the contribution of various forces ranging from social capital to eco-systemic balances, from infrastructures to the wealth of knowledge, from institutional stability to good governance. Thus, the question returns: is it possible to learn international solidarity since it is not only a mechanistic series of rules, but rather a complexity of disciplines, visions, and approaches?

The most important lesson comes yet again from direct experiences of international solidarity: "to do" cooperation, concretely, means to enter into a relationship with another context, steeped in complexity on the historical, geographical, political, institutional, social, and economic levels. A living, dynamic context where power relations exist and where it is necessary to know these relations, to be able to fit in, to create one's own sphere of action, to collaborate with others, and thus to contribute to the region's development. One learns to get involved on several fronts, both thematic and relational, and not to have a vi-

sion of reality that is too compartmentalised, but rather to be able to seize the richness of interdependencies. Often, when encountering limitations, weaknesses, and setbacks, one learns to scale back solidarity itself and to reinterpret it in a more human way, one that is sometimes tiring and fallible.

The Centre's training is aimed at contributing to the consolidation of transversal competences, i.e., the capacity to build links among separate notions, among different disciplines, between literature and practice, between the individual and the collective dimensions. Thus, the Centre focuses on the ability to weave international solidarity by weaving together very different threads.

The weaving is more of an artefact than an industrial product. The knowledge it aims to instil is the result of slow, patient, and constant work. It consists of knowing, knowing how to do, knowing how to be, and knowing how to become.

There is no path predefined by the Centre, with a lot of high-sounding titles of professional "development experts"; there is instead the opportunity to build different paths, to contribute to keeping the debate open and relevant as well as to help rebuild the fabric of relationships, both here and in the world, in thoughts and practices and - above all - in a collaborative way.

*Editorial in *Tessere di solidarietà internazionale*", Annual Report 2009, Settembre 2010.

b. GLOBAL CITIZENSHIP EDUCATION ACCORDING TO THE ICC: TRAJECTORY AND POSITIONING

The gradual process of being aware of living in a unique, interconnected world and the awareness of the unity of humankind is the cultural and value horizon within which CGS places its mission, interpreted in terms of developing the necessary competences to understand and act in the global society. The fundamental hypothesis that guides its work is that “globalisation” or, as Ulrich Beck (2013) proposes, “cosmopolitanization”, is no longer or is not only a conscious, voluntary choice of an elite that has identified itself in Immanuel Kant’s philosophy or more recently in Jurgen Habermas’ one (1998). In today’s world, a de facto cosmopolitanisation unfolds even without being invited, under the surface or behind the façade of the persistent nationality of spaces, jurisdictions, and labels. It extends from the pinnacle of society to everyday family life, in work situations and in individual biographies, even when national flags continue to wave and even if attitudes of attachment to national identities are strongly reaffirmed. Think of the existing incongruity among social processes that in practice have a global dimension and scope, such as the economy, finance, or communication. They involve individuals in the most remote corners of the planet, on a daily basis, in a “horizontal” and open way, but rights and responsibilities are instead distributed in a hierarchical way by exclusionary regional organisations. Those excluded or marginalised

by the unequal and geographically contingent distribution of rights ask to be able to access them. They do so either by moving on the map, by migrating, or by demanding change from their institutions. It is enough to look at the world of labour: transnational companies, seeking a cheaper labour force, are outsourcing jobs to foreign countries. This produces a forced cosmopolitanisation beneath the surface of national spaces that occurs without being desired and often without being seen, with at times devastating impacts. Think of the internal fragmentation of national communities, which have become battlegrounds that see on one hand the re-emergence of localisms, fundamentalisms, and xenophobia which call for a redefinition of citizenship in a restrictive sense, and on the other hand the suggestions and demands by, for example, libertarian, feminist, and LGBT movements that claim an opening of their borders toward spaces and possibilities yet to be explored.

In this context, acquiring “global” or “cosmopolitan” competences means being equipped to face the present without becoming entrapped, living in this age with awareness - as citizens, as workers, as public administrators and decision-makers, to develop a qualified “agency” in individuals and organisations for the purpose of improving today’s society, which is complex, cosmopolitan, and global.

Starting from this vision, over the years, CGS has seen in GCED the evolution of thought and paradigms related to training in international cooperation. Beyond the general indefiniteness of the term, varyingly used to refer to

experiences of development education, intercultural education, citizenship education, and environmental education, there is in fact substantial agreement between those who approach GCED within the educational community either for research purposes or with reference to international declarations.

UNESCO has been the main authority on the subject since 1974 when it published the *Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms*.

UNESCO defines GCED as the set of knowledge, attitudes, skills, and competences that make each person a “global” citizen. What defines “global” is still far from being identified and unequivocally recognised, but it is nevertheless assumed that it has to do with an expanded perception of the world, with the ability to see and perceive “others”, who are different from oneself, as bearers of culture, interests, and rights, with the ability to understand the effects of individual actions (first and foremost their own) not only at a micro-level but as part of a highly interrelated system.

This vision makes GCED an educational exercise which is at the same time expression and necessity of complex contemporary societies. This is because GCED presupposes the possible and actual immersion of each individual, albeit to different extents, in a system of global and continuous interactions and therefore in a potential condition of lifelong learning. It is not difficult to see in these characteristics the deep connections and features common to

GCED and to international cooperation at large, such as an opportunity for reciprocity, as it has been interpreted and carried out over the years by the ICC through its own activities.

Thus, since 2015, the ICC (TCIC and then CGS) has chosen to pay increasing attention to GCED since it introduces elements that are of absolute importance and materiality in the training for international cooperation. First of all, a paradigm shift from a vision of meeting others driven by a feeling of closeness regarding their needs or hardships, to one based on common citizenship, with shared ownership of rights and obligations. Thus, it involves recognising the centrality of citizenship as such in a relationship of exchange, not of help, among people. This perspective reversal also has important consequences for training, starting from the target audience: GCED is not a body of knowledge for professionals, or for a select few, or enthusiasts. It is, by definition, a body of knowledge for each and every one. And it is not even optional anymore, but rather it is a reality of living in complex societies of the third millennium.

The opportunity to substantially focus the work of the ICC around GCED happened concretely in 2012 when, within a workshop training space the participating NGOs together took up the challenge of setting-up, within the Trentino school system, a project for participating in a DEAR⁵ call of the European Commission. This challenge was supported by the local authority, the Autonomous Province of Trento, which together with the ICC accompa-

⁵ Draft Project Profile Form “Project name: Integration of global citizenship skills into school curricula”.

Box 4

European project “*Global Schools: il mondo entra in classe*”

The “Global Schools” (Global schools: the world enters the classroom) project was developed in the three-year period between 2015 and 2018 with funding from the European Commission under the “DEAR - Development Education and Awareness Raising” programme. Combining research, training, and exchange of practices, the project was aimed at integrating GCED into the policies and teaching of primary schools. More generally, the project pursued a cultural change in the world of education and in society to raise a new generation of global citizens motivated by the values of solidarity, equality, justice, inclusion, and cooperation. The project involved 17 partners in 10 countries, 6 associated bodies, 182 schools, 3,000 teachers (in service and pre-service), over 500 stakeholders throughout Europe, over 23,000 people (adults and children) with school events, national, and international seminars and much more. The European partnership included local authorities, civil society organisations, research centres, and higher education institutions.

The Autonomous Province of Trento was the project coordinator. In Italy, the project was carried out in Trentino and in the Marche region. In Trentino, the ICC was the technical partner responsible for developing didactic resources and for planning and implementing the training component for the region, in addition to research activities. In the Marche region, this activity was developed by the NGO CVM - Comunità Volontari per il Mondo, with the support of the Marche Region.

Among the various activities, teacher training was undoubtedly the most significant one, in terms of invested resources and active involvement of participants, and thus became the cornerstone of the project. Reinterpreting school curricula in light of Global Citizenship Education thus became the purpose of teacher training in Trentino and Marche, in compliance with the different

regulatory contexts, thought processes, methodologies, and instruments of these two regions' educational culture. The ICC for Trentino and CVM for Marche became the management centres of training, operating in parallel and intersecting on several occasions by meeting and sharing experiences.

Both Trentino and Marche used the 2015 UNESCO document “*Global Citizenship Education: Topics and learning objectives*” as a reference and focused the attention of teachers on constructing meaningful paths with a wider scope: the teaching-learning units (TLUs) for Trentino and the learning units for the Marche Region. The difference in terminology implies a difference in the approaches adopted by the two working groups: while Trentino promotes the reinterpretation of disciplinary competences from a global perspective, thus transversally integrating GCED in educational programmes, the Marche region, from a research-action perspective, leads a reform of national-centred curricula through the epistemological revision of subjects. The diversity of the approaches was legitimate due to the pioneering nature of the Global Schools project, which captured the current challenges and called for the school to reflect and explore unknown territories where new points of reference could be found.

Over time, the project made it possible to experiment with and consolidate a multilevel approach that also later characterised the work on the topic, proposing a strategy that involved not only teachers but also school principals and schools as a whole (as their openness to GCED heavily impacted the individual teachers' ability and opportunities to promote it), families (according to the logic of the “educational alliance”), civil society organisations, and institutions in charge (at the local, national, and international levels).

As part of the project, a first qualitative research component analysed existing educational policies in 10 selected EU countries, in order to assess if, to what extent, and how GCED was integrated in primary education. The research highlighted the role of political actors, not only governmental ones, in the promotion and implementation of GCED policies and in facilitating connections between actors (Global Schools, 2016).

A second research component explored the training practices of in-service teachers. The attention was focused on understanding who the actors are, the modalities, and places where teachers acquire the skills, knowledge, and competences necessary to effectively integrate GCED into the curriculum and into teaching practice. Four cases were examined: Austria, the Czech Republic, Ireland, and Italy (Tarozzi & Inguaggiato, 2018).

At the level of national policies supporting GCED, the project had (and still has, which confirms its sustainability over time) a significant role in the drafting and implementation phase of the “National Strategy for Global Citizenship Education”.

At the level of local policies, one of the outcomes of the project was the modification of the Provincial Law on schools (P.L. n. 5/2006) which, in art. 2 paragraph f., introduced the term “global” to connote the action of citizenship education, included among the objectives of the Trentino school system. This explicit provision therefore formally calls for teachers to take concrete actions and legitimises them to introduce, within their own curricula, the teaching and learning of global citizenship competences.

nied the elaboration and drafting of a three-year project aimed at introducing GCED in the primary school curriculum: it is the origin of “Global Schools” (Box 4).

Thus, since 2015, the Global Schools project has contributed to disseminating among teachers UNESCO’s view of schools as the privileged place of change and innovation to face the global challenges of our time: migration, environmental sustainability, gender issues, dialogue between cultures and religions, the legacy of colonialism, global governance, citizenship issues, climate chaos, human rights, legality, inequalities. These topics, which are also supported by the 2030 Agenda, are universal and concern all the inhabitants of our planet. Therefore, they should not be addressed at school as awareness campaigns, but as interdisciplinary core foundations of new curricula through which to promote a culture of complexity, useful to interpret and govern the present local reality.

The educational objectives in support of GCED must include all dimensions of an individual; thus, the focus on change involves not only the cognitive sphere, but also the affective and behavioural spheres within a comprehensive education. Mind, heart, and deeds are called to interact for the success of the new educational objective which overcomes all ethnocentrism and builds a global citizenship with awareness linked to “sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global”

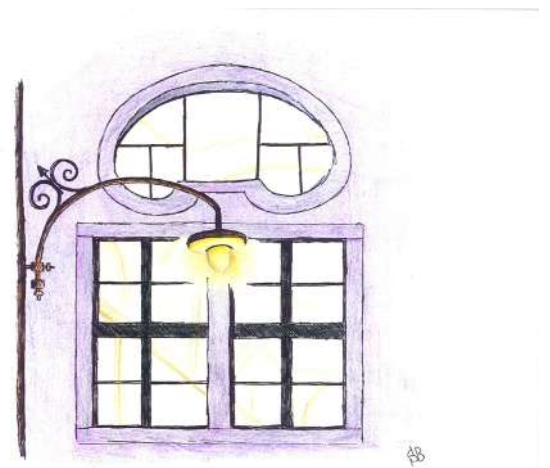
(UNESCO, 2015a).

