



***MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL  
COOPERATION  
Inter-ministerial Committee for Human Rights***

***Italy's contribution pursuant to HRC  
Resolution 36/12 on the World Programme  
for Human Rights Education – 4<sup>th</sup> phase of  
the WPHRE***

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## **Italy's contribution pursuant to HRC Resolution 36/12 on the World Programme for Human Rights Education – 4<sup>th</sup> phase of the WPHRE**

Following to your query, Italian Authorities are in a position to provide the following information concerning the relevant areas and topics as well as the beneficiaries of targeted interventions concerning education within the 2030 Agenda for Sustainable Development national framework, in line with its Target 4.7: *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”*.

- ***National Sustainable Development Strategy 2017/2030***

The National Sustainable Development Strategy (NSDS) 2017/2030 has the main aim to integrate the 2030 Sustainable Development Goals to the economic, social and environmental domestic programming impacting of national and international policies and actions.

The NSDS is organized in five core areas: People, Planet, Prosperity, Peace and Partnership. The former four areas mainly cover the domestic dimension; the latter covers principles and purposes of international cooperation, as integrating and qualifying part of Italian foreign policy, draft by Law No. 125/2014. Macro-areas for action - that are reflected in the Partnership Section of the NSDS - have been re-arranged to take into account the integrated nature and the structure of the 17 SDGs and include new sectors for action – such as data for development and domestic resources mobilisation – together with those of more traditional engagement. Each area of the NSDS identifies a system of priorities (National Strategic Choices), delivering strategic goals. The goals are strongly integrated, as they embody and synthesize the most relevant issues emerged from the consultation process. The implementation of the NSDS is tightly interlinked with the existing national programming documents, namely the National Reform Programme and the Economic and Financial Document, as well as with

the existing and binding objectives set by the European Semester (i.e. EU2020 targets) which have to be fulfilled and are accounted for.

As it concerns the education, it has been included in five key-areas of the NSDS as follows:

- **People**

### **GUARANTEE THE CONDITIONS FOR THE DEVELOPMENT OF HUMAN POTENTIAL**

Reduce the school drop-out rate and enhance the education system

In this context, it is the task of the welfare system to ensure access to fundamental rights (work, public services, housing, health). At the same time, it is essential to share policies aimed at boosting growth and providing opportunities for individuals. This implies making use of the full range of available tools, including budget policies and structural reforms. In addition, the expansion of the welfare state implies the promotion of equality conditions with specific impacts for social policies (income protection, integration measures, and labour, **education**, health and housing policies), and requires a local welfare system involving civil society.

Hence the national objectives identified to guarantee the development of human potential aim at reducing social and wealth distribution inequalities, also at a local level, to promote inclusive labour and **education policies**, eradicating labour exploitation and guaranteeing universal access to basic services.

To this scope, the Strategy provides for specific key instruments. The Italian Government implemented a coherent strategy to reduce the phenomenon of school disadvantages as well as to increase well-being, and to guarantee good living conditions and a good coexistence amongst students. In addition, this strategy focuses on the prevention of juvenile distress, with reference to gender equality, bullying and cyberbullying and overcoming drug and alcohol addictions. Furthermore, the strategy is aimed at ensuring the effective exploitation of the right to education throughout the national territory. For this reason, a Plan for a more open, inclusive and innovative school was introduced through 10 actions, which are part of the SDGs set by the 2030 Agenda. The key tools identified for the implementation of this choice are the following: Partnership agreement 2014-2020 (PON Imprese e Competitività, PON Inclusione I and II edition, PON SPAO, PON Patrimonio culturale, artistico e paesaggistico, PON METRO, PON Cittadinanza europea, PON competenze di cittadinanza globale, PON Cittadinanza e creatività digitale, ~~PON Istruzione~~, PON Integrazione e accoglienza, PON Educazione all'imprenditorialità, PON Competenze di base I e II edizione POR FESR, POR FSE, PON Pesca, FSC); PN FAMI; National Inclusion Strategy for Rom, Sinti and Caminanti population, National Plan for digital school, National Plan to fight poverty and social exclusion; National Plan for teacher training; Carta cultura giovani, Anti-cyberbullying Plan; Garanzia; National Plan for Education on Respect, Giovani, Self-employment support);

- **Planet**

The government has established a multi-year fund of 47.5 billion for prevention and infrastructure, which will be mainly used in the areas of landslide disaster, seismic risk reduction and **public education and awareness, specifically targeted in schools.**

- **Prosperity**

In 2016, the labour market reform has shown its positive effects: employment is growing and the quality of work has improved. Labour market reform has been accompanied by the education reform. Education is indeed the prerequisite for the development of the skills necessary to intercept technological and productive change. Additionally, interventions will be increasingly targeting low-income families, people excluded from the labour market, better reconciliation of working and family time. In 2016, the 20-64 year-old employment rate has gone back to 2009 levels (61.6%). The unemployment rate has fallen steadily since 2014, though still occurring at 2009 levels (7.7%), reaching 11.7 % in 2016. Policies for youth have helped to reduce unemployment rate.

