

## ESTUDIOS

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### The school class of the third millennium: The citizen-consumer and the “proximity student”

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**Abstract:** Agenda 2030, with its objective 4 (Quality Education) transversal to all the others (17 in total), formally underline that through this objective we can develop a real Global Citizenship Education and Development Education and in practice a New Society. We are in the field of Fundamental Rights, so new constitutional spaces and channels are favouring and the scientific evidence shows that they will favour more in the medium and long term, an effective collaboration between actors in the design of GCE and DE.

**Key words:** *Borders, citizenship, education, g-locality, sustainability, polity/politics/policies.*

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**La classe d'école du troisième millénaire: Le consommateur-citoyen et «l'élève de proximité»**

**Résumé:** L'Agenda 2030 avec son objectif 4 (Éducation de Qualité), qui est transversal à tous les autres (17 au total), souligne formellement que grâce à cet objectif, nous

**El aula escolar del tercer milenio: El ciudadano consumidor y el “estudiante de proximidad”**

**Resumen:** El objetivo 4 (Educación de Calidad) de la Agenda 2030, transversal al resto de objetivos (17 en total), destaca formalmente que, a través de este objetivo, podemos

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pouvons développer une véritable éducation à la citoyenneté mondiale et une éducation au développement et, en pratique, une nouvelle société. Nous sommes dans le domaine des droits fondamentaux, donc de nouveaux espaces et canaux constitutionnels favorisent une collaboration efficace entre les acteurs dans la conception de l’ECM et de l’ED, et les preuves scientifiques montrent qu’ils le feront encore plus à moyen et long terme..

**Mots clé:** *Frontières, Citoyenneté, Éducation, Glocalité, Durabilité, Polité/Politique.*

desarrollar una verdadera educación para la ciudadanía global, una educación para el desarrollo y, en la práctica, una nueva sociedad. Nos encontramos en el ámbito de los derechos fundamentales, por lo que los nuevos canales y espacios constitucionales favorecen una colaboración efectiva entre los actores involucrados en el diseño de la ECG y la EpD, y la evidencia científica demuestra que lo harán aún más a medio y largo plazo.

**Palabras clave:** *Fronteras, ciudadanía, educación, g–localidad, sostenibilidad, gobierno/política/políticas.*

## **From the classroom to the cross–border school class. Beyond the borders**

In the era of the information society, man was born to evolve (target: learner 0–3 ... 99– ...) and therefore has a strong spirit of adaptation to innovation, even with proximity distance (neither close, nor far away), in fact, wherever it is, “the human animal has” a glocal, planetary and circular self–awareness.

The need to deepen awareness of the “new role of citizenship” appears urgent since the evidence shows that it is the individual, the citizen, the consumer, the teacher, the student and so on, always thinking about the individual dimension of being, which prefigures and dominates by determining reality. It is necessary to develop the clear, aware and permeable perception that from the European Parliament to a direct Facebook, from the direct remote with the kindergarten teacher to an afternoon of games in the park, it is the human species that dominates the world.

Learners in the broad sense have a future simply in the sense that they themselves are the civil society of the future.

The reality of a man at the center of planetary balances requires “less and more focused” disciplinary content and more GCE and DE content, supported by a very cooperative and less transmissive teacher? What about the innovative involvement of student families in the teaching–education–training experience? What will the assessments of learners be like in 2030? What about formative and summative/summary evaluation?

Italy, with also Indire/Erasmusplus, body “in house” of the Ministry of Education of the University and Research is a clear example of “trend towards excellence” in the world’s education scene, certainly in comparison with many of the 193 “developed States” signatories of Agenda 2030, many of whom do not well implement cascading with implementation regulation as much or less strongly “consecrated” in the state-national constitutions, but first of all compared to those who have not signed it. Among other things, in fact, although the international regulatory level of Agenda 2030 is very effective for grand declarations of principles, constitutional law is indispensable in order to attribute to these principles effectiveness and strength.

The pandemic frame imposed by the Covid-19 to the picture described appears to focus and speed up the process with certain increased involvement of the family in the process of formal, informal and non-formal education and an exceptional use of distance learning. Attention must be paid to the tools but also to the content and their evaluation, taking into account that “as we are all diverse nobody can be evaluated in the same way”, we are in the era of G-local citizenship and of the “customizing learnings”. The clear perspective, however, is that of the six ET 2020 benchmarks and that of the seventeen Agenda 2030 objectives, and how the world, the EU, states, recognize and cascade these Fundamental Rights from the Constitutions. The student of the third millenium is a “proximity student” and he often wants to say, “I’m an ego but also a us”; he’s not close or far away and he act using glocal contents throught analog and digital tools. The need for the question of fairness to be broadly considered is strongly evident.