The UNESCO document specifies that this educational objective must run through educational policies and programmes, as well as teaching and learning, and thus a revision of existing school textbooks, conceptual frameworks, methodological approaches, and curricula is unavoidable. It involves starting a pedagogical revolution based on the reform of categories, called to provide the new generations with tools to be able to interpret, act, and face the global challenges of the III Millennium. The categories cited by the UNESCO document are also mentioned by the Council of Europe in the documents “Competences for a Democratic Culture” (Council of Europe, 2016) and “Global Education Guidelines” (2008, updated in 2019):

- **trans-scalar**ity, i.e. the study of phenomena through the use of different geographical scales and related analysis that proceed from the local to the national, to the continental, to the global and vice versa or, better yet, that tend to highlight the interconnections which, albeit arising from a single phenomenon, link different spaces. (Understanding local immigration in terms of trans-scalarity, for example, means having to resort to the continental and/ or global scale; conversely, large global phenomena such as climate change have continental, national, and local impacts, each attributable to the overall phenomenon and each with its own specificity at the same time);
- **trasformation/processuality**, i.e. the recognition of change, of the continuous and

dynamic transformation of elements of reality as a key to understanding reality itself, that attests the originality of each process and its potential modifiability or reversibility;

- **chronospaciality**, i.e. to take into consideration phenomena and processes, capturing their evolution in time and space;
- **discontinuity**, as the awareness of the lack of positive linearity in the development of phenomena, for which evolution is not always necessarily an improvement nor irreversible damage;
- **decentralisation**, decolonisation, the plurality of viewpoints, empathy, critical thinking, all elements that tend to promote the development of an integrated, complex outlook, while being aware that there are many ways of relating to reality, so as to consider it inevitable to evoke the different positions and situations involved at the same time;
- **interdependence**, i.e., the holistic vision and awareness of the links that connect the part to the whole and vice versa in an inter-systemic reality;
- **responsibility and active citizenship**, according to which everyone is responsible to all others in a global reality based on a sense of solidarity, cooperation, negotiation, and sharing in line with the African principle of *ubuntu*, which translates into the motto “I am what I am by virtue of what we all are”.



Global Schools is a European project that brings together research, policy and teaching practice to foster Global Citizenship Education (GCE) in primary schools.

Research question

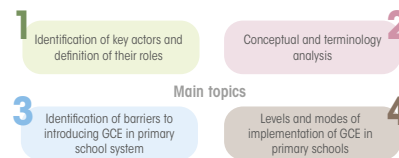
A comparative study aimed at analysing existing educational policies to ascertain **whether GCE is integrated in primary education** in 10 selected EU countries

Data



Methodology

- In each country, researchers drafted a country policy analysis on GCE implementation and terminology, grounded in normative and recommendatory policy documents' analysis
- A thematic analysis (Braun and Clarke, 2006) of the 10 country reports was carried out using an inductive approach, based on grounded theory (Tarozzi, 2015 - Charmaz, 2014)
- A data-driven codebook was developed
- Four macro-themes emerged:



Findings

- **GCE is not fully integrated** in the 10 countries observed, however a global perspective is growing in teaching and learning
- GCE encompasses a **non-neutral** political and **ethical perspective**
- **Political actors** – international agencies, national and local institutions, and NGOs – play a crucial role in implementing GCE policies
- At national level, the main institutions are **the Ministry of Education and the Ministry of Foreign Affairs**
- **NGOs have been fundamental** in promoting the concept and innovating practices of GCE
- **GCE** is not everywhere the official term. The **terminology** used reflects the history, will and political discourse **in each country**
- **Barriers to introducing GCE** at school are connected to: attitudes, curriculum, teachers' training, resources, as well as system structures
- The **modes for GCE implementation** were grouped in 3 policy clusters

Read full report at www.globalschools.education/Activities/Research

For effective GCE policies



Figure 2 - Global Schools' project.

4. METHODOLOGICAL APPROACH TO THE IMPLEMENTATION OF A GLOBAL CITIZENSHIP EDUCATION. THEORY AND PRACTICES FOR TRANSFORMATIVE TRAINING

Experience is not what happens to a man. It is what a man does with what happens to him.

Aldous Huxley

a. SUMMARY OF THE TRAINING WORK

The training planning of CGS develops in dialogue with the territory through the formulation of hypotheses: the questions and proposals that the community and the people express are collected, questioned, and broken down in order to build the objectives and contents, expected results, processes, and classroom dynamics, so that participants can acquire diverse knowledge and competences that are as useful as possible to their lives, activities, and exercise of active citizenship. Starting from these visions and hypotheses, CGS has built

over time a wide range of training proposals: designed for adults and young people, on new or more traditional content with introductory and orientation functions, with greater attention to more theoretical knowledge or emphasising practice and experimentation, designed for the local area or for participants from the rest of Italy or other countries.

The training activities combine professionalism and different sectors (social, international cooperation, grassroots activism, journalism, policy-making, health, academia, education, and many others), sometimes as a result of the CGS's own planning, and in many other cases

(which are increasing in number and relevance) as a result of input from third parties to whom CGS provides consultancy for designing or implementing actions related to teaching, training, facilitating, and educational coordination. The training activities also take the form of e-learning and blended courses, as well as supporting young people in civil service or training internships, in addition to guidance, counselling, and facilitation, mainly for civil society workers and organisations with diverse missions (projects on cooperation, integration, community engagement, organisational processes, and partnership development).

Closely related to the ICC's training activities and topics of interest, the Global Teachers Centre (GTC) was set up within CGS in 2018 and offers consultancy, training courses, teaching materials, and networking opportunities to teachers, educators, and civil society workers who are interested in exploring a renewed education based on GCED. The ever increasing number of teachers and schools involved in the activities of the GTC, together with the consolidated experience in the field of GCED, open many workspaces and are a sign of a widespread interest in this pedagogical approach, which hinges on the recognition of differences as well as on understanding the links between local phenomena and global issues.

In ten years of activity (2008-2018), the Training Centre for International Cooperation/CGS has trained about 10,000 people through over 350 training projects. Activities aimed at raising the awareness of citizens have reached around 30,000 people.

b. TRAINING ACCORDING TO ICC UNIT COMPETENCES FOR GLOBAL SOCIETY: TRAJECTORY AND POSITIONING

Training means to support people, groups, and organisations in learning to change, to better achieve their objectives and organisational goals that are proposed in relation to the context.

Training and research produce understanding and knowledge: intangible assets that become concrete through the transformations that new knowledge generates in the mind and in people's behaviour and in organisations. Capacity development, meaning the condition of being able to best express one's potential and abilities, is now universally recognised as the most significant indicator for the evaluation of "well-being". International agencies such as UNDP (United Nations Development Programme) have substantially revised the traditional approach to development, considering individuals' capacity development as central to obtaining real changes in societies⁶.

Training contributes to this type of change, both individually and societally.

Training that intends to provide tools (cognitive and operational) to face the complexity of contemporary contexts with awareness and competence has a "transformative" role, i.e. potential for individual, organisational, and social change. In other words, it functions

⁶ "There are six fundamental pillars of human development: equity, sustainability, productivity, empowerment, cooperation, and security [...] Empowerment is the freedom of people to influence development and the decisions that influence their own lives". *What is Human Development? - Human Development Report*, <http://hdr.undp.org/en/content/what-human-development>.

not only at the cognitive level (of knowledge), but also experiential (of knowing how to do), relational (of knowing how to be), and at the level of knowing how to become, i.e., at the level of the capacity to change, pervasive to the point of intercepting grey areas, the areas of intersection in our knowledge where beliefs, habits, and attitudes reside so as to trigger profound movements capable of generating a different way of acting (Figure 3).

The entire training activity of CGS is therefore based on functional approaches to enable the transformative role of training, aimed at empowerment and change. This last aspect underpins all training planning; thus, the purpose of training is to constantly question acquired knowledge and encourage people to engage in lifelong learning.

In being transformative, training becomes a permanent aid to an informed life in constant search of self-understanding, the main instrument for understanding the world.

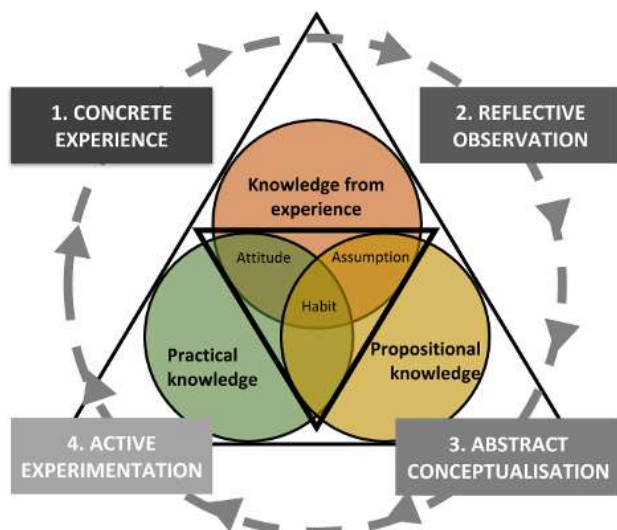


Figure 3 - Participatory experiential learning model, Escuela para el Desarrollo, Perú.

c. HISTORICAL AND THEORETICAL REFERENCE MATRICES: A PSYCHOSOCIAL APPROACH AND LEARNING FROM EXPERIENCE⁷

The historical matrices: notes. Historically, adult education (andragogy) was born and developed in private companies, in a structured way starting from the second post-war period. In particular, there was a shift from the training and professional education of the 1940s and 1950s to the first training programmes for management (1950s-1960s)⁸. However, it was in the following decade that the first training centres (Fiat, Montedison) and the first associations of trainers were created. Subsequently, the training programmes were extended to service companies and institutional actors. With the overcoming of the industrial model, the expansion of the tertiary sector, and an emphasis on processes of cultural, social, and technological innovation, the educational mission became the development of intellectual capital: the 1990s saw the multiplication of training initiatives and the development of policies, especially European ones, on learning in non-formal and informal contexts (Cedefop, 2015).

Therefore, generally, adult education ta-

⁷ This chapter was written drawing on the contribution of Silvia Nejrotti, trainer, consultant, and expert on organisational processes, guide and inspirer of the vision and practice of transformative training.

⁸ John Dewey (2008), already at the beginning of the century, affirmed that adult education happens through experience; later on, Malcolm Knowles (2008) further studied adult education and became the founder of andragogy and of the andragogical model (F. Elwood, M. Knowles, Holton III, R. Swanson, 2008). In recent times, authors such as Erik Erikson (1950), who developed the theory of psychosocial development, and Jack Mezirow (2000), who developed the transformative learning theory, added significant contributions to adult learning.

kes place in a field of extra “educational” or post-formal activities that i) are designed for adult participants who are already active in (or in preparation to start) their professional life; ii) have the world of work and organisations as a reference; and iii) propose learning goals that concern, simultaneously, the cognitive, experiential, and relational dimensions of the involved actors, in the concrete contexts in which these goals are reached.

The psychosocial approach: the individual in context. A further fundamental theoretical reference for the development of the training practice of CGS is the psychosocial approach, given the attention it pays to the interactions of the individual in groups and organisations and to the development of actions on their functioning (Lewin, 1951 and Anzieu, 1968 in Quaglino et al., 1992; Moreno, 1973; Enriquez, 1997; Ardoino, 2005). In a psychosocial perspective, training is tasked with developing responses and meanings in contingent organisational contexts, and trainers intervene in organisations with a primary consulting role, working above all with small groups and accepting that participants are both objects and subjects of the training activity.

This approach overturns the logic of full/empty, teacher/learner in favour of learning understood not as the circulation or accumulation of knowledge, but as development and growth. Participants determine the outcomes of the training through the specificity of its pathways, the randomness of learning, the heterogeneity of knowledge. Trainers are expected not only to detach themselves from the contents that

they carry in order to meet the persons in their learning process, but also to consider the external context in which the training project was born and in which it acquires meaning.

