DEAR in Italy 2020
Context and project observations

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Development Education & Awareness Raising (DEAR) Support Team

The DEAR Support Team is a project of the European Commission:
- Supporting the Commission in the implementation of the EU DEAR Programme, including through
    - Programme Analyses and Studies, Database management, Communications about the Programme
- Supporting EU DEAR projects in the implementation and learning from their work, including through
    - Workshops and Exchanges ('Hubs'), Communications (Programme <> Projects), Learning from and between projects

As part of the work of the Team a series of 'country studies' have been commissioned to investigate the context in which DEAR projects operate in different EU Member States. Details of the country studies that have been published to date can be found at
https://europa.eu/capacity4dev/dear/news/dear-programme-reports.

Contents

1.   INTRODUCTION

This report is based on documentation reviews, a half-day discussion workshop, answers to a written questionnaire and face to face interviews with staff involved in ten of the EU grant funded DEAR projects in Italy, and on information obtained from relevant national and regional DEAR stakeholders. The country study, carried out during May, June, and July 2020, aimed at gathering information, examples, perspectives, opinions and experiences of the context and work of DEAR projects in the country.

The report provides a range of data, figures and opinions. It is intended to be short and to make use of texts and charts to convey its key information. However, maybe it is appropriate to begin this introduction by making an exception and including five images. The images focus on the tomato as it is likely to convey better than any other topic Italian specific features and contradictions concerning local-global issues and how to raise awareness about them.

The first two images relate to the Milan 2015 Food Expo and to the 2021 Food Fair where the tomato got over-exposed as key ingredient of 'Made in Italy' branding. In promoting this Italian agro-capitalism commodity most media forgot about its slavery dimension and the hundreds of thousand migrant workers that are crucial to its production and to Italian agricultural workforce (Howard and Forin, 2019).

The following two images feature Yvan Sagnet's No Cap association and campaign (https://www.nocap.it/), advocating for the ethical employment of tomato pickers through regulated contracts (i.e. without "caporalato", the exploitation of unreported employment in agriculture) promoting the integration of ethically produced goods into the consumer market (the banner behind him says "We are workers, not butchers' meat").

The fifth image presents the logo of the Milan Urban Food Policy Pact (MUFPP, http://www.milanurbanfoodpolicypact.org/) which was launched by the Mayor of Milan during the 2015 Food Expo. It is an international protocol aimed at tackling food-related issues at the urban level, signed by 210 cities (450 million inhabitants). It is an example of the type of multi-stakeholder and multilevel

initiative promoted by a local authority that places global education and awareness raising policies and practices within a systemic and long-term approach.

In fact, among several indicators of global citizenship, a way to monitor it in terms of sustainable attitudes and behaviours, is responsible consumerism and lifestyles, especially in relation to food. The last data in this field refer to 2017: almost half of the Italian population has a positive attitude towards fair trade products. The next two charts were produced by Nielsen for their May 2018 study on the fair trade brands in Italy.
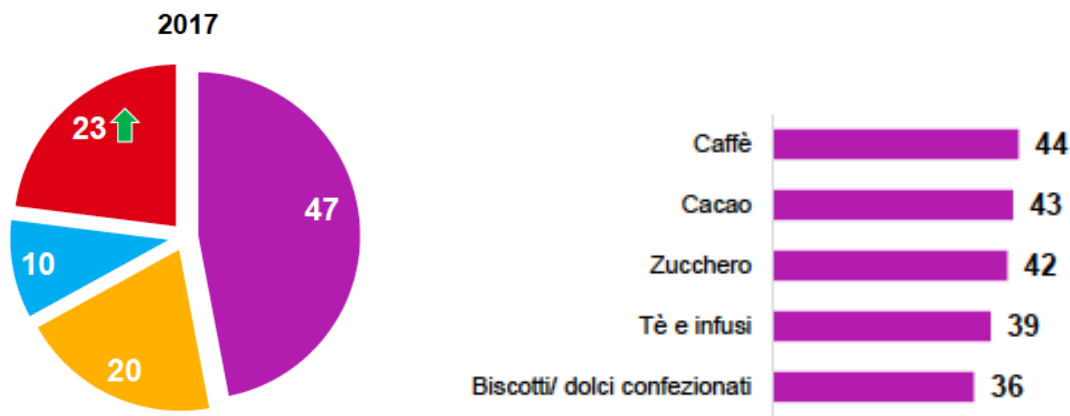
- 47% know and buy the Fairtrade brand
- 23% do not know any brand
- 20% know the Fairtrade brand and did not buy any Fairtrade product in the last 6 months
- 10% know the Fairtrade brand and never bought any Fairtrade product