The teaching will, however, be hybrid, in presence and distance/remote, but also in synchronous and a-synchronous.

It is in the school that the civil society of the present and the future is formed and evolves and the teacher, with his necessary training and updating, is the litmus test of the need for change and innovation of the learning process training and education, helping to stabilize its speed “ranging from the garden to the theatre” (“slow schools vs fast schools” – greater or less difficult to teach with a multi-interdisciplinary approach). In any case, for European teachers it is essential to sign up for the eTwinning platform (eTwinning.net), and it is really very virtuous to use the Epale platform.

It must be said that, without technologies, analog or digital, whether they are, teaching is a mere transmission of thought, so it is necessary to strongly emphasize the need to break down many boundaries in the obsolescence of school. In addition to the innovation of the instruments, from the spade to the jet engine, from notebooks and

books to the digital chalkboard, the innovation of the content is certainly necessary, and it is therefore very topical that the issue of teacher training to deal with trans–multidisciplinary issues is also necessary a decisive action of training of the school on the family. Certainly seems necessary to strengthen the school–family alliance with particular attention to “special needs” in a broad sense.

The platforms used exponentially during the covid–19 pandemic emergency for distance education (DAD), the blended model, will remain in everyday educational practice and connection and privacy problems will be normal, especially if we think about school primary. A plan is needed for the new school–family educational alliance, it is not possible to proceed with a “leopard spot”. It is necessary to maintain the push towards DAD in a structured way and an impact assessment on data protection.

The family, among other things, could be awarded a bonus of a perhaps even economic nature for the increased commitment required in the educational field, certainly on all the discourse related to distance learning, particularly in emergency regime.

It would perhaps be appropriate to encourage the development of family school networks, also over–national and planetary, even with the widest interaction with the Erasmusplus Program and other national, over–national and international programmes, projects, and ‘tools’ in a broad sense.

In the legitimate perspective of a school without classrooms, the school class, as understood in the present work, assumes a meaning coinciding with that of school, constituting a universe representative of the totality and / or the totality itself. The decision to continue the division in the classrooms, in the immediate victim of the necessary but limited resources for the physical–architectural change of the spaces, does not affect the support for a didactic–educational vision of g–local citizenship, as far as it concerns us most directly, regardless of the particularities and disciplinary specificities, of a national, European, circular and planetary dimension. The requirements that led to the definition of the right to education of the European citizen–consumer as an inviolable fundamental right, from article 153 of the Amsterdam Treaty to subsequent action plans, are now overflowing into a generalized need for education from below which, in technologies, by means of an indispensable multidisciplinary, make the citizen–consumer / entrepreneur / worker / saver / student, European, protagonist of his lifelong learning process, building its GDE and strenghtening DE. The result in that a new civil society is being consolidated and the process is accelerating dramatically also due to the ongoing pandemic emergency and with results that are not yet entirely predictable.

It is necessary to offer a conceptual and also proactive framework on education and tools that “open / close” in / for the experience of education – education – training between teacher and learner in a mutual, personalized and sustainable perspective. Erasmusplus, with its strong attention to the interaction of the actors in the educational field and the development of citizenship, and Avanguardie Educative, with its strong attention to innovation in the school environment, are the spearheads of Indire / Erasmusplus, the example of the educational excellence in the Italian, European and worldwide school landscape.

Mobility of actors with the goal of implementation of national and EU / E + projects beyond local, regional, national and European borders are principles and practices that are favoring effective collaboration between all actors of civil society in the implementation of Development Education and Global Citizenship Education. The Indire and Erasmusplus databases are offering processes and concrete experiences of GDE and DE, also with best star and practices.

Attention has to be focused on / on the development of personal talents capable of managing with empathy, emotionally and with gratitude the complexity of the self and the other, in a transversal way in line with the 17 objectives, fundamental rights of sustainability, with awareness and self-awareness, influencing and changing single frames and / or the entire film of one's own and / or even of others' lives. Towards g-local citizenship, cultivated love, self-awareness, towards the Alter as a mirror of me, of the better me than me: planetary and circular skills of the processes in / for the future – love, be, participate – from the classroom to the cross-border school class. In line with what has just been highlighted, the issues of assessing learning and deepening school-family relationships in the conduct of the educational process are extremely topical, even with the debate on the involvement of families in the assessment process. In addition to the formative and summative evaluation, the evaluation of formal, informal and non-formal transversal competences must be considered. The interest is therefore also directed to life skills/soft skills.

