National Action Plan

Global Citizenship Education

NAP – GCE

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ACRONYMS USED IN THE TEXT

AICS
Italian Agency for Development Cooperation

ANCI
National Association of Italian Municipalities

ANG
National Youth Agency

AOI
Association of Italian NGOs

ASVIS
Italian Alliance for Sustainable Development

CICS
Interministerial Committee for Development Cooperation

CIPE
Interministerial Committee for Economic Planning

CRUI
Conference of Italian Rectors and Universities

DEAR
Development Education and Awareness-Raising

GCE
Global Citizenship Education

EERA
European Educational Research Association

ESD
Education for Sustainable Development

INFEAS
Information, Training and Education on Environment and Sustainability

ISTAT
Italian National Institute of Statistics

MAECI
Ministry of Foreign Affairs and International Cooperation

MI
Ministry of Education

MITE
Ministry of Ecological Transition (now MASE)

MUR
Ministry of Universities and Research (now MU, MUR)

CSO
Civil society organisation

PTOF
Three-Year Educational Offer Plan

SDGs
Sustainable Development Goals

RUS
Network of Universities for Sustainable Development

UNESCO
United Nations Educational, Scientific and Cultural Organisation

UNESCO-APCIEU
United Nations Educational, Scientific and Cultural Organisation Asia-Pacific Centre of Education for International Understanding

1. REFERENCE FRAMEWORK

This Action Plan translates into operational terms the goals of the National Strategy for Global Citizenship Education formally approved by the Interministerial Committee for Development Cooperation (CICS) on 11 June 2020.

> *The Plan, which originated from the National Multi-Stakeholder Round Table, is intended as a tool for coordinating, guiding and monitoring the strategies of national, regional, autonomous provincial and local authorities on GCE and their public policies, in cooperation with all stakeholders in Italy.*

A number of key elements and concepts have emerged from the latest international positions on global citizenship education and sustainable development, reported and compiled by APCIEU, UNESCO's international clearing house for global citizenship education. These are also highlighted by the Council of Europe, in particular through its Education for Democratic Citizenship and Human Rights Education (EDC/HRE) programme, which offers a Reference Framework of Competences for Democratic Culture, and the Global Education initiatives of the North-South Centre.

Historically, the idea of global citizenship education stems from the values and methodologies underlying three different frameworks: civic education, human rights and gender equality, environmental education and education for sustainable development. In this sense, global citizenship education is a comprehensive and integrative concept that has been developed over time based on a series of key words: interconnectedness, solidarity, active and responsible citizenship, shared responsibility, common vision, and respect for human rights.

These same principles are also very well represented in Agenda 2030 and the interrelationship between its 17 Goals and related targets. Indeed, in order to understand and address the complexity of global challenges, a multidimensional educational approach is needed, based on connections and cross-fertilisation, on inter- and transdisciplinarity, and on the enhancement of singularities and diversity. The National Strategy for Sustainable Development, adopted by CIPE in 2017 as an instrument for implementing Agenda 2030 at national level, includes education among the drivers of sustainability, which represent the fundamental levers for initiating, guiding, managing and monitoring the integration of sustainability into national policies, plans and projects. It is necessary to overcome educational fragmentation and create the conditions for the principles and values of GCE, as set out in national strategic documents, to be put into practice and given concrete space for implementation, so that they do not remain mere ideas, but are translated into meaningful actions and changes capable of having an impact on a national and local scale.

International and national educational agencies are also called upon to contribute to this objective, as are those that promote and carry out research as active players in shaping the growing internationalisation of education, seen as a response to globalisation and the high values of citizenship.

> *The National Action Plan is the reference point for regional and local plans. It requires coordinated financial commitment consistent with the implementation methods and provides a flexible but clear structure for the participatory process, allowing for ownership and commitment on the part of the various stakeholders.*

Created through the participation and intent of the public and private social sectors, the National Plan is structured using an interdisciplinary model, reflecting the systemic approach that links social, cultural, economic, technological, environmental and political aspects, and pushes towards a critical examination of social norms and moral values, going beyond the episodic and project-based nature of previous initiatives.

This National Action Plan for GCE will launch a shared process to define a system of indicators for monitoring and evaluating interventions.

2. THEMATIC AREAS

UNESCO (2019) links global citizenship education (GCE) to education for sustainable development (ESD) in terms of monitoring educational policies and practices. In this context, UNESCO defines global citizenship education (GCE) as action aimed at promoting respect for all, a sense of belonging to a common humanity, and attitudes and behaviour of responsibility and active citizenship. In this sense, GCE aims to empower learners to take active roles in addressing global challenges by proactively contributing to making the planet more peaceful, tolerant, inclusive and secure. Closely linked to GCE, education for sustainable development (ESD) operates in a complementary manner and in accordance with Agenda 2030, and aims to empower learners to make informed decisions and take responsible actions to promote environmental integrity, viable economies and a fair and inclusive society for present and future generations, with respect for gender equality, equal opportunities and cultural diversity.