The five most bought Fairtrade products are all food products: coffee (44% of Fairtrade buyers), cocoa (43%), sugar (42%), tea and herbal teas (39%), biscuits, cookies and cakes (36%).

2. NATIONAL CONTEXT

2.1 Information, media and public opinion

ATTITUDES TO DEVELOPMENT AND MIGRATION

According to the Eurobarometer (2019) 19% of the Italian population (vs. 36% of the EU global population) think it is very important to help people in developing countries, 62% considers it fairly important, while 10% (vs. 8% of the EU global population) think it is not very important, 2% think it is not important at all, and 7% don't have any opinion on it. The total of Italian population that considers aid as important is 81%, i.e. 5% less when compared with Eurobarometer (2018) previous data. 74% of Italians

(vs. 71% of the EU global population) agree that providing assistance to developing countries is an effective way to address irregular migration.

Over the past twenty years, the (often racist) media focus on migrations, asylum seekers and refugee policies has associated Italy with the EU countries that have witnessed a rise in anti-immigrant attitudes - mainly Austria and Central European countries (Messing and Ságvári 2019). Italians tend to estimate the proportion of the population who are immigrants as at least three and half times greater than the actual figure while the average European perceives the proportion of the immigrant population as twice the actual size. This places Italy among countries with a high ratio of estimated proportions compared to the actual figures (Eurobarometer 469, 2018). In Italy over one-third of citizens would prioritise restrictive migration and migrant related measures at national rather than at EU level (compared with 30 to 50% of people in Central Europe and Austria). When it comes to development cooperation this is in translated by this part of the population in attitudes favouring aid strictly as means to prevent migrations. Social media play a major role in spreading paternalistic and racist positioning. After Greece (83%) and Serbia (67%), Italy (61%) is among the countries consuming the most news on social media in Europe (Tent Foundation 2017).

THE ROLE OF SOCIAL MEDIA
According to a Bakamo Social study (2019) of social media content on migration in all EU Member States, anti-immigrant actors are effectively collaborating in cross-EU efforts to direct the conversation on social media by using conspiratorial disinformation and negative news on migration. One study of the UN Global Compact for Migration found that far-right and right-wing populist influencers coordinated and fuelled large-scale social media activities, including online petitions, tweets, Facebook posts and videos on YouTube: out of the 100 most popular YouTube videos on the UN migration pact, 75% derived from right-wing populist and conspiracy theory channels (Cerulus and Schaart 2019). Prior to the 2019 European elections, Avaaz reported European-wide networks of disinformation on Facebook. The investigation found more than 500 pages and groups followed by 32 million people spreading fake and false content in Italy, France, Germany, and Poland. This widespread use of social media to promote hate messages is often treated by mainstream media as if racism was a moral problem of "bad" individuals, although the way mainstream media themselves address migration topics is often revealing a systemic toxicity rooted in Italian and European colonialism, especially when it comes to citizens associated with African and Muslim origins.

STATE AND PUBLIC RESPONSES
Institutional racism seems to affect the decisions of Italian governments when they impose restrictions on the activities of NGOs involved in search and rescue operations in the Mediterranean. These measures elicited a growing media and public opinion wave of NGOs "criminalization" and outspoken messages claiming that "them" (migrants) should stay "home", away from "us". NGOs have been described as promoting their economic interest and as being the vehicle for the migrant "invasion". Anti-NGOs media and social media "campaigns" resulted in decreased trust in NGOs, including 35% of Italians distrusting Fairtrade products assuming that they are not worth their trust, or they are not actually checking production conditions, or because they don't trust any NGO (Nielsen, 2018).