Evaluation is a continuous and not always aware act, a complex observation by the teacher that creates feedback from / for the student in order to enhance it. We therefore need a relationship assessment, of continuous exchange.

Before the evaluation, there is the complex topic of learning and a focus on results is needed, in terms of knowledge and, more in depth, of skills acquired.

However, the formative assessment must be rigorous, it is part of the educational relationship and is a responsibility for the teacher who must also highlight critical issues.

The formative evaluation is focused on the processes giving information as they take place, it is an integral part of the relationship and the question arises: what is happening?

Summative evaluation somehow makes a point, a focus on results.

In general the evaluation, an official and public declaration that has erga omnes effects, documents the identity and even if insufficient it must be encouraging and proactive; it is in practice an act of healing and must therefore be proactive. The vote rather than a numerical code should be verbal and exist both in formative and summative evaluation; attention must be paid to the processes and procedures and the ex–ante evaluation that makes students aware of the objectives is important.

It is important to note the need to adopt a new approach to evaluation, more oriented to performance than to mastery, an evaluation as a “motivating element” is needed with a deepening shared between student teachers and parents.

The assessment, an integral part of the teacher’s professionalism and his responsibilities, beyond the codes and grades, must therefore include quality elements and is a reflective move that involves, and should involve more, also the comparison and self–assessment of the student. The documentation is a weak point for the teacher, for example imagine, as often happens, that a cil teacher finds himself alone having to vote. The issue of evaluation, and that of the related certification of skills, therefore determine the need for a very complex cultural development in which the role of the teacher in having to understand the “widespread, collective, fundamental” nature/dimension of facts and acts with the a strong participation of learners is very intense.

In schools, the identity of g–local, g–regional, g–national, g–European Citizenship of a Planetary Citizenship that influences the polities (forms of state and forms of government), policies and politics (party systems – governance) in the world; beyond the borders, and it is not contradictory, for/with the strengthening of the borders themselves, albeit in the deepest awareness of their permeability, whether they are points, such as a signature or a stamp, a band, a line, an area, and with “Different shapes and thicknesses”. The observation, also scientific, of the contingent scholastic reality found has deepened with reflections on the “educational avant–garde” observed.

It is the era of cross–border, of relations with the environment, of relations with others, of relations with oneself, of glocal citizenship, of fundamental rights and of attention

to constitutions, of Agenda 2030. We have new and powerful teaching tools, but it is necessary to focus the contents with a strong attention to best practices also and above all of Erasmusplus and educational avant-garde. Didactic innovation, in a planetary and circular perspective, in the highest and broadest sense of the term, of “vita tua vita mea” and no more than “mors tua vita mea” requires a strong attention to the tools that enhance the didactic action, but the focus on content, in grateful immersion and in the ability to enjoy this world, is a priority.

In everyday life, the attention to time and space is strongly perceived and often we speak, certainly bringing thought beyond the economy, in a trans-inter-multidisciplinary perspective, of skills economics, knowledge economics and circular economy, but only by placing the individual at the center can one come to speak of a spherical economy. In this sense it is possible to say let's rethink, a deepening of the sevenP (Person-People-Partnership-Profit-Prosperity-Planet-Peace, supported by the PHASE (Philosophy-Art-Science-Education/with also extensive use of metaphors) and by the DFCC (Fundamental Rights of Citizens-Consumers)). Person is the individual, the person; People is humanity; Partnerships are relationships; Profit is the right profit; Prosperity not to be confused with wealth; Planet and Peace are certainly the basis of everything. The reasoning must necessarily unfold in a meta perspective and then unfold at a meso and micro level and vice versa, with reciprocity.

The school, in a broad sense (0-3 ... 99 -...), with all its actors, must take the reins of its functions firmly in hand, helping the world to organize designs, to guide the governance of a new society that takes into account these volcanic dynamics and that deepens, beyond the disciplinary boundaries, the educational and training action to “describe the true reality in a laboratory way”.

In relation to the proposed perspective, immersed in the 17 objectives of Agenda 2030, the duty to attribute an explosive efficacy to considering the fiveDFCC (health, safety, economic defense, legal defense, representation) in teaching in the broad sense is undeniable. They, enunciated by Kennedy in the Bill of rights of 1963 and consecrated in the Treaty of Amsterdam (art. 153), determine the development of a “powerful regulatory cascade” which leads, at the end of the second Millennium, to the dizzying development of the European consumerist movement, as well as worldwide, with the national adoption of new specific Codes on the matter (for example IT Consumer Code), dedicated ministries, alternative dispute resolution procedures, also collective and so on. Already in 1983 the United Nations recognized the validity of what Kennedy claimed and established World Consumer Day and, in 1999, the European Day scheduled every 15 March of the year was also announced.

