ITALIAN STRATEGY FOR GLOBAL CITIZENSHIP EDUCATION

GCE

English version

Unofficial translation

The members of the working group who participated in the drafting of the document are:

Alongside them, dozens of other subjects in Italy and abroad have contributed to the reflection and the text.

www.aics.gov.it   agenziaitalianacooperazione   aics_it

CONTENTS

ACRONYMS USED IN THE TEXT

AICS
Italian Agency for Development Cooperation

AIE
Italian Publishers' Association

ANCI
National Association of Italian Municipalities

ANG
National Youth Agency

AOI
Association of Italian NGOs

ASVIS
Italian Alliance for Sustainable Development

CRUI
Conference of Deans and Italian Universities

CUCS
University Coordination for Development Cooperation

DEAR
Development Education and Awareness Raising

EARLI
European Association for Research on Learning and Instruction

GCE
Global Citizenship Education

EERA
European Educational Research Association

GENE
Global Education Network in Europe

ISTAT
Italian Institute of Statistics

MAECI
Ministry of Foreign Affairs and International Cooperation

MATTM
Ministry of the Environment and Protection of Land and Sea

MIUR
Ministry of Education, University, and Research

NGO
Non Governmental Organisation

UN
United Nations

POF
Educational Offer Plan

PON
National Operative Plan

PTOF
3-year Educational Offer Plan

SDGs
Sustainable Development Goals

RUS
Network of Universities for Sustainable Development

UNESCO
United Nations Educational, Scientific and Cultural Organization

WWF
World Wide Fund for Nature

PREMISE: THE PROCESS

In June 2017, the National Council for Development Cooperation (CNCS) a permanent body for participation and proposal on international cooperation issues, composed of Ministries, Regions, Local Authorities, the Italian Agency for Development Cooperation, and the main networks of civil society, universities, and volunteer organisations – called for the establishment of a multi-stakeholder working group tasked with drafting the National Strategy for Global Citizenship Education (GCE).

In response to this request, the Ministry of Foreign Affairs and International Cooperation (MAECI) established a working group composed of established a working group multiple subjects that could contribute, from different points of view, to the elaboration of the Strategy. Coordination was entrusted to the Autonomous Province of Trento, with the assistance of the networks of civil society organisations AOI and Concord Italia.

Participatory process

Dozens of subjects at local, national, and international level contributed to the discussion and drafting of this document in 2017

The group worked alternating consultations, collection of inputs, and drafting. The working group included:

MINISTRY
OF EDUCATION
(MIUR)

NATIONAL COUNCIL
FOR DEVELOPMENT
COOPERATION
(CNCS)

NGO NETWORKS
CINI, AOI, Link 2007,
Concord Italia

UNIVERSITIES
(CRUI)

MINISTRY
OF FOREIGN AFFAIRS
AND INTERNATIONAL
COOPERATION
(MAECI)

WORKING GROUP for the national strategy

MINISTRY
OF THE ENVIRORMENT
(MATTM)

REGIONS
AND AUTONOMOUS
PROVINCES

ITALIAN ALLIANCE
FOR SUSTAINABLE
DEVELOPMENT (ASviS)

ITALIAN AGENCY
FOR DEVELOPMENT COOPERATION
(AICS)

NATIONAL YOUTH AGENCY
(ANG)

NATIONAL ASSOCIATION
OF ITALIAN MUNICIPALITIES
(ANCI)

Each member of the working group took charge of consulting and involving their networks to ensure a participatory drafting process. Dozens of subjects – local, national, and international – contributed to drafting and discussing the document over the course of about six months.

1. WHY A STRATEGY?

A complex, interdependent society poses citizens ever-changing challenges in terms of

> *knowledge, skills, values, and attitudes* *that foster a sustainable, equitable, and inclusive world.*

←

Such challenges, at the international, national, and local level, require the identification of policies and practices in a dialogue between institutions, civil society, schools, the media, and business committed to the themes of citizenship, peace, sustainability, equity, human rights, and diversity.

Relevant policies and practices concern the individual and collective action of citizens, the exercise of democracy, and cross-cutting educational approaches with respect to global issues. Global Citizenship Education (GCE) promotes the critical approach aimed at increasing awareness and understanding of the interdependent dynamics and processes between local and global levels, in order to activate change in social, cultural, political, and economic structures that globally affect people's lives.

The Italian Strategy for Global Citizenship Education is a prerequisite for the coordinated formulation of a multi-year Action Plan that promotes GCE practices in formal and nonformal education as well as in information and awareness campaigns.

→ *To this end,* *this document identifies* *objectives, actors, methods, operational and monitoring criteria to bring the Italian context closer to achieving the objectives agreed within the international community on these issues.*

2. BACKGROUND

2.1 In the World

Global Citizenship Education (or Global learning or Global education, according to partly overlapping terminologies) finds its main frame of reference in the **United Nations** (UN), and in particular in UNESCO. The Universal Declaration of Human Rights, UN 1948 states:

> " *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace[1] (art. 26)* "

---

1   www.ohchr.org/EN/UDHR

The same principle is resumed by UNESCO in "Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms[2]" in 1974.

As highlighted in 1996 by the UNESCO Commission on Education for the Twenty-first Century in the report "Learning: the treasure within", it is necessary for education to prioritise **learning to live together**, to cooperate, to plan together: education that knows how to pay attention to the rights of the person as well as of the local and international community should therefore consider the ability of:

> " *learning to live together,*
> *by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way. Utopia, some might think, but it is a necessary Utopia, indeed a vital one if we are to escape from a dangerous cycle sustained by cynicism or by resignation[3]* "

The thematic areas of international reflection

- *Human rights*
- *Interculture*
- *International understanding and cooperation*
- *Peace*
- *Sustainability*

In this context, the commitments ratified by Italy in reference to the International Convention on the Rights of the Child (UN 1989) apply, including the right of children to be heard in all decision-making processes that concern them, and the corresponding duty, for adults, to take their opinions into due consideration (art. 12)[4].

Alongside the themes of interculture, international understanding and cooperation, human rights (promoted since the decade for Human rights education 1995-2004 and by the action plans of the UN Council for Human Rights), and peace (promoted by the International Decade for the Culture of Peace and Non-Violence 2001-2010), the dimension of **sustainability** has been articulated and defined through five international processes and events: the 1972 UN environment conference in Stockholm, the Brundtland Commission and the report it published in 1987 on the common future of humanity, and the two summits on the future of the Earth in 1992 and 2012 in Rio de Janeiro. Sustainability has been further defined and promoted by the decade dedicated by the UN to Education for sustainable development (2005-2014).

The 2030 Agenda for Sustainable Development, approved by the General Assembly of the United Nations in 2015, represents an international framework with specific objectives. Namely, the Sustainable Development Goal (SDG) 4 on **Quality Education** presents a specific goal (4.7) in terms of global citizenship:

> " *By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development[5]* "

2   www.lincei.it/commissioni/cddu/stint/unesco.php
3   unesdoc.unesco.org/images/0010/001095/109590eo.pdf
4   www.unicef.it//doc/599/convenzione-diritti-infanzia-adolescenza.htm
5   sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf

Also UNESCO regards the 2030 Agenda for Sustainable Development as a reference frame for GCE, stressing that

*the promotion of **inclusive and global education** is functional to the achievement of all the 17 Goals of the 2030 Agenda and that the GCE is a meta-goal to prepare and trigger cultural changes, instrumental to the creation of a more just, equitable, and sustainable society.*

Starting from the recognition of the close link between sustainability and global citizenship, UNESCO included in its work on GCE 2014-2021 the monitoring of the progress with respect to the 4.7 goal of the 2030 Agenda.

