

UNIVERSITÀ DEGLI STUDI DI PADOVA

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Joint PhD Degree “Human Rights, Society and Multi-level Governance”

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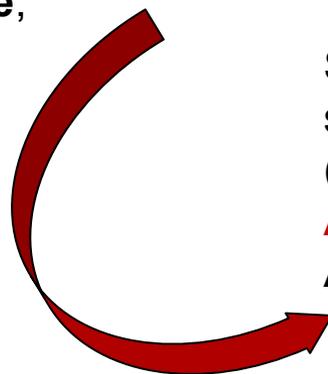
Citizenship education in Croatia and Italy: what place for human rights? A multi-level actor-centred approach to human rights education

ICCS 2016 (International Civic and Citizenship Education Study)

ICCS 2016 gathered data from more than **94,000 students** in their eighth year of schooling (students approximately 14 years of age) in about **3800 schools** from **24 countries**.

The main survey data collection took place between October 2015 and June 2016 using the following instruments:

- international student cognitive test;**
- international student questionnaire;**
- teacher questionnaire;**
- school questionnaire;**
- national context survey.**



Series of one-on-one **interviews** with key stakeholders identified in both countries (**Ministry, National Agencies, Local Authorities, Academia, NGOs**) between **April and October 2018**





Citizenship education in Croatia and Italy: what place for human rights?

A multi-level actor-centred approach to human rights education

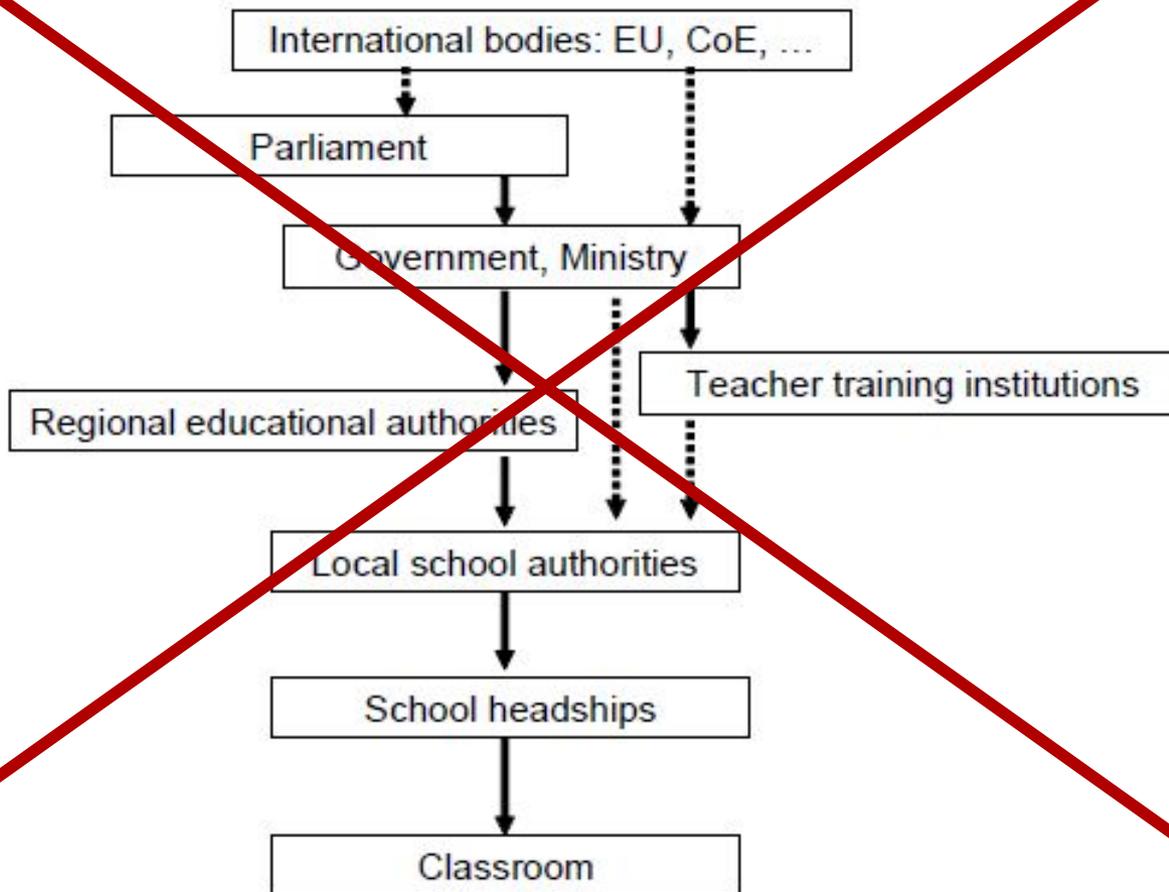
- 1) investigate the relationship between citizenship education (CE) and human rights education (HRE);**
- 2) better understand the complex systems and environments of citizenship education focusing on multiple key actors at stake;**
- 3) discover (inconsistent) demands and central tensions of citizenship education related to human rights and how these are perceived by the selected actor.**