GCE and ESD should be consolidated through lifelong learning processes, and are an integral part of quality education, including digital citizenship.

GCE and ESD cover some areas already addressed by formal education – in particular civic education, but also through trans- and interdisciplinary approaches – and non-formal education:

- Human Rights
- Interculture
- Understanding and International Cooperation
- Peace
- Sustainability*

In operational terms, Agenda 2030 also supports knowledge, attitudes and behaviours that promote the Sustainable Development Goals in the field of education. In particular, this involves developing educational pathways that address:

- Principles of social justice, international solidarity and sustainable development.
- Actions to protect the environment, combat climate change and mitigate human impact.
- Policies to counteract hatred, intolerance and discrimination by valuing diversity and promoting cultural, social and economic interaction.

The key elements of Agenda 2030 are the 17 Sustainable Development Goals (SDGs) and the 169 sub-goals associated with them, which are grouped into five fundamental principles: people, planet, prosperity, peace and partnership (the 5 Ps).

By activating partnerships, Agenda 2030 aims to ensure the well-being of all people, economic development and environmental protection, addressing issues such as peace, the rule of law and policy coherence, which are essential for promoting sustainable development.

*For more detailed categories see Table 1

TABLE 1

	CATEGORY	SUB-CATEGORY
GLOBAL CITIZENSHIP EDUCATION (GCE)	Interconnectedness and Global Citizenship	Globalisation Global/international citizen(ship), global culture/ identity/community Global-local thinking, local-global, think global act local, glocal Multicultural(ism)/intercultural(ism) Migration, immigration, mobility, movement of people Global competition/globally competitive/international competitiveness Global inequalities/disparities
	Gender Equality	Gender equality/equally/parity Empower(ment of) women/girls (female empowerment, encouraging female participation)
	Peace, Non-violence and Human Security	Peace, peace-building Awareness of forms of abuse/harassment/violence/school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment
	Human Rights	Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights) Freedom (of expression, of speech, of press, of association/organisation), civil liberties Social justice Democracy/democratic rule, democratic values/ Principles
EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)	Health and Well-being	Physical health/activity/fitness Mental, emotional health, psychological health Healthy lifestyle (nutrition, diet, cleanliness, hygiene, sanitation, clean water, staying healthy) Awareness of addictions (smoking, drugs, alcohol) Sexual and/or reproductive health
	Sustainable Development	Economic sustainability, sustainable growth, sustainable production/consumption, green economy Social sustainability/environmentally sustainability Environmental sustainability/environmentally Sustainable Climate change (global warming, carbon emissions/ footprint)
	Enviromental Science (geoscience)	Physical systems Living systems Earth and space systems

3. Pathways
(Formal and non-formal education, information and awareness-raising)

As indicated in the GCE Strategy, global citizenship education, as a lifelong learning process, '... is called upon to act in all social contexts and is aimed at all citizens'.

GCE, therefore, offers formal education, non-formal education and information and awareness-raising programmes. The training process represented by GCE is based on aspects related to critical understanding (cognitive), sense of belonging (socio-emotional) and action for change (behavioural) and involves all the thematic areas referred to in Section 2.

For each pathway, objectives are set out, along with the actions through which they are to be achieved, the actors involved and the tools (calls for proposals, agreements, etc.) and implementation and integration mechanisms.

3.1 Formal education

Formal education represents the institutional pathway that involves schools of all levels, universities, and higher education institutions in technical and professional fields.

The objectives to be achieved

- Promoting high-quality, inclusive education, with relevant process indicators, in order to train individuals and groups to act consciously in society to bring about the necessary change.
- Integrating, systematising and enhancing GCE in school curricula and civic education, supporting and promoting the independent planning of educational programmes by educational institutions.
- Examples of actions:
- Implementing training courses for all teachers to develop skills related to the use of specific GCE methodologies, enabling them to understand, assimilate and focus on the interconnections between the sustainable development goals.
- Strengthening and promoting integrated educational programmes based on an interdisciplinary and skills-based approach, supported by partnerships with local stakeholders (institutions, universities, private social entities, etc.), which uses innovative methods and interactive and inclusive strategies to encourage experimentation, cooperative work and active participation through active learning methods.
- Strengthening vocational training activities, geared towards the development of new professional profiles to promote the values of GCE and sustainability in business and entrepreneurship.
- Promoting exchange and comparison experiences across different national and international contexts, in order to build an educational community that values diversity and intercultural synergy.
- Strengthening the role of universities and research bodies, both in training – including through ad hoc degree courses, master's degrees, etc. – and in specific research, study and evaluation activities.
- Promoting the involvement and coordination of institutional and non-institutional stakeholders at different levels to build an educational community capable of bridging the educational gap for inclusive education in which no one is left behind.

