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REINVENTING EDUCATION

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VOLUME I

Citizenship, Work and The Global Age

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

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Citizenship, Work and The Global Age

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

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

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

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

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

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Citizenship, Work and The Global Age

A Premise

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

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

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

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

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

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

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

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

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

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

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

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

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

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ABSTRACT: *The law on the new Civic Education has the advantage of identifying a set of themes that the most recent training guidelines now consider as essential. This is an interesting trend, which revolves around the promotion of critical thinking, creativity, social and cultural awareness as precious tools to combat all forms of violence, injustice and discrimination. The indications also combine the needs of the labor market and economic progress with the safeguarding of ethical sensitivity to social issues, in accordance with the objectives of the UN Agenda 2030 for sustainable, equitable and inclusive development. Challenges that cannot be separated from the search for methodological innovations in the field of civic education through unconventional learning approaches. The reference is in particular to the reconsideration of the history curriculum starting from heritage education, as a renewal for the teaching of history, which passes through experiences of education for active citizenship.*

KEYWORDS: *History, Civic Education, Heritage Education, Inclusion, Democratic Society*

Introduction

Among the numerous documents produced by the European Union, aimed at providing basic pedagogical uniformity to the European school system, the Recommendation of the European Parliament and of the Council of 18 December 2006 identifies eight key competences for lifelong learning, tended to the «acquisition of necessary knowledge for every citizen to be able to successfully enter the social and work environment». The key competences concern the «combination of adequate knowledge, skills and attitudes to deal with a particular situation» (quoted from *The Recommendation on key competences*), which therefore allows us to respond to constant changes in society.

From September 1 of the academic year 2020/2021, the transversal teaching of civic education was established in the first and second cycle of education, with Law 92/2019, for 33 hours per year, for each year of the course. Innovation is undoubtedly attributable to the transversal nature of the subject which, overcoming the constraints of discipline, should ensure a holistic, global, multi-perspective approach and the

development of learning processes. In fact, the identification of a set of themes that recent training guidelines consider essential, is oriented towards the overall education of the citizen. In this sense, the acquisition of the key citizenship skills that are certainly individual are enlivened by the awareness and enhancement of the relational, social and emotional dimension of learning.

The new law on Civic Education has the advantage of identifying a set of topics that the most recent educational guidance now considers as essential. This is an interesting trend, which revolves around the promotion of critical thinking, creativity, social and cultural awareness as precious tools to combat all forms of violence, injustice and discrimination. Furthermore, the indications combine the needs of the job market and economic progress with the safeguarding of ethical sensitivity to social issues, in accordance with the objectives of the UN Agenda 2030 for sustainable, equitable and inclusive development, which also includes the goal of an equitable and inclusive education.

It is therefore clear that the teaching aims to train responsible and active citizens and to promote full and conscious participation in the civic, cultural and social life of communities, in compliance with the rules, rights and duties.

Participation in the life of the community itself is fundamental through the enhancement of interpersonal relationships and between institutions, centers of cultural aggregation, families and the territory. The evaluation, with the new provisions of the year 2020/2021, provides for descriptive judgments instead of marks that were in force since 2008 with the Gelmini reform. In this way, Civic education paths can develop in schools «knowledge of the Italian Constitution and the institutions of the European Union to substantiate, in particular, the sharing and promotion of the principles of legality, active and digital citizenship, environmental sustainability, right to health and well-being of the person».

1. The teaching of history between citizenship and heritage education. Between yearnings, actual achievements and prospects

Regarding the teaching and learning of history, some brief considerations need to be made. The discipline is mainly (not always and depends also on school grades) learned through the help of the manual. The story presented is very rich, the texts have six hundred pages, but we are fully aware that in the folds of those pages that story is partial; because his story does not reflect the complexity of the history of gender, the evolution of relations between men and women and because it is always lagging the contributions of historiography. And here, I come to a further brief consideration on the teaching of history. That is the need, I would say the urgency, to develop gender-sensitive teaching through experiential paths that overcome the

persistent stereotyped and silent vision of the presence of women in history. Attention to the genders of female and male subjects in their multiple identities is essential for didactics of history aimed at an education for active and democratic citizenship, given that the issue of gender identity is crucial for the formation of each person. Therefore, it must be addressed in all areas of knowledge; in particular, in the historical one through a coherent commitment aimed at reconsidering the historiographic interpretation through the effective plurality of the subjects of history.