TALK-AND-ACTION APPROACH TO CITIZENSHIP EDUCATION

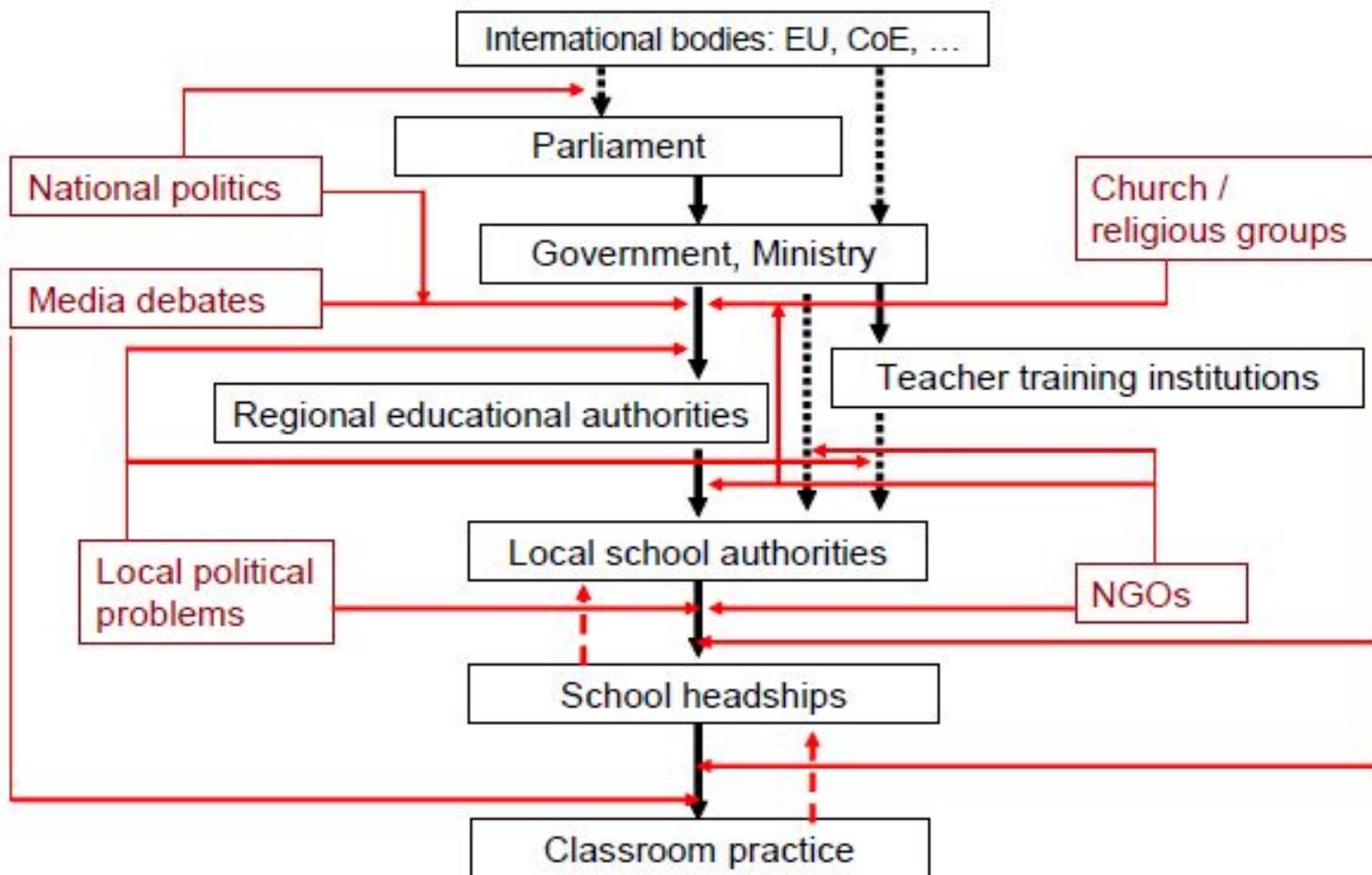
➔ Zimenkova, T. & Hedtke, R. (2008) 'The Talk-and-Action Approach to Citizenship Education. An Outline of a Methodology of Critical Studies in Citizenship Education', *Journal of Social Science Education*, 9(1), 5-35.