This general climate and media campaigns resulted in 2018 in 8,66% less voluntary contributions to NGOs from Italian taxpayers (who are entitled to channel a small percentage of their annual taxes to non-profit organisations) and a further 4% decrease in 2019 (i.e. over 200.000 people decided to stop supporting international solidarity NGOs through their annual tax contribution). The dominant basic assumption is that international migration is a phenomenon that needs to be resisted. Institutional means include financing and training the Libyan coastguard, widely condemned for killings, tortures, human-rights abuses.

In January 2020 Italy's Supreme Court upheld the release of a German captain who defied official instructions and docked her ship at Lampedusa to offload rescued migrants. Captain Carola Rackete, allegedly collided with an Italian police vessel while docking, leading to her arrest. Prosecutors asserted

that she intentionally rammed it, a charge which she denied. "This is an important verdict for all sea rescue activists!" said Captain Rackete in a statement. "No one should be prosecuted for aiding people in need. The EU directive on 'crimes of solidarity' needs reform".

Recent decrees adopted by the Italian government foresee that non-governmental organizations should pay between €10,000 and €50,000 for transporting rescued migrants to Italian ports. The fines would be payable by the captain, the operator and the owner of the rescue ship. In addition, rescuers who repeatedly dock without authorization risk having their vessel permanently impounded. This policy is drastically decreasing NGOs sea rescuing (except for monitoring activities such as WatchTheMed AlarmPhone, https://watchthemed.net/) and it fuels increasing racism.

In November 2019 the polling firm SWG questioned a sample of 1500 people: 10% said racist acts were always justified and a further 45% said racist acts could be acceptable depending on the situation. SWG conducts the same survey once a year and for the first time in a decade the majority of those questioned did not condemn racism outright. The finding that more than half of the Italians surveyed say that racist acts are either sometimes or always "justifiable", comes after a series of high-profile racist and antisemitic incidents across the country.

Significant monitoring and educational work in this field is carried out by Carta di Roma, Lunaria, UNAR as well as by a new generation of activists such as Razzismo Brutta Storia (Racism is an ugly thing). In challenging dominant stereotypes it is particularly relevant the work of writers, activists and unionists as Soumaila Diawara, Aboubakar Soumahoro, and Yvan Sagnet. Thanks to a combination of grassroot activism, media campaigns, non-fiction books and dialogue with entrepreneurs and institutions they are addressing the conditions of migrants and especially of invisible workers, farm labourers who are often "undocumented" and confined in shanty towns at the margin or far away from cities, while they play a critical role within the country's food supply chain.

STUDENT AND EDUCATOR OPINIONS

In order to have a better understanding of the knowledge and information sources concerning global issues a sample of university students and global education staff was asked to fill in a questionnaire designed by CIPSI and the University of Padova. Answers were collected during six weeks in October and November 2019. Data gathering saw the collaboration of four universities based in Genoa, Modena and Reggio Emilia, Perugia, and Padova. The educators mean age is 45 years while the students mean age is 24 years. 83% of educators and 34% of students are involved in voluntary work. The answers to the questionnaire show that 60% of respondents think that they have a fairly or very good knowledge of Agenda 2030 while 23% of them say they have very little knowledge of Agenda 2030 and 17% declares no knowledge at all of it. It is usually educators that declare a better knowledge of SDGs.

The web is the primary source of information for most respondents (92%). 30% of them read or watch information provided by online newspapers, although this is more relevant for global education staff (39%) and less of an option for students (13%). Facebook is the leading social media and it is being regularly used by 32% of respondents, 13% uses Twitter, 12% use Instagram (26% of students vs 4% of educators).