Actors involved:

Central institutions, regions and autonomous provinces, local authorities, teachers, students, school staff, school leaders, families, civil society, etc.

Implementation/integration tools and mechanisms:

- National GCE Strategy;
- National Strategy for Sustainable Development;
- Local GCE plans;
- National and regional calls for proposals, and calls at European level;
- Regional Strategies for Sustainable Development and Metropolitan Agendas for Sustainable Development;
- Cooperation agreements with museums, theatres and other stakeholders;
- Guidelines for teaching civic education;
- MIUR Plan for Education for Sustainability;
- School Regeneration Plan;
- Community education agreements that enable schools and other public and private entities to work together to 'open schools to the local community';
- School network agreements;
- PTOF – three-year plans covering the educational offering of schools and the integration of extracurricular experiences.

3.2 Non-formal education

Non-formal education is a form of education that takes place outside the formal system (school, university, etc.) and accompanies individuals throughout their lives (lifelong learning). Continuity and integration between formal and non-formal education pathways are fundamental.

The objectives to be achieved

- Promoting a change of perception and behaviour through lifelong learning, participation and forms of active citizenship that foster the dissemination of the values of GCE.

Examples of actions

- Training activities on the GCE Strategy and on global citizenship and sustainable development education initiatives implemented as part of the process to disseminate the National Strategy for Sustainable Development and Agenda 2030 among local communities;
- Cross-sector cooperation at local level, including with private profit and non-profit stakeholders, to implement the National GCE Strategy in synergy with the implementation of the National Strategy for Sustainable Development, particularly in the areas of the economy, labour and business, by promoting behaviour based on social responsibility, respect for workers' rights and sustainability.
- Actions to support the development of the capacity of young people to take action and contribute effectively to decision-making and policy development.

- Initiatives focused on reinforcing existing educational networks, using methods of discussion and experience-sharing capable of developing common languages and possible actions among stakeholders in different fields (private profit, non-profit and public).
- Promotion of educational programmes in informal meeting places for minors with a migrant background and/or belonging to disadvantaged groups, aimed at fostering their inclusion and active participation, as well as their socio-educational well-being.
- Promotion of the involvement of foreign communities in Italy through the initiation of a structured dialogue.
- Pathways designed to promote a critical analysis of the mass media, aimed at countering hate speech and all forms of discrimination, including intersectional discrimination.
- Training courses for companies, workers' organisations and social economy operators on sustainability issues.
- Actions to promote sport as an important component of GCE.

Actors involved

Young people and associations, the world of economics, labour and business, social partners, consumers, diasporas, central, regional and local institutions, academia, communication professionals, etc.

Implementation/integration tools and mechanisms:

- National GCE Strategy;
- National Strategy for Sustainable Development;
- Local GCE Action Plans;
- National and regional calls for proposals, and calls at European level;
- Regional Strategies for Sustainable Development and Metropolitan Agendas for Sustainable Development;
- Memoranda of Understanding between local authorities, companies and banking foundations contributing to the implementation of the Local GCE Implementation Plan;
- Agreements between institutions and professional groups/associations;
- Memoranda of Understanding between national and local private and public institutions and broadcasters for the creation of ad hoc content on GCE and Agenda 2030;
- Co-design pathways.

3.3 Information and awareness-raising

Information and awareness-raising, by their very nature, concern people's everyday experiences. They enable people to acquire knowledge and to question and change their attitudes based on content that permeates their lives (family, work and leisure environments).

The objectives to be achieved

- Promoting the availability of accurate and comprehensive information and increased awareness on issues related to global citizenship education and Agenda 2030, improving the quality of information and

communication in the media, facilitating a greater understanding of complexity (including local and global implications, highlighting different points of view).

- Providing people with useful tools to understand their rights and raise awareness of issues relating to respect and diversity as essential values.
- Fostering individual and collective awareness of choices that benefit the common good and collective well-being.

