

## ANNEX 1 – GRID FOR T 1.1

**CITIZED – T 1.1**

**REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION’S POLICY  
IN THE FIELD OF CITIZENSHIP EDUCATION**

*(4-6 pages)*

**SECTION 1 – PARTNER INFORMATION**

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<b>Methodology used to conduct the research</b> <i>(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)</i>	This work was carried out through qualitative research methods. To conduct the research, researchers made use of both primary and secondary sources: <ul style="list-style-type: none"> <li>• Primary sources: to elaborate this work, the authors referred to law texts, radio interviews and official documents delivered by the Ministry of Education or other entities, such as the Higher Council of Public Education.</li> <li>• Secondary sources: newspapers articles and online articles were also referred to in conducting the research.</li> </ul>

**SECTION 2 – COUNTRY/ORGANISATION**

<b>Name of the country examined</b>	Italy
<b>General overview of the country/organisation policy development in the field of citizenship education</b>	As the Eurydice report states, ‘empirical research has shown that different European countries emphasise different aspects or types of citizenship through education’ (Eurydice, 2017, p. 20). In the Italian context, the debate concerning citizenship education has mainly focused on the teaching of civic education. The most recent policy development in the field of citizenship education in the Italian national context is represented by <b>Law No. 92 of 20<sup>th</sup> August 2019, entitled “Introduction of civic education teaching”</b> . The Law No. 92/2019 extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject. In the months following its approval, other documents were implemented: <b>(1) the Ministerial Decree n. 35/2020 (June) “Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019”</b> and its three annexes; <b>(2) the Protocol n. 19479/2020 (July) “National Teacher Training Plan”</b> . The last most recent policy development in this field is a drafted decree of the Ministry entitled <b>“School-territory collaborations for the implementation of extra-scholastic experiences of civic education”</b> , approved on 21st December 2020. This document will be further analysed at the end of this section. These documents together represent the newest Italian policy development on civic education teaching. In this framework, civic education teaching is intended as the teaching of the Italian Constitution, the European Union institutions, legality principles, digital and

active citizenship, environmental sustainability, topics surrounding health and wealth of the person (art. 1, 2, 92/2019). According to art. 1 of the Law, civic education is considered fundamental towards the formation of active and responsible citizens, as well as towards the promotion of a full and informed civic, cultural and social life of the communities. In other words, the law aims to sensitize and train students on the issue of citizenship both in the EU context and at the national level, focusing especially on those issues which are more significant for Italy.

To lead students to responsible citizenship, the law encourages collaboration between schools and families, and it includes the need for extracurricular activities such as volunteering and other initiatives that promote active citizenship.

### **Civic education teaching programme**

According to the Law, civic education teaching is shaped around three main thematic areas:

- 1) CONSTITUTION
- 2) SUSTAINABLE DEVELOPMENT
- 3) DIGITAL CITIZENSHIP EDUCATION

More specifically, the programme has to encompass the following topics:

1. Constitution, Italian Institutions, the European Union system, history of the Italian flag and of the Italian anthem;
2. The 2030 Agenda for sustainable development;
3. Digital citizenship education;
4. Fundamental rights, with a specific focus on labour law;
5. Environmental education, eco-sustainable development, and protection of environmental heritage, of identities, of productions and of territorial and agro-food excellence;
6. Legality education and fight against mafia organisations;
7. Cultural heritage education;
8. Basic education to civil protection.

In the Guidelines, more specific **learning objectives** are identified.

**For the first cycle**, the student must acquire knowledges and competences in the following fields: taking care of oneself, of the community, of the environment; awareness of principles of solidarity, equality and respect for diversity; understanding of the concepts of State, Region, Metropolitan City, Municipality and Municipalities; knowledge of the Italian Constitution and the International Charters, in particular of the Universal Declaration of Human Rights; the need of an equitable and sustainable development, respectful of the ecosystem; ability to recognise energy resources, recycling activity; ability to safely surf the net, recognise fake news and apply privacy rules.