Learning from experience. The overturning of the teacher/learner logic has as a further, substantial implication in the importance attributed to learners’ experience: training is an exercise on representations and connections; the method is induction and not deduction. Reference is made to the knowledge acquired through experience to move towards generalisation; at the centre there is the person in a learning process and trainers negotiate objectives, contents, and methods⁹.

Experience is significant in two ways. First, with reference to individual experiences and practices which, if suitably explored, become an essential source of learning; secondly, and within the framework of a learning theory that explores the mechanisms through which people learn, with reference to the approach of experiential pedagogy that focuses on lived experience as a starting point for drawing useful indications for practice. In the first case, the practice is the object of thought and reflective action; in the second case the experience is a formative tool, always through observation-abstraction-application.

The study of reflective thought practices, starting from a reflective questioning of experiences, seeks to offer horizons of meaning and to

⁹ In the perspective of mediation and the rediscovered centrality of the subject in training, it is interesting to recall here the function of the “training pact” which, at the beginning of the training activity, explains the hypotheses concerning the expected learning process, recognising a negotiation space between the trainer and participant.

guide action in complex contexts. It recovers the value of situated knowledge¹⁰, but it also offers interesting ideas for the design of training spaces, in particular for operators and “practitioners”, in which “the practitioner is asked to be not a consumer but an elaborator of knowledge” (Mortari, 2012, our translation from Italian), i.e., to become the architect of their own learning and their own action. In this they are called to take on a primary responsibility of “self-care”, as in “paying attention to one’s self, considering oneself as an object of knowledge” (Mortari, 2012, our translation from Italian). Training such reflective thinking then becomes a useful action for transforming experience into competence, extracting guidance that has a concrete impact on the action and leading to greater effectiveness of the action itself.

Experiential pedagogy, for the application it finds in the practice of CGS, has its main reference in Kolb (1984)¹¹, since he insists on the indispensable integration between theory and practice for the purposes of learning and on the action of facilitation and empowerment produced by group dynamics, in which learning arises from the comparison between the group’s experiences and theoretical knowle-

10 “The expression ‘situated knowledge’ [...] includes [...] the effort of starting from the self, in knowledge processes oriented to the sharing of knowledge situated in bodies, consciously partial and contextual, having the strength of building a sense of common humanity, not organised on dominion dynamics”, University of Verona, Department of Human Sciences, Participatory research lab “Situated knowledge” (our translation from Italian).

11 In his definition of Experiential Learning, Kolb (1984) outlines the learning pathway as an individual’s continuing education. Capturing the connections between education, work, and personal development, he critically examines them in order to offer a system of competences that, through experiential methodologies, leads to the elaboration of educational objectives adhering to the practical world of work.

dge. The Learning Circle proposed by Kolb (and Lewin), the cornerstone of later theories on Experiential Learning, begins and ends with the concrete experience that is both the incentive and the purpose of the process. Concrete experience passes through observation and reflection, and uses theories, through experiments, to translate reflection into action and therefore into experience.

Experiential pedagogy encourages the use of active methodologies, which allow participants to gain experience during the training course itself, mainly within semi-structured or unstructured spaces and workshops alongside theoretical contributions in the form of lessons and dynamic moments through exercises, group works, simulations, role-play, or more innovative and experimental tools aimed at activating critical thinking and problem solving skills (Box 5).

In an experience-based learning process, trainers take on a mainly facilitating and mediating role, one of stimulating reflection, of solving blocks and impasses, in a path of discovery and co-construction of learning, of expanding points of view and options, and of the construction of more articulated and richer knowledge, as it is the result of dialogical work. The training practice thus allows one to experience how we can derive real, mutual growth from each interaction not only for those who participate in training activities, but also for those who lead and those who design the training, since the meeting often generates a “creative co-evolution” that transforms reality and becomes the basis for the development of new knowledge that emerges from sharing experiences.

Box 5

Experiential pedagogy in CGS training activities

The workshop nature of the courses is highly appreciated by teachers, as the tools adopted in the training elicit reflections on their own past experience and on their work, making the course even more applicable. But there are countless CGS training activities, particularly designed for young people and workers, which propose workshop training methods:

“(S)Cambiare Opinioni” ((Ex)Change Opinions): participants are invited to reflect on their online activity by revisiting it to analyse specific issues (hate speech).



“Comunità e Sviluppo Locale” (Community and local development) Summer School (in collaboration with OECD Trento Centre and the University of Medellín, Colombia) built entirely around the cycle of experiential pedagogy: in each of the ten days of the course participants experience the Kolb cycle in its entirety by visiting or meeting with an actor of the Trentino region, whose local development factors are analysed to draw abstract indications, which are then connected with the participants’ projects and contexts. In the two intensive work weeks, the participants produce a revision of the initial project.



Talete Honours Programme (in collaboration with the University of Trento): the training and orientation component accompanies students in a meta-reflection on their present experiences and on their development of certain skills (including leadership, project management, and conflict management).



Talete offers a professionally qualifying training course parallel to the master's degree course with clear reference to the Anglo-Saxon tradition of honours programmes. The proposal is aimed at engineering and sociology students at the University of Trento. *Talete* includes workshops, required and optional courses, international mobility connected with the final dissertation and company internships. The required commitment corresponds to a total of 24 additional credits compared to the curricular training (equivalent to an additional 5 months of activities). Students who complete their curricular training with the TALETE course are awarded a certificate in the form of distinctions of merit - <https://www.cci.tn.it/CCI/Programmi/Talete>.

From facilitation to guidance: the temporal dimension of learning. Facilitating and mediating (rather than “only” transmitting knowledge) expands the spaces of the training/learning process beyond the classroom, both in spatial and temporal terms. From an operational point of view, this implies the structuring and implementation of a guidance service, ranging from direction to counselling to coworking. It is aimed at supporting and nourishing the process of elaboration and ownership of the contents of the training. Designed not only for workers in the fields of education or international cooperation, the guidance activity, however, finds more elements of connection (and spill-over) with the practices of these types of participants, shaping spaces for reflection, which somehow evoke the “workshops of reflective thinking”, oriented to better understand and therefore to intervene on the work processes (Mortari, 2012).

The investment in “distance” training (or online or e-learning) also responds to a need to expand the duration of training and allows i) greater work flexibility and experimentation with new teaching approaches; ii) the capitalisation and the progressive scaling up of materials and training tools, also enhancing those produced by the participants; iii) a spatial expansion of the project, making it possible to reach new users and geographical areas.



Box 6

La pedagogia esperienziale. Apprendere dall'esperienza (Experiential pedagogy: Learning from experience)

Trento, February 22-23 2019



During their professional careers, teachers develop numerous educational activities that often end when the school bell rings. How can we capitalise on what has been done and how can we ensure learning is drawn from educational activities? A possible response comes from the “theory of experiential learning”, which views learning as a process in which knowledge happens through the transformation of direct experience, whether cognitive, emotional, or sensorial. The course sought to provide the theoretical bases of experiential pedagogy and to revisit Global Citizenship Education activities experienced in the classroom by teachers through the methodological phases of experiential pedagogy to transform them into learning.

The objectives of the project were:

- to encourage reflection on oneself and one's environment, valuing one's self-image and the contextual factors capable of developing change;
- to revisit Global Citizenship Education activities to identify possible lessons to be brought forward in their own contexts.

Two key elements emerged from the course in experiential pedagogy

by Davide Boniforti, trainer and community psychologist, expert in community development processes, group facilitation, planning and participatory practices *

The first key element is found in the creative, generative potential regarding the topic of experiential pedagogy: the experiences carried out already offer many starting points to be applied within projects that teachers could certainly implement.

At the same time, a critical element emerged: the identified potential is not always commonly shared within the workplace. Furthermore, it was suggested to consider the possibility of including this type of project within one's own teaching, without considering it as an "add-on" to what is already required. Therefore, these projects must not be considered as additional activities, but as possibilities to transform certain moments into opportunities for diverse educational experiences.

Finally, an important element that emerged is teachers' possibility to engage with each other, regarding both experiences and practices. The proposal is to try to start a dialogue among teachers who are interested, which can facilitate this type of pedagogy being inserted into schools. This way, a process of creating good practices and opportunities can be initiated to add value to teaching.

* Metodi Asscom & Aleph, Milano, <https://www.retemetodi.it>

d. THE PROCESS OF PLANNING TRAINING ACTIVITIES: POSITIONING AND INTENTIONALITY

Training as a process of educational planning. A training conceived in this way requires complex thinking that questions the set of conditions (hypotheses, methods, and operational processes) that enable learning (of knowledge, skills, and abilities). Training is therefore the result of a process designed to shape an action: a process of planning, devising, and constructing the training project that will be carried out. This is significantly affected by the characteristics of the individuals (trainer and participant) involved in the process, the organisational contexts, and the social contexts in which it originates and which determine it. In this sense, training as an output is strongly contextualised, original, and contingent, i.e., both belonging to the specific context (again social, organisational, and individual) from which the demand for training arises and in which training must be effective and the context in which this question is taken up and elaborated through educational planning. Therefore, it is at the same time content (theories of education, training, and learning processes) and method (training tools).

Positioning and intention of the training. The permeability of the process and of the training output to external contexts requires governance of the planning. This, in addition to responding to minimum conditions of professional ethics, allows to guarantee greater effectiveness of the training activities and protects the training figures involved. This go-

vernance action translates primarily into two crucial points: attention and action for positioning the individual (trainer, coordinator of the training project, etc.) with respect to the subject-matter and theme of the training and subsequent attention and action in terms of educational intention.

Defining one's own positioning means looking at the relationship among their identity as a trainer, the act of training, and the content of training. Questions – about one's identity and professional profile (what does it mean for the individual to conduct training? How do their own life experiences influence their role as a trainer?), values (which values and perspectives guide the training?), competences (what are their strengths and weaknesses?), behaviours (how do they interpret the role of trainer?), the context/surrounding environment (how does the organisational and social context influence trainers?) – help individuals to take on a reflective mindset and to recognise and construct their own positioning (“Onion Model” in Tarozzi & Inguaggiato, 2018).

Positioning involves key themes/issues for those who conduct the training - identity (one's own identity and organisational identity), constraints (the commissioning and the mandate, resources, the mediation of interests), roles, and power - and calls for an act of awareness and responsibility in the choices that are made.

Reflecting on the educational intention of an activity leads to the heart of the planning because it looks at the process of producing the training and involves the mechanism that links the motive (the question) to the output (the

training activity put into action) and to the outcome (the movement, the expected/actual change). In other words, it focuses on the relationship among the positioning of the individual, the development of learning hypotheses, and the training output. Positioning and educational intention allow to build, case-by-case, a specific, contextualised answer to the question of how to navigate a training space, given an implicit or explicit question and a context. Training is a practice; therefore, we need to reflect on what type of practice is put into play in different contexts, in particular where the intent is transformative and change-oriented.

e. TRAINING AS A DIALOGICAL ACTIVITY: MULTILEVEL APPROACH AND HYPOTHESES DEVELOPMENT

Training as a dialogical activity and a multilevel approach. The reference to the constraints and to the construction of the educational intention suggests that, as much as the positioning originates from a self-reflective and individual activity, the whole process of the training planning is an experience that unfolds in a dialogical relationship with others (people, groups, social contexts, processes). Immersed in the fabric of relationships, the implemented training develops through the exchange, the recognition of instances, narratives, and visions of the world more than through the pure invention of the new, but not levelled out on the context or the already existing experiences (lest it risk to become a carbon copy)¹²: in the

12 The gathering of needs, points of view, imageries, and expectations is a fundamental action of planning the training that accompanies, to varying degrees, the various projects until, in some cases and for “objects” of particular organisational rele-

middle there is the elaboration and, precisely through the act of relating, the active and non-judgmental listening, there remains the space of creative production (Sclavi, 2003). In dialogue with others, people act within the realm of mediation: the output of the training activity will not be exactly the product of what each has in mind, but it will be what each has in mind in connection, when not in divergence or difference, with what others think.