UNESCO considers GCE a strategic policy area[6] , oriented by the framework document published in 2014 "*Global Citizenship Education*. Preparing learners for the challenges of the 21st century[7]" as part of the Global Education First Initiative[8].

2.2 **In Europe**

The 47 Member States of the **Council of Europe** adopted in 2010 a common Charter on Education for Democratic Citizenship and Human Rights[9], specifying the global dimension through the recommendation adopted in 2011 by the Council of Ministers on **Education for Global Interdependence and Solidarity**[10]**,** which brings to the attention of European educational actors the European Guidelines published by the Council of Europe's North-South Centre in 2008 and updated in 2010[11].

In the context of the **European Union**, the *European Consensus on Development* was adopted by the Council in 2017 and states that:

" *development education and awareness raising can play an important part in raising levels of engagement amongst the public and in addressing the SDGs at national and global level thus contributing to global citizenship*[12] "

Since 1976, through the *Development Education and Awareness Raising (DEAR)* programme, the **European Commission** has supported civil society organisations and local authorities that promote information campaigns and formal and nonformal education projects, co-financing multi-year initiatives on topics such as responsible consumption, equal opportunities, climate change, and poverty. Civil society organisations dialogue with the European Commission on these issues through the Concord platform[13].

At the level of **higher education**, the Declarations of the Sorbonne (1998) and of Bologna (1999) and the Ministerial Conferences of Prague (2001) and Berlin (2003) progressively engaged the Ministers of Higher Education of 45 European countries in the construction of one common European space. This process involves the promotion of the mobility of teachers, students, and researchers; the promotion of European cooperation in quality assessment; the promotion of the necessary European dimension of higher education. Furthermore, this process intersects ad hoc programmes and funds for the internationalisation of higher education by establishing partnerships with all regions of the world. Starting from the 2003/2004 academic year, the Ministry of Eduction has established a "Fund for supporting young people and promoting student mobility", including those in Erasmus mobility[14].

Since 2014, the European Commission has also coordinated **internationalisation** initiatives related to training, school and university courses, and adult education as well as exchanges and youth activities through the Erasmus+ programme. In this context, dialogue between young people and political decision-makers is encouraged as well as strategic partnerships

6   en.unesco.org/gced/approach
7   unesdoc.unesco.org/images/0022/002277/227729e.pdf
8   www.unesco.org/new/en/gefi/home/
9   www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education
10   www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/23CommitteeofMinistersRecommendationCMRec(2011)4tomemberstatesoneducationforglobalinterdependenceandsolidarity(2011).aspx
11   www.developmenteducation.ie/media/documents/GEguidelines-web.pdf
12   www.consilium.europa.eu/media/24011/european-consensus-for-development-st09459en17.pdf
13   concordeurope.org/what-we-do/global-citizenship/
14   D.M. 23 October 2003

that provide opportunities for organisations active in the youth sector – in cooperation with companies, public bodies, and civil society organisations active in different socio-economic sectors – to cooperate for implementing innovative practices leading to high-quality youth animation, interaction with institutions, and social innovation. Furthermore, the recognition and certification at national level of skills and competences resulting from nonformal education is structured according to European and national qualification frameworks and using EU validation tools.

*Since 2008, **national strategies** for global citizenship education have been promoted by many European countries, including: Austria, Finland, Germany, Ireland, Portugal, Czech Republic, and Spain.*

Promotion, coordination, and monitoring work in this area is carried out by the Global Education Network in Europe (GENE), a network of which Italy is a member, composed of foreign and education Ministries and national development cooperation agencies engaged in the promotion and verification of GCE policies[15].

2.3 In Italy

Introduced **in schools** in 1958, "civic education" changed name and formulation in the school year 2010/2011 to become "Citizenship and Constitution". The national guidelines for the curriculum of the nursery school and the first cycle of education state:

*Furthermore, our school must **form Italian citizens who are at the same time citizens of Europe and the world**. The most important problems that concern our continent today and humanity as a whole cannot be faced and resolved within traditional national boundaries, but only through the understanding of being part of great common traditions, of a single European destiny as well as a single planetary destiny*[16]
(MIUR, 2012)

The key document is the MIUR 2014-2020 National Operational Programme titled "At School – competence and learning environments". The Programme aims at promoting global citizenship competences (connected to the specific objective "Improvement of the students' key competences") through interventions

"aimed at developing transversal, social, and civic competences which fall within the broader concept of promoting global citizenship, in order to educate aware, responsible citizens in a modern, connected, and interdependent society".

Transdisciplinary

Global Citizenship Education is not one stream of education, nor an additional subject.
It is a cross-cutting approach to all disciplines

In line with this orientation, in this document GCE is not proposed as "one stream of education", nor as an additional subject, but as a transversal approach to all disciplines of formal as well as nonformal education.

As soon as 1994, the MIUR had outlined a wide-ranging framework reasoning in terms of a multicultural society and promoting **intercultural dialogue and democratic coexistence also as prevention of racism and anti-Semitism**, both in Europe and globally. Concepts such as 'relational climate' and promotion of dialogue are introduced, indications are provided on the intercultural value of all disciplines and interdisciplinary activities. The importance is highlighted of effective planning in terms of strategies, resources, disciplinary and interdisciplinary teachings, and a network culture between schools and the community; the global society is described as a close, interacting human society – a 'multicultural society'.

15 http://gene.eu/publications/national-reports/
16 www.indicazioninazionali.it/documenti_Indicazioni_nazionali/indicazioni_nazionali_infanzia_primo_ciclo.pdf

Following the approval of the 2030 Agenda, the MIUR has developed the Sustainability Education Plan, directly related to the Sustainable Development Goals 4 (Quality Education), 5 (Gender Equality), 9 (Innovation and Infrastructure), and 10 (Reducing Inequalities)[17].

In the field of **higher education**, MAECI has been supporting since 2007 the University Coordination for Development Cooperation (CUCS), which gathers over 30 Italian universities, some of which have developed GCE experiences at every level of higher education through seminars, courses or cross-disciplinary programmes, often based on projects in partnership with civil society, governmental, or private subjects.

Furthermore, since 2015, the Rectors' Conference of Italian Universities (CRUI) has promoted the Network of Universities for Sustainable Development (RUS), the first experience of coordination and sharing among all Italian universities committed to environmental sustainability and social responsibility. The main purpose of the network is the dissemination of sustainability culture and good practices, both inside and outside universities, sharing skills and experiences, in order to increase the positive impacts of actions implemented by individual universities in environmental, ethical, social, and economic terms, further strengthening the recognition and value of the Italian experience at international level. All universities belonging to the CRUI can join the RUS, and so can other non-profit organisations, provided that their institutional aims are consistent with the objectives of the RUS.

In the framework of **international cooperation**, the law 125/2014, enhancing a principle already established by the previous law 49/1987, affirms that the objectives and aims of Italian Development Cooperation include

> *promoting education, awareness, and participation of all citizens in international solidarity, international cooperation, and sustainable development* **(art. 1.4)**

The Italian legislation highlights the central role of global citizenship education. The same law also reveals **the need for systemic action, for coordination between institutions and levels of government** – supranational, national, and local – in order to guarantee the coherence and effectiveness of the interventions to be implemented.