**At the end of the second cycle**, students are required to know the constitutional and administrative organization of Italy, EU values and international legal systems; be aware of democratic values and rules; properly exercise participation methods; become aware of the situations and forms of youth and adult distress in contemporary society and behave in a way that promotes physical, psychological, moral and social well-being; respect the environment, take care of it, preserve it, improve it, assuming the principle of responsibility; be aware of eco-sustainable development and respect for nature; respect and enhance the cultural heritage and common public goods.

### **Structure of civic education teaching**

As stated by the Law, civic education teaching is compulsory for both the first and the second cycles of education<sup>1</sup>. Each course must include a mandatory minimum of **33 hours per year**. The legislation also granted an autonomy quota to schools to let them modify their regular curricula to achieve this new timetable.

- **First school cycle.** In the first school cycle civic education is considered a transversal subject: there is no coordinator for civic education and each teacher is required to teach civic education. At the end of each semester, the team class will meet to assess each student's work and commitment to the subject.
- **Second school cycle.** For the second school cycle, civic education teaching is assigned to teachers authorized to teach legal and economic disciplines. In case there are no teachers qualified to teach legal and economic disciplines within the class council, civic education teaching will be assigned jointly to several teachers, competent for the different learning objectives/outcomes shared in the planning stage by the respective class councils. In both cases, each class must have a coordinating teacher. Each student will have a final vote in civic education.

### **Teachers training**

The law also comprises teachers training provisions with the ***National Teacher Training Plan (Prot. n. 19479/2020)***, approved in July 2020. According to the Plan, “an adequate training of civic education teachers on the objectives, contents, methods, didactical practices [...] is necessary”.

As stated in the Plan, teachers training must be organised as follows: training modules are addressed to the teacher in charge of coordinating civic education teaching (the so-called “coordinator”) and include 10 hours of training. After the training, the coordinator will organise a 30-hour training for the other teachers in charge of teaching civic education. As a result, the training consists of 40 hours.

The training will cover the following topics:

1. The analysis of the three central concepts, their interconnectedness and transversality;
2. The inclusion of concrete examples of civic education teaching in accordance with the objectives of the guidelines provided by the law;
3. The proposal of assessment grids of students' competences as regards civic education learning
4. The implementation of efficient coordination between teachers in civic education teaching.

The law allocates €4 million per year for teachers training on civic education starting in 2020 (these funds are taken from the previous law “La Buona Scuola”). Each training would cost € 3200.

### **Governance of National Teacher Training Plan**

According to the Protocol, the governance of the Training Plan is structured as following:

1. **The technical-scientific Committee:** this Committee is in charge of supporting and accompanying the implementation of the Law through the dissemination of steering documents, specific in-person and on-line seminars.
2. **Research and Innovation Institute for the Italian School - Indire:** the institute supports the technical scientific Committee in the seminar organization activities and actions monitoring, collects the best territorial practices and creates a standardized document repository to be made available to each school.

<sup>1</sup> At the kindergarten level, activities aiming to sensitize children towards responsible citizenship are encouraged.

3. **The Regional School/Education Authority** : this authority is in charge of coordinating the actions at the regional level.
4. **“Coordinating schools” (Scuole-polo)**: each “coordinating school”<sup>2</sup> is in charge of managing the initiatives for the formation. In this regard, Coordinating schools have to collect the names of the referees for civic education teaching and they have to insert the training initiatives on the Ministerial website Sofia.istruzione.it. The Coordinating schools will also have to send to the regional School Authority the program of training initiatives, which could be monitored by the technical-scientific Committee.

#### **Other elements of the law**

The law also includes the establishment of Good Civic Education Practices archive, which would include the best experiences in the field of civic education for each degree of education. Experiences on civic education teaching will be collected at the following link: [https://www.istruzione.it/educazione\\_civica/esperienze.html](https://www.istruzione.it/educazione_civica/esperienze.html).

The law also established a biannual Ministerial report on the implementation of Law No. 92 to be submitted to the Parliament.

#### **Working Law proposal: School-territory collaborations for the implementation of extra-curricular experiences of civic education**

According to art. 8 of Law No. 92/2019, extra-curricular experiences must be included in the teaching of civic education. This can be promoted by agreements between Third Sector Bodies and school institutions. In order to organise these collaborations, the Ministry of Education proposed a draft of Decree which was evaluated in December by the Higher Council of Public Education. The Higher Council has positively evaluated this policy development since it would offer students the possibility to develop experience-based skills in accordance with the Guidelines. Nevertheless, the Council has also highlighted the necessity to clarify the relationship between extracurricular activities and the 33 hours of civic education curriculum. This law is currently being evaluated by the government.

