



Teachers Training Event

Reggio Emilia, Italy

10 November 2023

Citizenship Education in Italy and Europe

Irene Baraldi presented the CITIZED project to introduce the premise of the situation of Citizenship Education in Italy and in Europe.

In the Italian context, following the recent introduction of Law No. 92/2019, the teaching of citizenship education or civic education has become compulsory for both the first and second cycle of education, with an obligation of 33 hours per year after which the students receive an assessment. In the first school cycle, civic education is considered a transversal subject: every teacher is required to teach civic education. In the second school cycle, the teaching of civic education is assigned to teachers authorised to teach legal and economic subjects. In cases where there are no teachers qualified to teach these disciplines within the class council, the teaching of civic education is jointly assigned to several teachers, competent for the learning objectives shared in the planning phase by the respective class councils. In both cases, each class must have a coordinating teacher. For this reason, it is crucial that teachers acquire the competences and be empowered to be able to teach civic education properly.

This was at the base of the development of the CITIZED - Policy implementation support and teacher empowerment for CITIZenship Education - project, an Erasmus KA3 project of the duration of three years which involved six partners from five countries: Italy, Malta, France, Belgium, Austria.

Irene Baraldi presented the project in its general information and its outputs. At this stage, she especially focused on Deliverable 1.1, the result of the first phase of the project, Policy Review, Analysis and Classification. During this phase, each partner conducted desk research covering a specific country/organisation and then deepened the research by focusing on a specific case study.

Moreover, she presented the RFCDC and the RFCDC volumes, which were one of the basis of the Flower of Competences, one of the CITIZED outputs. She in fact presented the [Teachers' Competence Framework for Citizenship Education](#), summarised in the Flower scheme.

This led to a brief discussion on the topic of Citizenship Education in the Italian context. The audience of the event, which was composed of young students from University of Modena and Reggio Emilia training to be teachers, and teachers from different school grades, from primary to secondary, allowed

to exchange different perspectives and experiences. They agreed on how teachers and teachers to be are not trained enough in how to teach Citizenship Education, and how it can be difficult to coordinate with their colleagues, as per the transversal nature of the subject in the Italian context.

Presentation of the course for teachers and future teachers 'Educating for citizenship: bullying and cyberbullying, gender equality, diversity, inclusion and freedom of expression'

Alessia Ibba presented the course for teachers and future teachers 'Educating for citizenship: bullying and cyberbullying, gender equality, diversity, inclusion and freedom of expression'. The course was developed within the framework of the CITIZED project, as a training course on Citizenship Education focusing on four specific topics: bullying and cyberbullying, gender equality, diversity, inclusion and freedom of expression. For each topic, a module was developed, presenting first of all the topic and some theoretical notions, then a more specific section in which the teaching of said topic can be inserted in the framework of Citizenship Education and within a Whole School Approach. Moreover, all modules are interactive, meaning that they present videos, quizzes and questionnaires, and are all available in four languages (English, French, Italian and German).

More specifically, Alessia Ibba presented the three modules available for the piloting: bullying and cyberbullying, gender equality, diversity and inclusion. She presented the learning objectives, learning outcomes and the subject that each module tackles.

Irene Baraldi showed how to access the course and browsed through some of the modules to show the accessibility of the platform.

Interactive experimentation of course materials

In order for the course to be better explained to the audience, the IIHL team prepared some activities, extracted by the course itself. More specifically, two modules were presented, the one on gender equality and the one about diversity and inclusion.

For what concerns the module on gender equality, participants were given a sheet containing the definitions of the concepts of biological sex, gender identity, gender expression, sexual and romantic orientation, and then were given a sheet with the Genderbread Person to fill in. The activity can be found on the gender equality module, at phase 3 - Planning learning activities, section 3.1 How to explain gender related concepts to students.

The second part of the presentation was taken from phase 2 - Exploration, section 2.2 How to recognize gender bias in school material. Participants were given an example of gender bias in the school material - a grammar exercise taken from a primary school level book from Italy - where gender stereotypes about the roles men and women should have in society could be found. They were provided with a checklist - available as Activity - Checklist: how to detect gender stereotypes in school material in the module - a series of questions that could support them in reflecting on gender bias in school material, both in the specific case of the example they were given and in their experience. At the end of the exercise, participants were invited to discuss all together about their answers to the questions, their thoughts on gender stereotypes at school and in society and their experience with it at school and in the school material. To conclude, they were given key suggestions on how to behave

when they find themselves working with school material that presents gender stereotypes. The same suggestions can be found in the course.

For what concerns the module on diversity and inclusion, the activity prepared was taken from the Activity at section 1.4.2. Discrimination. The activity is composed of a short case, a scenario, and a set of questions that invite reflection on how teachers should behave with inclusivity when teaching in a diverse environment. Due to a lack of time, participants were given the chance to bring the activity sheet home, and were invited to reflect on it whenever they got the chance.