



Theme 6

Kamishibai and citizenship education

Definition present in the article published in October 2017 by Eurydice and developed under the aegis of the European Commission⁶.

Definition of citizenship education

"Citizenship education is... the subject area that is promoted in schools with the aim of fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities they are a part of. In democratic societies citizenship education encourages students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level."

Citizenship education introduces a vast and complex subject, but one that is at the basis of our social life and that must always be placed at the forefront of any process of knowledge and learning because it constitutes the fundamental base in the education of a child.

The aim is to develop transversal competences that can lead the child, throughout his or her growth, to a path of awareness and consciousness of his or her role in society, of his or her lawful rights and also of his or her duties as a citizen. Any place of socialization, institutional or not, must take into account the core issues of citizenship education and anchor them in any pedagogical approach, with a view to daily practice, for the principles of responsibility, solidarity and equality should support every social and relational act. These values should not be imposed as a subject of study in an intellectual effort to collect knowledge, but rather they should be internalized in everyday actions and acquired in a dynamic way, from the earliest age into adulthood. With a view to continuous change, in parallel with the increasingly rapid evolution of our society, they remain anchored in their fundamental principles.

⁶ Eurydice is the institutional network that collects, updates, analyses and disseminates information on the policies, structure and organisation of European education systems.

In the experience of the Kamilala contest and the use and creation of the kamishibai tool, several objectives of citizenship education seem to converge and harmonize completely. Its plurilingualism represents a fundamental asset because the opening to languages, even to those improperly considered minority, favors a democratic approach to new cultures and to a different vision of diversity, no longer considered as a barrier, but as an enrichment. The valorization of multilingual repertoires, together with the creative and playful atmosphere, favors socialization and learning, and the values of tolerance, inclusion in the face of diversity, collaboration and mutual support, and personal autonomy are fully realized in the course of the activities.

The promotion of participation and speaking up are essential in a democratic education context and the action methodology, foreseen in this project and which also envisages the alternation of group, small group and individual work, gives the possibility to all to intervene, to make proposals, to express themselves in respect of the others. The realization of the kamishibai becomes a collective product that conveys the ideas of each participant, the fruit of a synergy of several actors who cooperate together: children or teenagers, teachers, animators, parents, staff who work in the educational structure...

The motivation and involvement in the realization of a kamishibai are always very strong because the final result must be tangible and have positive consequences, in the short and long term, even on a territorial scale, which favors, for example, the opening of the school to the surrounding reality and more generally to the world in its variety and complexity.

The kamishibai story cards, through their graphic representation linked to a simple story, allow to deal at any age level with the most varied subjects, but often the stories are linked to nature, animals, to the heritage of the legends of each country and testify to their connection to themes such as the protection of the environment, sustainable development, the feeling of belonging to a specific culture, the respect of other cultures, non-discrimination and the acceptance of diversity.