<sup>2</sup> Schools belonging to the same area have identified a Scuola-polo in charge of Teachers Training. They oversee the planning and the organisation of training activities; guaranteeing the correct administrative and accounting management of training initiatives; interfacing with the Regional school Authority for monitoring and reporting activities.

### Longitudinal dimension of the policy

*(please specify whether and how citizenship education debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)*

Historically, the introduction of civic education teaching in schools goes back to the 50s thanks to the Minister of Education Aldo Moro. In 1990 the Italian Government removed the subject from the curricula. It was only in **2008** that the Minister of Education Mariastella Gelmini reintroduced it by promoting the programme “**Citizenship and Education**”, which, however, was not compulsory, and its teaching was discretionary to the teachers (Il sole 24 ORE, 2019a). Because of the discretionary feature of the “Citizenship and Education” programme, each school maintained a high degree of autonomy, which prevented the identification of generalised objectives and learning outcomes (Eurydice, 2017). It was in fact ‘up to schools to define specific objectives or learning outcomes for citizenship education’ (p. 58).

In **2015**, the so called “**La Buona Scuola**” reform, Law No. 107/2015, was approved. The Law, which was characterised by a “**whole-school approach**”, constituted a substantial reform of the national education system. Although the law did not mention civic education, it formally recognised the role of schools in citizenship education and in teaching social, civic and intercultural competences (knowledge and skills) for all education levels (Eurydice, 2017). Even in this law, schools maintained autonomy in the reaching of these learning outcomes (Ibidem). As stated in Eurydice report, ‘the whole-school approaches are encouraged through Law No. 107 of 13<sup>th</sup> July 2015, to promote a cohesive, collective and collaborative school model. Each school is free to establish cooperation with families, local communities and different stakeholders, including public authorities, businesses, NGOs and communities. The intention is to better target educational provision and services to local needs and circumstances, and to foster the active participation of students in society’ (p. 88).

In the following years (and even before), reforming civic education teaching has been one of the most recurrent discussion issues. Throughout the years, various law proposals were promoted, and the resulting **Law No. 92/2019** ended up being a compromise of a series of policy proposals and developments from all parties.

The first draft of the law was conceived by exponents of the **League party**. In December 2018, the Minister of Education Marco Bussetti, together with the Minister of the Interior Matteo Salvini and the Minister of the Family Lorenzo Fontana, proposed a law which would make civic education compulsory in every school. According to the proposal, civic education would be taught through a series of civic education projects in primary schools, while a more structured teaching would be promoted in secondary schools, with 33 hours of teaching per year. The subject would also be part of the final exam of both primary and secondary schools. In this first draft, the topics of civic education teaching were fighting against **bullying and cyberbullying, road safety education, environmental sustainability education, drugs and alcohol addiction** (la Repubblica, 2018). On the 2<sup>nd</sup> May 2019 the bill No. 682 on civic education teaching as a separate and compulsory subject was approved by the Chamber of Deputies. After that, the Parliament approved the final version of the text on 20<sup>th</sup> August 2019 and the law was officially published in the Official Journal as Law No. 92/2019 (Eurydice, 2017). The law was supposed to enter into force on 5<sup>th</sup> September. However, the **Higher Council of Public Education postponed the implementation of the law to the following year** since the school year had already started and there was not enough time to fully prepare programs and train teachers (Corriere della Sera, 2019a).

