



## **Biographical notes of panel members “Education in times of uncertainty”**

### **Clementina Cantillo**

Teacher of History of Philosophy and Didactics of Philosophy at the University of Salerno. She is a member of the scientific college of the departmental PhD, vice-president of the National Philosophical Council, member of the Board of Directors of the Italian Philosophical Society and of its teaching commission. She is the author of various essays and texts, also on teaching and training. She participated in the drafting of the document *Orientamenti per l'apprendimento della Filosofia nella società della conoscenza* (MIUR, 2017). She coordinated the project A S-L - *L'Università ponte tra scuola, impresa e ICT per i beni culturali*, recognized among the Ministry's Best practices. She coordinates the national project of the Teacher Training Plan of the Italian Philosophical Society “Attualità della tradizione: lettura del testo filosofico” and, together with other scholars, “Filosofia e altri saperi”. She is national coordinator of the MIUR POT 6 project *LabOr. Il laboratorio dei saperi umanistici*.

### **Tommaso Castellani**

Teacher, writer and science communicator. With a physics background, he worked for several years in research in the field of science communication and education. At the moment he teaches at the Manin-Di Donato elementary/middle school in Rome, well known throughout Italy for its experiences regarding integration and school-community. Writer and scientific popularizer, he is the author of several books and a cycle of educational videos for schools, as well as numerous publications in national and international journals. He has worked for the RAI in the transmission *Geo & Geo*. He is part of the editorial board of *Sapere* magazine, in which he also has a regular column.

### **Elena Gaudio**

Teacher of high school working at the Ministry of Education -DGOSV-ROME. She has responsibilities and experience in the development of knowledge and in the management of human resources and lifelong learning. She deals with monitoring activities and the quantitative-qualitative assessment of the paths for the enhancement of transversal skills and for the orientation and training of school staff. She gives support to

schools to enhance collaboration between schools and host structures: research, companies, institutions, third sector. Coordinator of the networks of the professional education study "Water management and environmental remediation" and "Commercial fishing and fish production", she coordinated the definition of learning outcomes in terms of competences and the training of involved teachers. Many years of experience in the field of environmental sustainability and protection of culture and landscape value.

### **Annamaria Greco**

Head teacher at I.I.S. "SANDRO PERTINI" ALATRI (FR). She has a degree in physics-mathematics; 2nd level master "mediator for orientation"; contract tutor at Sapienza University; DS mentor for newly hired school managers; D.S. core coordinator of evaluation of D.S. ; DS school Area network pole and Area network training pole n.17; D.S. regional technical table coordinator National Training Plan; DS member of the Regional Coordination Group for Guidance of the USR Lazio. D.S. trainer of information/training activities for the evaluation of the D.S; PNSD trainer; DS member "territorial coordination desk with functional subdivision". Teacher in training courses in various school networks; joining the INDIRE Avanguardie Educative movement, in the research group on the idea "Inside/outside the school - Service Learning", with the project "Pertini multiservice".

### **Rita Locatelli**

Research fellow at the UNESCO Chair of the Università Cattolica of Milan. She has carried out numerous assignments as a research assistant at UNESCO in Paris in which she contributed to the creation of the publication *Rethinking Education: Towards a global common good?* (2015). The health emergency we are going through forces us even more to rethink education systems around the world. While on the one hand the technological acceleration has made possible the wide adoption of distance learning, it has nevertheless led to an exacerbation of social and educational inequalities. Since learning does not only happen within the confines of the classroom, it is important to redefine what constitutes an educating community.

### **Filomena Maggino**

Professor of Social Statistics at the University of Rome "La Sapienza". Advisor to the Prime Minister Giuseppe Conte. President of the "Benessere Italia" Control Room - Presidency of the Council of Ministers - Palazzo Chigi. Editor-in-Chief of the Social Indicators Research journal and of the Encyclopedia of Quality-of-Life and Well-being Research. President of the Italian Association for Quality-of-Life Studies. Member of the Secretariat of the Italian Alliance for Sustainable Development, responsible for the construction and management of indicators for monitoring Sustainable Development in Italy and Europe. Scientific Director of the Cyber Security and International Relations Laboratory and of Laboratory of Statistics for Research in the Social and Economic fields. Founder and coordinator of the International II level Master "QoLexity. Measuring, Monitoring and Analysis of Quality of Life and its Complexity".