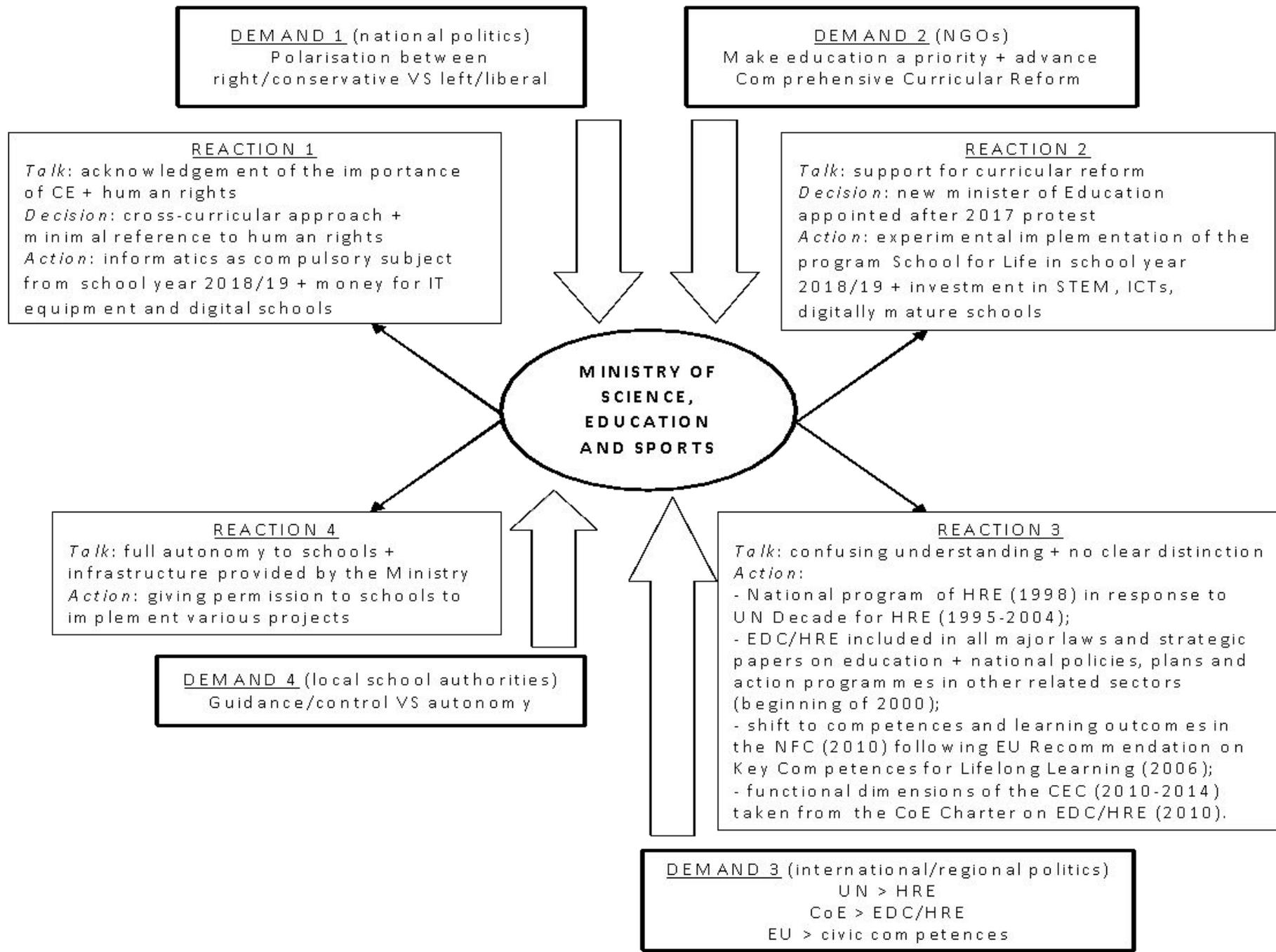
Picture 1. Linearity of CE



Picture 2. Linearity vs. Non-Linearity of CE



CONCEPTUAL MAP: MINISTRY – CROATIA





A snapshot of citizenship education in Croatia and Italy

- Several **education reforms** over the last 5-10 years;
- As of now, both countries have **NO separate subject** for citizenship education but it is either integrated into all subjects taught at school or as an extracurricular activity;
- Very **diverse practices** and **patchy implementation** (NOT systematic):

Croatia: *“you either have the schools who are doing it in **lots of ways** or they are **not doing it at all** (paint something in their own schoolyard, media coverage, protect some kind of wild flowers in their neighbourhood, clean their area, radio show, help somebody in the local community, support NGOs)... it is **very diverse**, it’s everything and everywhere (...) the main problem is the schools who are not doing it at all ”.*

Ines Elezovic, National Centre for External Evaluation of Education

Italy: *“macchia di leopardo”.*

- **Autonomy:** unclear status, wide margin of discretion, *“can basically do what they want”.*



• **CROATIA:** bottom-up approach > Rijeka model

*“Rijeka decided that there was **no time to wait** for the national government to make a move, so we decided to make a move and to implement citizenship education (...) we implemented this as **extra-curricular activity** and we have the freedom to do that... so it is not graded, it is within the day, it is a subject but it’s not graded... we have the liberty to do that, yes. And also because of course we are paying for everything (materials, teachers’ extra hours, trainings...)”.*

Lana Golob, Educational Programme Advisor – City of Rijeka