Interdisciplinary and temporary working/planning groups create a plurality of interwoven perspectives and voices that enrich the conception of each training path, determining accuracy in the selection of contents and in identifying training figures and tools. Therefore, they act as a mitigation and/ or strengthening action, often simultaneously and on different parts, thus constituting important resources and tools for planning the training.

The dialogic nature of the training planning therefore represents the methodological premise of an approach that can be defined as “multi-level” or “systemic”, made possible by the authority and credibility that the ICC has built over time in the field of training and among the field’s professionals. Facilitated by the construction of alliances and partnerships, the multi-level approach refers to the development of a multi-scale training

vance, they become real projects themselves. This is the case of the project developed in 2010 in “Quo Vadis” which, through an OST (Open Space Technology) involved dozens of stakeholders in defining the strategic guidelines of the then TCIC, or of the “*Indagine sulla solidarietà internazionale trentina*” (Survey on international solidarity in Trentino), in 2010-11, which, highlighting the salient features of the Trentino international cooperation system, also became training content (within the modular path “*SI Parte - ABC Cooperazione Internazionale*” (ABC of International Cooperation), developed since 2012.

strategy, aimed at different types of targets simultaneously with the goal of deepening and disseminating certain content (sets of thematic or methodological content) in a way that is well-structured, systematic, pervasive, and hopefully more meaningful¹³.

Designing the training through hypotheses.

The dialogical training planning develops with a recursive pattern following certain phases: assessment, planning, implementation, evaluation/verification. Assessment opens up to exploration and subsequently to the identification of topics and problems to be addressed through the training in a given context. Planning marks the passage from ideas to the idea that must be implemented, implying the dialogue with resources and concrete barriers and the implementation of operational aspects. Implementation coincides with the training and the implementation of what was envisaged. Verification/ evaluation allows the attribution of value of what has been achieved and provides guidance in redesigning the work.

If training is not a linear construct of objectives-content-methods, but the construction of meaning and learning in complex situations, anchoring points are needed: the training hypotheses, understood not as assumptions to be demon-

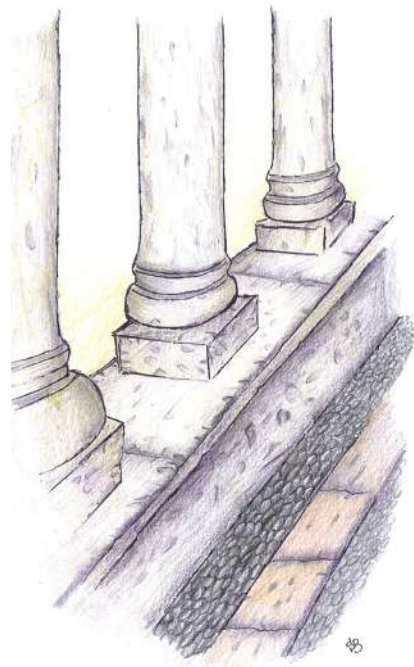
13 There are many examples of the multi-level approach adopted in the activities of CGS: in addition to the more structured experience concerning the training and awareness-raising activities on GCED issues developed starting from the European project DEAR Global Schools (Box 4), other multi-level and multi-actor workspaces are thematic hubs, currently working on the profit-non-profit relationship for social innovation and development (ConnAction Hub) and on the support to international cooperation workers. A further example of a multilevel approach is the realisation of the evaluative research on the experiences of decentralised cooperation in Trentino ("Trentino Con", 2013) which has been applied in classroom training and has given rise to advocacy activities in support of the role of regions and local authorities in international cooperation at the European and Italian levels (participations in European Assises on decentralised cooperation and in the Africités conference).

strated but rather as ideas (or sets of ideas) that guide and move the training planning and the choice of instruments, hypotheses are strongly anchored in reality because they are formulated using previous knowledge and theories, experiences, testimonies, analyses, and observations, of which one is aware thanks to the self-reflective work on their positioning, enriched with dialogue and with discussions with others, but still temporary, fluid, and to be tested.

Building hypotheses means developing ideas on social contexts, on organisational contexts, on people, and on the participants of the training courses, on learning processes, on themes/contents/problems of the courses, on the trainers, and on training tools. Developing training hypotheses means choosing a focus of work and developing priorities.

Making oneself responsible for the training hypotheses allows one to identify the specificity of the training and to oversee the training process, without uncritically or passively "importing" cultural and operational references.

Working by hypotheses brings training closer to research and allows for an interpretation of the unfolding of the training process well beyond the moment of "classroom" performance, linking it to a pre-classroom and a post-classroom context and making the training itself a unique output. Considering training in terms of training planning therefore allows to look at training as a process and not as a mere output: as development charged with transformative intention.



5. CASE STUDIES

Not everything that can be counted counts and not everything that counts can be counted
Albert Einstein

We don't see things as they are, we see them as we are
Anaïs Nin

a. INTRODUCTION TO THE SELECTED CASE STUDIES

Among the training offered by the ICC, some projects and training courses promoting GCED have been chosen as particularly significant. Their analysis allows to draw useful methodological indications for organisations interested in developing initiatives on GCED, also in different contexts.

The case studies were chosen based on the following criteria with attention to the widest diversification possible.

- Educational field: formal and non-formal education. The reported experiences con-

cern both contexts of formal education and contexts of non-formal education.

- Recipients: the chosen initiatives involved teachers, citizens, and primary and secondary school students.
- Partnership: in some cases, the chosen projects were independently implemented by the ICC, and in other cases projects were chosen as their value added was found substantially in the implemented partnership and in the synergies developed among the partners.

With focus on safeguarding the specificity of the different courses, the presentation of each

case study is generally divided into i) a brief summary; ii) the analytical description of how the initiative was designed; iii) its implementation; and iv) its evaluation, both internally by the promoters (the ICC and any partners) and, when possible, by participants.

b. THE CASE STUDIES

CASE 1: TEACHING-LEARNING UNITS AND THE TRANSLATION OF THE UNESCO GUIDE ON GCED INTO ITALIAN

TITLE	PATHWAYS OF GLOBAL CITIZENSHIP EDUCATION Multipliers of citizenship
TYPOLOGY	Course and classroom consulting
OBJECTIVE(S)	To develop teaching strategies for: <ul style="list-style-type: none"> - revising school curricula integrating GCED competences; - the development of teaching-learning units that deal with topics and issues with a trans-scalar lens and in their local and global dimensions; - supporting students' learning by reworking current affairs in the teaching of curricula.
PARTICIPANTS	“Multiplier” teachers involved in the European Global Schools project (Box 4) of primary and middle schools. “Multiplier” teachers are those teachers who have already attended GCED courses and implemented related activities with their classes. They are therefore teachers with advanced skills in the area of GCED in formal education.
ACTIVITIES	Second level course for teachers on GCED: 20 hours of classroom teaching followed by a workshop in classrooms with supervision by the facilitators.
PARTNERS	ICC, the Autonomous Province of Trento, 7 primary and middle schools in Trentino (Mori-Brentonico, Rovereto Est, Rovereto Sud, Taio, Avio, Aldeno-Mattarello, Giudicarie Esteriori).

The hypotheses. Within the Global Schools project (Box 4) the training activity was conceived on three levels: introductory (on the themes and methods of GCED), advanced (training designed for the so-called “multiplier” teachers and with a focus on participatory methodologies for GCED), and for the direct mobilisation of teachers with the role of dissemination among peers within their respective schools.

In general, the training design was based on the fundamental hypotheses connected to the reflection on GCED, according to which people today experience the process of learning in an increasingly interdependent global context, in environments rich in multiple cultural inputs, difficult to navigate. The new generations have the right to grow up in a society that teaches them how to live and to shape the future. GCED favours a process of active learning of global dynamics, highlighting the importance of empowering citizens about their transformative capacities at the social, environmental, and economic levels, and promoting a modern, inclusive interpretation of conscious citizenship and citizenship skills through the development of the idea of global citizenship. GCED therefore supports a process of transformative learning by nurturing individual and collective self-awareness in students through participatory methods. The task of the teacher in the new global context must be renewed and include a role of mediation, of support, of accompaniment, of stimulation for the education of the person and of the citizen. Therefore, the training was aimed at supporting and enhancing the professionalism of teachers by implementing relational and methodological skills to be able to respond adequately to the

challenges posed by complexity.

Within this framework, the following educational objectives were pursued:

- to make participants aware of the teacher’s ethical profile and the role of school in a complex social context;
- to present the pedagogical foundations and methodologies of GCED with reference to the UNESCO guide “*Education for global citizenship. Themes and learning objectives*” (see box 7);
- to identify links with the Sustainable Development Goals to develop didactic proposals;
- to promote teaching/ learning by competences to implement GCED in the school curriculum;
- to promote an interdisciplinary approach for the promotion of GCED;
- to experiment with GCED tools and learning environments;
- to share experiences and good educational practices;
- to identify spaces and methods of collaboration with civil society organisations to support the synergic implementation of GCED.

In particular, the training of “multipliers” focused on the tools and good practices to promote, within the classroom, the acquisition of competences to exercise citizenship on a global dimension. Therefore, some training modules were focused on consolidating and deepening the work of reflection on the practice, which began in the introductory courses, recovering the format for the teaching-learning unit (TLU) as a tool for integrating GCED into the curriculum. The workshop “*Dal curricolo alla pratica in aula: la classe, palestra di cittadinanza*” (From the curriculum to classroom practice: the class,

training-ground for citizenship) focused on classroom practice, consisting of the presentation of some significant experiences of teachers, who participated in the project over the years, and introducing a long work of reflection, planning, and elaboration aimed at the drafting of new and original TLUs. The work was divided into shared classroom situations and activities in individual institutes supported by teachers who are experts in GCED.

The TLU was chosen as the preferred process tool for more than one reason: the possibility it offers for creating a wide-ranging common path, outside the logic of the “open and closed” paths often delegated to associations, the calling to develop competences, the call to the integration among teaching and learning processes that take place in school.

The work mandate on the TLU followed these criteria:

- clarity in describing the activities;
- consistency among the stated competence objectives and the implemented activities;
- centrality of the student in the educational process;
- integration of GCED in school curricula that highlights the global dimension of citizens.

The proposed format referred to the “*Piani di Studio Provinciali*” (Provincial Study Plans) in presenting subjects through skills and knowledge, connecting them with the development of UNESCO goals and European competences for lifelong learning (Council of the European Union, 2018). It is a flexible tool that starts from the identification of the needs of the students

and the class and can be used in the planning and implementation phase, but also to document and reflect at the end of the activity. Among its strengths there is the explicit intention to direct teachers towards systemic thinking right from their motivation for teaching. It asks them to have a trans-scalar outlook in addressing issues and problems both locally and globally, to guide them towards networking not only within the school but also with the territory (e.g., with associations, entities...), raising the awareness of the need to compose the fabric of a co-responsible educating community.

Thus, it is an instrument of awareness and intention that supports working toward the development of all-round competences: while I teach, I teach citizenship because, as recommended by provincial guidelines, citizenship education is not a subject, but an educational framework crossing all subjects, and it is the task of all teachers, without exception.



Box 7

Translations of the UNESCO documents to support GCED and for the prevention of violent extremism

The ICC promoted the availability of UNESCO documents to support GCED and the prevention of violent extremism in Italian contexts. It did so through carefully revisiting and linguistically revising the documents in a manner that was faithful to the originals in form and in nuances, in compliance with the extensive and in-depth consultation process that accompanied the editing in English. The translation into Italian is the result of a consolidated collaboration among the ICC and UNESCO.

The UNESCO Guide “Education for global citizenship. Themes and learning objectives” - driving force of the training*. Translated into Italian by the ICC in 2018, the UNESCO guide “Education for global citizenship. Themes and learning objectives” is the pedagogical tool of reference for teacher training, for the development of TLUs, and for didactic planning. The document has the role of guidance and synthesis with respect to the different degrees of complexity of GCED: the volume presents GCED as a clear frame of reference focusing the attention on GCED teaching and learning process.



The cognitive, socio-emotional, and behavioural dimensions of the themes and learning objectives support teachers in the development of competences in the learners allowing an ongoing reflection on their actions as teachers.