The three-year planning and guidance document 2016-18 of the Ministry of Foreign Affairs and International Cooperation (MAECI) raises the need to deveop awareness raising programmes in favour of GCE. Further, the draft three-year planning document 2017-19[18] confirms the Italian committment to promote GCE and mentions the development of a national strategy and the importance of including specific global citizenship competences in the school curriculum to enhance the original contribution of the various components of civil society. Since 2016, on an annual basis, the Italian Agency for Development Cooperation (AICS) has financed educational initiatives in both formal and nonformal contexts through the call for propoals "Awareness raising and global citizenship education".

Since 2009, the Ministry of the Environment and the Protection of the Land and the Sea (MATTM) and the Ministry of Education, University, and Research (MIUR) have formalised a Charter of Intent, towards a **coordination between Ministries** in orienting the educational activity of the two education cycles towards building awareness and responsibility on sustainability issues. With the 2015 school year the MATTM, in collaboration with the MIUR, launched the publication of the new Guidelines for environmental education, drafted by an inter-ministry working group. The collaboration between the two Ministries was strengthened in 2016 with the signing of a memorandum of understanding on environmental education and sustainable development in schools and of a national Charter on the subject, which states that:

> *we cannot ignore the **relationship that links the environmental dimension to some crucial questions of our era**, such as conflicts, migrations, and poverty, intertwining sustainability issues with those of legality, participation, citizenship, integration, and multiculturalism, also recognising the value of development cooperation as a necessary investment to face these challenges globally*[19]

17   www.slideshare.net/miursocial/piano-per-leducazione-alla-sostenibilit-78344980
18   Approved by the Interministerial Committee for Development Cooperation (CICS) with resolution 1/2018
19   www.minambiente.it/sites/default/files/BANNER/carta_integrale.pdf

Since 2017, the MATTM has promoted the National Sustainable Development Strategy, emphasising its nonviolent and inclusive horizon, with a specific area of intervention devoted to education and, in particular, to its inclusive practices. The Strategy was approved in October 2017 by the Council of Ministers on the proposal of the MATTM. The Strategy's objectives include "introducing in all educational fields (from pre-school to university education and vocational training, informal, and nonformal education) interdisciplinary and participatory practices aimed at spreading knowledge, skills, attitudes, and lifestyles of sustainable development, also investing in teacher training, integrating training programmes, and respect of the principles of sustainability and social inclusion by educational and training centres[20]".

Sustainable development in education

- *Interdisciplinary and participatory pathways*
- *Teacher training*
- *Sustainability, social inclusion, nonviolence*

In the **youth policy area**, starting in 2014, the National Youth Agency (ANG) supports the Key Action (KA 1) of the Erasmus+ programme that promotes the mobility of young people as a tool for active participation, social inclusion, promotion of European citizenship, multilingualism, and acquisition of skills and knowledge. The activities that can be carried out include: youth exchanges, European Voluntary Service, and youth workers mobility.

The Agency also promotes the Key Action 205 – Strategic Partnerships, devoted to dialogue and networking on good practices as well as the possibility of presenting projects aimed at innovation or experimentation with educational practices, models, and approaches.
Finally, it promotes the "Youthpass" tool for the recognition of soft skills gained also in the field of nonformal education.
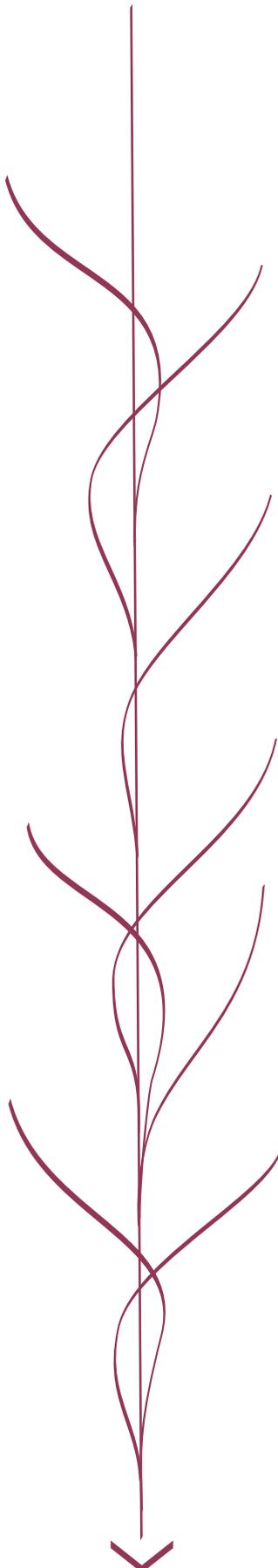
The **Conference of Italian Regions and Autonomous Provinces** expressed a common position on GCE in the document "Education for global citizenship" approved on February 4th, 2016, which asks to

put education for global citizenship at the centre of national and international policies, both of education and international development cooperation", stressing that **"to ensure an effective and long-term response a strong coherence is needed between the different policies implemented** *in the field of global citizenship education, both at local and national level*

NGOs play a key role in promoting GCE. As early as the 1970s, alongside cooperation and new economic theories, many activities related to the so-called development education were developed, both in the curricular and extra-curricular fields, with specific attention to the interdependence between peoples. Towards the end of the 1980s, development education activities became more specifically aimed at informing and raising public awareness by promoting human rights, peace, greater equity, and the intercultural approach. In 1997, the Association of Italian NGOs (AOI) was founded; in 2004, the CINI (Italian Coordination of International Networks); in 2007, the Link 2007 network. These coordinating bodies have promoted an increasingly consistent set of studies, initiatives, workshops, programmes, and conferences, connected in particular with the themes of interculture and migrations and with the National Education Platform to world citizenship, involving teachers, educators, and experts. Currently, the groupings that deal with GCE both at national and European level have merged into the GCE platform of Concord Italia and AOI. The platform regularly participates in the HUB 4 meetings of the Concord Europe confederation, the working group that deals specifically with GCE in Europe.

1948
UN: UNIVERSAL DECLARATION OF HUMAN RIGHTS (ART. 26)
Education must promote respect for human rights, reciprocal understanding, and friendship between peoples

1972
UN
The Stockholm Conference puts environmental protection under the spotlight

1976
THE EU LAUNCHES THE DEAR PROGRAMME
PROGRAMME that still finances NGOs and local authorities for GCE

1995-2004
UN DECADE
on Human Rights Education

1997-2007
AOI, CINI, LINK 2007
the three main Italian NGO networks gather the wealth of GCE competences

2005-2014
UN DECADE
on Education to Sustainable Development

2009
CHARTER OF INTENT BY MATTM AND MIUR
Intersection of environment and conflicts, migrations, poverty, sustainability, participation, citizenship, acceptance, and multiculturalism

2012
MIUR: NATIONAL CURRICULUM GUIDELINES
Our schools must form citizens that are Italian citizens, European citizens, and world citizens

2014-2020
MIUR: PON
Forming aware and responsible citizens in a modern, connected, and interdependent society

2016
CONFERENCE OF REGIONS AND AUTONOMOUS PROVINCES
Putting GCE at the centre of education and international cooperation policies

2017
EU: EUROPEAN CONSENSUS ON DEVELOPMENT
Education and campaigns can contribute to global citizenship

ITALIAN GOVERNMENT: NATIONAL SUSTAINABLE DEVELOPMENT STRATEGY
Education centering on an inclusive, nonviolent horizon

MIUR: SUSTAINABILITY EDUCATION PLAN
Working directly on 4 SDGs, including Quality Education

1958
CIVIC EDUCATION
is introduced in Italian schools

1974
UNESCO
Education to understanding, cooperation, and peace

1989
UN: INTERNATIONAL CONVENTION ON THE RIGHTS OF THE CHILD
Right of the minor to be listened to in decisionmaking processes