*“In Croatia, at the local level, citizenship education as extra-curricular activity is trying to be introduced, like Rijeka... but **Rijeka’s example will be now followed by Sisak, by Osijek by regional Istria and by the region surrounding Rijeka** (... however,) a possibility that scares me is that these programmes will stay for very small number of students and in Croatia usually students that are included in these additional projects are the best students on all levels, so those that are actually excluded from everything they stay excluded from those kind of programmes”.*

Martina Horvat, GONG



Relationship between CE and HRE

- Strictly interconnected, NO clear distinction and multiple labels;
- generally, CE seems to be considered broader than HRE;

Croatia: *“Citizenship education is for me a **generic term which includes different aspects** (...) is a spectrum of issues, it is related to media literacy, financial literacy, human rights, multiculturalism, tolerance, respect for diversity, interreligious dialogue...”*
Darko Tot, Ministry of Science and Education

Italy: *Obviously there can be **many ways to see the link between the two dimensions**, what I see is citizenship education in a broader sense therefore a wide field of research, teaching and so on, within which we can have many approaches, many specifications, so many more detailed ways to look at citizenship... **and rights are one of these.**”*
Milena Santerini, Department of Educational Sciences – Catholic University of Milan

- human rights as one of the several dimensions of CE, probably the most important one;

Croatia: *“I don’t see citizenship education without the **human rights** component.”*
Lana Golob, City of Rijeka

- overall still far from a critical and transformative approach!



