Officina 2020: Education and Futures

Report of the Panel Discussion of the scientific and educational community on the theme:

Citizenship competences and CLIL

A reflection on the futures of global citizenship and the opportunities of CLIL (Content and Language Integrated Learning)

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AUTHORS:

Claudia Pennacchiotti (coordinator), Francesca D'Alessio, Cristiana Alfonsi, Letizia Cinganotto, Anita De Giusti, Raffaella De Luca, Giordana Francia, Antonella Fuecchi, Gisella Langé,Bruno Losito, Irene Rinaldi, Simona Rotondi, Gianpiero Ruggero, Fabio Saglimbeni, Ulrike Tietze

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Citizenship competences and CLIL

Introduction

This report outlines the outcomes of the online panel discussion on the theme "Citizenship competences and CLIL", which involved members of the Italian scientific and educational community. The virtual panel discussion took place on 8 May 2020 as part of the " Officina 2020: Educazione e Futuri (Education and Futures)", organized by the Institute for Research on Population and Social Policies, "Social Studies of Science, Education, Communication", of the National Research Council of Italy in collaboration with the Ministry of Education and the UNESCO initiative "Futures of Education".

The session set out to activate a reflection on the "futures" of education starting from the teaching, scientific and institutional experiences of the participants, exploring the possible role of education in promoting competences for a global citizenship. The aim was to start from the development of a edicational strategy that promotes awareness among individuals and the community of the interconnections between the local and global level and the individual and collective impact on social, environmental and economic sustainability. Within this context and starting from a reflection on teaching in a broad sense, a specific focus was proposed regarding the possible evolutions related to CLIL (Content and Language Integrated Learning) teaching. This approach, by its very nature, contributes to developing the key competences for a global citizenship : critical thinking, awareness, interpersonal communication, multilingual competences, which are all linked to the individual's ability to be an active and responsible part of own educational and social background.

The possible futures of education and global challenges – the skills for a global citizenship

Imagining the possible futures of education in promoting coexistence and open exchange between peoples and cultures puts us face to face with the urgency of an open reflection on multiple and interconnected themes. First of all, it means asking ourselves what we think our citizens will have to know and be in these possible futures.

An important aspect will be the ability to take on board a vision of global challenges by affirming the individual and collective awareness of belonging to a global and democratic, fair and sustainable citizenship. This is according to the UNESCO approach that declines sustainability in its various dimensions of social, economic and environmental.

This first challenge immediately prompts individuals and societies to recognize the need to "mobilize and use relevant values, attitudes, skills, knowledge and/or critical understanding to respond appropriately and effectively to the needs, challenges and opportunities that arise in democratic and intercultural situations" (Council of Europe 2016[1]). Within this framework, an understanding of the concept of citizenship is identified which expands to include also the value dimension and which enables us to avoid the duality between identity and diversity, thus emancipating the concept of identity from the divisive value that the term has recently acquired.

Education and learning can contribute to promoting awareness and equip individuals with the tools to cope with a complex reality. This is made up of intertwining and legitimate points of view, of interconnected dimensions. Within this, we have the centrality of the competences necessary to integrate and make multiple worldviews and different value systems coexist, to manage uncertainty and resilience, to tune in to global problems, in a continuous process of debate and coexistence. As

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[1]Council of Europe, 2016, Competences for democratic culture: living together as equals in culturally diverse democratic societies, Cedex.

already indicated by the [Council of Europe][2] by the European Commission in the 2018 Recommendation on key skills for Lifelong Learning[3] and by the 2030 Agenda[4] (goal 4), everyone has the right to acquire competences that enable them to participate fully in society. In a rapidly changing and extremely interconnected world, each person will increasingly need to possess a broad spectrum of skills and competences and will have to develop them continuously throughout own lives. These key competences (social and personal, citizenship, linguistic, etc.) lay the foundations for creating more equal and more democratic societies. They meet the need for inclusive and sustainable growth, social cohesion and further development of democratic culture.

The school at the time of uncertainty – challenges and opportunities

It is crucial to start from the awareness that, in a complex and multicultural reality, in order to experience the future in an open and conscious way it is important to know the past, with otherwise the risk of being uprooted.

Yet today the area of citizenship policies is one of those in which there are the greatest differences between declared curricula (official) and carried out (implemented in classes), which are often far from everyday experience.