In these same days, there was a change of Government in Italy and also the Minister of Education changed. Mr. Lorenzo Fioramonti, from the Five Star Movement, became Minister of Education. Mr Fioramonti was strongly committed to include in civic education

	<p>curricula a strong <b>focus on environmental sustainability education</b>, which, in his idea, would have become the “feu rouge” of civic education teaching (la Repubblica, 2019). However, he did not manage to achieve this goal, since he resigned after only a few months, in December 2019, denouncing the <b>lack of funding</b> from the Government to the Italian Education system (Corriere della Sera, 2019b). After Fioramonti, Lucia Azzolina became the new Minister of Education who promoted the Guidelines mentioned before through Ministerial Decree in June 2020,</p>
<p><b>Dialectical dimension</b> (please specify any relevant debates concerning the development of citizenship education policy: public opinion’s reaction, debates in Parliament; reactions of local communities; etc...)</p>	<p>The Law No. 92/2019 and the following documents received many diverse reactions coming from different stakeholders of the Italian society, receiving both positive and negative feedback.</p> <p><b><u>Parliament and political parties</u></b></p> <p>The law proposal was appreciated by all parliamentary groups and it was approved with no votes against and 38 abstentions, from the centre-left party, the Democratic Party (PD). The party decided to abstain to denounce some issues concerning the law (Il Sole 24 ORE, 2019b; Senato.it, 2019):</p> <ol style="list-style-type: none"> <li>(1) <b>The lack of funding to teachers training:</b> According to the vice Minister of Education Anna Ascani (PD) although almost €4 million will be destined to teachers training, teachers are around 1 million and therefore only 1 euro per teacher is used to train them (Radio Radicale, 2019). On the PD website, the Education Officer of the Party Camilla Sgambato accused the Government of propaganda affirming that it is inconceivable to reform the educational sector without providing for funds (Partito Democratico website, 2019).</li> <li>(2) <b>The hour/session for teaching civic education per week will be taken away from other subjects hours/session,</b> which, according to Ms Simona Malpezzi (PD) will compromise the teaching of other subjects and will increase the workload of teachers (Il Sole 24 ORE, 2019b).</li> </ol> <p>One of the members of the left-party LeU, Laura Boldrini, although favourable to the law, denounced the lack of emotional education teaching, which would contribute to teaching gender theories, reduce violence against women and promote values of respect and self-awareness (camera.it, 2019).</p> <p>From the right side, the League Party (which promoted the law) and the FDI (“Brothers of Italy”) party expressed satisfaction for the approval of the law welcoming some of the newly introduced traditional elements, such as the teaching of the national anthem and of the national flag (Il Sole 24 ORE, 2019b).</p> <p><b><u>Trade associations</u></b></p> <p>Trade associations, teachers and head teachers’ associations played a role in the debate surrounding the teaching of civic education and, generally speaking, they expressed a number of criticisms.</p> <ul style="list-style-type: none"> <li>● <b>APIDGE</b> (the Professional Association of law and political economy teachers) showed concerns regarding the possibility that, in some cases, the teaching of civic education would be entrusted to teachers of other subjects, which may <b>lack the competence of teaching civic education</b> (Orizzonte scuola, 2019).</li> <li>● The <b>National Observatory on Internationalisation of schools and students mobility</b>, created by INTERCULTURA Foundation and supported by the Ministry of Education and the National Association of head teachers (ANP), published a <b>report</b> on a</li> </ul>

research on a sample number of head teachers on the new law on civic education. According to the report, 4 head teachers out of 5 favourably welcomed the new law, even though they highlighted some obstacles that teachers may encounter: among others, **the limited total amount of hours if compared to the education objectives, the lack of funding in relation to teachers' efforts, and the possible difficulty of coordination between teachers** (National Observatory, 2020; Tecnica della scuola, 2020).

- At the beginning of June 2020 **ANP** itself and other teachers' associations, such as **GILDA**, asked for a new referral of the law to the following school year (2021/2022) denouncing the lack of time to organise the new teaching, also in relation to the COVID-19 pandemic (ANP, 2020; Orizzonte scuola, 2020).
- The trade association **FLC CGIL** in July 2020 critically pointed out the lack of funding of the reform, which will negatively impact on the implementation of the reform. FLC CIGL also assessed the teachers training foreseen by the law negatively, defining it as inadequate in relation to teachers' formation. At the same time, these courses will only add workload to teachers without providing for financial resources (FLC CGIL, 2020).