We are all Citizens–Consumers, teachers and learners, and Education for Global Citizenship is one of our fundamental rights. Strong are the “changes” also in the private law(s), and in the polity(ies), politic(s) and in the policy(ies), at the national(s), supranational(s) and international(s) levels.

It is therefore necessary to make laboratories of rights which correspond to the freedoms to be deepened, but also laboratories of duties, to which correspond the responsibilities, also to be deepened with a view to new “*dynamic statuses and abilities*” in a broad sense, not only on a legal level.

The impression is that the crossing into the desert of the crisis, not only educational and economic, has only just begun. Much of the modernisation of private law takes place not at national level, but at European or international level. It can take the form of harmonisation, for example in international trade agreements or EU consumer law. In fact, general private law is undergoing a transformation in which the traditional national framework is gradually becoming less relevant. Within the broad framework of opportunities and barriers, it is necessary to study and deepen European law and the role of the CJEU in the transformation of private law; international law and the role of the International Court of Justice (ICJ) in the transformation of private law. These themes directly affect the daily life of the ‘proximity student’.

### *The cross–border school class in the GCE and DE. Education builds society*

The school class and the dizzying change in space and time also through ICT it is a fundamental and fundamental element of the school system and, with doors and windows open to the world, it constitutes a universe in dizzying change in time and space, also in that it is part of the virtuous construction–consolidation process of a learning process along the arc of all life. The first part of the analysis reflects on some nuances of the school rainbow considering the bonds of reciprocity, to be made virtuous, between class object / subjects in the scenario of the information society. These links must be deepened with a focus on environments, settings and training models, necessarily to be based on a g–local Life Long Learning citizenship whose bricklayer, surveyor, architect and engineer is necessarily a trained, informed and continuously updating teacher of his skills, as a shared central node of the continuous change, settling and rationalization of the cooperative didactic–educational–training process.

Process that today clearly requires a surge in its speed, to respond to the profound change in the scenario with which it must act and interact.

First of all, it is necessary to clarify that education is a challenge that affects us all since men are not born, they become in relation to those who educate us. In the classroom, in addition to educating people in relationships, and transmitting a tradition, it is necessary to teach people to live life with responsibility and determination. Indeed, making capable of a life choice, through inexhaustible research, is a priority for education; it is especially today, in a massifying cultural context, which pushes to delegate to others the fundamental orientations but also the choices of daily life existence; in technologies, and taking into account the European and global dimension in a g-local – experiential perspective.

It is surprising to note that still today 58% of the active population of the teaching staff still declares themselves not in favor of using the computer in the classroom. Among other things, in Italy, teachers over 50 are more than 42% in primary school and more than 60% in secondary school, compared to 30% and 33% in the European Union.

Therefore, in Italy, more than elsewhere, teacher training is proposed to be the real crucial aspect, on several levels, within the classroom, and of the entire and complex didactic-educational system: local, national, supranational and international.

At the dawn of the third millennium, in the era of the information society and an extensive relationship of reciprocity between globalization and locality, which has now coined and made common use the term “glocality”, the school class, scientifically observed, with its actors: “citizens of the world”<sup>1</sup>, must necessarily permeate the boundaries of its walls towards and from the outside.

In this context it is necessary to consider a different perspective from which to look at ICT in schools.

It is no longer just a matter of promoting the spread of hardware in the classroom, but of transforming the school’s learning environment in a deeper sense. In this perspective it is necessary to face the theme of “re-mediation” of the school; as emerges in Giovanni Biondi’s sparkling analysis; for the purposes of this analysis, not only in relation to new technologies, but also taking into account the European dimension and the wider sense of citizenship.