In summary, restoring and building together with students the richness, complexity and articulation of our past is fundamental. With a recommendation: not a gender story as an object of study, but as a subject of the course of history, which knows how to open observers on the present, giving space to the everyday life of local stories and traditionally neglected female traces, with horizons and visions that are able to embrace difficult issues in manuals.

Starting from citizenship education, historical knowledge, built through laboratory experiences and openness to current events, can be renewed with the constant connection between local, gender and global history. Its transversal nature obliges us to reconsider the teaching of history that includes an education in (material and intangible) heritage, an integrating background of significant, educational and inclusive value, capable of projecting the specific contributions of local cultural heritage into wider horizons and of making use of the most up-to-date communication tools; with an approach that from the present and from the aspects of social life, identifies poles of interest through the observation of current events and the search for links with themes and historical periods to be addressed (development of topics with a broad disciplinary spectrum: climate, water, resources, pollution, planetary imbalances, migrations, confrontations and coexistence between cultures).

Marc Bloch said that history is «a rotten science» (Bloch, 1949), and Jacques Le Goff asserted, reinforcing the concept, that «to remain a science, more than any other, it must move, progress; cannot stop. The historian cannot sit still, as a bureaucrat of history; he must be a walker, faithful to his duty of exploration and adventure» (Le Goff, 2014).

Citizenship education, rather than being told, needs first to be practiced within the school. His teaching goes beyond any cumulative logic: it is not a question of adding a discipline by giving it a separate and autonomous space, but of integrating it with all the problems and projects related to personal and relationship life that unravel from school to the family, to the city and the territory.

It is a continuous reflection, which constantly puts us in contact and comparison with ourselves and with others, a self-reflection that is central to the structuring of the personality.

To educate to the recognition of one's rights and duties, of one's responsibilities towards others and in order to promote a coexistence

based on the values of peace, tolerance, respecting the cultures and traditions of the different countries, it is necessary to count on a fruitful dialogue between the school and the territory in which local authorities and all other external educational subjects can contribute to setting up the training itineraries (Borghi, 2016).

The school is a *polis*, one of the first educational places of conscious associated life of social solidarity which presupposes the opportunity for students of countless opportunities for discussion and common activities. And it is, as in many cases, school experience that initiates and confirms the principles of solidarity and legality, as the school is a set of relationships and a space for discussion and freedom, where norms, rules, are indispensable for the rich and cohesive school community and therefore well lived. Only in this way we can feel protagonists of our life, because through learning about history and doing politics, we can be true builders of knowledge and active participants in the collective representation of history, of all its effective plurality of subjects.

It is only through the experience of participation that young people learn to live democracy concretely.

Coming to the concept of 'heritage', the need to know the surrounding heritage and practice direct observation of legible civilizations in the cities and in the signs preserved in the landscape in order to recognize the sedimentation is highlighted several times in the ministerial documents (the 2012 *Indicazioni Nazionali* and the 2019 *Piano Nazionale per l'Educazione al Patrimonio*). Aspects that cross all classes and disciplines aimed at identifying problems relating to the protection and enhancement of the natural and cultural heritage, proposing suitable solutions in the context of the life of the boy and girl.

The experiential activities are aimed at acquiring a historical awareness that can motivate and assume a sense of responsibility towards the heritage and common goods by promoting actions of care and improvement, such as the safeguarding, recovery and conservation of the heritage itself.

The carrying out of these experiences therefore becomes the natural crowning of the research realized both on the local cultural heritage and on the wider one, precisely in function of the direct relationship between the levels of knowledge of the history that generated this heritage and the forms of respect and protection that they assume towards him. If these didactic practices can be considered satisfactory in the contexts of kindergarten and primary school (with experiences linked to contexts from near history and therefore local history), they are often difficult to implement in the higher grades, as the following considerations on teacher training and the acquisitions of recent research conducted on the subject attest.