#### **Other stakeholders**

- According to a Report published by **ASVIS** in 2020, the implementation of the Law No. 92/2019 may contribute to the achievement of **GOAL 16** of the Sustainable Development Goals. According to ASVIS, the three axes (Constitution, Sustainable Development and Digital Citizenship) on which the law is shaped may lead to an increased cultural awareness in young generations of values like legality and non-violence, respect for diversity and fight against discrimination, key aspects in building a peaceful, just and inclusive society (ASVIS, 2020).
- **WeWorld Onlus** and **MigratED** produced a **report** on how the concept of Global Citizenship Education is promoted in Italy. According to the report, the Law No. 92/2019 on **civic education represents a step forward in the inclusion of Global Citizenship Education** objectives in the Italian educational system. As they state, the transversal value of this newly structured civic education teaching covers several characteristics of Global Citizenship Education (GCED). However, the report also highlights the need for an **efficient coordination** among the subjects in which civic education is taught 'in order to avoid superficial and unproductive aggregations of theoretical contents and [instead] to develop processes of interconnection between disciplinary and extra-disciplinary knowledge, in coherence with the GCED approach' (WeWorld, 2020, p. 2).
- As regards the relation between GCED and the law on civic education teaching a well-known Italian community dealing with International cooperation, **info-cooperazione**, critically assessed the law (info-cooperazione, 2019). On the one hand, info-cooperazione highlighted how several topics included in the programme of **civic education teaching are also key issues in GCED**. This is the case for instance of development and environmental education, intercultural education, citizenship education. Similarly, GCED is also part of the 2030 AGENDA, which is one of the main topics of the teaching. On the other hand, info.cooperazione also says 'the path that led to the **reintegration of civic education does not seem to have interacted in any way with the world of Global Citizenship Education**'. In their opinion civic education teaching looks like a parallel path to the one that Italian associations and national institutions have brought forth in recent years and which has resulted in the **Italian**

	<p><b>Strategy for Education for Global Citizenship.</b> According to the article, ‘It would be a real shame if the institutions failed to exploit the experience, resources and know-how developed by all the actors involved starting from the ministries (Maeci/Aics and Miur) passing through local authorities, schools, universities and civil society’. Info-cooperazione also focuses on other critical points, which have already been mentioned by several stakeholders, like the lack of funding, making this law a “zero-cost law”: no additional staff or financial resources are expected for the teaching of civic education (info-cooperazione, 2019).</p> <p><b>Parents’ associations</b></p> <p>“Article 26” is an association composed by those parents who work, under the supervision of education specialists, in a growing number of cities in order to: 1) promote the educational role played by families and schools; 2) support parents and teachers within the educational tasks they have to perform; 3) work for the educational continuity between school and families. Article 26 asks for the setting up of a Commission composed by the parents’ associations representatives in order to draft the national guidelines on civic education with regard to the objectives, content and activities (Tecnica della scuola, 2019).</p> <p><b>Other criticisms:</b></p> <ol style="list-style-type: none"> <li>1. Different and contrasting opinions about the importance of some of the main topics (and the lack of others) that should be addressed during civic education classes (e.g., consumer education, road safety education, etc..)</li> <li>2. Lack of official common material (such as books): this situation was complicated by Covid- 19 because teachers were encouraged to reconfirm the same textbooks used during the 2019-2020 school year</li> </ol>
<p><b>Relevant actors involved in the policies field analysed</b></p> <p><i>(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)</i></p>	<p><u>Promoting and implementing actors:</u> Italian Ministry of Education, Italian Government</p> <p><u>Actors involved:</u> Head teachers Teachers Trade Associations Students of every grade Private stakeholders promoting teachers training courses Parents’ associations</p>
<p><b>Names/titles of relevant policies development within the country/organisation</b></p> <p><i>(please specify the level of implementation)</i></p>	<ol style="list-style-type: none"> <li>1. <b>Law No. 92/2019 “Introduction of civic education scholastic teaching”</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> <li>2. <b>Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> <li>3. <b>National Teacher Training Plan (Prot. n. 19479/2020)</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> </ol>