The document, more a guide than a manual, should be accompanied by operational materials (such as the Guide for teachers on the prevention of violent extremism) with a supporting role in their daily practice of teaching. The guide was distributed in all the schools of the province of Trento and signalled within local and national projects regarding education and training, thereby facilitating its dissemination and use in many schools throughout Italy. It is also present in numerous bibliographies as a fundamental text to approach GCED.

The UNESCO guides for “global education”, capable of countering hate speech and discriminatory behaviours in classrooms and in life^{**}. Teachers, educators, public administrators, and citizens are all called to take on the challenge of preventing the radicalisation of positions that today increasingly dominates public discourses and relationships and that in some circumstances is expressed violently in different forms and intensity: from verbal violence to extreme forms that threaten people’s lives. Building an alliance between the different actors in the field of education is a necessity. Owing to the use of examples, case studies, suggestions, and step-by-step proposals, “A Teacher’s guide on the prevention of violent extremism” and “Preventing violent extremism through education: a guide for policy-makers” provide both policy guidance and technical-operational guidance to confront this challenge.



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Implementation and evaluation notes. In 2015-2018, the training activity involved 19 Comprehensive Institutes with a total of 130 teachers¹⁴. It was implemented in Trentino as part of the Global Schools project, organised by the ICC and with the support of the Education Department of the Autonomous Province of Trento, with some of its teachers acting as tutors.

In the classroom, international, national, and provincial legislation was analysed in order to include competences and topics related to GCED in the curricula and in teaching. The amendment to the provincial law n°5 of 7 August 2006 (Box 4), which governs the education and training system in the Autonomous Province of Trento, allows GCED to be included in “*Progetti d’Istituto*” (Institute Projects) as one of the aims of the schools participating in the project.

During the second-year training, 9 global citizenship multiplier teachers from the Autonomous Province of Trento were assigned the task of planning, experimenting, and documenting an interdisciplinary TLU integrating GCED in the school curricula, involving colleagues and, where possible, creating educational alliances.

Therefore, one of the aims was to identify within the TLU format which disciplinary and global citizenship competences (abilities/ knowledge) the teacher promoted and practiced with the students. This included outlining in the activity’s description which strategies and methodologies (setting, material, organisation, timeframes) were

chosen to implement the integration of disciplinary and global citizenship competences, also in collaboration with local civil society organisations. Teacher training since the second year of the project (2016-2017) focused on active methodologies as a didactic driver of citizenship, and in the resulting TLUs the attention to the mobilisation of the students was apparent, a common denominator of the action of all the multipliers.

These courses are a model of how this new educational framework of GCED can enter schools and become classroom practice. The TLUs, while being firmly contextualised and presenting a different complexity in the involvement of teachers, subjects, competences, and territories, are in fact entirely or partially transferable.

The TLUs are tangible outputs that allow transferability but are susceptible to enrichment and further developments based on the classroom context and the educational rationale. Therefore, they aim to be concrete examples of a potential experimentation and promotion of GCED competences in the school context.

At the end of the trial of the TLUs, an assessment of global citizenship competences was made in relation to the engagement and application of cooperative and collaborative behaviours, to make students protagonists of change. Like all the experiences that pave a new path and are measured with the reality of school, these too contain certain challenges. However, in the work of evaluation and systematisation the goal was especially to notice their strengths to increase awareness among those who are going to read them and use them. Box 8 briefly describes some of the TLUs carried out by the ICC and its partners.

14 Schools in: Ala, Avio, Mori-Brentonico, Rovereto Est, Rovereto Sud, Isera-Rovereto, Alta Vallagarina, Alde-
no-Mattarello, Giudicarie Esteriori, Trento 5, Taio, Cles, Ci-
vezzano, Pergine 2, Levico, Centro Valsugana, Borgo Valsuga-
na, Cembra, Bassa Anaunia-Tuenno.

Box 8

The TLUs in a nutshell...*

- Can we work on a sense of shared global responsibility in a class of the third grade of primary school? This is what a group of teachers did in *Riuso solidale e cooperativo – L'unione fa la forza* (Solidary and cooperative reuse - Unity is strength), where the issue of environmental sustainability was developed through certain subjects in a fluid, coherent, and highly experiential course, which also includes CLIL (Content and Language Integrated Learning) methodologies.
- *Muri che dividono – muri che uniscono* (Walls that divide – walls that unite) was a good example of how cooperative games and role play can be used within a cross-disciplinary experience to promote global citizenship skills, addressing the issue of the Arab-Israeli conflict in a class of the fifth grade of primary school.
- *È tempo di solidarietà* (It's time for solidarity) focused on the evaluation of the process, of the output, and self-evaluation through completely transferable evaluative schemes. The TLU showed us how a group of teachers in a fourth-grade class can develop a path of solidarity for their students covering all dimensions of citizenship: cognitive, affective/ relational, and behavioural.
- *Tante foglie, un solo albero*: (Many leaves, one tree): in this case too, environmental sustainability was addressed through the great issue of resource distribution, in a way that can act and interact with the whole school system. The TLU underpinned a systemic approach to planning in which the proposed activities resume, enhan-

ce, and integrate some school initiatives in a cross-disciplinary way and involve all the fourth-grade classes.

- *Tutta la sete del mondo* (All the thirst in the world) aimed to make students in the last grades of primary school reflect on important global issues and develop critical thinking and awareness of how their choices and actions can have an influence at the local/ global levels and contribute to a better world.
- *United in diversity: the European Union* was designed for students attending middle school and offered an example of extreme consistency between educational rationale (the creation of the group in a “challenging” class), themes (the European Union), competences objectives (social competences), and methodology (the cooperative approach). A highly interwoven fabric of content and form, which had in the CLIL methodologies its pedagogical driver.
- *Human Rights* was a proposal for the secondary school centred on the theme of rights and inequality in a global dimension through a well-balanced mix of active methodologies: a heuristic approach, learning by doing, cooperative approach, and role play. In this regard the TLU is an example of how a classic of educational resources – i.e. “Take a step forward” – can be included in a broader interdisciplinary journey.
- *Il viaggio del cibo* (The journey of food) showed how a cooking workshop can encourage a secondary school class council to build an interdisciplinary path of global citizenship by networking with families and local associations.

- *Made in future* is the most complex TLU, not only for the wide timespan it covered, but also for the dense network of educational alliances it established within the region. It implied teamwork among schools, organisations, associations, and economic and cultural stakeholders to support students in acquiring systemic thinking and in thinking about possible futures. Made in future represented the Autonomous Province of Trento at the inauguration of the 2017/2018 school year, which took place in Taranto in September 2017 in the presence of the President of the Republic.

The teaching-learning units produced by Trentino teachers have been revised by teacher Anna Bruschetti from the Comprehensive Institute Mori-Brentonico in the framework of the Global Schools project.

* “Global Schools– *Scuole Globali. Percorsi di Educazione alla Cittadinanza Globale*” (Pathways for Global Citizenship Education. Educational resources for schools) Publication developed within the European project “Global Schools,” Trento, Italy: Autonomous Province of Trento (2018).

CASE 2: THE PROJECT “*STORIE DA CINEMA. MIGRATION AS A GLOBAL CITIZENSHIP EDUCATION RESOURCE*”

TITLE	<i>STORIE DA CINEMA</i> (Cinema Stories). Migration as a Global Citizenship Education resource
TYPOLOGY	Course articulated through seminars, workshops, classroom activities, a public film festival
OBJECTIVE(S)	To value the migratory experience as a useful teaching resource for the conscious development of new generations
PARTICIPANTS	<ul style="list-style-type: none"> - People who are migrants and/or with a migratory background - High school students - Teachers - Citizens
ACTIVITIES	<p>PHASE 1 Training course and the building of testimony</p> <p>A 28-hour training course for a group of people with a migratory background aimed at constructing activities to be implemented in high school classes starting from watching and commenting on films related to the macro-theme of migration. This preparatory phase before the in-school meetings was implemented by the ICC, together with several partners from the Trentino region.</p>

	<p>PHASE 2</p> <p>In-class meetings in the schools of the Province of Trento</p> <p>Training sessions for high school classes in Trentino during which activities to discuss migration related issues were proposed. After watching a film, the speakers/ migrants, together with the ICC’s trainers, guided students in discussions and activities that fostered deeper understanding.</p> <p>The project included a meeting with each class for at least 3 hours (film viewing + post-film activities) and offered the possibility of a second meeting in which workshop activities were proposed, if the teachers deemed it useful and interesting.</p> <hr/> <p>PHASE 3</p> <p>Public film festival</p> <p>Public festival in which the films analysed in schools were presented to the community. The speakers/ migrants, together with ICC trainers, helped the public to discuss the issues that emerged from the film and talk about the activities carried out in schools.</p> <hr/> <p>Parallel activity</p> <p>Training course and teaching tools</p> <p>Training activity (6 hours) for teachers to offer elements of film literacy, methods, and strategies to enhance the educational potential of the film and its use in teaching; useful methodologies and tools for dealing with issues such as migration and work, interculturalism, stereotypes, and prejudices.</p>
<p>PARTNERS</p>	<p>ICC, A.PI.BI.MI, ATAS Onlus, Centro Astalli, Centro Educazione degli Adulti di Trento, Cinformi, Cooperativa Arianna, Il Gioco Degli Specchi, Kaleidoscopio, Religion Today Filmfestival</p>

The hypotheses. The project “*Storie da Cinema – Migration as a Global Citizenship Education resource*”, which reached its fourth edition in the 2018/2019 school year, aimed at valuing the migratory experience as a useful educational resource for the conscious development of the new generations. Dialogue between different cultures, respect for diversity, and the ability to change one’s point of view are key elements of GCED and promote a positive attitude to living in the local contexts that today include all the nuances of the world, also thanks to the phenomenon of migration. Through the lens of migration, it is possible to address the main social challenges determined by the interaction between global and local dynamics, such as inequality among and within countries, climate change, and armed conflict.

The project was part of the GCED area of work through a language capable of attracting a very wide, heterogeneous part of the population. Since its inception in 2008, the ICC has had an interest in the use of the cinematographic medium to address multiple issues, including migration and related issues. Over time, various film festivals have been organised and attention to this communication instrument has also grown, also through collaboration with festivals organised in Trento: “*Trento Film Festival*”, “*Tutti nello stesso piatto*”, and “*Religion Today Filmfestival*”. The project reached different target groups with a unique and simple tool: film. It was aimed at refugees, asylum seekers, long-term migrants, high school students, teachers, civil society associations, and adult citizens. The film-based learning approach applied to this project had a strong impact on the various participants. It became a tool,

for example, to develop migrants’ educational and linguistic skills; for reflection and development of students’ critical thinking; to integrate subjects and useful methodologies for teachers; to raise awareness of citizens on relevant, present-day issues.

Particularly, the project was aimed at strengthening migrants’ awareness of their resources and rights (empowerment) by valuing their experience as migrants, which became a driver for awareness and intercultural education for new generations. The role of people who are migrants moves from peripheral and passive (exclusively recipients of services) to active in the local community, contributing to the interpretation of society’s increasing complexity from different points of view. Furthermore, starting from a film screening and through the activities of speakers/ migrants in schools, the project intended to increase students’ awareness, knowledge, and empathy regarding the experiences of migrants, their countries, and their journeys. The opportunity to foster a guided discussion among people of different cultural and social backgrounds promoted the recognition and respect of diversities and a culture of human rights as a universal value.

Implementation. The project was developed in different phases consisting of intertwined paths dedicated to specific targets.

The first phase consisted of a training course (28 hours) aimed at a group of people with a migrant background, designed to construct activities to be implemented in high school classes starting from viewing and commenting on films related to the macro-theme of migration. The beginning of this phase saw two crucial steps that concerned

the choice of films and the choice of the people who participated in the proposed training course. Over the years, some guiding criteria for the selection of films have been developed. In particular, selected films were those capable of emotionally involving the audience, recalling a lived experience, and drawing out new aspects of migration. At the same time, an aim was to identify films that use a simple and “light” (fun) language and, finally, that have a limited length, in order to allow sufficient time for testimonies and post-film discussions during the class meetings.