1996
UNESCO: REPORT "LEARNING: THE TREASURE WITHIN"
Rethinking education to focus on the tension to live together and plan together

2001-2010
INTERNATIONAL DECADE
for a culture of peace and nonviolence

2007 and 2015
UNIVERSITIES ESTABLISH NETWORKS
foundation of CUCS and RUS

2011-2012
COUNCIL OF EUROPE
Education to interdependence and solidarity and publication of the educator's manual Global Education Guidelines (Centro Nord-Sud, 2012)

2014
UNESCO
GCE is a strategic policy area

MAECI: LAW 125/14
Citizens' education and awareness-raising is a goal of development cooperation

2015
UN – SUSTAINABLE DEVELOPMENT GOALS
Quality education is a meta-objective of the 2030 Agenda

NATIONAL YOUTH AGENCY
Strategic partnership and Youthpass instrument

2016-2018
MAECI: THREE-YEAR PLANNING DOCUMENT
Defining a national strategy to include global citizenship competences into school curricula

2018
ITALIAN STRATEGY FOR GLOBAL CITIZENSHIP EDUCATION

3. DEFINITIONS: WHAT IS GCE?

The definition of GCE is by nature an ongoing process. The present Strategy takes as **reference points** the definition presented by the Italian Regions in the aforementioned document approved in 2016, the Charter of the principles of Education for World Citizenship drawn up by Italian NGOs, and the terminology adopted by the United Nations.

The document of the **Conference of Italian Regions and Autonomous Provinces** 2016 states that

> *although the concept of global citizenship acquires different nuances in the various countries of the world, reflecting political, historical, and cultural differences, it can be said that it refers to the sense of* **belonging of each** *to a broad community,* **to all humanity***, and to the planet Earth. Global citizenship is also based on the concept of interdependence between the local and the universal and presupposes sustainable, empathetic, and supportive behaviours*[21]

The 2010 World Citizenship Education Charter drawn up by **Italian NGOs** states:

> *Education for global citizenship is* **education capable of future***, which prioritises human rights, commons, and sustainability*[22]

In the terminology of the **United Nations**, education for global citizenship is meant as the sum of those actions aimed at the full development of personality and human ties and at strengthening respect for human rights and fundamental freedoms. It promotes understanding between all peoples and nations and the ability to inform themselves and take part in decision-making processes at the local, regional, and planetary levels. To this end, it takes into consideration the social, cultural, economic, technological, environmental, and political aspects of the various regions of the planet.

GCE considers education as a transformative action, using innovative, student-centred teaching methods based on dialogue and reflection.

GCE therefore implies a systemic approach to themes and problems as well as to the relationships between local, regional, and planetary contexts. It refers to **civic awareness on a global scale**, able to tackle and promote the themes of democracy, peace, sustainability, and human rights. Together with the development of critical thinking and listening and dialogue skills, GCE solicits an active role both as individuals and at a collective level, in compliance with the principles of environmental and social justice, helping understand how to influence decision-making processes at the local level, regional, and world level.

GCE presupposes educational processes at all levels – informal, nonformal, and formal – and in all social contexts (family, school, workplaces, communities in general). This educational approach promotes responsible citizens and democracy by encouraging individuals and communities to enjoy their rights and to assume their responsibilities. It is lifelong education.

---

21 www.regioni.it/download/conferenze/443208/
22 www.concorditalia.org/wp-content/uploads/2014/05/Cartaprincipieducazionecittadinanzamondiale.pdf

This Strategy embraces the definition of *Global Citizenship Education* adopted by UNESCO[23]:

> *an educational process that leads people to actively engage for fostering change in the social, cultural, political, and economic structures that influence their lives.*

This process involves:

- the feeling of belonging to a broader community and a common humanity;
- the interdependence of the political, economic, environmental, social, and cultural dimensions;
- the interconnection between local, national, and global levels.

The formative process is called to foster awareness and critical understanding of the dynamics and processes of interdependence based on aspects related to three main dimensions of learning:

- cognitive (critical understanding);
- socio-emotional (sense of belonging and solidarity);
- behavioural (action for change).

A comprehensive action strategy, able to **combine formal education with nonformal education to reach all spheres of citizenship**, is based on these three dimensions and complemented by the processes of awareness-raising and the information work that solicit the involvement and commitment of public opinion and the media.
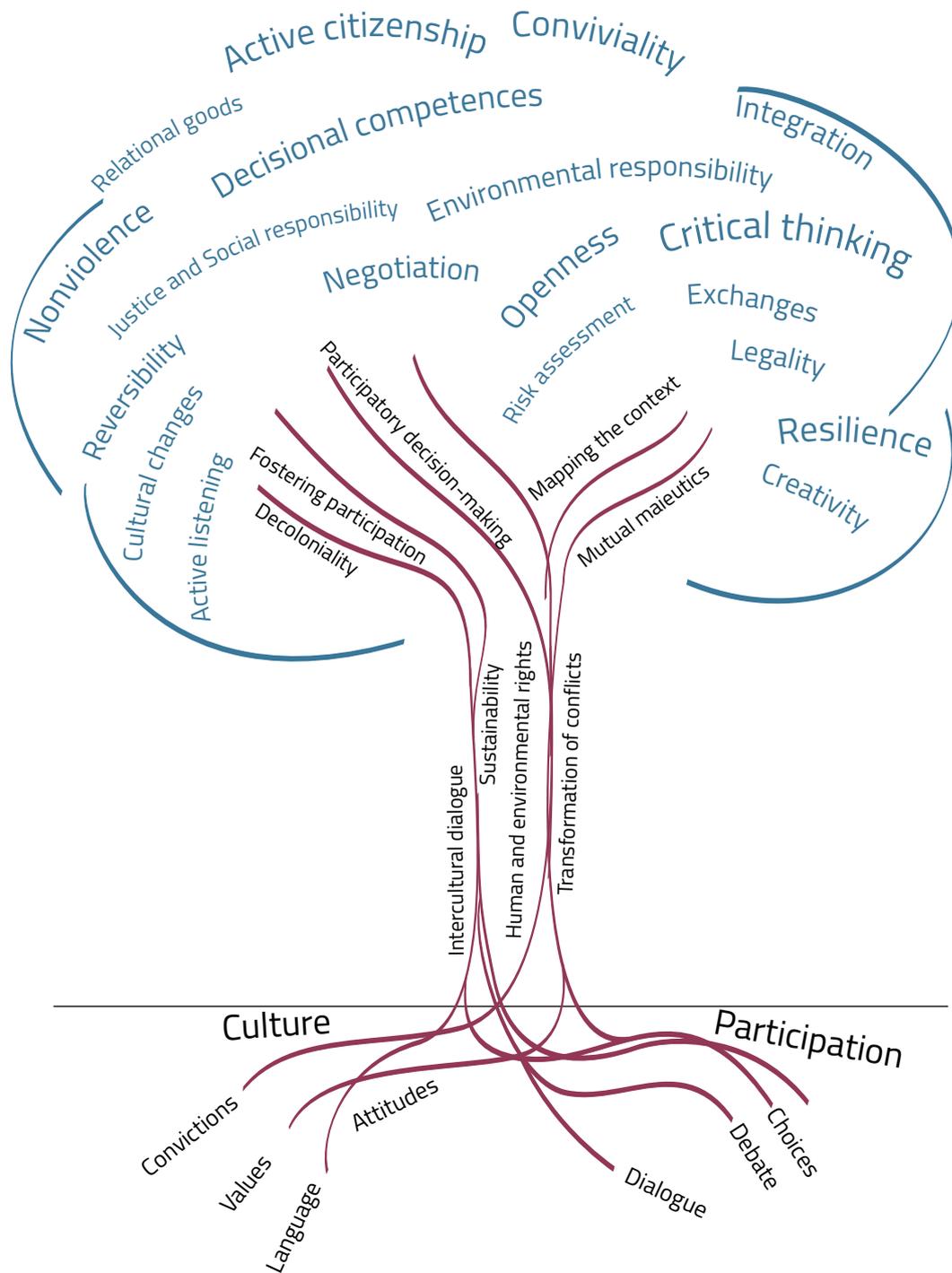
4. AIMS OF THE STRATEGY