Possible actions

- Information and awareness-raising activities to promote conscious and sustainable behaviour in the purchase and consumption of products in accordance with the principles of Agenda 2030 and the values set out in the National GCE Strategy.
- Training activities for journalists and communication professionals on GCE-related topics with the aim of conveying accurate information that is free from stereotypes, categorisations and prejudices and capable of creating new narrative languages.
- Information and awareness-raising campaigns focused on issues related to GCE and Agenda 2030 and the Sustainable Development Goals.
- Actions to promote the cultural production of migrants, refugees and new generations and, more generally, forms of self-representation and representation of multicultural Italy.
- Promotion of good practices in the business world to encourage the adoption of sustainability principles and respect for workers' rights, and encouraging actions to raise awareness of the central importance of decent work.
- Dissemination of initiatives to combat labour exploitation and undeclared work.
- Dissemination of accurate, comprehensive information on the role that businesses, social partners and social economy operators can play in respect for human rights and sustainability in line with Agenda 2030.
- Awareness-raising actions on anti-discrimination issues and promotion of contributions and practices emerging from local communities that contribute to building a multicultural society.
- Involvement and promotion of youth associations.

Actors involved

Citizenship and public opinion in general, institutions, civil society, communication professionals, universities and research organisations, etc.

4. GOVERNANCE AND PARTICIPATION

4.1 Multi-level, multi-stakeholder and cross-sector governance

The implementation of the GCE Strategy requires a multi-level, multi-stakeholder and cross-sector approach that starts at national level and supports and strengthens mechanisms for coordination and cooperation with the regions, autonomous provinces, metropolitan cities and local authorities.

With reference to point 8 of the National GCE Strategy: 'STAKEHOLDERS: ROLES, COMPLEMENTARITIES AND SYNERGIES', it should be noted that the local approach based on the principle of subsidiarity, in favour of GCE, is implemented through structured dialogue between institutions, civil society organisations, schools, universities, the media, the employment and business world, social and health services, etc.

> *We need dialogue and coordination between national, regional and municipal policies with a long-term, economically sustainable perspective.*

The promotion of GCE envisages the involvement of an educational community and therefore requires the establishment of cross-sector consultation groups at all levels, working in synergy with processes already underway at local level on sustainability policies. Goal 4 of Agenda 2030, on quality education, and its target 4.7[1], which refers to education for sustainable development and global citizenship, cannot be achieved without synergistic coordination between national and regional authorities, national agencies, local authorities, educational institutions, civil society actors, religious institutions, the private social sector, economic operators in the profit and non-profit sectors, the media, etc.

Coordination work must include ways to help people who speak different languages, and therefore significant experiences and ways of facilitating communication should be shared and promoted. This work could be made more recognisable through the use of a common logo to identify the theme, projects and stakeholders involved.

> *In terms of governance, general objectives, specific objectives, expected results, actions, tools and implementation mechanisms are identified for each level below.*

4.1.1 National level

The National GCE Strategy highlights the importance of promoting equitable and inclusive education for the achievement of all 17 Sustainable Development Goals and as a tool capable of triggering the cultural changes necessary for the creation of a more just and sustainable society. It is through this cross-sector approach that the National Strategy for Sustainable Development includes education among the drivers of sustainability, incorporating the values of GCE among the fundamental skills for understanding and knowledge of the complexity and interconnectedness of current challenges, and recognising the GCE Action Plan as one of the active coordination tools. It is therefore necessary to develop integrated, multi-level governance mechanisms, making the most of existing tools, as well as mechanisms to encourage the participation and active involvement of civil society, consistent with the action lines developed at European and international level.

[1] *Ensure that by 2030 all learners acquire the knowledge and skills needed to promote sustainable development, including 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*

GENERAL OBJECTIVE:	SPECIFIC OBJECTIVE:	EXPECTED RESULT:
Contribute to the achievement of agreed objectives within the international community	*Implement and monitor the National Action Plan (NAP for GCE)*	*GCE programmes and policies are promoted throughout the country.*

Examples of actions:

- Strengthen multi-stakeholder dialogue at central level by continuing to facilitate the work of the national multi-stakeholder round table on GCE, the composition of which is described in the section on participation.
- Support structured dialogue at regional level for the drafting of regional and metropolitan action plans (complementary support to that provided by the MITE).
- Organise nationally planned awareness-raising campaigns.
- Provide financial support for educational, training and refresher activities.
- Organise a triennial event dedicated to GCE and promote synergies with cultural initiatives and/or festivals of various kinds to disseminate ongoing GCE initiatives and create opportunities for dialogue between the stakeholders involved.
- Promote structured training courses on the main themes of GCE and Agenda 2030 in order to raise awareness of the role and potential of GCE. Network training courses should be provided for public administration officials and operators involved in various sectors (education, health, employment and social services, with a particular focus on teachers and non-formal education operators).