Some selection criteria have been defined also for participants: they must have a migration experience, basic knowledge of the Italian language, an interest in developing an educational course for themselves and for others (students) and, finally, to guarantee the continuity of their participation in training meetings. These criteria were decided and shared with the project’s partner associations tasked with identifying speakers/migrants. The educational approach that characterised the project was the transformative one (Mezirow, 2000), with references to critical pedagogy (Freire, 1973) which affirms that education cannot be considered separately from the fundamental contradictions and tendencies in societal development. Transformative learning fosters self-awareness that is simultaneously individual and collective. In the training phase addressed to the migrants/ speakers, the project reflected this methodological approach focused on the development of skills for reworking their experience and knowledge to make it available for the awareness of new generations and the community.

The second phase and heart of the project were

the in-class educational meetings (mainly in the 2nd and 3rd grades of high school in Trentino) during which activities to discuss migration-related issues were proposed. After watching a film, the speakers/ migrants, together with the tutors, facilitated discussions and activities to promote deeper understanding. Films have rich potential to enable students to discover the far-reaching diversity of our society, allowing them to put themselves in someone else’s shoes, and thus to develop empathy and overcome prejudices, stereotypes, and trivial perspectives of other cultures. Viewing films as an initial input facilitates decentralisation, the understanding of the lived experiences of others, and paves the way for dialogue with people who have stories, experiences, and cultures different from their own. As for the choice of schools, technical and professional institutes located in peripheral areas were given priority because they usually have fewer opportunities to deeply explore these issues than in urban centres. Furthermore, vocational and technical institutes have a greater presence of students with migratory backgrounds (of first or second generation) and the meetings became an opportunity for discussion, participation, and inclusion of backgrounds and lived experiences also of this portion of the student population. The project united formal and informal learning. Students, thanks to their meetings with migrants/ speakers, had the opportunity to interact with them, recognising them with a formal role in the educational environment.

The last phase (3) of the project consisted in a public screening in which the films viewed and analysed in schools were presented to the community. The speakers/ migrants helped the public to discuss the themes that emerged from the

film, through their testimony and by discussing the activities carried out in the schools.

The training activity (6 hours) for teachers, carried out in collaboration with the “*Religion Today Film Festival*”, provided aspects of film literacy and useful methodologies and tools for dealing with issues such as migration and work, interculturalism, stereotypes, and prejudices. The suggestions gathered from the teachers included enriching the training with a working session on the value of testimony as a teaching tool and on its connection with cinema. The project also provided the teaching staff with a didactic kit that offers a series of thematic courses (on work, generations, stereotypes, racism, etc.) and tools that the teacher could use independently in class starting from the project’s cinematographic proposals (role-playing, guiding questions for class discussions, and some proposals for the writing of essays). The didactic kit proposed that teachers adopt active and workshop-based pedagogy to encourage the construction of a space for reflection and discussion among peers, the connection between different disciplines, the development of GCED skills, such as critical thinking and analysis, and the development of attitudes of empathy, solidarity, and respect for differences and otherness.

Evaluation. The project was constantly monitored, both in the training phase with migrant/ speaker groups and in the action phase in schools. The tutors who coordinated the 4 working groups kept track of participants’ attendance and the content of the meetings through logbooks. During all phases of the project, the partners were constantly informed. At the end of the first pha-

se, in a plenary meeting that worked as a sort of “dress rehearsal”, the prepared actions and what was then presented in classes were presented to the partners. This was an important moment of ‘giving back’ both for the partners, who helped to identify speakers/ migrants, and for participants themselves.

Evaluation tools were provided for all the project actors: speakers/ migrants, teachers, students, partners, tutors, and coordination group. It was a participatory evaluation that considered the approval ratings of all those involved and identified challenges and strengths starting from the various points of view. This allowed the improvement of the project in the transition between the different editions, to standardise the work carried out in the different working groups, and to diversify in-class activities based on their characteristics (such as age, composition by geographical origin, and interest).

Through the project, the speakers/ migrants improved their linguistic and relational skills, increased their self-esteem and confidence in their own value and abilities, and had a positive experience of inclusion, acting as a “resource” for the whole community. Furthermore, they had the opportunity to meet and discuss with the community during the film festival, helping to deconstruct stereotypes and building a direct link with community members. The heterogeneity of speakers/ migrants – in terms of geographical origin, age, gender, migration experience, religion, levels of education, and knowledge of the Italian language – supported the discussion and overcoming of stereotypes and clichés, including among themselves. It also allowed the creation of an inclusive,

respectful intercultural environment as well as a collaborative climate of trust and mutual help.

Teachers acquired tools to deal with migration topics in an interdisciplinary way thanks to in-class meetings, their training, and the educational kit. Students acquired greater awareness of global issues related to the phenomenon of migration and developed greater empathy and solidarity with migrants by changing their attitude towards diversity. They especially appreciated the concreteness of the actions that allowed them to have first-hand contact with those with migration experience and to ask them questions. They also appreciated being able to talk about migration in a way that was not only abstract, but with people trained to discuss these issues and with those who have experienced migration first-hand. In this regard, the meetings played an important pedagogical role, as they softened hostility and mistrust towards migrants, allowing young people to see themselves reflected in those who are “different”. Therefore, the project succeeded in creating a group’s space and a dimension of openness, especially among the students, who opened up to a new idea of migration, sometimes even unsettling as unusual.

Finally, the partner associations of the project expanded the range of services offered to migrants for their better integration into the community and consolidated a network in the region for the common goal of greater cohesion.

Regarding the coordination group, the project is an important tool for experimentation and learning. It allowed the consolidation of the role of the ICC as an actor of GCED in the region, catalysing other actors in the project and intertwining formal and informal educational contexts. With

an outlook toward ongoing learning and adaptation, the project evolved over the years, aiming at better responding to the needs of the various parties involved and to guarantee high quality actions. The constant dialogue among various tutors, reflection and discussion of selected films, the monitoring of the interactions with the teachers, and an evaluation of the single in-class meetings made it possible to identify strengths and challenges that are inputs for future prospects. The evaluation of the processes and the analysis of the transformation of the local social and political contexts revealed some scenarios for the continuation of the project, acknowledging the positive results but adapting it to organisational, political, and social changes.

Among the project’s challenges on which the coordination and planning group focused after the fourth edition, the involvement of teachers in the project was the most discussed. Teachers had a fundamental role to introduce the meeting with speakers/ migrants and to prepare the class regarding the purpose and course of the activity. Teachers were asked to provide information regarding the composition of the class and any dynamics to which it was necessary to give attention during the testimonies to adapt the meeting to individual situations. In most cases, this role was carried out adequately by the teaching staff, but when it was not, the quality of the activities was affected. For this reason, one of the proposals for future editions was to require teachers who request the activity to attend the project’s training course: to envisage a “bound” continuity between these two activities would allow the raising of the standard of all activities.

To reach a greater number of teachers and better meet their needs regarding the time dedicated to training, in the future it is foreseen the possibility to carry out an e-learning training course and to make the educational kit available online in an interactive way. This would make the teacher autonomous and able to decide independently to experiment with the activities it includes. Thus, the teacher could integrate the topics presented in their own subject (even better if among various disciplines) in a more continuous, articulated way.

The other critical element to which the coordination and planning group paid particular attention was the change in the social and political climate of the Trentino region (and of Italy in general) and to the symbolic and concrete consequences this had on the life of the entire migrant population and in particular of asylum seekers. Although the speakers'/ migrants' participation in the last edition of the project was consistent with those of the previous years (23 people), the partner associations that collaborated to identify migrants and the tutors who coordinated the group works reported some difficulties in the involvement and continuous participation of individuals. In recent months, due to national policies, the number of asylum seekers arriving in Trentino had fallen sharply, and those who were already present saw a decrease in the services offered and a consequent increase in their vulnerability. In addition to concerns about the outcomes of their asylum requests, uncertainty related to the procedures for requesting protection and staying in the region was a common topic of discussion during training meetings.

Some migrants/ speakers reported difficulties in participating in meetings with serenity due to

other commitments, such as appointments with lawyers or social workers or because of the limitations imposed by recent measures, even at the local level, such as for example the elimination of free public transport or reorganisation of reception facilities with time constraints such as for lunch, which on several occasions led some participants to abandon training meetings before the end. The perception of a less welcoming social and political climate also appeared to have influenced individuals' motivation to participate in the project and in the symbolic benefits that it offered.

In the future, the project will therefore have to find strategies of involvement and adaptation to support the participation of asylum seekers in a path that involves voluntary activities but does not lead to a professional outlet. At the same time, the project could foster the involvement of a greater number of immigrants who live permanently in Trentino or who are temporarily there for study reasons (university students, doctoral students, and researchers). Involving people who are in different phases of their life in general and of their specific migration path promotes the multiplication of the plurality of lived experiences and backgrounds and ensures the continuous participation of the speakers'/ migrants throughout the project's course.

In 2017, the second edition of the project received the international recognition "[Global Education Innovation Award](#)" promoted by GENE (Global Education Network Europe), the network of Ministries, Agencies, and other national entities tasked with supporting, financing, and promoting policies in the area of Global Education. The Evaluation Commission particularly valued the quality and innovation of the 12 winning projects out of

the 81 that were presented from 27 European countries.

CASE 3: THE PROJECT “*SUPEREROI REALI*”

TITLE	<i>SUPEREROI REALI</i> <i>L'Educazione alla Cittadinanza Globale: pensare globale per agire locale</i> (SuperHeroes in everyday life. Education for Global Citizenship: Thinking globally to act locally)
TYPOLOGY	Training courses for teachers and in-class workshops with students
OBJECTIVE(S)	The course intended to make pupils aware of global inequalities and to inform them about the actors in the region who are working at the local level on raising awareness of issues related to GCED.
ACTIVITIES	Annual course (October-May) carried out in the following phases. <ul style="list-style-type: none"> - Seminar meetings and workshops: 10 hours of training for teachers. - Activities with the students: 9 working hours in each class by local international cooperation associations. - Final reporting meeting with the members of the educational alliance at local level.
PARTICIPANTS	Primary schools of the Comprehensive Institutes of Trentino: teachers, students, and associations from the region
PARTNERS	ICC, Trentino Forum for Peace and Human Rights - Council of the Autonomous Province of Trento, CSV Trentino - Non Profit Network

The hypotheses. The project was created in 2017 with the goal of giving schools a key role in the process of change and innovation to face the current global challenges. The project was developed by a network of actors already active in the city of Trento (ICC, CSV, and the Trentino Forum for Peace and Human Rights) working on promoting active citizenship with the goal to promote community relations and collaboration among all those involved in the educational experience.

Also in this case, the system of hypotheses fits into the broad vision of GCED as the responsibility of the entire education system, as an active learning process, based on the values of solidarity, justice, equality, inclusion, and cooperation. In this framework, volunteering serves precisely as a tool available to everyone to contribute to the construction of their own community and of a better future. The project aimed to offer schools learning contexts in which to practice and refine decision-making skills, to have students confront real issues to develop critical thinking and learn to work together. This contributed to implementing the didactic approach based on competences, offering the possibility of experimenting with useful knowledge for influencing their own context and the wider world.

The course consisted of 3 phases:

- 1) teacher training;
- 2) collaboration with local volunteer associations to bring the issues they deal with into school through GCED methodologies;
- 3) evaluation and conclusion - the organisation of a meeting with the teachers who participated in the project to gather evaluative aspects from

teachers and students. The meeting was aimed at understanding how teachers concretely implemented GCED in class, which dynamics occurred, and how teachers managed unexpected situations. The conclusion of the project was carried out in a morning event that involved all students of the Institute that presented their work and reflections to the local volunteer associations involved during the year.

The ICC chose to carry out this project in primary schools with particular educational fragility, including those in difficult neighbourhoods or with a significant percentage of foreign students, consistently with the fundamental value of inclusion and with the didactic approach to GCED. Together with in-class lectures, which do not respond to the specific learning needs of all students, GCED proposes the use of a multiplicity of tools in a student-centred approach that is as attentive as possible to each individual's conditions and, because of this, more inclusive. The work with teachers and classes used different methodologies that characterise the GCED approach: i) lectures, supported by communication tools (slides, videos, diagrams, files, exercises, etc.) that facilitate active learning through discussions and deeper analysis; ii) testimonies from professionals and volunteers of local associations as examples of good practice; iii) cooperative learning; iv) teamwork through discussion, socialisation, debate, and sharing to allow a creative, personal, and collective reworking of the content presented during the lessons.