We are well aware that complexity is not taught, but were taught to live in a complex world. The school, looking to possible and desirable futures, is therefore called upon to open up and welcome citizenship. This involves promoting a multiple citizenship, which is positioned between the local and global, which promotes the ability to renegotiate shared values and to give value to the relationship with others, already enhancing diversity within the classroom.

At the same time, schools are prompted to enhance significant learning processes that start from students' 'legitimate' questions. The educator/teacher cannot/does not necessarily have to already have all the answers, but to avoid the risk of not leaving room for students' questions, they must propose her/himself as a facilitator in the research process.

These are some of the possible visions of futures from which it is necessary to start facing the challenges and problems of the present, exacerbated by the current crisis that has brought to light the lack of equity of our education systems and highlighted the non-sustainability of social and economic policy choices implemented so far in Italy. Despite the reaction capacity shown by the school community, involved in a sudden process of acceleration of the digitization process, the emergency generated by Covid19 has mainly affected the more exposed students and families, increasing the existing gap, social inequality and the risk that in the near future the same possibilities will not be offered to all students. The disadvantaged students, due to social origin and family status, have already been excluded from or shifted to the margins of what the school has tried to do to deal with the emergency. Concepts such as fragility, sustainability, equity and inclusion have taken on a new color in the educational landscape. Educational poverty is increasing significantly and there is a worrying situation regarding the loss of socialization that children, especially the youngest ones, are facing. We must consider the effects produced by interrupted learning, especially for the less privileged or special needs students and for children from contexts in which even their own basic needs are met thanks to school, and also the dropout rates that rise in periods of protracted school

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[2] https://www.coe.int/en/web/education/competences-for-democratic-culture
[3] Council of the European Union (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union 2018/C 189/0), 1-13
[4] https://unric.org/it/agenda-2030/

closings. For example, girls are 2.5 times more likely to drop out. Furthermore, the strong digitization has made the critical aspects of the technological equipment possessed by families evident and at the same time highlighted the gap of inequalities. There is the gap between urban and non-urban areas, between rich and poor, between connected and unconnected. The government has allocated funds to try to address the structural gap. What has remained at the margins of the discussion is the reflection on both the contents of distance learning, and on the relationships that should also be central to the issue.

And therefore, for the school and for its possible futures, there is a central theme, already suggested by E. Morin[5], of the human condition. This implies the construction of an ethical vision of the human race and a sense of teaching and learning which, by means of dialogue and care, leads to an appropriate educational approach that follows a long-range perspective. These include the centrality of some key competences identified by the European Commission, such as digital and entrepreneurial competences, which aroused different perspectives and positions among the panelists in the discussion. In this way, the school itself can become an educational ground for citizenship, a place where one is called upon learning to learn, to acquire awareness of one's ability to influence, spurred towards understanding and reciprocal interconnections.

Promoting change

In this perspective, the goal is not to transmit/learn sectorial knowledge and notions (infinite and multiple), but to learn to use them to read the world, decentralizing one's point of view and grasping the multiple interconnections. This is not a novelty. From Dewey onwards, educational reflection has always invited the school to build those basic competences that enable the individual to continue learning throughout their existence (learning to learn). Educating for life, as Morin argued, to decipher the complexity of society. For this to happen, resistance to change must be overcome. Which conditions and dimensions are necessary for this to happen?

- educational structures, capable of proposing strongly interdisciplinary education and which put the students at the center of the educational process, empowering them and following their natural biorhythms, and which make adequate spaces available from a structural and aesthetic point of view, and which is also capable of reinventing them (open spaces, learning spaces outside of school, virtual spaces, etc.). The education of the future cannot be compartmental learning. The disciplines must be structured according to a post-curricular approach, starting from an interdisciplinary perspective, in which the subjects are fundamental tools for understanding the world, not simply an end in themselves in terms of learning.

- school time, which must not coincide with class time. The school can and must also become a space for discussion for students, a place and a time to meet outside of the classroom and to carry out/experience the fundamental principles of an inclusive and democratic citizenship;

- appropriate teacher training. In order for there to be a real change in the school, it is also necessary to promote adequate training for the future teaching staff, starting from their university education. It is therefore the very same university educators, who train tomorrow's teachers, who must be trained

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[5]Morin E. 2001, *I sette saperi necessari all'educazione del futuro*di Edgar Morin, Raffaello Cortina Editore.

in a new idea of school and education, based on approaches oriented towards a non-sectoral, but interdisciplinary logic. At the same time, it is necessary to promote virtuous practices such as the Educational Avant-garde Movement promoted by INDIRE[6], which is already experimenting with real change in the field.

