

Italy - Civic Education Discipline and ReGeneration School Plan

Title of inspiring practice	Civic Education Discipline and ReGeneration School Plan (" <i>Disciplina dell'Educazione Civica e Piano Re-Generazione Scuola</i> ")
Geographical area	The practice has been implemented at national level, in the whole country.
Period of implementation	The practice was implemented by the Ministry of Education (now Ministry of Education and Merit) in September 2020, after the approval in 2019 by the Italian Parliament of the law reintroducing the discipline of civic education throughout the Italian education system.
Rationale	<p>The law which reintroduced the discipline of civic education is a virtuous example of how to give support to the ecological and digital transition while fostering active citizenship.</p> <p>The practice is in line with the vision that, to have responsible and active citizens, we should foster in new generations not only awareness on civic and human rights but also on sustainable economic models, relying on new digital technologies.</p>
Scope of the practice	Italian national system of education
Educational level	This national system measure has introduced the new discipline at all levels of the educational offer. Civic Education is a compulsory discipline with a separate assessment. Environmental themes are included in the curricula of all levels of schools, included in the field of adult education (specifically in the pathways offered by Provincial Centres for Adult Education) and with an introduction in Early Childhood Education and Care.
Introduction and context	<p>Environmental and sustainable education has been introduced as part of the Civic Education Discipline, according to the Law on Civic Education of 20 August 2019 n. 92, and in relation to the Decree-Law 14 October 2019 n. 111 which is the basis for the country's achievement of SDGs and for the inclusion of climate action in schools and other education settings. The introduction of the environmental and sustainable education started in the school year 2020/2021 and has been included in the curricula at all levels of education.</p> <p>In 2021, the Ministry of Education has launched the ReGeneration School Plan, a mainstreaming action concerning the extracurricular offer which fosters the ecological and cultural transition of schools as part of the implementation of the United Nations 2030 Agenda.</p> <p>The Italian strategy is the result of a long political process and engagement, preceding the European Green Deal, and a whole-of-government cooperation, particularly between the Ministry of Education and the Ministry of Environment, and the involvement of all the main stakeholders, such as public research institutions, national parks, municipalities, non-governmental organisations and the civil society.</p> <p>A Ministerial Decree, n. 9 of 2021, has been issued in 2021 to regulate collaborations with the voluntary sector and the third sector for the activation of projects related to civic education.</p> <p>According to Art. 8 of Law 92/2019, municipalities may promote further initiatives in cooperation with schools, in particular on the functioning of local administrations and their bodies, the historical knowledge of the territory and the permanent use of green spaces and cultural spaces.</p> <p>Among the most important experience with the third sector, there is the collaboration between the Ministry of Education and Merit and the Ministry of Environment and Energy Security with ASVIS, the association that each year publishes a report and organises an event on the implementation of SDGs in the country.</p> <p>The introduction of the discipline of civic education and the implementation of the ReGeneration School Plan have endorsed the same approach of UN SDGs aiming at social, economic and environmental sustainability and, more specifically, the provisions of SDG 4 and its reference to the implementation of a national education</p>

	<p>measure, which also implies a review of curricula and is based on an innovative teaching approach and innovative teachers' training.</p> <p>The Law 92/2019 on civic education provides an allocation of EUR 4 million per year to the Ministry of Education and Merit for specific teachers' training initiatives on civic education, more or less 10% of the general allocation for teachers' training.</p> <p>As for the ReGeneration School Plan, the Ministry has made available part of the NOP for School funds for the establishment of green, sustainable and innovative Labs for TVET schools (100 million euro). It also made available part of the ordinary funds for the enrichment and expansion of the educational offer for the implementation of green projects (EUR 62 million).</p>
<p>Key activities and outcomes</p>	<p>In line with the Guidelines on Civic Education Discipline, published in 2020, the new discipline is based on three pillars: Citizenship and Constitution, Digital Citizenship and Sustainable Development. The last pillar includes the development of knowledge, skills and competences connected to the 2030 Agenda and the relative SDGs.</p> <p>At first cycle level (primary and low secondary schools), the expected competences include: the concepts of taking care of oneself, of the community and the environment; fair and sustainable development, respecting the ecosystem, as well as fostering a conscious use of environmental resources; the promotion of respect for others, the environment and nature and the recognition of the effects of degradation and neglect; the promotion of a critical and rational attitude in the use of energy sources and in developing its recycling activity of waste.</p> <p>At upper secondary school level, the expected competences include: the ability to respect, care for, preserve, improve the environment, assuming the principle of responsibility; the ability to participate to the public life, as active citizens, according to the SDG of the 2030 Agenda; the ability to work towards sustainable development.</p> <p>Civic Education is a compulsory discipline with a separate specific assessment and the environmental themes are included in the curricula of all levels of schools. The pedagogical approach is centred on students' characteristics such as age and learning needs. The cross-curricular approach of Civic Education allows to address the issues of sustainable education from the perspective of different disciplines (science, technology, mathematics but also language, history, geography etc.) which contribute to educate responsible citizens, aware and actively involved in social, economic and civil life and who care about the environment, sustainable resources, health, well-being and safety of themselves and other people.</p> <p>The Ministry of Education and Merit has developed the National Plan Ri-Generazione Scuola for an ecological and cultural transition in order to ensure a systemic coherence among different educational activities; enhance schools' best practices, experiences and projects, provide educational tools to schools about green transition; implement and monitor civic education activities; implement specific teachers' training programmes; develop educational relationships with recognised stakeholders, such as the public research.</p> <p>The design of the national plan took place together with many governmental agencies, including public research institutes dealing with environmental issues. The Plan is organised in four pillars: the regeneration of knowledge, behaviour, infrastructure and opportunities. The regeneration of opportunities pillar promotes the connection with the upper secondary school pathways and those of the ITS Academies for the development of the skills for the green transition.</p> <p>In the first year of application of Law 92/2019 (school year 2020/2021), a training action was launched for teachers in schools of all levels with a fund of EUR 4 million .¹</p> <p>The funds of EUR 4 million have been allocated to each local training centres. The training modules were organised by the civic education coordinators for each school. Each training module, of at least 40 hours, was divided into at least 10 hours of lessons (also through online platforms, favouring laboratory activities and expert interventions) aimed at the contact persons for civic education, who then had to undertake to carry out functions of mentoring, training and support to the colleagues of the school institutions to which they belonged, for an additional 30 hours.</p> <p>Regarding the good practices and outcomes of the first two years of application, it should be noted that the school year 2020/2021 has suffered greatly from the pandemic period and distance learning. So, there has been no qualitative monitoring of the effectiveness of teaching civic education, also because the schools were just</p>

	starting the activities of building their own curriculum of civic education. Moreover, educational institutions are autonomous in the organisation of the school curriculum within the framework of their own educational offer plan, included the discipline of civic education.
Contacts and sources	Website: https://www.istruzione.it/ri-generazione-scuola/index.html
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