The historical transition from oral to chirographic, to typographic, and then mass culture, up to the current and in consolidation, multimedia-hypertextual culture demonstrate how the use of new technologies has determined and determines profound and radical transformations in thought, in language, in culture, in society, and therefore in the world, even today, towards a new ethics, towards a

new humanism. It is therefore necessary to reflect on the influence of the spread of digital writing, on the way of thinking and communicating, and therefore also on the school, both from the point of view of the changes undergone and of those that it should implement in response to these changes. In line with what Calvani brilliantly points out, we prefer to support the primacy of historical evidence that shows how the power of the new synergies that are established between mind and medium can bring out new constructive potentials for thought, new cognitive and cultural practices, new forms of representation of reality and knowledge. The awareness of the importance of a more integrated language emerges, still founded on the centrality of the written word, which however is seen to extend in the multiple directions of multimedia and hypertextuality, and which could be configured as from the didactic–educational plan, in which, one virtuously “pneumatic” spirit and variable in its “glocality”, the personal journey of every single “actor” of the class, of the community of practice and of life, contributes to the dynamic balance of the overall school system, determining a creative tension between community bond and personal freedom.

Citizenship is a principle of belonging of individuals to a society that is realized in different dimensions: a system of rights and duties towards the state (here we limit ourselves to underlining the uniqueness of the European project that “unites”, or rather, tends to harmonize numerous national identities and sovereignties, as has never happened in the entire history of the world, an identity of “European citizenship”, and therefore a right, first of all a private European one, given that it is consolidated first of all by the law, in a more juridical–social than political dimension), a system of powers and responsibilities of individuals in public life, a set of values and rules that underlie reciprocity and interdependence between individuals, a status that includes and, in the at the same time, it excludes the community. In this sense, it has to do with individual and social identity, but also with the functioning of institutions, with the public space that is at the center of civil society, with the dynamics of institutions in relation to society. This manifold nature –individual and community, social and institutional– of citizenship cannot be underestimated.

Indeed, it can function as a prism, that is, as an element capable of breaking down and modifying the representations of reality, offering new visions and more analytical perspectives. In other words, in the case of difficult relations between Europe and America, citizenship could have a heuristic relevance that is worth checking. In this respect, citizenship is an essential point of observation of the differences, analogies and common challenges of Europe and America; starting primarily from the expressive realization and response to the need for a matrix of thought – reticular knowledge – cross– border, in a territorial sense, but also disciplinary, capable of

facing problems at levels of complexity that have not yet been explored; levels of complexity that can only be satisfied by a school class that has the “awareness of synthetic, relevant and significantly generative communication”.

Technology must be considered as a place to do teaching, meaning use computer and technology, in a broad sense, as a learning environment that integrates, composing a unit with the traditional learning environment, the analog one, which however, even on its own, must necessarily be renewed in order to live up to the necessary new mission and vision of the school of this new millennium; multilevel, multitasking and multidisciplinary. In this light, technology is therefore a sort of “facilitator and creative surplus” from which we really cannot ignore if not with a “dramatic minus” in terms of knowledge / skills and opportunities in terms of g-local citizenship Life Long Learning. Teachers must be able to fully exploit the potential of the environments by addressing, among other things, the problem of integrating the various tools available, and of creating or finding multi-coded content suitable for the new teaching. The spatio-temporal coordinates are particularly indicative to highlight the different ways of learning offered to students and, at the same time, to measure the degree of flexibility of the system. In any case, it is necessary to strongly emphasize the concept of co-construction which, as a construction enhancer, enhances the social and interactive nature of socially joint processes, vectors of reasoning and exchange of knowledge, mainly through problematization, dialogue, cognitive conflict and interaction in general. Today constructivism allies with new technologies by proposing models with a strong emphasis on the regulatory frameworks of the learning process, on a more complex use of resources, on technologies and as a means of lightening the load, that to introduce new ways of learning, on the “metacognition” and on the overcoming of the class-school system towards the scenario of the g-local, cross-border class.

As the European Action Plans for Education show, Training 2007–2013, 2014–2020, and then 2021–2027, the European lifelong learning program, pays particular attention to the development of ICT, innovative information and education, to promote better education and education throughout life, also with attention to special educational needs, in support of educational policies for disability, with a view to creating a knowledge society that increases the competitiveness of the internal market.

Technology is not useful regardless but in all disciplines and in a transversal way there are areas in which technology helps. The methodology teaching must change in the use of new technologies: teaching in a technologically extended environment to be profitable requires a transformation of the setting and communicative dynamics of

the teacher. In the classroom, the teacher, the tutor teacher, has a new mission, that of facilitating learning, and a new vision, for the courage to support the evolution of processes of learning with the development of open and borderless environments that integrate the use of technologies with laboratory teaching for a profitable and shared construction of knowledge that places the pupil, with an active role, at the center of his learning process.

The third millennium now requires teaching in technologies and therefore new training settings with which technologies can merge and harmonize in the everyday life of a “class ecosystem” made of old and new media, synergies and complementarities.