Tools:

At national level, the following tools (non-exhaustive list) should be promoted:

- Calls for tenders and co-design pathways for civil society organisations, local authorities, universities and the research world for nationwide actions (pilot projects, campaigns, etc.).
- Cooperation agreements with regions/autonomous provinces and metropolitan cities for the implementation of national strategies for global citizenship education and sustainable development at local level.
- Agreements with universities and their consortia.
- Collaborative and open-source platforms for sharing experiences, projects, results, know-how and best practices on GCE, including through the use and optimisation of existing platforms.
- Communication campaigns and development of a coordinated image to identify the GCE Strategy implementation process.

Participation:

The process for implementation of the National GCE Strategy recognises the participation and involvement of civil society and non-State actors as key components in structuring effective and inclusive governance. The first step is to recognise the networks, stakeholders and tools already active at national and local level with the aim of integrating and expanding cooperation with those involved in

global citizenship education activities. To ensure synergistic coordination and a structured circular (top-down and bottom-up) information and dialogue system, multi-stakeholder coordination committees will be established at national, regional and local level. With a view to ensuring consistency and complementarity, the activities carried out within the committees should be synergistic, where possible, with those of existing (or similar) coordination committees in related areas.

In this regard, the National Forum for Sustainable Development was set up as part of the implementation process of the National Strategy for Sustainable Development, as provided for by CIPE (now CIPESS) Resolution No 108/2017 and the Gentiloni Directive of March 2018. This Forum is intended as a tool for interaction and activation in the construction of a transformative and participatory pathway based on the principles of the Strategy and Agenda 2030, closely linked to global citizenship education. At regional level, in defining strategies for sustainable development, regions, autonomous provinces and metropolitan cities have established their own forums for sustainable development, building an extensive network for implementation.

At national level, a multi-stakeholder GCE committee has been set up, comprising institutional and non-institutional actors, including: the Italian Agency for Development Cooperation (AICS), the Ministry of Education (MI), the Ministry of University and Research (MUR – RUS), the Ministry for Ecological Transition (MITE), the Ministry of Labour and Social Policy, the Ministry of the Interior, the Ministry of Foreign Affairs and International Cooperation (MAECI), the National Youth Agency (NGA), civil society organisation networks, the Italian Alliance for Sustainable Development (ASVIS), the National Association of Municipalities (ANCI) and the Conference of Regions, and representatives from the academic world. Other stakeholders may be invited to participate in the work of the National Committee on specific aspects/topics, where this is deemed relevant.

One of the objectives of the National Multi-Stakeholder Committee is to monitor the implementation of this National Action Plan, in addition to approving guidelines and corrective measures related to it.

4.1.2 Regional level

Regional level refers to the system of **REGIONS** and **AUTONOMOUS PROVINCES**.

In this section the term 'territorial' is synonymous with action by the **REGIONS** and AUTONOMOUS PROVINCES.

At regional level[2], the guidelines provided by the Italian Strategy for Global Citizenship Education have been adopted and developed in the document 'Territorial Plans for Global Citizenship Education (GCE): guidelines for Regions and Local Authorities'.

This document represented a first step towards territorial action plans (TAP) and indicates the lines of action at territorial level, the implementation tools, the resources and the duration of implementation, as well as the complementary relationship between action at national and regional level with reference to the pathways identified and the tools used.

TAPs for GCE must be integrated with regional planning on international cooperation, sustainable development, immigration, social and solidarity economy, education and training, gender policies, and other sectors relevant to GCE. These instruments may also be accompanied by Local GCE Action Plans (to be implemented at municipal/inter-municipal/metropolitan level).

GENERAL OBJECTIVE:	SPECIFIC OBJECTIVE:	EXPECTED RESULT:
Support the implementation of the National GCE Action Plan (NAP for GCE) at territorial level.	*Establish Territorial Action Plans (TAP for GCE).*	*Implementation of Territorial GCE Action Plans or inclusion of GCE in regional economic and finance documents and in sector planning documents, such as regional strategies for sustainable development.*

[2] Regional level means the REGIONS and AUTONOMOUS PROVINCES. In this text the term 'territorial' is synonymous with action by the REGIONS and AUTONOMOUS PROVINCES.