Also in relation to this key-area, the Strategy provides for specific key instruments, in relation to: II.1 Ensure accessible, high quality and life-long learning; II.2 Increase sustainable and high quality employment.

While considering public finance constraints, the job market reform will have to be continued, following the path initiated with the Jobs Act dedicated to the creation of permanent jobs through total or partial tax waivers, particularly for young people. Priority will be given to the improvement of the permanent vocational training system for the skill retraining of workers at risk of social and work exclusion, and to the continuation of experimental measures to reduce the placement timing of unemployed people benefitting from forms of income support.

- **Partnership**

### **GOVERNANCE, RIGHTS AND COMBAT INEQUALITIES**

Combat gender violence and discrimination against women: improve access to and use of health services, education and training systems, economic and social independence

Encourage youth and children participation to make them “actors of change”, promote social integration, inclusive education and training.

### **MIGRATION AND DEVELOPMENT**

Strengthen education and training, institutional capacity, transfer of know-how, technology and innovation and addressing heritage protection, even in post-conflict crisis and natural disasters . From the 2015 (European Year for Development) the web-portal [scuolanelmondo.it](http://scuolanelmondo.it) , a joint MIUR-MAECI project, is the portal for the schools concerning the cooperation and the development. An example is the role-playing game in which the students have been confronted with a hypothetical case in which the civilian population is exposed to atrocity crime; the learning goal is to raise awareness raising on the Responsibility to Protect (RtoP).

### **EDUCATION**

Ensure high quality basic education without gender discrimination. As regards the National Plan for Education on Respect, it includes: the “STEM month”, launched every March 8 to promote, at all educational levels and for all students, boys and girls, the study of STEM-related disciplines; web-portal [www.noisiamopari.it](http://www.noisiamopari.it); national guidelines about art.1.16 of Law 107, for all educational levels, to improve reflection and studies on gender equality and to prevent GBV; the creation of the National Observatory for monitoring and promotion of educational and training initiatives on gender equality and GBV.

Promote training and improve professional skills of teachers, school staff and development workers

Provide inclusive education for the most disadvantaged, marginalized and discriminated social groups

Promote social and employment integration of young people and unemployed adults by offering professional training

Valorise Universities contribution:

- Define training paths offering new professional skills, addressed to students from partner countries;
- Contribute to the development and strengthening of institutional capacities;
- Train future professionals and leaders in partner Countries;
- Provide research tools in order to produce innovation for development and to deliver assessment methods and models in line with good international practices

## **PRESERVATION OF CULTURAL AND NATURAL HERITAGE**

Strengthen education and training, institutional capacity, transfer of know-how, technology and innovation and addressing heritage protection, even in post-conflict crisis and natural disasters

Finally in the Strategy ad hoc Sustainability Vectors have been formulated, including the following one: **IV. Education, awareness and communication**. This vector “Education, awareness and communication” is fundamental to achieve the NSDS goals. The “culture of sustainability” must be spread at all levels (companies, civil society, institutions, research), including formal and informal education centres, in a life-long learning perspective. This is the most important vector to trigger the transformation of the current development model and the dissemination of knowledge, skills, lifestyles and best practices for sustainable production and consumption. To implement this vector, relationships and collaborations between professionals in the field of sustainable development and environmental education will be facilitated.

### Cross-cutting goals areas of interest

#### ***IV.1 Turning knowledge into competences***

Promoting mechanisms and instruments to exploit data and knowledge on sustainable development, in synergy with the first vector, to improve individual skills.

#### ***IV.2 Promoting education on sustainable development***

Ensuring the inclusion at all stages of education (from pre-scholar age to university, up to vocational training, including both formal and informal education) of cross-thematic paths aimed at spreading knowledge, skills, capabilities and lifestyles following a sustainable development approach. This can be realized also investing on teacher training, integration of educational programmes, and respect for the principles of environmental sustainability and social inclusion in education centres. Furthermore, MIUR is promoting different call for the school concerning the goals of the 2030 Agenda to improve the knowledge of these themes between the students.

#### ***IV. 3 Promoting and applying solutions for sustainable development***

Promoting initiatives for education, research and innovation with a high impact potential. Valuing solutions with positive impacts on society. Considering all education structures as laboratories for the elaboration of innovative solutions. Facilitating the application of innovative solutions in communities, companies and civil society, also developing new professional specialisations.

#### ***IV.4 Communication***

Promoting the dissemination, in the widest and most accessible manner, of principles, objectives, instruments and solutions for sustainable development, starting from the knowledge developed inside the education and research system. The recipients will be people inside the education system as well as the society as a whole.

- ***National Strategy for Education on Sustainable Development 2017***

The Italian Strategy for ESD was updated by the Ministry of Education in strict compliance with the contents of the Rome Paper adopted on 22 November 2016 at the closing of the National Conference on Education, signed by the Ministries of Education and of the Environment.