No longer a subject in its own right, but ICT as a trans–inter–multi–disciplinary language, as an instrument of individual and group expression. The learning environment feeds and lives above all on communicative–generative practices, both in the classroom and online; it requires careful tutoring activities and, in support of these, not so much the support to the “old” training courses but the rationalization of Coaching activities which are configured as an on the job intervention for the acquisition of skills by the teacher at the in order to improve their professional performance in school, in the –from the class with strong mandatory connections with the outside thanks to the “g–local” The third millennium now requires teaching in technologies and therefore new training settings with which technologies can merge and harmonize in the everyday life of a “class ecosystem” made of old and new media, synergies and complementarity.

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Technology is now offering us the opportunity to completely rethink the concept of education; for the purposes of this analysis, also placing the European dimension of cross-border, g-local citizenship, Life Long Learning as the central hub in which, through which this change must take place. Undeniably, the challenge of the school is to cultivate new skills, balance them with others that risk being left behind, to prepare adequately for insertion into the new world of work. Digital natives are now accustomed to finding the content they need in the cloud. The variety of available and accessible content derives from the diversity and multitude of producers. Each content can find at least one of its users on the net. The different therefore is not out of the norm, but always has a value.

The learning path must therefore be personal, to the individual limit. The characteristics of fluidity, mobility and variety of the world of work require that training lasts a lifetime. Training can no longer be relegated to an age of life. The training system must be thought of as a health system: always accessible. There can be no continuity between the learning mode at school and the learning mode at work. The communities of practice, which characterize and guarantee the effectiveness of learning at work, must become familiar and be valued starting from school education ". In the new work neither physical products are produced nor exchanged, but rather ideas, information and emotions. The value of the work is defined mainly by the degree of innovation and effectiveness in dealing with ever new problems and situations.

The work, the necessary skills, the tasks, the environment and the team are continually redefining themselves. The work is flexible, varied, demographically heterogeneous, project-oriented. The world of work requires an intrinsically multidisciplinary and systemic vision and culture.

The birth of the EU has imposed a revision of the traditional and nationalist concept of citizenship by creating citizenship of union within the project of building a united Europe, European citizenship and education have had a parallel but never joint development. The Community authorities have echoed this lack, within the tradition of European educational policy, so much so as to proclaim the first half of 2005 the year of teaching European citizenship, in order to stimulate reflection on European identity and values on which it is based and to strengthen the role played by European education systems and by the schools involved in their diffusion.

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The LO analyzed “diary friend” could certainly be enriched with further elements, providing adaptations to the needs and also to the prospects of the learners with a view to a clear personalization of learning, also in view of future choices / work addresses. All this, with a view to disciplinary–design work, to draw the frame of a multi–interdisciplinary, educational–training educational path, which refers to further locations, training environments, through technologies.

By searching for a complex of definitions of hypertext that complement and enrich each other, one reaches the conclusion that the very notion of hypertext does not allow for compassion. The need for a meta–cognitive, multi–perspective and

multi-disciplinary representation of knowledge emerges, a perspective that is also essential in the design of a hypertextual, multimedia and reticular thought that is configured as the integration of linear procedures, typical of the writing, with the circular and associative ones typical of orality and of certain ways of thinking, and which could express, as in Morin's reflections, the tension to "articulate what is connected and connect what is disjointed", up to conceive human identity as a poly-identity, together human unity and human diversity, not separate from its local, ethnic, religious, national but also planetary identities, to finally arrive, ideologically oriented, to the hypothesis of a consciousness of planetary connectivity which is also "ethics of planetary understanding".

All that has been pointed out is certainly in favor of a greater, interconnected and widespread sense of solidarity and citizenship. Thought reform would therefore have existential, ethical and civic consequences. Hypertext structures with sequential, tree, grid and star structures are placed in overlap – connection – completion with the ten metaphors of the LEO Model, with very interesting results that make us think of the IDEAM model as a "metaphor for metaphors", as a "methodology of methodologies". Using this model, we could proceed with the design of an example of a reticular matrix of identity and belonging, of citizenship/global education that includes a strong focus on sustainable development, as emerges in Agenda 2030.

The separation of the school, of the class, from the reality that surrounds it is evident in its architecture, made of strong separations and inaccessibility, poor sharing and cooperation, even of spaces. However, this status must deal with new scenarios in a dizzying way, given that, at the dawn of the third millennium, beyond the industrial model, immersed in a process which begins around the eighties, the creative use of digital technologies becomes an integral part of daily life, first of all of the digital natives, of the new learners, who not only communicate, being themselves producers of culture, also by playing, chatting, composing music and using images and videos, and therefore also alphabets not only textual. From the more specific point of view of the form of writing, it is not a question of keeping chirographic writing alive as "resistance to corrupting modernity" nor of adopting exclusively digital writing as more suitable for the current world, but of stimulating both as balanced carriers of its positive aspects, developing the ability to consciously use one tool or the other according to the objectives.

