



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Italian strategy for Education for Sustainable Development

2. Country or countries where the practice is implemented \*

Italy

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

Italian Ministry of Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

- Environment
- Biodiversity
- Sustainable Development
- Ecological Transition
- Skills for the Future
- Inclusion
- Wellbeing

6. What makes it a best practice? \*

This intervention may be considered a “best practice” because Italy, in order to foster social, economic and environmental sustainability and, more specifically, Climate and Sustainable Development Education, has not only adopted a new legislative framework, but has also financed specific supporting measures, such as: the experimentation of a new compulsory discipline; the implementation of an innovative teaching approach and innovative teachers’ training; the launch of a specific support Plan called Schools’ Re-Generation, to help schools in implementing education for sustainable development.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The Italian policy in the field of Education for Sustainable Development includes the introduction of environmental and sustainable development themes as part of the Civic Education Discipline in the curriculum of primary and secondary education, in accordance with the recent Law on Civic Education of 20 August 2019 n. 92, and the launch of a national plan for the ecological and cultural transition of schools, called "School ReGeneration Plan", aimed at systematizing all the extracurricular activities already implemented in favour of sustainability and the fight against climate change. The main goal is to ensure, through a mainstreaming action, the relevance of the theme of sustainability throughout the education system.

This is in line with the recent amendments of the articles 9 and 41 of the Italian Constitution, which have recognized as primary value the protection of the environment and biodiversity, considered at the same level of public health, providing the coordination of public and private activities also for environmental purposes.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The implementation of Civic Education discipline, launched in September 2020, has endorsed the same approach of UN SDGs, aiming at social, economic and environmental sustainability and, more specifically, to the implementation of a national education measure that implies a review of curricula and is based on an innovative teaching approach and innovative teachers' training. Civic Education is a compulsory discipline with a specific assessment and the environmental themes are included in the curricula of all levels of schools, included in the field of adult education (CPIA) and an introduction in Early Childhood Education and Care. The cross-curricular approach of the discipline allows addressing 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, wellbeing and safety of themselves and other people. The pedagogical approach is centered on students' characteristics such as age and learning needs. In the case of children, it is important to keep the emotional impact high, to ensure the strength of the message. When the age allows a more technical approach, the focus is shifted towards the development of skills and competences allowing responsible prevention.

A specific focus has been given on teachers' training as a way to supporting schools. The training of school staff regards objectives, contents, methods, teaching practices about the macro-areas of civic education, included sustainable education. A National technical scientific Committee and INDIRE (the National Institute of research and documentation) support schools Networks with webinars, monitoring and with the establishment of a repository, collecting the schools' best practices. Schools are asked to experiment educational pathways for their students, providing concrete examples of curriculum development, identifying specific curricular learning objectives and examples of evaluation tools, in line with the indications in the Guidelines. In 2023, at the end of the period of experimentation, the Ministry of Education will establish the national curriculum for civic education, including global and sustainable citizenship.

Timing: Ongoing

The comprehensive strategy is the outcome of an intersectoral collaboration, in particular between the Ministry of Education and the Ministry of Ecological Transition. Moreover, it involves a strong partnership with national authorities and bodies, such as the Carabinieri Corps, and the third sector. Among the most important experiences there is the collaboration with ASVIS, the association that each year publishes a report and organizes an event on the implementation of Sustainable Development Goals in our country.

Resources:

The policy is implemented through multiple funds resources from the National Budget, the European Structural Funds and the funds of the National Recovery and Resilience Plan, amounting all together to more than 2 billion euro, financing not only school activities, also in collaboration with the third sector, and teachers' training but above all the establishment of innovative learning environment for education on sustainable development and green transition, the creation of new school canteens and providing organic food, the organization of home-

school mobility, the building of innovative and more sustainable schools, the energy upgrading of schools and public sports facilities.

#### 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

At first cycle level (primary and low secondary schools) the expected competences concerning sustainability of Civic Education, which is a compulsory and assessed discipline, include: the concepts of taking care of oneself, of the community and the environment; fair and sustainable development, respecting the ecosystem, as well as 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. At upper secondary school level the expected competences include: being able of respecting the environment, caring for it, preserving it, improving it, assuming the principle of individual responsibility; being able of participating to the public life, as active citizens, according to the Sustainable Development Goal of the 2030 Agenda; being able of working towards sustainable development.

As for initial and Higher VET, the policy implementation aims at developing, through education and training, new professional figures in the field of sustainability. At initial VET level, for instance the focus is on training new professional figures pertaining to water management and environmental remediation or for achieving a sustainable fishing industry. At tertiary VET level, there are two technological areas of Higher Technical Education (ITS- Istituti Tecnici Superiori) which offer highly specialized pathways for new high tech professional figures in the field of green economy: one with a specific focus on environment and sustainable energy and a second one on sustainable mobility (including mobility of people and goods, info-mobility and logistic infrastructures).

At the moment, the Ministry of Education has not developed indicators to measure the degree of implementation of the new discipline of Civic Education. However, Law 92/2019 on Civic Education provides, in Article 11, that the Minister of Education presents a report to Parliament on the state of implementation of the Law every two years.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The key triggers for transformation have been: the adoption of a new legislative framework, which includes the Law on Civic Education of 2019 and the Law to Protect the Seas of 2022, not to mention the amendment to the Constitution; the promotion of in-service training of teachers and territorial pedagogical coordination; the intersectoral collaboration between the Ministry of Education and the Ministry of Ecological Transition, supported by the Presidency of the Council of Ministers, and the partnership with national authorities and bodies and the third sector.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

This intervention may be considered a “best practice” because Italy, in order to foster social, economic and environmental sustainability and, more specifically, Climate and Sustainable Development Education, has not only adopted a new legislative framework, but has also financed specific supporting measures, such as: the experimentation of a new compulsory discipline; the implementation of an innovative teaching approach and innovative teachers’ training; the launch of a specific support Plan called Schools’ Re-Generation, to help schools in implementing education for sustainable development.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://www.istruzione.it/ri-generazione-scuola/index.html>