Precisely in relation to the environmental and territorial aspects, it must be noted that a rigidly dualistic approach often persists in literature that contrasts nature and man, spontaneous and artificial,

natural and historical. It was the biological and physical sciences that provided the foundations for a non-dichotomous reading between man and the 'outside world'. In this newfound harmony, even historical knowledge can contribute to a correct environmental education. The environment, the territory, the landscape, as current results of millenary processes of transformation, are themes on which to build basic and common notions and subjective elaborations, in that circular dialogue between the local and the general dimension, necessary for an active respect for both microsystems both entire ecosystems.

Education for sustainability, as stated in the documents of the United Nations Decade of Education for Sustainable Development (2005- 2014), proclaimed by the UN General Assembly, refers to an education in values, at the center of which there is respect for others, for difference and diversity, for the environment, for the resources of the earth. The challenge of the green revolution requires the training of people endowed with critical skills, respectful of the complexity of reality and able to start from simple things, from relationships, from cooperation, to weave a fruitful and innovative dialogue with the other self, guaranteeing of a sustainable planetary living. Sustainability education has as its constant reference the maturation of a personal identity that is at the same time communitarian, it must encourage the creation of collaborative situations in which to experiment forms of active participation in the life of one's own territory, facilitating the dialogical encounter between generations and cultures. The knowledge and conservation of the testimonies of the past and the renewal of memory must interact with the openness to the future, through the exercise of imagination and common planning. In this sense, every educational practice must in turn be responsible and constantly verified, because if it is to promote in people the ability to consider the long-term consequences of their actions, to think transversally in a world in which knowledge of reality and of ourselves is constantly changing, so every practice «... is not a destination [...] but a way of traveling» (Scott, Grough, 2003).

A recent survey (Galletti, 2020) which involved students of the single-cycle Master's Degree Course in Primary Education at the University of Bologna, attested that the teaching practice of teaching history continues to be strongly linked (the reference is to secondary schools of I and II degree) to the traditional model of unidirectional teaching, that is anchored to the presentation of historical events by the teacher and the consequent memorization of the same by the students with little attention to the formation of a critical sense. However, we must premise, as amply commented by European studies (Estepa Giménez, 2017), and by the recent global epidemic health events of Covid-19, that the use and development of new technologies to support teaching practice has proved to be fundamental to give immediate response to the emergency, but also raised issues and reflections on the use and effectiveness of new technologies, certainly a reflection on the teaching

of the same story. The pandemic experience has highlighted how likely it was that the teaching of the discipline did not want to tackle except casually in the last decade: the lack of adaptability of the school, and in particular the reference is to the learning and teaching of the subject history, to the needs of society and therefore of boys and girls. We must therefore note that heritage education continues to appear sporadic and scarcely present in the school curricula of lower secondary schools and in the teaching practice itself; this must also be linked to an insufficient university training of future teachers (Borghì, Cuenca López, 2003; Galletti 2020) and to a vision of teaching the discipline that must presuppose the very knowledge of the meaning of 'heritage' (often a narrow vision on the part of teachers who is oriented almost exclusively to monumental elements alone, for example leaving out the aspects of intangible heritage and therefore a holistic vision) and to the failure to acquire historical and social skills in an inter and multi-disciplinary perspective (Prats Cuevas, 2001).

Returning in summary to the results of the survey just mentioned, we confirm – again – the gap between the yearnings and the actual achievements of teaching due to the daily difficulties that teachers have to face, among which, first of all, the teaching load and a huge, complex program that leaves little room, especially for higher school grades, for effective teaching integrated with other subjects such as anthropology, art, law, philosophy, literature, music, science, technologies, history and geography.

