

# SWIM and Horizon 2020 Support Mechanism

Working for a Sustainable Mediterranean, Caring for our Future

## The commitment of Italian Institutions in updating the Strategy for ESD

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# National Strategy for Sustainable Development

## ROADMAP

### National Strategy for Sustainable Development

Italian position  
towards the goals  
of Agenda 2030

Challenges vs.  
opportunities  
of ESD

Priority areas ,  
strategic choices  
and national  
goals

National  
Strategy  
Proposal



Presentation  
of the Italian  
Strategy to  
HLPF of UN

The Plan for the  
Strategy

February – November 2016

December 2016

July 2017

# ESD IN THE **FORMAL** EDUCATION SYSTEM

## 1<sup>st</sup> PART

*The National Strategy and the Plan for ESD in Italy*

***The Italian Strategy for ESD (law 221 of 2015) updated by the Ministry of Education in the Plan for Education to Sustainability on July the 28<sup>th</sup> 2017***

**MATTM (Ministry of Environment) and MIUR (Ministry of Education)**

# POLICY IN NUMBERS

- **2009, 2010, 2014: Guide-Lines EE**

- **2016 Agreement PON (*National Operative program*)**

- . **2015 Reform of school art.6 law 107**  
***Knowledge and respect for environment Active & democratic citizenship***

- **20/22 November 2016 States General - Paper of Rome**  
***Signed by the minister of Education & the minister of environment***

- . **18 July 2017 the Strategy presented to HLPF of UN the by the Minister of Environment**

- . **28 July 2017 updating of Italian Strategy for ESD (law 221 of 2015) by the minister of Education in the Plan for Education to Sustainability**

**The plan meets the goals of Agenda 2030 on sustainability**

# PON and States General or Paper of Rome

## Commitments

Programme 2014/2020 PON, National Operative Programme, for schools financed by Strucural European funds

States General (paper of Rome) including scientific community, civil society, productive and economic world and Institutions.

Strategy SD for the implementation of agenda 2030: strategies, projects, methods ,actions .

### Priority areas:

climate change, green economy. Legality and environment protection

The most important supporting principles of the paper of Rome

Take advantage from the existing opportunities as the alternance school – work to involve students in start up and projects of research

# POLICY IN NUMBERS

## ***20 actions in 4 macro areas:***

***-Sustainability for all buildings from Ministry buildings, all the schools and Universities (5 million euros)***

***-training of all the staff and teachers***

***-university and research***

***-Information & communication***

***Scholarship for students' mobility (65 Ph.D grants coherent with agenda 2030)***

***20 million euros to introduce ESD in the schools of every order and level***

# SYNERGIES

## MATTM and MIUR (Ministry of Environment and Ministry of Education)

The Minister of Education is directly or indirectly involved in many strategic choices.

Knowledge is fundamental to fight poverty, to economy, to promote an open and inclusive society.

Education as a crossing element for the change: Vector 4 asks for quality education, being education, awareness and communication fundamental axis of SD



# CHALLENGE vs. OPPORTUNITIES OF ESD

**Three-dimensional approach:  
environmental-social-economic.**

**Ensure sustainability not only in  
didactics but also in the context  
and buildings.**

**Schools and Universities as micro  
worlds needing sustainability as  
well**

**Finally ESD during all the scholastic  
years and beyond towards long  
life learning and no formal or  
informal education.**

**The educational approach.**

**ESD included in the main teachings;  
in the Ministerial guide lines of 2015  
each discipline is re-examined from  
the point of view of ESD.**

**Territorial agreements strongly  
supported to involve Local  
Authorities and Civil Society to  
contribute to ESD programs with  
central administration and schools**



## KEY LESSONS LEARNT

**The methodologies of active education are effective in ESD: being physical and emotionally involved, directly responsible of the success of actions:**

- 1. Peer education thanks to which students acquire self confidence and responsibility in comparison with educators not much older than themselves .**
- 2. Out of schools to explore the territory supplies unforgettable experiences to students. Out of every day routine gives them the remind that only unique experiences can provide.**
- 3. Similarly activities and projects led by educators not only by teachers arouse students' attention and imagination beyond any expectation.**
- 4. Synergies of different actors , associations together with schools , etc., make more lively and the believable actions and projects.**

# *Buiding the Plan*

*A work group of experts, ministerial directors and managers worked to :*

*-facilitate networks & collaboration among experts and educators ESD for the promotion of concrete actions and the dissemination of knowledge and skills, lifestyles & models of sustainable production and consumption*

*-make proposals for dissemination of ESD addressed to any level of education and upper education*

*-propose actions for the development and support of research & university didactics sustainability oriented*

*-promote the construction of informal education*

*-support the good governance of administration*

*The plan meets the goals of Agenda 2030 & make of sustainability in a main axis which shapes all the policy of the Ministry of Education: from buildings, to teachers' training, from the central administration to the access to the university, to didactics and research.*

# Supporting principles of ESD from NU documents to the Paper of Rome (States General)

- To face ESD in an inter-disciplinary and trans-disciplinary optics, according to a systemic vision of knowledge.
- Use interactive, participative, innovative methodologies, requiring an emotional and behavioral involvement, besides rational thought.
- Ensure teachers and trainers training, arousing also the ability to build interdisciplinary routes and innovative & participative teaching methodologies, and also to assess their efficacy.
- To involve in education and training a wide network of actors : educators, students, parents, associations, institutions, societies, universities, research bodies , an alliance between school and out of school world and to enjoy the reciprocal benefits.
- To start from a stronger link with the territory, through concrete experiences on the field and exploration of the places .