In schools, in the school class, the persistence of the great effort to incorporate new learning methods is no longer admissible, first of all due to the persistence of the link to the traditional school text, as the only learning code, with the classroom as the only place of teaching. All this, which is needed to understand and structure

the most and also the near future in the present, cannot be understood without underlining the past, the history, even the European one, which led to this.

A revolution in school spaces and architecture is needed, a classroom, a school class with doors and windows open to the world, in multidimensional, multilevel theater and multidisciplinary, a cross–border school class, which also “upsets” the schedules and professionalism. As emerges from the “red thread” of the whole analysis, it is necessary to move from a “pedagogy of inculcation” to a “pedagogy of the project”, with all that this entails in the training of teachers in service, currently neglected in Italy as elsewhere, and the simultaneous presence of multiple teachers in the classroom to develop and develop the projects in which, if they are really interested, the pupils will also think outside the school. This is a necessary but not sufficient condition since, as emerges from the IDEAM network matrix, towards / from / in schools, and therefore school classes, it would take the widespread culture of exchange and mutual sharing towards / by / in the other actors that make up the society. The approach must be shared, multilevel, multidisciplinary, cognitive goal; must tend to want to provide an ever more in–depth explanation of a jig picture of the world, with a zoom no limits.

At the center of all this complex but highly virtuous didactic–educational–training methodology, as a red thread that runs through the soul of this work, is the need for an avant–garde, extremely well–trained teaching staff, inserted in a process in continuous training and open to the world of relationships and experience that acts and interacts with all the players in society.

The school, the modern class, requires in–service training of teachers / tutors, also with coaching interventions, with attention to technologies, but also to multidisciplinary, multitasking and multilevel; we must get out of in–service training of teachers built on topics, which intervenes exclusively on the cultural aspects of training, and start developing interventions that can affect the professional behavior of teachers. Therefore, interventions that support the teacher in educational practice, support him in doing school every day, offering him innovative solutions both from a methodological point of view but also from that of content, teaching materials and technologies. It is here that the coach is called to act, supporting the teacher / tutor and supporting him in improving his activity, with attention to the characteristics of the cross–border class, to the “cross–border community of practice”, with all its actors, as a unit of learning.

In any case, the environment can be created, the conditions can be promoted, but in the end it is always the people who work and produce results. We therefore

consider it appropriate to “close” this contribution by citing an illuminating metaphor of Wenger, or that of “cultivation”: «The cultivator creates the conditions in which the plant can grow. But it’s the plant that does the job».

An approach of advanced didactic–educational attention is needed, within the “cross–border school community of practice” (CSTP), to the necessary simultaneity of balances, of the mind of the body and of the emotions, of the learners, allowing them to properly compose and develop the changing self–awareness, and feeling citizens of the world. They, methodically developing awareness of the laws that govern it. With attention, for the teacher, to the necessary multidimensionality and multidisciplinary of the practices and frontiers of the monitored design and implementation, of the Mission and Vision of the CSTP, as a polarized cell of the school Universe.

The teachers, tutors, coaches, learners and all the other “actors” of the school universe are plants, in the technologies, of which the field is already pervaded. We expect excellent results.

The actors of world governance, “from above / top”, and also and even more the citizen himself, directly, beyond the borders, “from below / down”, must take into account dynamic statuses of capacity, rights and therefore freedom, but also of duties and therefore of responsibilities that derive from fundamental rights as recalled and interpreted in Agenda 2030. Fundamental, as always, is the determination to implement the idea, the desire to “do well”. The sense of belonging already crosses state–national borders and in general the borders are more permeable, in a broad sense.

If we want to talk about pillars of the European Union, we need to talk about duties rather than rights.

In this process Erasmusplus, which doubles, perhaps triples the funds in the next program, pushing the interaction between all the actors of civil society, is a pillar in the push to build – perception – deepening of one’s roots, in the broader sense eg local; together and for the policies of European and world governance, as well as those of the market, economy and finance, of the control of state budgets. A learning that includes the “smart cities” perspective is needed, perhaps starting and / or taking into account the STPI (Small Business Territorial Systems), it is necessary to push innovation with the Educational Avant–garde. In a world of circular economy, subsidiary and of competences, education in its meta sense, and therefore at the macro level, but then also at the meso and micro level, is

transversal to the fundamental rights recognized to citizens, quickly tourists from / in the world.