The educational proposal aimed at strengthening teachers' awareness of the ethical profile of the contemporary teacher and consolidate

the idea of citizenship education as a resource to give substance to the educational alliance among schools, the region, and local associations.

Objectives:

- to accompany new generations toward developing a sense of global citizenship, starting from a reflection on the local dimension;
- to raise pupils' awareness of inequalities on a global scale and enable them to learn about regional actors who work at the local level to raise awareness of these issues;
- to educate pupils in solidarity and on the values of volunteering;
- to identify spaces and methods for collaboration with regional associations to capitalise on the role of local volunteering;
- to anchor the teaching of subjects to real-life situations in which students find themselves living, envisaging the creation and experimentation of teaching-learning units;
- to refine methodological skills with particular attention to teamwork skills.

Implementation. The project took place in the 2017/18 and 2018/19 school years. Overall, it involved 27 teachers (14 the first year and 13 the second) from two primary schools in Trentino¹⁵. The teachers were trained on the GCED approach and on the 17 Sustainable Development Goals, for a total of 10 hours of training (phase 1). Much of the training focused on assessing the training needs expressed by the teachers in order to facilitate the imple-

¹⁵ Madonna Bianca Primary School (C.I. Trento 4) and Primary School Bellesini (C.I. Trento 6)

mentation of GCED in their classes. Based on the needs that emerged, each teacher chose to work on one or more of the 17 Sustainable Development Goals (SDGs) with their class, together with local associations.

In the next phase (phase 2), the students, by learning about the SDGs, became aware of important global issues and brought them back to the local dimension thanks to meeting with and becoming aware of the voluntary associations that work on issues related to the SDGs in the region. The course, which lasted 10 hours, also brought GCED-related issues into the classroom. The associations intended to educate pupils in the values of solidarity and volunteerism, highlighting how superheroes can also be local, i.e., volunteers and workers from various associations in Trentino. These “local superheroes” met students in their classrooms and in some cases the students visited the offices of the associations.

In each class, the courses included: 5 meetings of two hours each led by experts (local associations); 1 two-hour meeting by CSV with the goal of understanding the connection between the global and local dimensions (from “real superheroes” to “local superheroes”); 1 five-hour intervention by a local cooperative in which the participants experimented with cooperative games (this last phase was carried out during the first year to respond to a need expressed by the teachers).

All the activities were carried out through active and participatory methodologies, respecting the pedagogical approach of GCED and thanks to the involvement of a local cooperative

(*Cooperativa La Bussola*). This cooperative's intervention facilitated the interaction and collaboration among the diverse class groups that were involved.

The profile of the proposal was adjusted based on the age and characteristics of the participants (from the first to the fifth grade of primary school).

Regarding the integration of GCED in the primary school curriculum, the ICC invited teachers to reflect on which issues could be included in their own subjects and which disciplinary competences these themes would help to develop, in a view of education through teaching and of a transdisciplinary rather than interdisciplinary pedagogical approach.

Evaluation. The evaluation of the project involved the various recipients of the project: teachers, pupils, and associations.

Each group of teachers participated in a specific final evaluation meeting to assess the degree to which the objectives were achieved, as well as the adequacy of the project's timeframe and of the proposals presented by external experts.

In general, teachers declared their satisfaction with the work that was carried out and their willingness to replicate the experience by exploring different issues. Not really convinced of the possibility of entirely introducing into their teaching activities a notable amount of hours for developing the proposed content (sharing the implementation among more teachers remains the most sustainable way), they

nonetheless deemed it positive that the children could meet educational figures external to the school. Regarding the timeframes, some teachers suggested condensing the project into a shorter time interval (for example, one week of intensive training) since this would allow them a more constant presence ensuring a greater continuity of training.

The primary challenge reported was connected to filling the format of the teaching-learning units (see case study n. 1): conceived as a tool for reflection for understanding the connections between disciplinary competences and GCED, it was considered as excessively detailed. Thus, the format was simplified to allow easier use, and it was turned into the narrative of the activities conducted by the associations both in class and in the preparatory phases.

Students were protagonists both in the ongoing monitoring and in the final evaluation of the project. They were very interested in the activities and also emotionally involved, the students often took words or ideas from the interventions in which they took part, demonstrating their attention and participation. Addressing "glocal" issues and topics offered them an opportunity to talk about themselves and express interesting reflections on their way of thinking and observing the world.

The associations took part in the evaluation together with the teachers and positively evaluated the participation of the students and the involvement of the teachers.

Box 9

Brief assessments of the experience on SDG 5 “To achieve gender equality and empowering all women and girls”*

Evaluation of the content. A structured connection with subjects was only possible in some cases (for example, for the subject “Italian language”), while for other subjects such as foreign languages, the connection occurred with less structured educational activities, such as drawing. Drawing activities are very useful, especially for those who have difficulties with the Italian language or for those who struggle to understand content. The use of story-telling and small-group activities contributed to the quality of the actions.

During the expert evaluation, the importance of the co-planning phase with the teachers was highlighted. In fact, the harmony among content, methodology, and management, also perceived by the students, made the actions particularly effective.

Challenges. During the evaluation, some useful reflections regarding the “time” dimension emerged. It is crucial to provide adequate time to talk with the children and to let them talk, even at the expense of completing the planned programme. This type of activity allows children to learn to communicate in a group, to listen to each other and to value the various contributions. For teachers this competence, which is worked on throughout the entire cycle of primary school until middle school, is difficult to develop in group conversation. It is therefore necessary to accustom children to listen, to take turns in contributing, and to consider what is said by others. This is to be considered as a transversal element to work on.

** Excerpt from the final Report, activity carried out in a fourth-grade class. Reporting by the coordinator of the training project, December 2018.*

CASE 4: THE COURSE “EDUCARE ALLA CITTADINANZA GLOBALE: ALLENARE IL PENSIERO CRITICO PER CAPIRE LA COMPLESSITÀ DEL PRESENTE”

TITLE	<p>“EDUCARE ALLA CITTADINANZA GLOBALE: ALLENARE IL PENSIERO CRITICO PER CAPIRE LA COMPLESSITÀ DEL PRESENTE”</p> <p>(Educating to Global Citizenship: Training in Critical Thinking to Understand the Complexity of the Present)</p>
TPOLOGY	24-hour course divided into 12 modules in the form of lectures and workshops
OBJECTIVE(S)	To offer topics of reflection for navigating and understanding the complexity of the present day, through the elaboration of lived experiences and points of view on important current topics.
ACTIVITIES	Each module introduced and developed a topic starting from the individuals, through theoretical frames of reference, workshop activities, and a concluding activity of re-reading and re-positioning.
PARTICIPANTS	University of the Third Age and Spare Time (<i>Università della Terza Età e del Tempo Disponibile</i>)
PARTNERS	ICC, Fondazione Franco De Marchi - Trento, University of the Third Age and Spare Time (<i>Università della Terza Età e del Tempo Disponibile</i>)

The hypotheses. Is GCED an effective educational approach also for adult education? To answer this question, it is necessary to refer to transformative learning: this theory assumes that adult learning occurs through already possessed interpretative mind frames and that the outcome of the educational process consists of sparking a new interpretative frame. Transformative learning through global education is realised through guiding people to think, reason, and reflect for themselves. In this sense, critical reflection is a cornerstone of the transformative theory of learning, which aims to produce a profound change of the structural paradigm of one's personal view of the world. The transformation of perspectives is the most important process in adult development, as it involves the sense of self and requires a more critical reflection and understanding of how social relations and culture condition our beliefs and feelings.

Within this conceptual framework, the course was designed to offer topics for reflection in order to navigate and understand the complexity of the present, by deepening one's understanding of contemporary topics of debate linked to the 2030 Agenda and proposing transversal and interconnected knowledge. The world has changed and we find ourselves increasingly disoriented in the face of the complexity of the present. New languages, cognitive overload, mass opinions, and complex challenges risk to anesthetise individual thought and to make us unaccustomed to having a careful and critical view of the issues of our time. Thus, the need for tools to accept the present and rediscover a sense of belonging to and in present society arises. The course was aimed at constructing thematic maps which, taking into consideration some specific topics, supported the understanding of the present.

Consistent with the aims of the course, the project

provided for the active participation of those present and the use of different tools: audiovisual materials, informative articles, role plays and simulations, discussions and debates, thematic maps consisting of "informative layers", that is information generated by other related information.

Implementation. The work took place between October 2018 and April 2019 for a total of 24 hours. The methodology used is that of GCED, an educational approach in which everyone plays an active role in the learning process and contributes through the relationship with others. The involvement of the participants transformed the classroom into a workshop of democracy, a place for practicing active citizenship.

The topics covered, by virtue of GCED's holistic scope, were many: the world of work of the past and of the present; memory as a tool for remembering and recreating; migration - the gap between perception and reality; social media - hate speech and fake news; radio, television, and newspapers - freedom of expression, critical thinking, and overexposure to the media; Wikipedia - the prejudices and stereotypes that create social marginalisation; the concept of social justice and what makes a certain thing socially unjust; critical consumption and sustainable lifestyles; lexicon on relationships and gender discrimination; European identity - the Europe I would like to have, the EU between past and future.

Numerous experts intervened on the different themes, in addition to the two trainers who accompanied the group of participants during the entire course. The presence of two facilitators allowed to maintain the framework of GCED during all actions. At the same time, alternating voices allowed the deepening of the topics from different points of view, methodo-

logies, and perspectives, thus multiplying the lenses through which phenomena can be read and their complexity understood.

Evaluation. During the last meeting, an evaluation was conducted with the participants through a focus group. Participants acknowledged that they had been aware of the topics covered but that, before the course, they had not clearly understood the links and connections at the global level. Another key point was to understand how the perception of reality can be distorted or non-objective: access to information and data and the validity of sources become essential elements for unhinging a priori perceptions and to understand reality more deeply. The themes that were found more interesting were: gender, critical consumption and the environment, social media, and migration.

The logic and the linkages between the topics covered, coherent with the interdisciplinary approach that characterises GCED, were clearly understood by participants. In fact, the discussion of how learning about new topics allows one to change their perspective and have a broader vision of reality emerged. The relevance of the topics and their connection with everyday life was recognised. Thus, with reference to empowerment in daily action, the participants were asked what changes occurred in their daily life. Here are some statements that were gathered:

“I notice that I am reading labels more frequently and I pay more attention to the sustainability of my purchases”

“Now when I listen to others, I try to be more patient, not to overreact, to be more tolerant. I work on active listening to understand and reason autonomously. Others, too, agree that they have more tolerance, that this behaviour which is not always common was strengthened”

“It also strengthened my ideals and my positions. It made me reflect a lot”

“This course makes you aware of yourself, finding parts of yourself that you had neglected, to rediscover parts of yourself that were left behind”

Other positive aspects that emerged from the evaluation were the competence of the speakers and the use of active methodologies.

The reported challenges concerned in particular the perception of political and value affiliation of the addressed topics. Two thirds of the participants left the course after the first two months citing its alleged proximity to non-shared political positions. GCED is connected to morality, law, and politics; it is impossible to separate the value, cognitive, and emotional components. For some time, in the political debate there has been talk of identitarianism and sovereigntism, elements in opposition to GCED, which is based on the assumption of the existence of fundamental human rights that accompany people wherever they live or to whichever group they belong (ethnic, party, social, etc.). The participants commented on this aspect in this way:

“It takes courage to participate in the course! People must confront their unconscious fears and be willing to question their certainties, to strive to understand the world through more information.”

With respect to the hypotheses and the transformative expectations, the course is to be positively evaluated: those who followed it until the end declared a greater propensity to open themselves to the global dimension in order to understand the complexity of reality and the processes of today’s world, thus affirming the efficacy of the transformative approach of GCED, including in adult education.