Gender equality and equality for all ethnic and racial groups

- Both Croatia and Italy scored significantly **above** the ICCS 2016 average on students' endorsement of **gender equality** and significantly **below** the ICCS 2016 average on students' endorsement of **equal rights for all ethnic and racial groups**;
- Gender equality: **words VS actions**;
- Equality for all ethnic and racial groups:
 - **Croatia** > **past** (war, history, young democracy);
 - **Italy** > **present** (public and political debate, recent immigration).



Gender equality – words VS actions

Croatia: *“They (students) are saying okay, so men and women are equal, however they don’t go any further from that. So basically **what they know is that they are supposed to say that men and women are equal**, however (...) Croatia is a very **machist** and very **patriarchal** society with quite severe problems of **domestic violence**, so I would say that gender equality is just anti-significant, it doesn’t mean much.”*

Marko Kovačić, Centre for Youth and Gender Studies – Institute of Social Research in Zagreb

Italy: *“The difference between gender equality and equality, let’s say intercultural equality, unfortunately does not surprise me because we are a racist country, whatever we say ... we are also **sexist** and **patriarchal** but a lot of work has been done in recent years, also by NGOs, on gender awareness, campaigns on gender violence... so **it has become a theme and it is also recognized as such.**”*

Emilia Astore, Freelance Trainer and Founder of HREYN



Equality for all ethnic and racial groups

Croatia: *“our democracy is still young and we are so far from this ethnic and racial groups integration.”*

Monika Pažur, Faculty of Teacher Education – University of Zagreb

Croatia: *“the relation towards ethnic minorities... we are almost sure about that, it’s the consequence of our recent **history**, as you know from 1991 ‘til 1995 we had **war** for independence in Croatia and it was actually war between Croats and Serbs. (...) we have problems regarding ethnic minorities. And probably it is a consequence of this war.”*

Berto Šalaj, Faculty of Political Science – University of Zagreb

Italy: *“Well my feeling is that **young people are currently subjected to different types of propaganda**. And I call propaganda everything that goes uncritically into people's minds (...) Italy to the Italians, first the Italians or something like that, right now is a **slogan**, quite pervasive, those who used it also from the political point of view have capitalized an advantage, those who have used opposing slogans have capitalized a disadvantage.”*

Andrea Porcarelli, Department of Philosophy, Sociology, Education and Applied Psychology – University of Padova



Country-specific patterns

- **CROATIA**: religion takes over citizenship education > warning

*“it (citizenship education) comes together with religious education and the activities of religious education and this is why I am afraid that it might be subsumed under religious education (...) it is very close to Christian theology and Christian religion... **be calm, nice, polite...** (...) religious education is taking more and more of citizenship education, **leaving political issues outside**, they are taking human rights issues, you should be nice toward differences, this is the **rhetoric of religious education.**”*

Vedrana Spajić-Vrkaš, Faculty of Philosophy – University of Zagreb

- **ITALY**: role of NGOs > vicious circle

*“This is also a bit like the Italian model for which volunteering, in a way, is **self-feeding**. There is little collaboration with teachers to become, at a certain point, unnecessary... that is a bit like development cooperation, the difference between I come there and I build you the well or I come there, I give you the tools and then the well is yours. I think that this approach has been taken for too long, **outsourcing** things rather than using the same resources not for external projects but for teacher training.”*

Emilia Astore, Freelance Trainer and Founder of HREYN



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THANK YOU and KEEP IN TOUCH!

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