Printed magazines are a source of information on global issues and SDGs only for 14% of respondents (19% educators vs 5% of students). Printed daily newspaper are a source of information limited to 5% of respondents (mainly educators). 12% of respondents get information about SDGs from television programmes with a significant difference between students (23%) and educators (6%).

Respondents were also asked to rank their priorities concerning global education themes. Their first five choices are environmental sustainability, social inclusion, climate change, peace and justice, migrations.

Concerning Agenda 2030 the priority goal according to educators should be Quality Education (4) and Reduced Inequalities (10). The latter is also the main priority according to students along with Climate Action (13).

2.2 Formal and Nonformal Education

In the last decade, in Italy formal education policies and investments have deteriorated as documented by OECD (2019) and as illustrated in the following chart, progress towards Agenda 2030 goals has been low and slow (ASviS, 2018).

For Goal 4, the maximum value of the composite indicator was obtained by Sweden (118.6), and the minimum value by Romania, marking a 28-point difference. Italy ranks fourth to last, coming ahead of Croatia, Greece and Romania. All countries show improvement compared to 2010, which in some cases is substantial. *Adult participation in learning* and *Tertiary educational attainment* are the indicators that most influence the disparities between the countries analysed.

OECD (2019) reports Italy as spending significantly below the OECD average per student in pre-primary schools. The Country spends about 3.6% of its GDP on primary to tertiary education, below the OECD average of 5% and one of the lowest levels of expenditure among OECD countries. The share of new tertiary graduates in the field of education is 4%, with a high prevalence of women (93%). The high share of women is also reflected in the teaching workforce: 78% of teachers are women across all levels of education.

Since 2014, the National Youth Agency (ANG) plays a major role in promoting international youth work and nonformal education. It supports the Actions of the Erasmus+ programme promoting the mobility of young people, as well as actions promoting active participation and citizenship, social inclusion and multilingualism. The Italian National Youth Council (Forum Nazionale Giovani, FNG) acts within the framework of Law nr. 311 (30 December 2004) and involves 75 member organisations. Through ANG youth organisations participate in Strategic Partnerships, focusing on international networking and sharing of good practices or on innovative practices and educational approaches. The Youthpass tool for the recognition of transversal competences is providing a relevant framework for bridging youth and DEAR projects centred on nonformal education.

Several CSOs and NGOs federations, such a FOCSIV, have been investing in DEAR projects involving young people and offering them medium-term strategies to get involved in international solidarity work as volunteers.

In 2016, with backup from the Ministry of Labour and Social Policies, young Italians whose parents have a migrant background established CONGGI (Coordinamento Nazionale Nuove Generazioni Italiane, the National Coordination of New Italian Generations, http://www.integrazionemigranti.gov.it/Areetematiche/SecondeGenerazioni/Pagine/CoNNGI---Coordinamento-Nazionale-Nuove-Generazioni-Italiane.aspx). CONGGI represents over 30 organisations and promotes activities in 6 areas of work, including Development Cooperation. Their 2019 Manifesto is annexed.