2. Competences

In relation to the key competences of the aforementioned *Recommendation of the European Parliament and of the Council* of 18 December 2006 it is suggested that the design of learning units and history laboratories is strongly oriented towards the formation of skills and knowledge in the perspective of competences (Audigier, 2002) which concern in particular digital competence, learning to learn, social and civic competence and cultural awareness and expression (Borghì, 2014). Skills considered essential for the creation and development of the basis for lifelong learning and personal development from a perspective of active citizenship and social inclusion; that while on the one hand they do not give up the contents of the History discipline, on the other they focus attention on the student's attitudes, on his personal motivations, on his critical thinking towards what surrounds him; learning that will accompany him throughout his life (Borghì *et al.*, 2015).

Regarding civic education in secondary schools (14-19 years), it should be noted that the teaching is given by teachers qualified in the teaching of legal and economic disciplines, if available in the autonomy; although, it must be specified, the transversal dimension of the

discipline is not neglected, the themes of which cannot be traced back to law alone. The teaching is therefore organized in such a way that issues not strictly related to the legal-economic disciplines mentioned are addressed and that, as required by law, are those referred to in the point (indicate the reference page).

In the context of school autonomy, schools can initiate extra-curricular experiences to integrate and/or strengthen the teaching of civic education through the establishment of networks, even of multi-year duration, with other institutional subjects, with the world of volunteering and Third sector and with the municipalities (on knowledge of the functioning of local administrations and their bodies, historical knowledge of the territory and the stable use of green spaces and cultural spaces, knowledge of the functioning of local administrations).

Taking a look at the history programs of secondary schools and the connections with civic education, we can see that each thematic nucleus dealt with in the five years of school is oriented, and also supported by the discipline's manuals themselves, to interdisciplinary links with the right (e.g. to the difference between the codes of ancient civilizations and comparison with modern codes) for the concepts of equality present in Greek legislation and the concept of equality in modern constitutions; from the links with Roman law to the Italian Constitution, with a reflection on the very concept of European citizenship, aimed in particular at knowing how to distinguish the concepts of man, citizen, person, individual, intertwining the same articles with the personal experience of the student and student; to trace situations of discrimination and marginalization. Close ties with the Italian Constitution and the European Charter for general focuses that include world visions and that lead to international law. On the theme of the temporal and religious power of the Church, from the Donation of Constantine to the Lateran Pacts, the connection with civic education is expressed through knowledge of integration policies and the right to asylum; of the links of the contents of history (religious tolerance, dialogue between religions, humanity and war, the Constitution rejects war, the defense of the state and the role of the army and world organizations), which using laboratory methods unravels the historical origins of international relations.

Again, the importance of respect for the person and the enhancement of interpersonal and inter-institutional relationships and between cultural and relational aggregation centers for young people, families and the territory are reiterated. Art. 4 of the Ministerial Decree provides training, accompanying and monitoring measures by the Ministry of Education for the first implementation phase (2020/2022). Training and accompaniment will have school managers and teaching staff as recipients; the monitoring of what is done by the schools will be implemented according to the times, forms and methods defined by the Ministry of Education itself.

3. Some final thoughts. Persistence and horizons on the teaching of history and teacher training

In their continuous and necessary transition, the various subjects of scholastic, cultural and scientific training are facing a phase of difficulty, since, in the face of the rapid and completely unprecedented transformations of current affairs, disorientation, inertia, contradictions and anachronisms more and more evident are manifested from many sides.

Teachers of all grades and disciplines suffer particularly. They partially manage to meet and sometimes even react positively to new challenges, but they often feel alone juggling between contradictory and limiting internal regulations and external expectations, often largely outdated.

In this context of general difficulty, the underestimation of the didactic aspects by academic circles emerges even more clearly in which a deleterious contradiction has been consolidated for some time: a general ostentation of appreciation for the needs of teaching is countered by a persistent and an equally widespread substantial discredit of all that is didactic and informative.

Thus, behind the screen of full-blown intentions and rejecting the necessary dialogue with the real protagonists and subjects of learning, the very area appointed to train and update teachers is unavailable and unprepared for one of its main functions.