Examples of actions:

- Definition of multi-annual territorial action plans.
- Definition of a monitoring and evaluation system.
- Integration, where possible, of GCE policies with policies on international cooperation, sustainable development, immigration, social and solidarity economy, and education and gender policies, as well as the definition of integrated governance implementation tools[3].
- Territory-wide mapping of those involved in GCE.
- Structured territorial dialogue between institutions (regions/autonomous provinces and local authorities), civil society, schools, universities, media, the employment and business world, social and health services, etc.
- Financial support for activities included in educational, training and refresher courses specific to the local area.
- Support for activities carried out by environmental education and sustainable development centres within the INFEAS Network.
- Network training for teachers, operators from various sectors (non-formal education operators, public administration officials).
- [Support for activities carried out by environmental education and sustainable development centres within the INFEAS Network.] [bullet repeated – see above]
- Promotion of co-planning activities between schools, public administrations and civil society organisations, using the know-how developed by civil society organisations in international cooperation and the institutional expertise of local authorities.
- Establishment of a regional multi-stakeholder committee for GCE working in synergy with the territorial forums for sustainable development, to define and implement regional sustainable development strategies[4].

In order to:

- Monitor the implementation of the national GCE strategy in each territory;
- Provide input for the implementation of the NAPs for GCE;
- Monitor the implementation of individual TAPs for GCE;
- Approve the guidelines and corrective measures for the TAP for GCE each year;
- Promote structured dialogue between local policies.

Tools:

- Calls for proposals for civil society organisations and local authorities in their area for actions at local level;
- Calls for proposals for schools for actions at local level;
- Agreements with local authorities in their area for actions at local level;

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[3] Integrated policies and measures at regional level in related areas (sustainability, decentralised cooperation, migration, youth policies, fair trade, GCE, etc.) through, for example, the creation of interdepartmental committees, working groups, etc. to develop calls for proposals for the implementation of GCE activities in the relevant area and awarding of prizes in the evaluation criteria.

[4] The composition of the regional multi-stakeholder committee is similar to that of the national committee and may include representatives of local multi-stakeholder committees, third sector associations, business associations, trade unions, regional ANCI (National Association of Italian Municipalities) offices, universities and specialised study centres, the regional commission for equal opportunities, fair trade o rganisations and diaspora associations.

- Agreements with local universities for actions at local level;
- Agreements with business and third sector associations and trade unions;
- Use of platforms for sharing experiences, projects, results, know-how and best practices on GCE;
- Meetings to foster complementary action between the local area and educational stakeholders/school
- authorities;

Institutional communication and forms of financial support regarding EU and international calls for tenders and forms of funding from private individuals and foundations.

4.1.3 Local level

This section provides useful guidelines for local action plans (GCE local action plans to be implemented at municipal/inter-municipal/metropolitan level).

GENERAL OBJECTIVE:	SPECIFIC OBJECTIVE:	EXPECTED RESULT:
Support the implementation of this National GCE Action Plan (NAP for GCE) and the Territorial GCE Action Plans (TAP for GCE) at local level.	*Implement the local GCE system.*	*Establishment of local GCE plans or inclusion of GCE within local authority planning documents, such as Metropolitan Agendas for Sustainable Development.*

Examples of actions:

- Establishment of local multiannual GCE plans in synergy with local planning documents.
- Integration, where possible, of local planning on international cooperation, sustainable development, immigration and fair trade.
- Mapping of local stakeholders involved in GCE at municipal/inter-municipal/metropolitan level.
- Fostering of co-designs between schools, public administrations and civil society organisations.
- Promotion of local solutions created through bottom-up pathways in response to local and global problems (such as alternative food systems, etc.).
- Financial support for activities included in educational, training and refresher courses specific to the local area.
- Support for activities carried out by environmental education and sustainable development centres within the INFEAS Network.
- Network training sessions for local operators involved in various sectors (education, health, employment and social services, with a particular focus on teachers and non-formal education operators, and public officials).

Tools:

- Calls for proposals and co-design pathways for civil society organisations and local authorities in their area for actions at local level;
- Calls for proposals for schools for actions at local level;

- At inter--municipal and metropolitan level: cooperation agreements with local authorities in their area for actions at local level;
- Agreements with local universities for actions at local level;
- Information sharing system on GCE;
- Meetings to foster complementary action between the local area and educational stakeholders/school authorities;
- Coordination initiatives between local authorities and stakeholders and meetings to foster complementary action between the local area and educational stakeholders;
- Teamwork within schools in order to share common cross-cutting educational objectives;
- Promotion of mutual learning and dialogue between stakeholders;
- Participation in regional/national calls for proposals;
- Creation of local (municipal/inter-municipal) multi-stakeholder committees on GCE, working in synergy with local forums for sustainable development[5].

4.2 Application of progress achieved

A NATIONAL GCE EVENT is planned every THREE years, preceded by preparatory regional events to encourage maximum participation and promote the involvement of new actors interested in the integrated development of global citizenship policies.