An example in this sense can be found in the history of art which, due to its intrinsic characteristics, is transversal and interdisciplinary and which could introduce a new concept of educational space. Art manages to connect numerous disciplines together. It can bring together history, mathematics and technology. However, it requires new ways of use and learning, which involve the educational community, the local territory and take the student out of school, into direct contact with real art (acquiring "open air" competences). Space educates like an educator.

CLIL –proposals for cooperative and student-centred learning

Of particular interest is CLIL methodology (Content and Language Integrated Learning). This approach, by proposing content in a foreign language, facilitates the activation of the dimensions of transversality, interdisciplinarity (as underlined by David Marsh) and student-centered learning. CLIL contributes to developing the key competences for a global citizenship: critical thinking, awareness, interpersonal communication and multilingual competences. These are all linked to the individual's ability to take part actively and responsibly, participating in their own educational process, as shown by the conceptualizations proposed by Coyle , Hood and Marsh[7], but also by Cinganotto and Langé[8]. These authors highlight the cooperative dimension of CLIL, collaboration between teachers, team teaching, and the co-creation process also through the active involvement of the student in the construction of the educational path. The student is therefore at the center and is empowered. CLIL methodology is interdisciplinary in nature. This is why it is easily integrated into the kindergarten where the true holistic curriculum is implemented, without distinction of disciplines, and in primary school, where the teacher has skills in multiple disciplines. It is more complex, however, introducing CLIL methodology into first and second grade secondary schools, where the separation of knowledge between subjects is more rigid and where its implementation is often left to the initiative of the individual teacher. CLIL is not aimed only at language learning, but at developing a broader socio-linguistic awareness. This characteristic, as expressed in the Recommendation of the Council of Europe[9] on a global approach to teaching and learning languages, should represent an element that cuts across internal school curricula, within each subject. It is an awareness which in CLIL develops through learning new mental patterns, facilitating sharing and meeting with each other (each language brings its own history, culture, uniqueness, and its vision of the world to be shared). The student does not study a language, but uses the language to learn another subject, using the schemes of the vehicle language learning to think in a flexible manner. This helps to contrast the resistance to change that is in each of us (what is already known is more reassuring) and to read the

[6] http://innovazione.indire.it/avanguardieeducative/

[7]Coyle D., Hood P., Marsh D., 2010, CLIL: Content and Language Integrated Learning, Cambridge, Cambridge University Press.

[8]Langè G., Cinganotto L., 2014, E–CLIL perunadidatticainnovativa, I Quadernidella Ricerca, n.18, Loescher;

Marsh D., Langé G., 2000, UsingLanguagestoLearnandLearningtoUseLanguage, UniCOM, Jyväskylä;

Cinganotto L. (2016a). CLIL inItaly: A General Overview, «Latin American JournalofContent&LanguageIntegratedLearning», 9 (2), 374–400.

[9] European Commission, 2019, Council Recommendationon a comprehensive approach to the teaching and learning of languages.

world according to different interpretative schemes, conveyed by the different languages, thus promoting the development of full global citizenship.

CLIL methodology is aimed at developing critical thinking, activating various cognitive skills, from LOTs (Lower Order Thinking Skills) to HOTs (Higher Order Thinking Skills).

CLIL also promotes democratic education: by proposing the learning of some subjects in a language other than the official language, it supports students who do not speak the official language. For example, this can occur in some areas of India, where students from poor families at home speak local dialects and at school study in the official language with extreme difficulty. There is also the potential application to the integration of foreign children in Italian schools.

Furthermore, CLIL by its nature affects the student-teacher educational relationship. The student is no longer a simple user of frontal teaching, but she/he is at the very center of the learning process, a co-creator, together with the teacher, of content, knowledge and skills. The teacher, in turn, becomes a facilitator.