On the contrary, in order to face the growing and alarming symptoms of inadequacy of their courses, university professors should make the teaching issues their own, not only for a profitable training of teachers, but also and above all to draw the fruits of those experiences that concretely face the very delicate problems both of methods and contents and of the correspondence and effectiveness of teaching in the various disciplines.

For history, as for other subjects, attention to teaching strategies commensurated with the real difficulties that teachers encounter daily in their offices, cannot be eclipsed by that for disciplinary content.

Therefore, the respective 'didactics' must be approached with attention and care not inferior to those reserved to the parent disciplines, proposing courses aimed at experimenting with the itineraries and the fundamental tools of research and teaching, within a framework of training processes that privilege the methodological aspects, but also offer the basic notions and contents to then subjectively design coherent and effective didactic paths. In this perspective it is also possible to find an effective balance in the contrast, sometimes exasperated, between those who support the primary importance of contents and those who instead assign greater importance to methodologies.

We would also like to highlight (perhaps unfortunately) a certain continuity with the *Indicazioni Nazionali*. Compared to the latter, there has been an update with respect to those of 2007 but, in fact, the founding principles and disciplinary aspects at the base have not disappeared. In the first cycle of education, «historical knowledge relating to the period from the appearance of man to late antiquity is assigned» (Borghi, 2016, 120). Knowledge concerning late antiquity up to the beginning of the 21st century is promoted to the secondary school, while in the high school it deals with ancient and early medieval history up to the present day. Such a curricular breakdown of history is not exempt from criticism (Dondarini, 2008). In fact, medieval, modern and contemporary history is excluded from the first cycle of education, delegating the study of these eras to the secondary school. The consequences of this ministerial decision are different. In the first place, the possibility is not offered (to primary school teachers) to address topical issues related to the historical periods indicated above as the students would not have the knowledge in this regard. At the same time, pupils' unawareness is fueled because they are excluded a priori from participating in school and extra-school educational projects concerning these historical periods. This does not only mean excluding them from interesting training courses but preventing them from actively participating in city life and the opportunities it offers.

In summary, for the teaching-learning of history to become more and more significant and in line with this rich epistemological orientation, the aspects on which we can continue to work are different. For example:

1. Teacher training. In particular, it is among the teachers that an underestimation of the educational role of the subject remains: in turn they are trained in the academic field with notional and transmissive approaches (except in rare cases and in particular in the training aimed at future kindergarten and primary school teachers); they are not often trained from the didactic point of view, which does not allow them to have tools to plan active and meaningful paths without particular supports, they continue to support the lessons in the use of a manual, which is often only a summary of the most important events, without any explanation of the connection between past and present, and indeed, often, without any reference to events and periods more current; the manual itself does not stimulate research and study. The lack of updating of teachers, from this point of view, feeds the vicious circle that sees history as a not very useful discipline, or at least not indispensable.
2. The preparation of truly meaningful and motivating paths. Be able to program modules, learning units, workshops, etc. truly capable of activating students and enhancing the fundamental elements of the discipline (e.g., knowledge of the past and one's roots; the enhancement of heritage; raising awareness of protection and

participation in the community; the ability to interpret and obtain information from sources; etc.). These paths can develop knowledge, skills and lead children to the first forms of sharing and active participation in the life of the community, not only in a local sense, but also in a global sense.

3. A program that is increasingly capable of networking with the territory and the entire educational community. Building relationships of collaborations with the various actors present in the area (museums, associations, archives, etc.) so that the educational proposal is always rich and 'situated' and so that the value of these resources is also evident to children, in the hope of building between their ties and relationships that continue over time, with a view to lifelong learning.

In conclusion, we can only note that in an increasingly composite society it must also be aimed at promoting a cultural formation based on the awareness of the peculiarities and diversities living together, in the belief that every identity evolves, and that any presumption of its immobility is unfounded with which to justify the rejection of new arrivals and related changes. This can be verified in various fields starting from the socio-anthropological one, since the need to regain possession of the historical-cultural heritages of our communities has been accentuated by the formidable acceleration of transformations in individual and collective ways of life.

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