Participation will be promoted through websites, platforms, and applications (existing and/or to be developed) dedicated to GCE and/or related areas and topics, where experiences of projects, campaigns and educational activities from different worlds (Erasmus, FAMI, etc.) will be collected in order to engage young people in campaigns and debates using webdocs, infographics etc.

The duration of this National Action Plan is three years.

4.3 Budget and financing matrix

The financial resources for the plan come from national, regional and local contributions, foundations and third-sector organisations, creating a financing matrix for the proposed measures at national and regional level using a multi-fund approach.

[5] *LOCAL GCE COMMITTEES may be composed of the same types of members as the regional committee, but with specific local expertise, in order to:*
- *Monitor the implementation of the national GCE strategy in the specific area.*
- *Provide input for the implementation of the NAP for GCE and TAPs for GCE.*
- *Approve annual guidelines and corrections for TAPs for GCE.*
- *Contribute to structured dialogue between local policies.*

5. MONITORING AND EVALUATION OF THE PLAN

From learning evaluation to process and impact evaluation

High-quality education and training require an equally high-quality system, methods and tools for evaluation. As a cross-cutting, complex and transformative form of education, global citizenship education requires the implementation of integrated, multi-level evaluation processes: the evaluation of progress in terms of learning outcomes, as set out in the curricula, must be accompanied by an evaluation of the educational process implemented and of the impacts (in the short, medium and long term) on the community and the education system, as well as of the policies (in the long term).

In this way, evaluation can have formative and summative value and be the starting point for new and more effective learning processes and actions, and for the adoption of more innovative teaching methods and tools that are linked to the context and needs of learners. Over time, this will lead to an improvement in educational projects themselves, as learners will become increasingly autonomous and better able to think critically, solve complex problems and apply their knowledge in real-world contexts, knowing how to connect the local dimension with the global one.

What should be evaluated

When analysing what can be evaluated within a national action plan for global citizenship education, reference will be made to systemic theoretical models as an interpretative model of individual and social phenomena.

The systemic relational approach considers planning to be characterised by a range of interactive factors, in which quantitative and qualitative dimensions must also be considered in relation to the economic effort involved.

> *Evaluation will therefore refer to the objectives of the National Strategy and its implementation tools, with the aim of contributing to the growth of shared responsibility among individuals and organisations, in the sense of global citizenship, understood as a common good, starting from the Italian and European context.*

It will therefore be an evaluation intended as a process of critical understanding with regard to the achievement of objectives in terms of the processes activated in the beneficiaries, referred to instead as agents of change, whether they are individuals and/or organisations.

Monitoring and evaluation therefore aim to reconstruct a rationale for interventions by linking information and highlighting the mutual influences between the systems involved in the plan. [1]

This will not be based on isolating variables to be observed separately, but on analysing relationships between variables [2].

> *The systemic approach will shift the focus from the effect on the individual or the individual organisation (whether public or private), separated from its context, to the relationship between individuals, organisations and their environment.*

The specified starting context and the changes that the actors (whether individuals and/or organisations) bring about through the projects will be the main focus of the evaluation. Networking will be the main methodology, aiming to enhance and strengthen natural nodes and networks, primarily through the use of empowerment.

The change in context, therefore, although it is impossible to determine whether it is directly proportional to the actions taken, will be the main focus of observation.

Among the various approaches currently being considered, we can refer to social impact assessment, equitable and sustainable well-being, sustainable development goals and the Monitoring, Evaluation, Accountability and Learning (MEAL) approach adopted by the DEAR Support Team (an agency working with the European Commission's Development Education and Awareness-Raising Programme):

https://europa.eu/capacity4dev/dear/documents/new-dear-handbook-all-project-stages

We can consider the use of indicators related to change in the context, individuals, organisations and their interactions with each other, aimed at achieving a specific task, to be relevant to the assessment. In this case, the task is to achieve a sense of belonging to a global citizenship and respect for the responsibilities, rights and duties associated with it.

This sense of belonging and responsibility can be expressed in terms of:

1. Dimensions mentioned by UNESCO in 2015, namely changes in the cognitive, socio-emotional and behavioural spheres (see Table 2) with regard to individuals, possibly referring to the Engagement Pyramid with regard to changes in behaviour and lifestyle that are sustainable and global in concrete terms.
2. Changes, verifiable in terms of what the OECD proposes in its 'Localizing the SDGs', whether they concern public or private organisations. The evaluation will be carried out using a checklist for collective action. This checklist proposes a review of the organisation's planning documents in the light of Agenda 2030 and an analysis based on change in terms of: (a) Planning, policies and strategies; (b) Multilevel governance; (c) Financing and budgeting; (d) Data and information management; (e) Commitment/engagement.

