# *ECG nella scuola primaria in Europa. Uno studio comparato sulle politiche educative in 10 stati dell’Unione europea. Primi risultati della ricerca “Global Schools”.*

**Massimiliano Tarozzi (Università di Bologna)**

According to the 2012 UN’s Global Education First Initiative operative recommendations, to implement educational policies and practice based on GCE and to promote respect and responsibility across cultures, countries and regions requires a number of structural changes. In this communicational present some preliminary results of the first step of an ongoing three years project[[1]](#footnote-2) aiming at comparing existing educational policies, strategies, school curricula in 10 EU countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Spain, Portugal, UK) to ascertain the current level of such structural changes. In particular we investigated through a comparative policy analysisis, whether, to what extent and how GCE is integrated in the primary school curricula.

A policy implementation, especially in education, is always the product of compromises between multiple agendas, political actors and conflicts to impose interests, points of view, and discourses. Moreover, legislative documents never reveal a policy implementation, especially in school reform. They rather represent an ideal aspiration, a planning thinking, a political vision more than a real transformative action and their analysis is obviously highly interpretive.

However, our argument was rooted in a broad data set, including 181 legislative documents, semi-structured interview to 20 key informants (both policy makers and practitioners) in 10 countries, and 10 national reports elaborated by researchers in each country. Data have been analysed through a thematic analysis and conceptual comparative analysis, using some procedures of grounded theory approach.

The analysis focuses on four main topics: 1) identification key actors and definition of their role, 2) concept and terminology analysis, 3) levels and modes of implementation of GCE in primary school, 4) identification of barriers to GCE introduction in primary school system.

The research shows that political actors, not only governmental such as NGOs, local authorities, school staff, universities, play a crucial role in implementing GCE policy as well as creating a widespread sensitivity and links between different actors, which in some countries risk to have little institutional coordination with schools.

Conceptual analysis points out that, besides the choice of different wording of the GCE national terms, the main topics of which GCE is composed are very similar in every Country. Wording reflects mostly the history, will and political discourse of the organizations promoting GCE in the different countries.

Two macro-themes emerged from the inductive analysis of national polices: (1) Political scales, highlighting national levels and modes of implementation; (2) Political actors (governmental, not governmental, intergovernmental) with a special attention to the key role played by NGOs. Finally, we elicited three main clusters of nations which can illustrate and typifying some political paths used in certain groups of countries to introduce GCE in primary schools. Clusters presents themselves as tensions between opposite extremes: Bottom up / top down; Centralized/decentralized; Through one major teaching subject/ through dissemination in several channels.

In this presentation, in particular, after having briefly outlined the fundamental role played by NGOs as new concepts advocates and teachers as agents of change, I focus on national governmental agencies, encompassing two main bodies (Ministries of Foreign Affairs and Ministries of Education) and their political discourses, arguing that thegap between the two traditions, with separate approaches, purposes, concepts and bureaucracies represent a strategic political challenge for the introduction of GCE in primary schools.

## Essential bibliography

Abdi, A. A., Shultz, L. and Pillay, T. (2015), *Decolonizing Global Citizenship Education*. Rotterdam, The Netherlands: Sense Publishers.

Abdi, A. and Shultz, L. (eds) (2011), *GlobalCitizenship Education in Post-Secondary Institutions: Theories, practices, policies*. New York: Peter Lang.

Andreotti, V. (2006), ‘Soft versus critical global citizenship education’, in *Policy & Practice: A development education review*, 3: 40-51.

Andreotti, V. and de Souza, L. M. T. M. (eds) (2012), *Postcolonial Perspectives on Global Citizenship Education*. New York and London: Routledge.

Forghani-Arani, N., Hartmeyer, H., O’Loughlin, E. and Wegimont, L. (2013), *Global Education in Europe: Policy, practice and theoretical challenges*. Münster: Waxmann Verlag.

Global education first initiative (2012) http://www.globaleducationfirst.org

Incheon declaration. Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. Unesco, 2015http://en.unesco.org/world-education-forum-2015/incheon-declaration

Peters, M. A., Britton, A. and Blee, H. (eds) (2008), *Global Citizenship Education: Philosophy, theory and pedagogy*. Rotterdam, The Netherlands: Sense Publishers.

Tarozzi, M. and Torres, C.A. (2016) *Global citizenship education. After the crises of multiculturalism*. London: Bloomsbury.

1. Research has been conducted within the DEAR co-financed project “Global Schools” in the framework of the research activity called: “Global Citizenship Education educational policies in 10 EU countries”, by a group of 10 national researchers coordinated by Massimiliano Tarozzi (University of Bologna), with the support of Carla Inguaggiato for the Training Centre for International Cooperation. [↑](#footnote-ref-2)