<p><b>KEY WORDS</b> <i>(please identify some key words that reflect the policies' topic area)</i></p>	<p>civic education; citizenship education, sustainable development education; digital citizenship education; peace education.</p>
<p><b>Suggestions for case studies</b> <i>(please list some case studies that you believe may be analysed in the next phases of the project)</i></p>	<p>1. Title: <b>National Teacher Training Plan (Prot. n. 19479/2020)</b> Keywords: civic education, citizenship education, sustainable development education From <a href="http://sofia.istruzione.it/">sofia.istruzione.it/</a>:</p> <ul style="list-style-type: none"> <li>● <b>Civicattiva:</b> Civic education at school. Stories, values and faces The course is addressed to civic education teachers and it is organised by Amnesty International, Cospe Onlus, Fondazione Lello e Lisli Basso, ReDu (Rete Educare ai Diritti Umani) e Robert F. Kennedy Human Rights Italia. The course is organised in 10 modules that encompass topics such as the Italian Constitution and international charters; the world of NGOs; civil protection tasks; United Nations 2030 Agenda; hate speech. The course lasted from November to December 2020. <a href="https://governance.pubblica.istruzione.it/PDGF/private/show_allegato/2/54526?token=">https://governance.pubblica.istruzione.it/PDGF/private/show_allegato/2/54526?token=</a></li> <li>● <b>Cultivating the common good:</b> the course was promoted by the National Network of Schools for Peace, the National Coordination of Local Bodies for Peace and Human Rights, the Human Rights Center "Antonio Papisca" and the Unesco Chair "Human Rights, Democracy and Peace" of the University of Padua, the Higher Education School "Educating to Encounter and Solidarity" of LUMSA in Rome and the Peace Table. It had three specific objectives: (1) to develop the ability of teachers and pupils / students of reading the present world; planning the future; understanding how to become tomorrow responsible and virtuous citizens. (2) to engage pupils / students in concrete activities with immediate and evident social utility (Peace march Assisi-Perugia); (3) to promote the construction of a new educational pact to face the new educational challenges of the next decade. The course lasted from April to June 2020. <a href="http://www.lamiascuolaperlapace.it/wp-content/uploads/2020/04/Programma-Corso-Coltivare-il-Bene-Comune-online.pdf">http://www.lamiascuolaperlapace.it/wp-content/uploads/2020/04/Programma-Corso-Coltivare-il-Bene-Comune-online.pdf</a></li> </ul> <p>2. Title: <b>Scuola2030 project.</b> The Scuola2030 project was born within the memorandum of understanding between <b>MIUR-ASviS</b> (n. 3397 of 6/12/2016) aimed at "promoting the spread of the culture of sustainability" in schools so that they could become bearers of this request too and, in close contact with the territory, actively act to pursue the development goals by 2030 as indicated in the 2030 Agenda. Among the various objectives, the MIUR-ASviS protocol provides "that the interventions are aimed in particular at identifying training courses for teachers, also through the use of new technologies including a free e-learning training course for teachers". <a href="https://scuola2030.indire.it/">https://scuola2030.indire.it/</a> Keywords: sustainable development education</p> <p>3. Title: <b>Workshops at Scuola di Pace di Monte Sole.</b> Teachers training and workshops offered by Scuola di Pace di Monte Sole on history and memories, the (Italian)</p>