This document:

- defines the Italian **inter-institutional and multi-level** strategy on global citizenship education;
- promotes **relevant, consistent dissemination** (not just some institutions, not just some territories, not just isolated actors) of actions aimed at education for global citizenship and the internationalisation of education;
- urges Ministries, Regions, Local Authorities, Universities, school offices, schools, and youth policy services to seek and **support opportunities** to carry out global citizenship education actions;
- invites all institutional and territorial actors **to operate in a structural manner**;
- calls for **synergetic coordination** between different levels (local, national, international) and between different actors (Ministries, Regions, national agencies, local institutions, educational institutions, higher education and research, civil society subjects, religious institutions, social private sector, economic operators of the profit and non-profit world, mass media, etc.);
- promotes **public debate** on global issues in relation to educational and active citizenship processes;
- stresses the need to adopt an **integrated approach with the other national education strategies**, with particular attention to inclusion and sustainability.

23 en.unesco.org/gced

5. KEY CONCEPTS AND ISSUES

The image shows the inputs collected so far concerning the key concepts and issues of GCE.

6. FORMAL EDUCATION, NONFORMAL EDUCATION, AND AWARENESS-RAISING

GCE promotes a vision of society not limited to national boundaries, broad, and interdependent, that motivates citizens to understand global dynamics and interconnections and to act for greater inclusion and equity both in their own local communities and globally. In this sense, GCE is called to act in all social contexts and is aimed at all citizens.

In particular, GCE covers formal, non-formal, and informal education which is carried out through information and awareness-raising activities. In these three areas, it is important to share common references about the competences of global citizenship.

> *Global Citizenship Education is a lifelong learning process that fosters active citizenship*

6.1 Formal Education

It is a priority to **include clearly defined global citizenship competences in regulations**, particularly in schools and, consequently, to propose curriculum revisions. A central question is the **training of teachers and school leaders** through the development of a training plan consistent with this approach.

> *A goal to strive for is the drafting and implementation of educational courses in which the **interdisciplinary approach "by competences"** is developed by teachers and enriched by initiatives in partnership with the local community to specifically promote global citizenship skills through didactics focused on **experiential learning**.*

Local strategies must also be **defined** in the context of inter-institutional local work groups at regional/provincial level involving representatives of Regions, schools, Vocational Training Centres, Local Autonomies, Universities, Adult Education Centres, profit and non-profit companies, media, civil society organisations, as well as foundations competent in the field of GCE. Such local strategies require a permanent dialogue that allows the sharing of experiences and reflections deriving from local practices.

In the field of **higher education**, the Network of Universities for Sustainable Development promoted by CRUI is a first source for activities such as: developing evaluation systems and monitoring the national strategy; mapping, monitoring, and networking of online degree courses, research doctorates, and master programmes that deal with global citizenship; providing scientific support; and promoting research.

6.2 Nonformal Education

GCE covers the whole life span and involves all citizens in a learning process aimed at strengthening active citizenship.

The learning process is based on 3 main steps: information, change of perceptions and attitudes, and mobilisation.

The contexts of intervention are numerous and can involve different groups: young people, consumers, local authorities, policy makers, the private sector and solidarity economy, civil society organisations, associations, etc.

For example, GCE interventions can:

▪ contribute to the definition of policies at local, national, and international level through citizens' involvement and participation;

▪ increase knowledge and build capacity for mobilising citizens in the various contexts of intervention;

▪ promote bottom-up local solutions in response to local and global problems (e.g. alternative food systems, etc);

▪ encourage mutual learning and exchange between different actors and different contexts, between people, communities, regions, states, etc.

6.3 Information and Awareness-raising

The cultural change prompted by GCE also translates into careful and responsible practices implemented by the mass media.

GCE stimulates the critique and transformation of colonial, xenophobic, racist, hateful, sexist, and discriminatory elements where present in the media representation of key themes.

Furthermore, awareness campaigns and structured training courses are needed, aimed at multiple subjects on the main topics of GCE and on the 2030 Agenda. Information and awareness-raising concern, among others, national and local public officials who find opportunities to strengthen their role in the development of initiatives in the field of GCE in collaboration with local stakeholders, fostering awareness of the role and potential of the various actors and citizens, encouraging forms of participation and active citizenship.

7. APPROACH

The Italian Constitution provides citizens with references in relation to knowledge, competences, and culture to act as citizens of the world. As recalled by Mario Lodi, the Constitution offers "the compass that indicates how the values of freedom, justice, and peace can be realised. It is a compass to orient ourselves in social life.

The implementation of a national strategy in this area requires:

▪ a **concerted work method**, to be monitored periodically, for systematic and evolutionary action in the various contexts interested by educational actions;

▪ a **multi-stakeholder, trans-sectorial approach** both nationally and locally, through which institutions, civil society, schools, universities, the world of labour and business, and the mass media act together to implement the Strategy for global citizenship education;

▪ a **community-based approach**, through which the different actors of a single local community contribute in synergy to the implementation of the strategy for global citizenship education;

▪ **interactive, maieutic, critical, peer-to-peer methodologies**, through which educational practices become a process of global citizenship in the contexts of formal and nonformal education, paying particular attention to distinguishing moments of participation (which refer to conditions of direct influence on decision-making processes) from those of simple information and consultation.

7.1 Educational Approach

The Strategy supports actions aimed at promoting citizens' competences related to:

- **active citizenship**, i.e. knowing how to make informed choices and apply knowledge in practice;
- **critical approach**, i.e. knowing how to deconstruct information and understand how it was built socially;
- **complexity and holistic approach**, i.e. to understand the ecologies, the tensions, and the world balance in the awareness of living within an interdependent system in which every action causes effects on the local and planetary dynamics;
- **cultural diversity**, i.e. knowing how to consider contexts characterised by cultural diversity as potentially beneficial for all, starting from the ability to listen actively, critically look at one's own cultural background, and dialogue with those who express other points of view;
- **collaborative** and dialogical **practices** in problem-solving and decision-making processes;
- **transformative learning,** i.e. the commitment to produce changes at the local level that can influence the global one;
- awareness and **responsibility for the common good**.

These skills characterise GCE especially when they enhance the experiential learning processes that favour the active participation of learners and the reflection on practices.