CASE 5: THE PROJECT “GCED BETWEEN TRENTO AND THE BALKANS”

TITLE	<i>L'ECG TRA TRENTO E I BALCANI</i> Global Citizenship Education (GCED) between Trentino and the Balkans for the promotion of teachers' professional competences in complex social contexts
TIPOLOGY	It consisted of a training course and a study visit.
OBJECTIVE(S)	To promote GCED through the exchange of practices and teaching resources among European countries.
ACTIVITIES	Exchange of and experimentation with good practices and teaching resources; visits to the school contexts from which the teachers come (Bosnia and Herzegovina, Italy, Serbia)
PARTICIPANTS	Teachers of lower and upper secondary schools in Trento, Prijedor, and Kragujevac
PARTNERS	ICC, Associazione Progetto Prijedor, Associazione Trentino con i Balcani, Municipality of Trento (youth policies), Associazione Viaggiare i Balcani

The hypotheses. “GCED between Trentino and the Balkans” was a training project involving Italian, Bosnian, and Serbian teachers. The activities were divided into a training course and an exchange among teachers from Trentino and teachers from Bosnia and Herzegovina and Serbia. The idea came

from the network of Trentino actors who work with the Balkans (*Associazione Progetto Prijedor*, *Associazione Trentino con i Balcani*, *Viaggiare i Balcani*, and the *Office for Youth Policies of the Municipality of Trento*) with the goal of guiding teachers in a reflection on GCED from different perspectives, as an educational framework for building competencies and behaviours to contribute to a more just, peaceful world.

Trentino has a long tradition of decentralised cooperation with the Balkans, since after the conflicts of the 1990s. Furthermore, Trentino-Alto Adige and Bosnia and Herzegovina are both characterised by coexistence between different ethnic backgrounds. Both represent an opportunity to reflect on the role of school as a primary place of dialogue, in which to rebuild coexistence within communities and a culture of openness and discussion with the “other”. In Bosnia and Herzegovina this aspect is even more relevant as schools have different educational programmes according to ethnic groups. In addition, starting with the case of Trentino-Alto Adige, the project aimed at exploring how the past may represent a tool to legitimise nationalist and exclusivist identity discourses, but also how critically reflecting on the past may offer ways to strengthen the protection of the rights of a community’s various members.

In line with the approach of experiential pedagogy, the project facilitated the exchange of good practices, educational perspectives, and teaching resources as well as collaboration among teachers, supported and strengthened by the development of a personal and professional relationship. Seeing different school contexts stimulates teachers to improve themselves and transfer good practices they learn elsewhere. Therefore, the dual training course (in Trentino and in Bosnia and Herzegovina) pursued the following

objectives:

- to understand the educational potential of building an equitable, just, and inclusive society;
- to present and experiment with methodologies of GCED;
- to get to know the Balkan context through historical and cultural references;
- to learn about a particular segment of twentieth-century history;
- to increase awareness on the topic of Memory;
- to share experiences and good practices through the testimonies of teachers and students who have participated in exchange activities with Balkan countries

Implementation. The project was carried out through the following activities.

Training of Italian teachers (10 teachers): 10 hours of training (Trento, May, June, and September 2018).

Training of the Serbian and Bosnian teachers (20 teachers): 2 training meetings for a total of 16 hours of training (Prijedor, June 2018).

- Field visits: in October 2018 four teachers from Trentino were in Prijedor (Bosnia and Herzegovina) and another four were in Knjazevac and Kragujevac (Serbia) in November. In November 2018, nine Bosnian teachers were in Trentino while two Serbian teachers were in Trentino in
- February 2019. Each visit lasted about 5 days.

The training alternated theoretical moments and workshops and the sharing and exchange of good practices. In particular, the meetings featured an introduction to the contexts (Balkan and Trentino respectively), to the topic of memory, and to the function of the study visit with the goal of learning.

The work on the active methodologies to develop GCED competences was inspired by the matrix (see box n. 7) developed by UNESCO (UNESCO and ICC, 2018) for the selection of themes (themes and objectives table) and the subsequent implementation of the activities, starting from teaching resources already used in the classroom. The teachers were therefore involved in the co-planning of lessons to be developed during the exchange.

16 professors participated in the exchanges. Italian teachers participated in lessons and teaching sessions in schools in Bosnia and Herzegovina and Serbia and held a co-teaching session with local teachers on GCED (on the topics of borders, human rights, and the environment). Also the Bosnian and Serbian teachers were hosted by the families of the Italian teachers, working in the classroom to experiment with the teaching resources.

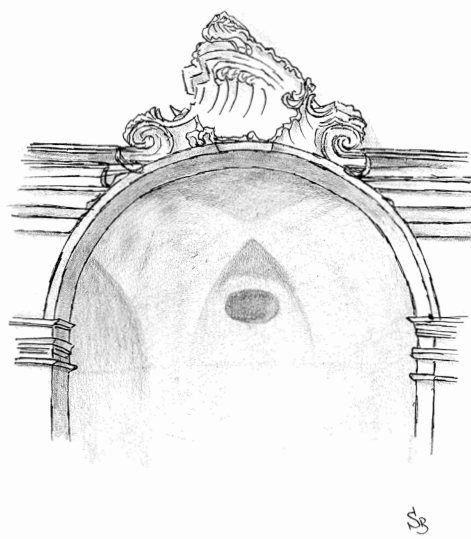
Evaluation. The Italian, Bosnian, and Serbian contexts are very different and delicate. Even if topics are transversal, they express different needs. Unlike Bosnia and Herzegovina, Serbia was already engaging with GCED. Although Serbian teachers did not use the term “GCED”, in practice they were already working on topics related exactly to GCED. The training therefore played the role of systematising the voluntary practices linked mostly to individual teachers’ sensibility, inserting them into the single and coherent frame of GCED as defined by UNESCO.

The Bosnian context is more complex, as there are other priorities dictated by the school system and reported by teachers, for example, the lack of or instability of the premises or the heterogeneity of school programmes, differentiated according to students’ ethnic backgrounds. In this context, GCED was proposed as a functional tool to overcome constraints

and ethnocentrism, including in relation to controversial aspects of education, as an alternative educational model in a global perspective and aimed at the construction of a global citizenship.

In general, the project was appreciated, also considering the opportunity offered to teachers to travel abroad. A further outcome of the relationship established among the teachers was the study visit that took place in May 2019 in Serbia by 43 students and 4 teachers of the VET schools of Trento who, accompanied by an international volunteer association from Trentino, visited the rural town of Knjazevac meeting students from a similar school in Serbia.

Finally, the project proved to be a further opportunity in which the ICC was able to use the UNESCO 2015 pedagogical guide, necessary for Italian teachers to familiarise themselves with the UNESCO approach on GCED.



6. REFLECTIONS AND CONCLUSIVE RECOMMENDATIONS

Gigantic progress in knowledge has been accomplished within the framework of disciplinary specializations during the twentieth century. But this progress is dispersed and disjointed, precisely because of specialization, which often shattered contexts, globalities, complexities. As a result, tremendous obstacles that hinder the exercise of pertinent knowledge have accumulated right within our education systems. [...] In these conditions, minds shaped by disciplines lose their natural aptitude to contextualize knowledge and integrate it into its natural entities. A weakened perception of the global leads to a weakened sense of responsibility (each individual tends to be responsible solely for his specialized task) and weakened solidarity (every individual loses the feeling of his ties to fellow citizens).

E. Morin

The training work developed by the ICC in the field of GCED, presented here in its theoretical articulation and in its practical outlining in some concrete experiences, may perhaps offer some reflections in the form of useful recommendations for continuing and strengthening the promotion of GCED.

A first reflection refers to the “internal” context. It unquestionably reveals an organisational movement that from a contingency (the response to an opportunity, the exploration of a new trail, etc.) becomes intentional. It is aimed at the accumulation of an experience capable

of building cognitive, relational, and practical capital (a curriculum of the organisation) consolidated, expendable, and recognisable in terms of GCED. By necessity, this movement entails defining organisational action with respect to the theme/ object of the work (GCED in this case) and with respect to the approach that carries out the organisational action (the training, in the case of the CGS). This guides the methodology and defines a set of tools that can be used in various ways. The relevance of these elements is the reason for the space reserved within the document for presenting and discussing the organisational positioning and

the methodological approach.

A second reflection, stemming from the first, concerns the interpretation of training as a **transformative action**, which becomes concrete through transformations in the way of thinking (critical thinking), in the behaviour of people, and in organisational choices. This vision of training is significantly close to and in line with the approach, the methodologies, and the value system of GCED, which makes it particularly useful, direct, and almost implicit – a sort of virtuous proximity capable of strengthening the respective objectives.

Proximity is therefore also realised in the methodological approach of reference (and this is a third reflection) which, among other things, recognises **centrality to people** and their experiences, promoting their involvement, participation, and even their mobilisation within training spaces and beyond.

Finally, with reference to the context in which the experiences of CGS and the Global Teachers Centre were born and improved, the document shows the importance of adopting a multi-actor approach, despite that sometimes resistance emerges from individuals towards working in heterogeneous groups, sector-specific languages that slow communication, or even very different interpretations of GCED. In the case of formal education, a particularly central alliance is the one between school and the territory. Along these lines, and to consolidate the widespread diffusion of GCED (methodologies, approaches, and tools), it is effective to promote peer networks (teachers and trainers) to encourage thought and the

exchange of good practices in terms of lifelong learning.

In general, from the cases analysed in chapter 5, a significant difference emerges between operating in the world of formal education and that of non-formal education. In formal education, despite the greater structuring and existing constraints, we can see wide margins of action for GCED, although the schedules and workloads of the teachers compress the work. The world of non-formal education is paradoxically more difficult to connect with GCED. In part it consists of working with those who are already sensitive, and in part it requires applicability to the world of work, which, although present in GCED (transversal competences), is not easy to highlight. The experiences described suggest how these limits can be overcome, **connecting formal and non-formal educational contexts**, valuing the specific contribution and expertise of the various actors in a territory, and simultaneously working on different targets to spark horizontal processes of exchange and growth.

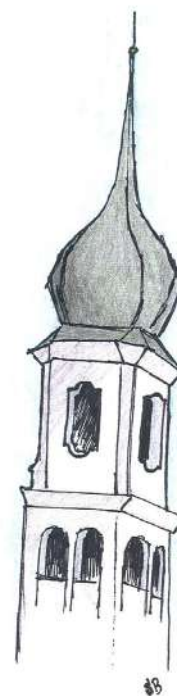
The reflection on the condition of having multiple actors offers a bridge with the external context, in which the organisations that promote GCED operate, with its **regulatory framework** (micro and macro) of reference. This is true not only for the space that it offers (or precludes) in formal education – legitimising and therefore permitting “pioneering” actions by individual teachers or, in some cases, schools that choose to promote actions in the GCED field – but more generally for the space that the civil society of a country or a re-

gion has to carry out activities on controversial topics (gender issues, populism, arguments in favour of reducing economic growth, the welcoming of a community, religious pluralism, etc.) in a partial or temporary condition of guarantee with respect to sudden political changes. This is particularly true in a historical phase experiencing a widespread increase in sovereigntist influences, which support the preservation of national sovereignty as opposed to the concerns of international and supranational organisations, and that poses challenges in carrying out actions in favour of GCED.

Regarding challenges still open, in the context of formal education, the ICC is involved in two lines of activity: the first concerns the need to integrate global citizenship issues into school programmes at all grades and levels; the second is the work in the pre-service teacher training, i.e., during university.

At the national level, the ICC coordinates a network of organised civil society organisations, scholars, and representatives of local entities for the effective implementation of the national GCED strategy. Dozens of actors throughout Italy are engaged in a collective writing exercise that intends to give a “bottom-up” contribution to defining a regional implementation plan that local Italian authorities can use to develop their local policies on GCED. They must be aware of their potential to play an important role in strengthening an active and responsible citizenship, founded on a widespread global culture, through coherent policies that hope to and can promote “an education that opens people’s eyes and minds to

the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all” (Council of Europe, 2002).



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