In the field of higher education - along with the Coordination of Universities for Development Cooperation (CUCS, Coordinamento Universitario per la Cooperazione allo Sviluppo, established in 2007) - the Conference of Italian University Rectors (CRUI) established the University Network for Sustainable Development (RUS, Rete delle Università per lo Sviluppo Sostenibile, https://sites.google.com/unive.it/rus/home). RUS aims at raising awareness about sustainability culture and good practices, within and beyond universities, by sharing skills and experiences, so as to increase the positive environmental, ethical, social and economic impact of the initiatives implemented by individual universities, and also strengthen the recognition and value of Italian experience at international level. About 70 universities are currently members of RUS.
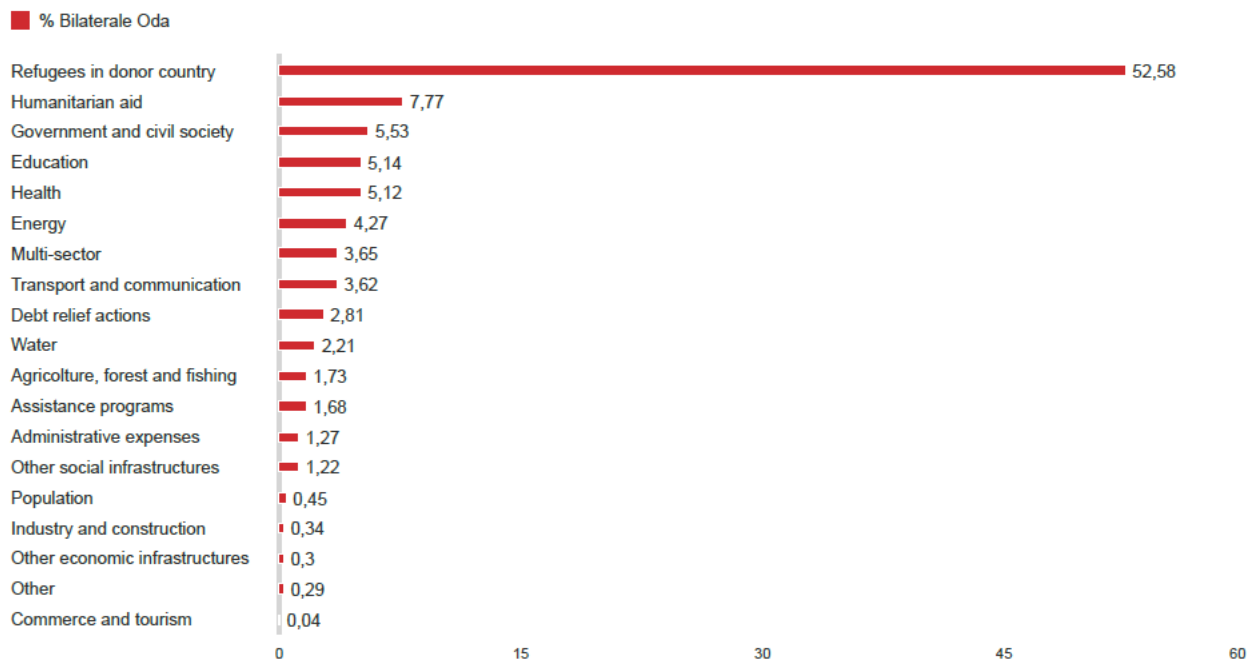
2.3 Inflated Aid: Italian development cooperation and DEAR budgets

THE LEGAL FRAMEWORK
In 2014 the Italian Parliament approved a thorough reform of the Italian development cooperation system (Law 125/2014) which included changing the name of Italy's foreign affairs ministry to that of the "Ministry of Foreign Affairs and International Cooperation" (MAECI), and the establishment of the Italian Agency for Development Cooperation (AICS).

Article 1.4 of the Law 125/2014 refers specifically to education. It recommends:
"the promotion of education, awareness and participation of all citizens to international solidarity, international cooperation and Sustainable Development". Since the passing of the 2014 law AICS has three times financed global education projects with targeted grants (Global Citizenship Education - Educazione alla Cittadinanza Globale, ECG grant), investing 2.500.000 euros in 2016 (18 project proposals were submitted, 6 projects were selected and financed), 7.143.924 euros in 2017 (63 project proposals were submitted, 12 projects were selected and financed). 76 project proposals (from 65 CSOs) were submitted to the latest grant call in 2018 (7.000.000 euros) (AICS, 2019). 15 projects were selected and financed.

236 organisations are recognised as CSOs by AICS. Since 2018 no call has been issued and the June 2020 new institutional budget framework does not include a DEAR call, a very alarming signal, especially within the general trends of "inflated ODA" and "externalisation of frontiers". According to OECD data, 2017 Italy spent 52,58% of bilateral ODA for its asylum seekers reception system and 5,14% in education.