The time has come when we must all be Life Long Learning students, educated and informed students–citizens – consumers – users – savers, with low information asymmetries, in view of clear and shared common objectives. In particular, economics requires ethics in its broadest sense. It is necessary to look at the long haul to build a piece of the report daily, in 2030, which we will have for the current candidacy in view of a world educated transversally to / in the seventeen objectives of Agenda 2030; this is constantly monitored and evaluated by ASVIS worldwide. We have traced the path on the right path, but we certainly need a profound and widespread will, first and foremost in the educational panorama, starting even from the first 0–3 years of life, at school of all levels and degrees, at adult education, all with a profound desire for shared fulfillment of a “dream”, specifying it and declining it more in view of the demanding and precise objectives of Agenda 2030.

We now have the “modern educational avant–garde” and it is to be considered that the “historical educational avant–garde” should be studied with them (the first), studied, “laboratory implemented”, in a petalous and stellar way, also and above all with the mobility of the twelve stars of Erasmusplus, in particular in the current situation and on the merits of the debate, in the first documents and acts shared in view of the new 2021–2027 program for which it is expected to allocate twice or even triple the funds compared to the current program. United in diversity, innovation is needed, networks, testimonials and ambassadors of best practices of all ages are needed, above all in education, as Agenda 2030 also says, in a planetary and circular perspective; with this multiplying spirit, the Festival of Europe 2019 took place on 7–8–9 May.

Erasmusplus with long–term mobility for learners and also virtual, strategic partnerships of good practices and for innovation, for education and training, for young people, sports, the school sector, adult education and universities, with inside eTwinning, Epale, Eurydice, can do a lot in these areas.

Wanting to bring out some ideas that emerged during the discussion of this article in a proactive way and with a spirit of European valorisation, it is first of all certain to remember that it was exactly sixty–nine years, in 1950, that Shuman announced the birth of the ECSC, today EU. The first step towards the European Union that we know today he said would follow several steps – in small steps.

Erasmusplus ranks third among the initiatives undertaken at European level after only the free movement of goods, people and capital and peace between states. This program allows to deepen and develop the perception of the identity of g-local citizenship of today and tomorrow.

The next program promises to be an evolution in the same direction as the current and existing program and not a revolution; in any case, more accessible and inclusive, user friendly mobility are expected, with greater participation also at an international level and with specific focus some strategies, for example, in the VET (Vocational and Educational Training) and University sector.

“Erasmus Orchestra” is an excellent metaphor for saying: “Together, United in Diversity”, and appears to be the guiding principle of the institutional architecture of the EU. Deepening, among other things, learning in / with the workplace is fundamental, so the new E + program appears to be considered in complementarity with the European Social Fund, in a Europe that appears to have to be increasingly structured in a process that comes “from the bottom / down” with students, teachers, managers, in centers of education, education and training in the broadest sense.

On a planetary level, union, communion and belonging are needed, and it is also thanks to Erasmusplus that, since 1987, active g-local citizenship has deepened; the numbers of beneficiaries and their best practices speak, in an increasingly inclusive and shared international spirit. Synergies between funds need to be improved by broadening the number and quality of beneficiaries. The need to see an increase in / horizontal-vertical-circular subsidiarity with the territory emerges, a greater consolidation of the already great experience efficacy and efficiency, also by integrating the E + funds with those of research, with significant repercussions at a systemic level in the broad sense, but first of all national-states.

The European Union was and is built in diversity, a diversity that we often find today in everyday life and that we understood to be destined to be permanent rather than temporary as we thought, but always for unity and integration and not for disintegration, in the midst of planetary level balances that guarantee the rights / duties of Agenda 2030 in a circular and planetary perspective; this must be taught by the teachers and learners of modernity, in a reciprocal relationship. With all this reflections in mind we will appreciate challenges in designing and implementing Development Education and Global Citizenship Education actions in a coordinated way; starting from the educational systems where the civil society is formed; beyond borders, in a broader sense; it is about educating to global citizenship

and sustainability – in the third millennium formal, informal and non–formal school of reality. In any case, it is certain that the rampant crisis caused by covid19 has also put much more question about whether there will still be a school that offers immediate guarantees of standardized results, without technologies, analog or digital, whether they are. “Out of pandemic sociability” it is the “learner” who will respond, the citizen–consumer who is here in the world as part of it, representing his memory, consciousness and awareness.

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