### **Ada Maurizio**

Head of school since 1991. She deals with adult education and school in prisons. She has participated in commissions and institutional working groups at a national level. She has been a speaker in courses and seminars for the training of teachers and school managers. She has been working for seven years with the

magazine *Dirigere la scuola*. She has published three volumes with the publisher Carocci on the issues of school organization and public communication. Since 2017 she has been EPIRE ambassador of INDIRE. From 2010 to 2014 she worked at MAECI dealing with the school system and Italian culture and language in the world. She has carried out many work trips abroad and coordinated European projects since 1994. She has been a teacher in the master courses at the Roma Tre University and Link Campus in Rome. She currently lives in Toronto, Canada and works at the Consulate General of Italy.

### Michela Mayer

Member of the Italian Association of Sustainability Science, Rome and CNR-IRPPS Associate Researcher. Graduated in Physics with a Doctorate in Experimental Pedagogy, she has followed, as a researcher at INVALSI, national and international research related to the assessment and the training of teachers in the field of Scientific Education and in that of Education for Sustainability. As an expert she participated in the OECD PISA program, in the reflection on the UNECE SS Strategy, in the work of the National Committee for Sustainability Education of the UNESCO CNI. Associate researcher at the IRPPS, she has collaborated in research and in previous "Officine". She is interested in, and writes about complexity, uncertainty and 'wicked problems' for a transformative education. IASS participation in the Erasmus + Project 'Rounder Sense of Purpose' - RSP - from 2016 to 2018, now in progress.

### Maria Chiara Pettenati

Since 2014 Research Director at Indire (National Institute of Documentation, Innovation and Educational Research). I deal with models and quality criteria for the training of incoming and in-service teachers within the context of national plans entrusted by the MIUR Directorate General for school staff to Indire. Since 2014 I have been the contact person for the neoassunti.indire.it environment for the documentation of the training and test year for newly recruited teachers and since 2018/19 I have coordinated the monitoring activity of the National Teacher Training Plan 2016/19. I represent Indire in the Working Groups of ASviS (Italian Alliance for Sustainable Development) on Goal 4 (Quality Education) and Target 4.7 (Education for Sustainable Development). I am a trainer in numerous courses for teachers on issues related to sustainable development and global citizenship at a regional and national level.

### Giovanni Sicca

Third year student at the Visconti High School in Rome, of which he is the representative of the institute and student council. Since December 2019 he has been president of the Provincial Student Council of Rome. As president of the Provincial Council of Rome, and as a student, I have often come across discussions, conferences or work tables related to the topic of education. Many times I have thought, together with my colleagues, of alternative teaching models to what we are used to, questioning the assessment system and the school system in general, to find (or try to find) solutions, valid alternatives and new proposals.

We have observed how in just a few weeks the concept of school and the school system itself were overturned. So let us commit ourselves to thinking about a school of tomorrow, rethinking yesterday's school.

## Adriana Valente

CNR-IRPPS research director, jurist and sociologist, coordinator of *Officina Educazione Futuri*, she is the scientific director of the research group Social Studies on Science, Education and Communication, which heads international projects on: relations between science, policy and society; education and participation in the scientific debate; representations of migrants in textbooks and media.

University courses and scientific publications: <https://www.irpps.cnr.it/staff/adriana-valente/>  
The “Developing and Evaluating Skills for Creativity and Innovation” project was recognized as Best Practice by MIUR and by the Italian agency for European projects ErasmusPlus INDIRE. Among ongoing projects: “Integrated Content and Language via a Unified Digital Environment” and “The Global Science Opera Leverage Students Participation and Engagement in Science through Art Practices”.

## Andrea Vargiu

Associate Professor of Sociology at the University of Sassari. He is President of the Master’s Degree Course in Social Service and Social Policies. Coordinator of the FOIST Laboratory for Social Policies and Training Processes. Interests: action research, assessment, public engagement, active citizenship. I would like to share the experience of FOIST in a needy neighborhood. This was a multi-year collaboration with citizens, institutions and the third sector that has generated shared advocacy initiatives with minors and families, citizen science and community animation with elementary school children. The experience also included the creation of a civic committee and the start of a female solidarity entrepreneurial path with the creation of a local tailoring business. These were all systematically connected with the teaching activities of the Master’s Degree Course in Social Service and Social Policies and with those of research and international cooperation.