	<p>constitution, citizenship, human rights, the emotional and social growth of young people.  <a href="https://www.montesole.org/en/education/adults/#toggle-id-1">https://www.montesole.org/en/education/adults/#toggle-id-1</a>  Keywords: peace education, human rights education, historical memory</p> <p>4. Title: <b>Sustainability and Environment with civic education teaching</b>. Training cycle organized by ANP and DIRSCUOLA SOC. COOP. to R.L. in collaboration with ENI.  Keywords: climate change; the waste cycle; the remediation of contaminated sites; energy efficiency.  <a href="https://www.anp.it/2019/12/24/il-futuro-non-aspetta-la-formazione-eni-anp/">https://www.anp.it/2019/12/24/il-futuro-non-aspetta-la-formazione-eni-anp/</a></p> <p>5. <b>Various online courses on civic education offered by private training bodies:</b></p> <ul style="list-style-type: none"> <li>● Title: Teaching civic education - DeA Scuola  <a href="https://formazione.deascuola.it/educazione-civica/">https://formazione.deascuola.it/educazione-civica/</a></li> <li>● Title: The new civic education  <a href="https://corsi.tecnicadellascuola.it/corsi/corsi-svolti/educazione-civica-2/">https://corsi.tecnicadellascuola.it/corsi/corsi-svolti/educazione-civica-2/</a></li> <li>● Title: Civic education: proposals of formation for all scholastic years  <a href="https://it.pearson.com/educazione-civica/formazione.html">https://it.pearson.com/educazione-civica/formazione.html</a></li> </ul> <p>6. <b>From UPPER:</b></p> <ul style="list-style-type: none"> <li>● Global Schools: EYD 2015 to embed Global Learning in primary education.  <a href="http://eiplab.eu/wp-content/uploads/2019/07/Global-Schools-EYD-2015-to-embed-Global-Learning-in-primary-education.pdf">http://eiplab.eu/wp-content/uploads/2019/07/Global-Schools-EYD-2015-to-embed-Global-Learning-in-primary-education.pdf</a></li> <li>● Guidelines for education for peace and “glocal” citizenship  <a href="http://eiplab.eu/wp-content/uploads/2019/07/Guidelines-for-education-for-peace-and-%E2%80%9Cglocal%E2%80%9D-citizenship.pdf">http://eiplab.eu/wp-content/uploads/2019/07/Guidelines-for-education-for-peace-and-%E2%80%9Cglocal%E2%80%9D-citizenship.pdf</a></li> </ul> <p>7. <b>Courses from civil society organisations:</b></p> <ul style="list-style-type: none"> <li>● Title: Online Training Course for the teaching of Civic Education and Education for Digital Citizenship - OXFAM  <a href="http://edu.oxfam.it/en/project/formazione-docenti-educazione-alla-cittadinanza-globale">http://edu.oxfam.it/en/project/formazione-docenti-educazione-alla-cittadinanza-globale</a></li> <li>● Title: Educating for citizenship through cultural heritage - ISMU  <a href="https://www.ismu.org/corso-di-formazione-per-docenti-educare-alla-cittadinanza-attraverso-il-patrimonio-culturale/">https://www.ismu.org/corso-di-formazione-per-docenti-educare-alla-cittadinanza-attraverso-il-patrimonio-culturale/</a></li> <li>● Title: Global Citizenship Education against inequalities - Peacelink  <a href="https://www.peacelink.it/cittadinanza/a/47888.html">https://www.peacelink.it/cittadinanza/a/47888.html</a>  <a href="https://www.istituto-oikos.org/notizie/corso-annuale-gratuito-docenti-educazione-contro-le-disuguaglianze">https://www.istituto-oikos.org/notizie/corso-annuale-gratuito-docenti-educazione-contro-le-disuguaglianze</a></li> </ul>
<p><b>Expected degree of difficulty in analysing each case study</b> (please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc...)</p>	<p>Case study 1: <b>National Teacher Training Plan (Prot. n. 19479/2020)</b>  <input type="checkbox"/> high <input type="checkbox"/> <b>average</b> <input type="checkbox"/> low  <i>Why?</i> Many of these activities have just begun and therefore it may be difficult to collect assessment and impact data.</p> <p>Case study 2: <b>Scuola2030 project</b>  <input type="checkbox"/> high <input type="checkbox"/> <b>average</b> <input type="checkbox"/> low  <i>Why?</i> Given the high quantity of projects and activities promoted within this project it may be difficult to identify targets and assess the impact.</p> <p>Case study 3: <b>Workshops at Scuola di Pace di Monte Sole</b></p>