The Rome Paper recommended to face ESD according to an inter-disciplinary and trans-disciplinary vision. It proposes to ensure teachers and educators a kind of training, arousing also the ability to build interdisciplinary routes and innovative participative teaching methodologies, also to assess their efficacy. It further invites to involving in education and training a wide network of actors: educators, students, parents, associations, institutions, societies, universities, research teams, an alliance between school and out of school world and to enjoy mutual benefits. Finally the Rome Paper advises and insists to start from a stronger link with the territory, through concrete experiences on the field and exploration of places.

The compilation of the Strategy was planned and carried out by a working group of experts, ministerial directors and managers who worked to facilitate networking and collaboration among experts and educators in the ESD system for the promotion of actions and for the dissemination of knowledge and skills, lifestyles and models of sustainable production and consumption. The working group also made proposals for dissemination of ESD addressed to any level of education and upper

education, actions for the development and support of research and academic training sustainability oriented, informal education paths, the involvement and support from local authorities to contribute for the implementation of ESD programs.

Along this approach, the Strategy has been adopted on July 28<sup>th</sup> 2017 and is articulated in 20 actions to be collected in 4 key-areas:

- School buildings / Ministry of Education system and personnel: as a matter of fact, sustainability doesn't rely just on education and training but also in school and universities buildings: they need to become completely sustainable, to reduce energy and water consumption (production or storage), to manage waste correctly. Moreover, all the staff and teachers will be trained to promote awareness and ability in education for sustainability. For those purposes the Strategy has funded respectively 5 million and 20 million euros.
- Training of teachers: several tools have been planned to include human rights as a cross-cutting issue in basic and advanced training in order to contrast gender inequality and violence, environmental sustainability, correct food regimes, etc. In other terms, ESD has to be included in programmes and curricula during all school years and beyond towards long life learning and formal or informal education. Within the National Education System, ESD is not considered just a proper discipline but it is included in the main courses: so far the 2015 Ministry of Education Guidelines will be reviewed to include the sustainable component as a cross-cutting issue.
- University and research: targeted actions are encouraged and economically supported in the offer of training, courses and graduation in ESD at any level. Scholarships for students' mobility is financed by 65 Ph.D. grants coherent with the goals of Agenda 2030.
- Information and Communication will be widened not just to disseminate official positions and documents, but also good practices in schools and research in universities on sustainability.

- ***Public-private partnerships***

There is a close collaboration between the above mentioned Ministries and the Italian Alliance for Sustainable Development (ASviS).

In releasing its last Report in 2017, which is an unique instrument to understand the 2030 Agenda's state of implementation in Italy, the Alliance assesses the domestic conditions of quality education and lifelong learning, thanks to the analysis of a cross-cutting working group on Education for Sustainable Development.

This group has been charged of several activities. Through it the Alliance signed a MoU with the Ministry of Education, the parties being committed to collaborating for the promotion and diffusion of information and training initiatives on sustainable development, and to spreading a culture of sustainability in Italy. It has launched the national ASviS-Miur Contest "Let's score 17 Goals.

Transforming our world: the 2030 Agenda for Sustainable Development” for the most creative projects contributing to the awareness or achievement of one or more SDGs and in 2018 there will be a second contest edition. The Alliance has further released of a 120-minute **e-learning course** on the 2030 Agenda and the SDGs, that is intended to support the process initiated with the Ministry’s launch, in October 2016, of the National plan for teacher training, especially for what concerns the development of global citizenship competencies. Finally the Alliance has collaborated for the establishment of three Master’s degree programs: a LUMSA Master in Management for the SDGs, a Master in Journalism with a sustainable development specialization at the University of Bologna, and a Master in Global Economics and Social Affairs at the University of Venice “Ca’ Foscari”.

Furthermore, the Ministry of Education signed some MoU with the Kennedy Foundation, Save the Children and the Gariwo – Garden of the Righteous Worldwide to improve the respect of the difference and preserve the memory.

Finally, considering the 80 years from the racist laws, the Ministry of Education is promoting a lot of actions and initiatives to promote education, remembrance and research about the Holocaust: the “National guidelines to teaching the Shoah” for all the national schools; the international seminars for teachers according to the MoU with Yad Vashem and Mémorial de la Shoah; the national competition for students “Young people remember Shoah” in its 16th edition; according the MoU with the Union of the Italian Jewish Communities will be created a national portal of the best practice concerning the Shoah in Italy and a national seminar for teachers; the animated film "The Star of Andra e Tati" who tells the real story of the Bucci’s sisters in a connection with a group of students who visit Auschwitz-Birkenau. All these actions and others will be done in collaboration with the Italian delegation to the International Holocaust Remembrance Alliance (IHRA), who is under the patronage of the Ministry of Education, considering that Italy has the Chairmanship of the IHRA for 2018.