Pedagogies related to education for global citizenship take into consideration:

1. **co-planning**: learning processes that capitalise on experience and knowledge and are therefore **relevant to learners** and relevant to their lives. As far as possible, this implies processes of co-designing educational pathways that involve educators and/or trainers and learners;

2. **metacognition**: relying on paths that start from the experiences and words of learners, GCE teaching methods are characterised by the ability to offer opportunities and instruments for **individual and collective self-reflection**, so as to be able to develop awareness and examine their own opinions and the mechanisms by which they are created, the sources of information, values, stereotypes, prejudices, and the relationship with legality and democratic processes. In a perspective of active listening, nonviolent communication, and transformation of misunderstandings and conflicts, education for global citizenship encourages us to consider tensions and conflicts as learning opportunities, learning to deal with ambiguities, uncertainties, contradictions related to an exploration of the world that takes into consideration one's ability to communicate and act in the context of interpersonal and social relations and the co-existence and co-evolution of different cultural and spiritual perspectives;

3. **complexity**: global citizenship education recognises that the complexity of the issues addressed requires a **systemic approach and adequate methods** to explore inter- and trans-disciplinary aspects and the affective dimension together with those of knowing and knowing how to act. In this sense, education for global citizenship is also education to recognise other points of view and to enlarge and, when necessary, change one's cognitive and behavioural repertoire;

4. **narrative thinking**: global citizenship education takes narrative approaches that promote knowledge, dialogue, and exchange between individual characteristics and assumptions and different cultural contexts. The **construction of meanings is a social process** that is born and developed within a historically and culturally determined context. At the same time, narrations enable processes of acculturation and individualisation;

5. **awareness of the dimension of citizenship in a global context**: favouring the study of social geography and history in a planetary perspective and adopting investigation and listening to multi-perspective analyses in the face of conflict situations. The aim is to make the conditions of structural violence explicit in relation, for example, to contexts marked by colonial, patriarchal and economic or social exploitation. Such awareness also involves the ability to know how to involve and listen to witnesses for first-person narratives of situations of discrimination and transition capable of activating dialogue and knowledge. Furthermore, it involves the offer of exchange with peers in other areas and other linguistic contexts, including periods of study and volunteering abroad in the wake of decades of tradition initiated by educators like Freinet and international trade associations and today, in part, supported by programmes such as Erasmus+ and with activities like the European Voluntary Service;

6 **possible and desirable futures**: global citizenship education is also education for a society "capable of future" and therefore places future in the time scale. It urges us to explore the horizon of possibilities and to develop planning capacity and the dimension of desire, hope, and imagination. The future is the part of history that we can change, aware that solidarity towards future generations is one of the elements of sustainability, together with the challenge of knowing how to distinguish possible futures from desirable and sustainable futures;

7 **mutual maieutics**: specific to global citizenship education is the development of discursive and argumentative skills and the adoption of a dialogic, collaborative approach that can capitalise on the questions and the maieutic dynamics in the tradition already consolidated in Italy by Danilo Dolci, seeking nonviolent communication contexts that arouse **mutual interest** and allow us to **grasp the points of view of others**;

8 **transformative learning**: citizenship and global perspective pathways call for a willingness to think about the world from the point of view of its transformation. This attitude concerns the attention to commons, the analysis of communities and their relationships as **open systems** as well as the ability to deal with conflicts in a transformative way, learning first and foremost to pause in the conflict, exploring its learning dimension, starting from the emotions that can be recognised and respected;

9 **collaboration**: to be fully educational global, citizenship education programmes must be able to offer conditions and opportunities to **act collectively and cooperatively**, fostering awareness of the "non-economic" dimension of action. This dimension concerns both the relationship with a variety of expressive languages and the experience of specific methodologies to encourage participatory and collaborative paths (such as, for example, cooperative learning), as well as the co-planning of possible initiatives and actions at local and international level involving both learners and different local stakeholders available for community animation;

10 **games and simulations**: of particular importance is the use of games and simulations and technologies, both face-to-face and digital/distance, in order to **become familiar with other worlds** and also with the dimension of rules and negotiation;

11 **peer learning**: GCE values are reflected in the **capacity for active listening and mutual help** among those involved in the learning processes and therefore in learning practices facilitated by peers.

8. ACTORS: ROLES, COMPLEMENTARITY, AND SYNERGY

The identification and strengthening of GCE policies and practices, through community-based approaches that foster synergies between the different stakeholders, require a structured dialogue between institutions, civil society, schools, universities, media, the world of labour and business, as well as social and healthcare services committed to systemic change on human rights, citizenship, peace, sustainability, social equity, solidarity, and recognition of diversity as an opportunity.

A structured cooperation community-based approach to promoting GCE requires a structured dialogue between institutions, civil society, schools, universities, media, labour and business, social-healthcare, etc.

8.1 Institutions

Institutions at every level should offer examples of active, responsible citizenship through their own **public procurement** initiatives as well as favouring harmonisation processes and **coordination** of global citizenship education policies by **providing guidelines** and organising moments of exchange, update, and analysis; this also refers to **monitoring** and production activities and the provision of specific publications and reports.

At national level, GCE involves ministries such as MIUR, MAECI, MATTM and some Agencies such as the National Youth Agency and the Italian Agency for Development Cooperation (AICS), the Office for the promotion of equal treatment and the removal of discrimination based on race or ethnic origin (UNAR), and also interests specific sectors of the Ministry of the Interior (especially the Civil Liberties Department), the Ministry of Health, and the Ministry of Labour and Social Policies.

Regions, Autonomous Provinces, and Cities are key players in the Strategy and this role should also be reflected in the ability to develop multi-year planning documents in line with their own regional laws (international solidarity, peace, development cooperation, education, public procurement, etc.) and with the implementation of the Strategy. Furthermore, with a trans-sectorial approach, the Regions and Local Authorities have the opportunity to coordinate the local actors involved.

Compared to the cultural changes that GCE urges, information campaigns aimed at a wider audience and structured training courses aimed at national and local public officials on the main issues of education for global citizenship and the 2030 Agenda play an important role in order to strengthen their role in the development of initiatives in this area, in collaboration with the local stakeholders and create awareness on the role and potential of GCE.

8.2 School, University, and Research

GCE's structural approach to educational curricula is primarily concerned with pre-service and in-service teacher **training** as well as **action research** and **monitoring**. In this sense, GCE should be supported by **ongoing, long-term investments**, and is a key factor in the entire educational process. In this perspective, GCE enhances the diversity and potential offered by school autonomy and is a significant form of support for teachers and school administrators to understand, make sense of, and manage issues that are sometimes very complex, interconnected, and/or controversial.

Regional School Offices play a key role for the necessary harmonious connection with educational policies and the action of Schools, teachers, student organisations, and parents' organisations.

> *Educational community*
>
> *Students, teachers, school leaders, non-teaching staff, families, civil society, universities, media, institutions, and businesses are all protagonists of the educational process.*

GCE is reflected in a **participatory and open school**, in which all the actors – students, teachers, school administrators, non-teaching staff, families, civil society – are recognised as a community protagonist of the educational process. In this sense, GCE promotes school as a place of exchange, reflection, socialisation, and planning.

It is crucial to draw on the experiences gained over the last decade in many schools. A good number of **teachers/schools/institutes**, often in collaboration with civil society organisations, **are already experimenting** with some good practices in GCE. Drawing on this wealth of experience is certainly a good starting point.

> *School must be supported in undertaking the fundamental process of rethinking and methodological renewal.*

Due to its specific character, GCE requires methodologies that are active (learning to be, to know, and to do), interactive (using discussions and debates), encouraging experimentation (focused on real challenges for children and young people and for all society), critical (encouraging the ability to think starting from values and beliefs and fostering autonomy), cooperative (reinforcing the pleasure of mutual learning, teamwork, networking, and solidarity), with a socio-affective approach (which enhances the learning of emotions), participatory (giving voice to the different actors, recognising their role and facilitating their critical and creative involvement).

Finally, the Plan of the educational offer (POF) of each educational and training institute could play a key role in affirming the role that school plays in the construction of global citizenship and in the processes of social transformation. It is therefore essential, in this process, to support, encourage, and enhance the professionalism of teachers and school administrators, both as promoters of change dynamics and as evaluators of their outcomes.