Conclusions

It is possible to imagine multiple futures for education, characterized by an educational system, understood in a broad sense as an educating community, which is capable of conceiving itself as responsible for the growth of the younger generations and knows how to carefully rethink its weaknesses, as a protector and safeguard of more fragile subjects. It is a system, oriented towards sustainability, which is an integrated set of multiple learning environments (physical and virtual, inside and outside the school), which integrate the formal and the informal and promote fluidity between the different educational levels. There is vertical continuity from primary school to secondary school through the progression of the objectives related to the different skills and the development of strategies for learning, and this involves a large educational community, which counts on the active participation of schools and teachers, enhancing their autonomy and competences. It is an educational system which, starting from the knowledge of disciplines, reinforces the interdisciplinary dimension. This, in turn, promotes differentiated approaches according to the learning objectives and strategies of the student, who becomes the protagonist (as already theorized by Paulo Freire) and author of his/her own path, called on to experiment with knowledge and apply that already acquired, as happens for the use of language in CLIL methodology. This can be all within a community that also learns beyond its geographical borders. For example, we can have virtual classes that connect students from different countries with each other). In this perspective, the teacher becomes moderator and facilitator. CLIL is already a cutting-edge educational proposal among other teaching approaches.

Biographical notes of panel members
Citizenship skills and CLIL

Cristiana Alfonsi

Since December 2015 Cristiana Alfonsi has headed the Secretariat of the Vice President and Councilor for Culture, University and Research of the Tuscany Region. She started her professional career in the field of education, higher education and work within the National Coordination Office of training activities of UNIONCAMERE. In February 1996 she joined the staff of the Conference of Italian University Rectors. For a period of 17 years, she has developed specific experience in Higher Education, professional training and research, through the design and coordination of numerous national and international projects. In January 2014, she was given the position of General Director of the University for Foreigners of Siena.

Letizia Cinganotto

Letizia Cinganottois a permanent researcher at INDIRE, in Rome. She holds a PhD in synchronic, diachronic and applied linguistics and has long experience in the professional training of teachers and school managers. She is a member of numerous working groups and scientific committees on CLIL and languages in general, both nationally and internationally (Italian Ministry of Education, European Commission, OECD, Council of Europe, ECML).
She has participated in numerous national and international conferences and has published countless articles and chapters in peer-reviewed journals and recently produced three volumes on CLIL.

Francesca d'Alessio

Teacher of the History of Art in secondary school since 2013, she began teaching after having deepened her knowledge of the discipline working first in Museums and in the art galleries of Rome and later as a licensed tourist guide organizing trips to the main Italian and European cities. Her deep knowledge of the history of art in Rome and her passion for the history of art in general is combined with a curiosity for contemporary art and for modern languages which are always included within her lessons or cultural visits. Her teaching activity is accompanied by her position as a guide and her interest in lifelong learning, especially with regard to the concept of inclusion in school and in work environments for children with learning disabilities.

Anita de Giusti

Educator in human sciences, specialized in teaching support, she is currently seconded to the Lazio USR- Office No. 2 "School regulations. State-recognized and non-state recognized schools"- member of the Operational Unit for anti- (cyber)bullying of the Lazio USR and regional representative for INVALSI. Over the years she has been a regarding school inclusion, a regional and provincial representative for the Provincial Student Council and a provincial representative regarding anti-(cyber)bullying policies.

Raffaella de Luca

In charge of Global Citizenship Education (ECG) initiatives at CISP (Comitato Internazionale per lo Sviluppo dei Popoli), she organizes teacher training, teacher support, coordination with schools, monitoring of ECG activities. She manages relationships with teachers: listens to their needs, experiences and educational proposals that emerge in the school effort. She coordinates workshops and citizenship activities of students. She collaborates in the drafting and editing of course books, the revision of learning units, the creation of practical guides for teachers and the production of "in a nutshell" educational activities. She promotes external communication and awareness-raising activities.

Giordana Francia

She is the Director of the Geographical Area of Italy and Union of CISP (International Committee for the Development of Peoples), an Italian NGO which, since 1983, has carried out and implements humanitarian aid, rehabilitation and development projects in more than 30 countries of: Africa, Latin America, the Middle East, Asia and Eastern Europe. Within the EU, CISP promotes cultural policy

initiatives, promotion of international solidarity and assessment of the role of diasporas in the development of their countries. She is involved in the implementation of educational initiatives for global citizenship, in particular in formal education. These include initiatives to combat educational poverty, through teacher training and methodological support to local associations, initiatives to strengthen migrant associations for integration in the country of destination and development of the country of origin.