TABLE 2

Global citizenship competencies identified by the GCED-WG

1	Empathy
2	Critical thinking/problem solving
3	Ability to communicate and collaborate with others
4	Conflict resolution
5	Sense and security of identity
6	Shared universal values (human rights, peace, justice, etc.)
7	Respect for diversity/intercultural understanding
8	Recognition of global issues - interconnectedness (environmental, social, etc.)

Source: Measuring Global Citizenship Education, A Collection of Practices and Tools, Center for Universal Education at Brookings (2017, p 5)

TABLE 2.1

Global citizenship domains and learning objectives from the UNESCO framework

COGNITIVE DOMAIN	SOCIO-EMOTIONAL DOMAIN	BEHAVIORAL DOMAIN
1. Local, national and global systems and structures. 2. Issues affecting interaction and connectedness of communities at local, national and global levels. Underlying assumptions and power dynamics.	4. Different levels of identity. Different communities people belong to and how these are connected. 6. Difference and respect for diversity.	7. Actions that can be taken individually and collectively. 8. Ethically responsible behaviour. 9. Getting engaged and taking actions.

Source: Measuring Global Citizenship Education, A Collection of Practices and Tools, Center for Universal Education at Brookings (2017, p 5)

Evaluation methods and tools and reference indicators

The evaluation methods, whether formative or summative, must be consistent with the learning outcomes (and therefore with the identified competence targets), depending on the age of the learner. Given the transformative nature, complexity and multidimensionality of GCE, it will often be necessary to use evaluation methods and tools that differ in nature and in their ability to go 'in depth' (evaluation of learning, evaluation for learning and evaluation as learning). In particular, it is recommended that, where necessary, multiple monitoring and evaluation methods and tools be used, combining traditional evaluation methods with more reflective and experiential, performance-based methods, such as self-evaluation and peer evaluation, which can provide a real understanding of how learners view their own personal development, critical inquiry, civic engagement and participation.

To measure progress on GCE from an ESD perspective and in response to target 4.7. of Agenda 2030, the United Nations has developed a single official indicator with the aim of understanding the 'extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment' (https://unstats.un.org/sdgs/metadata/?Text=&Goal=4). As this is a global indicator, it is not possible to monitor real progress in all thematic areas and dimensions of GCE and ESD. For these reasons, other tools to support the measurement of GCE processes may include:

1. SDG indicator metadata from the United Nations Statistics Division (https://unstats.un.org/sdgs/metadata/files/Metadata-04-07-01.pdf).
2. PISA 2018 Global Competence Test, which considers learners' social-emotional skills and attitudes as key indicators of global competence, along with their cognitive competence on global and intercultural issues (https://www.oecd.org/pisa/innovation/global-competence/).
3. The recent publication of UNESCO's Bureau of Statistics 'Guidelines for Data Collection to Measure SDG 4.7.4 and 4.7.5', a detailed technical guide, with a method that has been tested in 60 countries, on how to collect the necessary data to produce the information required to measure and monitor SDG 4.7.4 and 4.7.5 indicators (http://uis.unesco.org/sites/default/files/documents/guidelines_sdg_474_475_final_v3.pdf).

4. The JRC's GreenComp study, which sets out a framework of sustainability skills by providing an agreed definition of what sustainability as a skill entails (https://publications.jrc.ec.europa.eu/repository/handle/JRC128040).

In order to establish a system of indicators shared at national level, a process will be launched to determine and standardise the indicators needed to monitor and evaluate the NAP for GCE. For this purpose, a dedicated working group may be set up with the aim of defining the set of indicators shared at national level.

The parties involved in evaluation

The complexity of evaluating GCE requires the involvement of all actors and stakeholders in the education system: policy makers and administrators, educators, universities and research centres, schools and other institutions, NGOs, civil society and the private sector, each of which expresses ideas, visions, perspectives and experiences that can contribute to building a global, just and sustainable world.

For these reasons, and in order to make the entire evaluation process as inclusive and effective as possible, it is considered appropriate to promote the establishment of a body (such as an observatory) involving both the actors of the committee and other bodies (INDIRE, INVALSI, ISTAT, relevant ministries, institutions, universities and research bodies, evaluation agencies, etc.) that can support the work of the committee and local authorities both in defining actions and planning policies and activities, and in evaluating them at local and national level.

In this regard, the various competent stakeholders are requested to share any relevant work/evidence within the first 12 months of the implementation of the NAP.

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Center for Universal Education at Brookings (2017) Measuring Global Citizenship Education, A Collection of Practices and Tools https://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf.

Document of interest

The European Declaration on Global Education to 2050 https://www.gene.eu/ge2050-congress