In developing this strategy to promote GCE, **text books and publishing houses** play an important role, starting with the Italian Publishers Association (IEA), which will hopefully enter into a shared code of ethics for the innovation of textbooks and teaching materials, as already done on gender discrimination (Polite code). In this context it is necessary to work on **textbooks and manuals**: on the one hand, to eliminate any discriminatory, simplistic, or ethnocentric reference and message; on the other hand, to rethink and renew forms and contents, welcoming the values and principles of GCE.

With regard to **digital technologies**, an approach consistent with GCE favours the adoption of free software and open codes that solicit collaboration and sharing within and between learning communities.

Universities must address GCE both in terms of **research** and support to **training courses**, and for their **monitoring and evaluation**, also with evidence-based research capable of influencing policy choices in this area and contributing to the review of curricula; a scientifically rigorous and validated process allows the cyclical review of citizenship competences in terms GCE. The role of research is also to monitor and analyse the coherence, quality, and function of materials and teaching tools in educational practices.

In this context, the ability to translate the process into **descriptors, indicators, and measures of active citizenship, well-being, and sustainability** plays a key role. Therefore, key tools are those offered for monitoring progress against the Sustainable Development Goals by actors such as ISTAT[24] at national level and UNESCO[25] at international level, as well as by WWF for the calculation of the ecological footprint[26].

The process of harmonisation and integration of GCE Strategy with the **Sustainability Education Strategy** also plays a key role. In the field of formal education, the MIUR Plan for sustainability education features 20 actions, divided into 4 macro-areas: 1) Building and environment/ MIUR facilities and personnel; 2) Teaching and teacher training; 3) University and research; 4) Information and communication. The present Strategy for GCE identifies areas of harmonisation, integration, and contact starting from the 4 macro areas identified by the MIUR strategy (see the annex to this document).

8.3 Youth Policies

National and local agencies are called upon to foster the development of young people's capacities to contribute in an effective and informed way to decision-making and policy making processes. Youth policies are particularly interested by education for global citizenship as they can propose "specific" projects and, by their very vocation, can stimulate young people to **active citizenship** both at local, national, and European level.

In agreement with the Regions and with educational, local, and civil society actors, at national and local level, the validation of the competences developed by young people in the field of formal and nonformal experiences should include and refer also to the "Youthpass" tool, portfolio for the identification and **recognition of the competences** developed also in non-formal education areas. This is a process that promotes systematic self-reflection on learning, allows students to record participation and results related to training activities, and to work in a multilingual perspective thanks to the support of the network of National Agencies and industry experts.

8.4 Civil Society

Civil society and third sector networks play an important role in urging local and national public policies to promote GCE values and consequently social justice and policy coherence.

The stability of networks is fundamental in: encouraging the widespread implementation of practices and policies related to the GCE Strategy; proposing innovative approaches deriving from constant dialogue with other subjects at European and international level; strengthening, among others, life-long learning.

The active involvement of civil society organisations is functional to: training and updating educators, trainers, and teachers (training of trainers); promoting and supporting educational activities in respect of school autonomy; collecting, storing, sharing, and disseminating the existing documentation, including through the creation of dedicated networks; encouraging the effective transformation of schools into places of the community, also involving families; allowing exchange

24 https://www.istat.it/it/benessere-e-sostenibilit%C3%A0/obiettivi-di-sviluppo-sostenibile/gli-indicatori-istat
25 en.unesco.org/gced/sdg47progress
26 www.footprintnetwork.org/our-work/ecological-footprint/

between peers residing in contexts other than local/Italian, also thanks to new technologies; voicing and bringing out the thought and creativity of young people, also in the public sphere through networking and sharing of experiences and good practices; supporting the growth and strengthening of the identity of people in multicultural contexts.

➡ *Support for educational programmes can be offered by NGOs as well as by local youth, environmental, and solidarity groups, including by providing properly trained tutors and educators.*

GCE is also an area of active research, of co-production of knowledge and training paths owned by civil society organisations involved in citizenship issues and the interlinks between local and global dimensions: diaspora associations, local groups, networks linked to natural parks, entrepreneurial associations, religious institutions, media and journalism, etc.

8.5 Economy, Labour, and Entrepreneurship

GCE can interact virtuously with the world of business, labour, and responsible finance by offering **new perspectives on active policies for business, labour, and vocational training**.

Entrepreneurship training contributes to GCE by promoting learners' behaviours based on social responsibility and, grounded on this principle of responsibility, competences related to creativity, innovation, and risk management, as well as the ability to plan and manage projects to achieve **sustainability and social responsibility goals**.

In the light of the Italian economic and social crisis, the world of work together with the MAECI, the Ministries of the Interior, and of Labour and of Social Policies will have to foster the creation of professional training courses and recognition of the competences that include, among others, young migrants.

GCE solicits the operational dissemination of correct, widespread information on the role that companies, workers' organisations, and social economy operators can play in sustainable development in line with the 2030 Agenda, and in particular with Objective 8 when it calls for an "**inclusive and sustainable economic activity**, full and productive employment and decent work for all" and with Objective 17, which calls for "strengthening the means of implementation and renewing the global partnership for sustainable development".

By collaborating on common GCE programmes, the actors of the private and social business of the various sectors, and areas, have the opportunity to develop a more informed and articulated point of view of the advantages deriving from social sustainability and the participation to the "Global compact".

Finally, GCE can foster the development of reflections on the **social dimension connected with the world of labour**, in particular regarding policies and initiatives in favour of disadvantaged individuals on physical-psychological, economic, sexual orientation, gender, and ethnic grounds.

8.6 Media and Information

The world of media, in particular the public information service, can help support GCE by:

▪ encouraging access to verified primary information sources, using national and international independent journalism networks;
▪ supporting information that works on deconstructing stereotypes and prejudices, offering quality information to encourage processes of critical thinking in public opinion. This translates into the ability **to know how to present the complexity of social phenomena**, the multiplicity of differences and points of view, not only as a problematic element to be managed on an economic and social level, but also as an opportunity for study, innovation, a positive and critical element of open-mindedness;
▪ ensuring accurate, transparent, and verified coverage of world news;
▪ by providing **in-depth analysis** on GCE, sustainability, and the 2030 Agenda.

The role of associations that bring together media professionals also includes the monitoring, criticism and transformation of those elements of media representation that reflect colonial, xenophobic, racist, hate-motivating, sexist, and discriminatory approaches. In particular, this concerns international migration, international cooperation, and the role played by NGOs on these issues.

The GCE perspective also concerns the promotion of partnerships, cooperation, and international solidarity beyond the management of humanitarian and environmental crises in the perspective of a change that involves social and institutional actors to achieve the Sustainable Development Goals.

*The **information, social promotion, and dissemination activities** promoted by the media in their role as GCE actors find in collaboration with schools, universities, NGOs, and local authorities effective ways to make local-global citizenship practices concrete in everyday life.*

9. RECOMMENDATIONS

To be effective, it is essential for educational actions to:

- *involve several local stakeholders (educational community);*
- *be articulated in interdisciplinary forms;*
- *have a systemic approach that links social, cultural, economic, technological, environmental, and political aspects;*
- *allow a critical study of social norms and moral values;*
- *actively seek partnership with subjects from other regions and, if possible, to be built through active exchange with subjects from different geographic areas and cultures;*
- *go beyond the episodic and project-based character, to be structurally included in the educational system.*

In line with these principles, it is recommended to carry out the following actions:

9.1 GCE Working Committee

To establish at national level an operational committee representative of the Ministries MIUR, MAECI, and MATTM and of the subjects that have contributed to the drafting of the National Strategy.