	<input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low <i>Why?</i> Monte Sole has a long tradition of courses on peace education and educational activities for adults and teachers and therefore it may be not too difficult to collect data and assess the impact.
<b>Any other relevant comments/details or information</b>	
<b>References</b> <i>(if available, list the references used to conduct the analysis)</i>	<p>ANP (2020) 'Il Ministero ha illustrato la OM sulla sessione straordinaria e le linee guida sull'educazione civica   ANP'. Available at: <a href="https://www.anp.it/2020/06/15/il-ministero-ha-illustrato-la-om-sulla-sessione-straordinaria-e-le-linee-guida-sulleducazione-civica/">https://www.anp.it/2020/06/15/il-ministero-ha-illustrato-la-om-sulla-sessione-straordinaria-e-le-linee-guida-sulleducazione-civica/</a> (Accessed: 13 January 2021).</p> <p>ASVIS (2020) <i>Global Citizenship Education: we need a subject to coordinate actions</i>, <i>asvis.it</i>. Available at: <a href="http://www.asvis.it">http://www.asvis.it</a> (Accessed: 12 January 2021).</p> <p>Camera.it (no date) <i>XVIII Legislatura - Lavori - Resoconti Assemblea - Dettaglio sedute</i>. Available at: <a href="https://www.camera.it/leg18/410?idSeduta=0169&amp;tipo=stenografico#sed0169.stenografico.tit00050">https://www.camera.it/leg18/410?idSeduta=0169&amp;tipo=stenografico#sed0169.stenografico.tit00050</a> (Accessed: 19 January 2021).</p> <p>Corriere della Sera (2019a) <i>Fioramonti rinvia di un anno l'educazione civica a scuola</i>, <i>Corriere della Sera</i>. Available at: <a href="https://www.corriere.it/scuola/secondaria/19_settembre_11/educazione-civica-bocciata-prima-grana-fioramonti-af60ff8c-d4a3-11e9-8dcf-5bb1c565a76e.shtml">https://www.corriere.it/scuola/secondaria/19_settembre_11/educazione-civica-bocciata-prima-grana-fioramonti-af60ff8c-d4a3-11e9-8dcf-5bb1c565a76e.shtml</a> (Accessed: 12 January 2021).</p> <p>Corriere della Sera (2019b) <i>Dimissioni Fioramonti, l'ex ministro: «Ecco perché ho preso questa decisione»</i>, <i>Corriere della Sera</i>. Available at: <a href="https://www.corriere.it/politica/19_dicembre_26/dimissioni-fioramonti-parla-ministro-uscente-ecco-perche-ho-preso-questa-decisione-fe841116-27c4-11ea-9faa-6371a8e969d6.shtml">https://www.corriere.it/politica/19_dicembre_26/dimissioni-fioramonti-parla-ministro-uscente-ecco-perche-ho-preso-questa-decisione-fe841116-27c4-11ea-9faa-6371a8e969d6.shtml</a> (Accessed: 12 January 2021).</p> <p>Eurydice - European Commission (2017) <i>National Reforms in School Education</i>, <i>Eurydice - European Commission</i>. Available at: <a href="https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-33_en">https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-33_en</a> (Accessed: 12 January 2021).</p> <p>FLC CGIL (2019) <i>L'insegnamento dell'educazione civica a scuola è legge</i>. Available at: <a href="http://www.flcgil.it/scuola/insegnamento-educazione-civica-scuola-legge.flc">http://www.flcgil.it/scuola/insegnamento-educazione-civica-scuola-legge.flc</a> (Accessed: 19 January 2021).</p> <p>Il Sole 24 ORE (2019a) <i>L'educazione civica a scuola è salva: pubblicato in extremis il decreto</i>, <i>Il Sole 24 ORE</i>. Available at: <a href="https://www.ilssole24ore.com/art/l-educazione-civica-scuola-e-salva-pubblicato-extremis-decreto-ACHFcif">https://www.ilssole24ore.com/art/l-educazione-civica-scuola-e-salva-pubblicato-extremis-decreto-ACHFcif</a> (Accessed: 12 January 2021).</p> <p>Il Sole 24 ORE (2019b) <i>Scuola, da settembre 33 ore di educazione civica e voto in pagella</i>, <i>Il Sole 24 ORE</i>. Available at: <a href="https://www.ilssole24ore.com/art/scuola-settembre-33-ore-educazione-civica-e-voto-pagella-ACMdbgc">https://www.ilssole24ore.com/art/scuola-settembre-33-ore-educazione-civica-e-voto-pagella-ACMdbgc</a> (Accessed: 12 January 2021).</p> <p>info-cooperazione (2019) 'Educazione Civica ed Educazione alla Cittadinanza Globale, due percorsi paralleli? – Info cooperazione'. Available at: <a href="https://www.info-">https://www.info-</a></p>

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#### OTHER DETAILS

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<p><b>Challenges faced in conducting the analysis</b> (if any)</p>	<p>/</p>