



Global Competence in Teacher Education in Italy

ADVOCACY FOR A WAY FORWARD

The current situation

From a formally speaking standpoint, GCE is not part of the initial education of primary school teachers, which is the same across the country. Global Competence as a whole is not included in the syllabus, although some of its components are. For example, intercultural pedagogy is mentioned as a topic within pedagogy in the [law 249 of 2010](#) establishing the competences required by primary school teachers. As a result, some universities include courses on education on interculturality into their curriculum for student teachers, such as managing multicultural classrooms or environmental sustainability. As inclusivity in schools is a priority in Italy, some aspects of global competence might be tackled in 'inclusive didactics'. Universities and teacher educators have the freedom to choose the angle and scientific texts to use for a given subject, and this is how global competence is sometimes included.

For what concerns the initial education of secondary school teachers, a new law has been approved in June 2022 reforming the process through which to access the teaching profession at secondary school level. The new training path consists of 60 ECTS, of which 10 in pedagogy, although no details on the content of the curriculum are yet defined. As the number of ECTS is limited, the concern is how to realistically include Global Competence.

In the Italian [Strategy for Global Citizenship Education](#) there is the mention of including this topic in the Initial and Continuous Professional Development of teachers.

The way forward

Within the [Italian Society of Pedagogy](#), the group focusing on intercultural pedagogy has been dealing with the inclusion of aspects of global competences in teacher education. This group of scholars points out that the ethnically diverse configuration of today's Italy and the globalisation processes call into serious question the educational and training systems that must now be designed to educate global citizens.

The awareness of the need to educate global citizens has been created over time, but it should become official in the legislation, in order to provide clear guidelines to teacher educators on what to include in the curriculum in terms of inclusive education.

Now is a key moment to advocate for ensuring that GC is included in the curriculum of teacher education!

We call on Universities in Italy to support the proposal of including a short compulsory training on global competence in Initial Teacher Education at all levels.

When including Global Competence in Teacher Education, consider the main lessons learnt within the Global Competence in Teacher Education project:

- **Have a definition of Global Competence education.**
 - include a reference to the existing frameworks by the [Council of Europe](#) (Reference Framework for Competences for Democratic Culture, and Global Education), [UNESCO](#) (Global Citizenship Education), [OECD](#) (Global Competence).
 - Refer to the latest international initiatives in the field:
 - [Global Education by 2050 Declaration by Global Education Network Europe \(GENE\)](#) - calling on to national governments to *develop adequate structures of support for educators in Global Education, in order to incrementally bridge the gap between the willingness to integrate Global Education, and the confidence, skills, competencies and support to do so.*
 - [UN Transforming Education initiative](#) - focusing on *learning to live together and teacher being agents of change.*
- **Promote stakeholder alignment and cooperation, and more specifically cooperation between formal and non-formal education for the provision of GCE.** It is essential to build the ownership of educators at all levels and in different sectors, and ensure the cooperation between them.
- **When designing courses on Global competence for teacher education, a specific attention should be given to:**
 - Teaching multiperspectivity
 - Cultural and gender sensitive language
 - Tackling global issues in any subject of the curricula
 - Implementing a whole school approach to global competence education
 - Applying a participatory approach in the process and in the goals, intentionally directed towards transformative learning
 - Decolonising education: incorporating different cultures and world views in the curriculum, while respecting what is taught and acknowledging how much it frames the thinking of teachers, learners and society.

The Global Competence in Teacher Education project

The [Global Competence in Teacher Education](#) project developed a Training Programme to support teachers and non formal education practitioners as they learn to both become globally competent themselves and learn how to develop Global Competence of young people.

Project partners are Universities of teacher education and international non-formal education organisations expert in intercultural learning. Partners were actively involved in research, review and development of content on global competence, development and testing of learning designs on 12 different topics within the topic of Global Competence.

The training was based on Learning Designs built around the 12 competencies of the Globally Competent Learning Continuum. The Globally Competent Learning Continuum (GCLC) identifies the dispositions, knowledge, and skills that educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society. The GCLC is a tool for self-reflection, used by educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum.

These 12 competences are:

- Empathy and valuing multiple perspectives
- Commitment to promoting equity worldwide
- Understanding of global conditions and current events
- Understanding of the ways that the world is interconnected
- Experiential understanding of multiple cultures
- Understanding of intercultural communication
- Communicate in multiple languages
- Create a classroom environment that values diversity and global engagement
- Integrate learning experiences for students that promote content-aligned explorations of the world
- Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
- Develop local, national, or international partnerships that provide real world contexts for global learning opportunities
- Develop and use appropriate methods of inquiry to assess students' global competence development

The Learning Designs were piloted for the first time in autumn 2021, mostly online due to the pandemic, and in June 2022 at an in-person training co-organised by the University of Hull and the University College Leuven-Limburg, and involved:

- teacher educators
- trainee teachers from each of the university partners
- non formal educators from the AFS and EFIL networks