Antonella Fucecchi

She has been a teacher of Italian, Latin, Greek and geohistory since 1989. Since the mid-1990s she has dealt with intercultural pedagogy. She collaborates with Caritas Intercultura, and from 1997 to 2016 with CemMondalità. In 2017 she obtained a Master's Degree in Intercultural Education at Roma 3 University (Creifos). She is the author and co-author of various texts from 1997 to 2012 for EMI publishing house and also for thepublisher Morcelliana in 2018 and 2019, the latest publication being *Dove va l'intercultura?* and *Agenda 2030.Una sfida per la scuola*.

GisellaLangé

Gisella Langé is a Foreign Languages Inspector with the Ministry of Education, responsible for Italian and European projects aimed at internationalization and innovation - both linguistic and intercultural. She is a member of working groups and Ministerial commissions for national guidelines, State exams, CLIL methodology and teacher training. An expert within the European Commission, the Council of Europe and OECD/PISA, recent thematic groups and studies she has been involved with include research on innovative multilingual practices and design of professional development courses, both face to face and web-based. Her publications relate to school policies, intercultural education, language curricula development, learning methodologies, language certifications and approaches to Content and Language Integrated Learning.

Bruno Losito

Full Professor of Experimental Pedagogy at Roma 3 University, Department of Learning Sciences (currently retired). He worked for about 15 years at INVALSI (former CEDE), where he held the position of head of the international research area. He was National Project Manager of PISA 2006 for Italy and national coordinator and member of the international Steering Committee of the IEA survey on civic education and citizenship CIVED '99. He was associate director of the ICCS 2009 and ICCS 2016 civic education and citizenship surveys (promoted by the IEA). He holds the same position for the new round of the survey, in preparation for 2022. He has collaborated with the Council of Europe on the study of education policies for democratic citizenship and is currently a member of the group of experts for the construction of a portfolio for skills for democratic culture.

Irene Rinaldi

Architect, practicing the profession since 2000 in Italy and abroad, she was co-founder of Unpacked creative laboratory in 2006. Since 2014 she has taught Technology and Art and image in the middle school. Deeply interested in the theme of public space, as a teacher she focuses on the themes of projects and sustainability.

Simona Rotondi

Head of the institutional activities of the Conibambini social enterprise, she has been dealing for years with phenomena related to educational poverty, social unease, and studies the issues of citizenship and inclusion. At Conibambini she follows the programs of the Fund against child educational poverty, foreseen by the Memorandum of Understanding stipulated on April 29, 2016 between the President of the Council of Ministers, the Minister of Economy and Finance, the Minister of Labor and Social Policies and the President of Acri. In particular, the Fund is intended "to support experimental interventions aimed at removing economic, social and cultural obstacles that prevent the full use of educational processes by minors".

Gianpiero Ruggiero

Member of the technical secretariat of the "Benessere Italia" control room of the Italian Prime Minister's Office as expert in evaluation systems and innovation processes. Graduated in Economics at the Catholic University of Milan, he subsequently obtained a Master in Business Engineering from the University of Rome Tor Vergata. From 2011 to 2017 he directed the "Performance" Technical Structure of the CNR, where he carried out two surveys on organizational well-being, implemented the behavioral areas evaluation system using the "Feedback 360 °" methodology, coordinated two editions of the "Award for Innovation" with the patronage of the Department of Public Function, implemented the "SIGE.O." Project (ICT Objective Management System) to which FORUM PA granted recognition within the context of the paperless PA relating to the "100 Projects to change the PA" Call. He was a member of the CNR OIV and is currently President of the INRiM OIV.

Fabio Saglimbeni

Graduate in Modern Foreign Languages and Literatures at the University of Tuscia in 1999. He qualified to teach English Language and Literature through a Competition issued in 1999. He obtained a PhD in American Studies at the Roma 3 University in 2004. Since 2004 he has taught English Language and Literature in the high school.

Ulrike Tietze

Director of Linguistic Cooperation and Teaching at Goethe-Institut Italien, and Deputy Director of the Rome school, she was a high school teacher in Germany. She Joined the Goethe Institute as teacher of German for immigrants, and she was the director of the Seattle, USA office. After moving to Italy, she became director of cultural programs and then of language education and cooperation. In 2016, together with the Mercator Foundation, she developed the StartNet-School to Work Transition project. She also deals with STEM sustainability inclusion of young migrants.