9.2 National Action Plan

To develop and activate a national action plan for the implementation of the Strategy and create a coordination of the actors that deal with GCE to set up places of dialogue and operational collaborations.

9.3 Local Action Plans

Respecting the specificities of each local community and the opportunities that this can develop, to elaborate local action plans including

- implementation plans prepared by Regions and Local Authorities, processes, and monitoring indicators;

- instruments for financial support of educational and training courses;

- shared trainings for practitioners from various sectors (school, healthcare, work and social, with particular attention to teachers and non-formal education workers, and public administration officials);

- meetings to promote complementary between the community and educational actors/school autonomies;

- team work in schools among teachers based on the sharing of common cross-cutting educational objectives, the establishment of specific fora, and other sharing platforms.

9.4 Funding

Promoting integrated financing tools and multi-dimensional, joint assessments.

9.5 Information

Systematically providing information on opportunities and initiatives to multiple stakeholders and promoting and supporting journalistic practices aimed at deconstructing stereotypes and simplified visions in favour of accurate and verified information, which privileges primary sources.

9.6 Repository

In terms of capitalisation on work experience and methodologies, pooling the experiences and work methods developed by the actors at all levels, national and local, in order to identify the relevant practices in the field of global citizenship education. The focus is not however on the project, but on the methodological approach adopted and the effectiveness of the result. If possible, the methodological path should be broken down into single homogeneous parts (e.g. training of operators, consultation with the local community, educational pathways activated, methods of financing). This would make it easier to identify the individual strengths and weaknesses of each action and therefore the examples of success to draw on while structuring an activity programme.

9.7 Communication

Creating tools that facilitate the dissemination of information on global citizenship education (e.g. experiences, regulations, educational paths, partners...) starting from what can be found through specialised GCE repositories, and which enhance what is organised in the sites of public administrations and bodies at regional and local level engaged in this field.

9.8 Training

Creating a system that favours widespread initiatives as well as local and national coordination regarding the various pre-service and in-service training courses indispensable for quality GCE. The pre-service and in-service training of teachers (of each subject and of each grade) plays a key role and must be introduced both as content and methods to be further developed in the courses and as an evaluation criterion.

9.9 Research, Monitoring, and Dissemination

Promoting action research on training paths, practices, and experiences of excellence to enhance them, support them, and disseminate them, allowing easy online access to the experiences and materials produced.

9.10 Knowledge-sharing

Creating opportunities to exchange practices and instruments, for example in connection with the Tool Fair promoted annually by the Italian Youth Agency, the Global Education Award (GENE), MigraVenture (OIM); Didacta (Indire).

9.11 Intercultural Exchanges

Supporting and promoting actions and initiatives of intercultural exchange, aimed at young people, students, professionals, CSO practitioners, and public officials to: promote the culture of sustainability, peace, rights, and international understanding; prevent and counter any forms of discrimination and racism; educate to diversity; and establish international links by strengthening global citizenship projects.

9.12 Competences

Defining the competences of global citizenship and promoting their recognition and certification to support students entering adult life and the world of work.

9.13 Quality Standards

Promoting in the various sectors concerned (formal and nonformal education) the proposal of pre-service and in-service training courses and the identification of quality standards, monitoring, recognition and competence portfolio instruments; this concerns first of all the activation of university courses that recognise credits starting from a defined framework of competences; training courses for companies; training of local athority officials.

9.14 Recognition of Competences

Including in the validation of competences the Youthpass tool-portfolio for the identification and recognition of competences developed also in nonformal education. This is a process that promotes systematic self-reflection on learning, allows students to record the participation and results related to training activities, and to work in a multilingual perspective thanks to the support of the network of National Agencies and industry experts.

9.15 Meetings

Fostering meeting opportunities for the various stakeholders involved in the strategy to jointly review the system of national calls, for example the AICS GCE call, also allowing Local Authorities and local networks to present project proposals and match these resources with European and international funds.

9.16 Impact Assessment

Supporting the development of evaluation processes and methodologies that allow to verify the effectiveness of GCE programmes.

10. ROADMAP FOR STRATEGY IMPLEMENTATION

In the first 6 months from the approval of the GCE Strategy: establishment of the operational committee and definition by the involved Ministries (MAECI, MIUR, MATTM) of a national action plan for the implementation of the strategy, including a reference repository, an annual monitoring and reporting plan, active participation in international networks in this topic (GENE, Sustainable Development Goals), and dialogue with the research sectors (EARLI, EERA) for appropriate evaluation strategies.

In the following 8 months: definition of local plans for the implementation of the national strategy, including mapping and integration of training activities for trainers, teachers, and educators.

Starting from the 12th month: annual seminars for in-depth technical analysis and strategy implementation monitoring.

ANNEX

Additional proposals to the MIUR Plan for sustainability education to strengthen the promotion of Global Citizenship Education in schools

The MIUR Plan for sustainability education consists of 20 actions divided into 4 macro-areas.

In the following 4 tables, the left column shows what was defined by the MIUR for sustainability education, while the right column shows some examples of proposals in line with the Italian GCE strategy.

Macroarea 1
Building and Environment/ MIUR Facilities and Personnel

SUSTAINABILITY EDUCATION	GCE – PROPOSALS
Sustainable schools (learning environments set and assessed on the basis of criteria for environmental sustainability)	Sustainable and global schools: learning environments conducive to participatory methodologies. Public procurement based on ethical and sustainability criteria.
	Evaluation of institutions based on criteria of social sustainability, respect and promotion of human rights, and inclusion, including the intercultural dimension

Macroarea 2
Teaching and Teacher Training

SUSTAINABILITY EDUCATION	GCE – PROPOSALS
Teacher training (law 440), PON programming, Guidelines against gender stereotypes, Guidelines on environmental education and food etc.	Training in global citizenship education as a cross-cutting approach
Student councils	Councils that promote approaches coherent with GCE practices and capitalise on students' practices and the experience of Municipal Youth Councils
The 2030 Agenda in schools – creating a personalised agenda for each school	Including the specific dimensions and indicators of GCE
Teacher training and new recruits In-service teacher training (sustainability education within the PTOF), also through awareness campaigns	Integration of training courses starting from the opportunities offered by GCE, also in terms of international partnerships and projects
School-work alternation for energy efficiency	School-work alternation for GCE (integration, combating inequality, inclusion, cooperation...)

Macroarea 3

University and Research

SUSTAINABILITY EDUCATION	GCE – PROPOSALS
International mobility grants	Supporting opportunities for exchange and international experience for students as well as for pre-service and in-service training of teachers
Doctorates in sustainable development	Promotion of research proposals that are attentive and consistent with GCE topics. Activation of international partnerships with GCE research and training centres and, in particular, with the South of the world
Guidelines for orienting research funds towards sustainability	Integration of the Guidelines with specific guidelines on GCE topics

Macroarea 4

Information and Communication

SUSTAINABILITY EDUCATION	GCE – PROPOSALS
Green MIUR	Global MIUR: characterisation of MIUR identity by enhancing the aspects of planetary scope
Awareness campaign aimed at teachers	Encouraging reflection on approaches to teaching (contents and methodologies) with an intercultural and planetary dimension

The Italian Strategy for Global Citizenship Education is the result of the contribution by dozens of subjects at local, national, and international level who took part in the drafting and discussion of the text during 2017.

GCE is defined here as an educational process which leads people to engage to change the social, cultural, political, and economic structures that influence their lives, in favour of a sustainable, fair, and inclusive world.

This document identifies objectives, actors, methods, and operational and monitoring criteria to bring the Italian context closer to the achievement of goals agreed within the international community on these issues.