% Bilaterale Oda

Category	% Bilaterale Oda
Refugees in donor country	52,58
Humanitarian aid	7,77
Government and civil society	5,53
Education	5,14
Health	5,12
Energy	4,27
Multi-sector	3,65
Transport and communication	3,62
Debt relief actions	2,81
Water	2,21
Agricolture, forest and fishing	1,73
Assistance programs	1,68
Administrative expenses	1,27
Other social infrastructures	1,22
Population	0,45
Industry and construction	0,34
Other economic infrastructures	0,3
Other	0,29
Commerce and tourism	0,04

DECREASING AID AND ITS DIVERSION

The previous development cooperation legal framework had been in place since 1987. The 2014 reform was welcomed by many civil society organisations, even though the new law failed to address a number of problems concerning actual priorities and funding schemes. Italy's government committed to gradually increasing ODA to 0.7% of GNI with an intermediate goal of reaching 0.33% in 2019. On the contrary, the latest OECD data suggest that Italy's ODA has actually decreased, setting ODA back to 0.24% of GNI in 2019. Geographically, Africa maintains a predominant role, followed by the Middle East, especially for funding managed by AICS. Italy has allocated approximately 36.5 per cent of its aid though AICS to sub Saharan Africa in 2016–2017. Funding trends have been monitored by Openpolis and Oxfam (2019).

The following chart highlights that the ambitious goals previously presented in the update of the Economic and financial document (NaDef, outlining the government's commitments for the upcoming annual budget) were not confirmed and that ODA funding was severely cut. The goals that were initially set were later changed when the annual budget law was approved at the end of 2018.
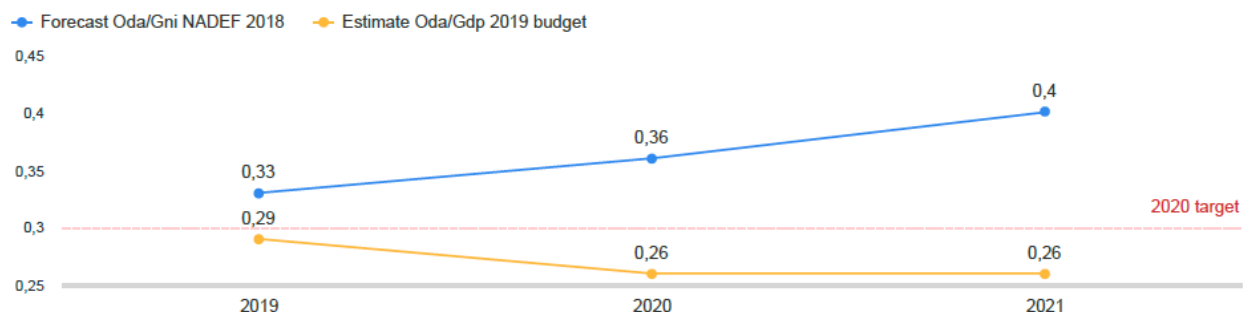

On the ground of Link 2007's forecast (based on an estimated GDP growth of 1%), Openpolis and Oxfam (2019) have calculated the difference between what was envisioned in the update of the Italian government's Economic and financial plan, and the forecast presented by the government in the annual budget law. According to their calculations there are €713 millions missing in 2018, €1,7 billions in 2020

and €2,4 billions in 2021. This affects funds that should be earmarked for United Nations' agencies, such as UNICEF and UNHCR who saw their funding reduced by €35 million

According to Openpolis and Oxfam (2019) the Italian cutback to the country's contribution to the UN can be hardly categorised as a technical renegotiation of national quotas. Sadly, its seems to reflect a decision to disengage from a multilateral system that is in contradiction with Italy's foreign policy. A decision that seems consistent with the missed ratification of the Global Compact on migration by Italy (https://refugeesmigrants.un.org/sites/default/files/180713_agreed_outcome_global_compact_for_migration.pdf).

Within this new scenario, it is worth considering the investment during the five years up to 2017 as well. Between 2012 and 2017 Italy constantly increased its investment in ODA. Nonetheless, Openpolis and Oxfam (2019) suggest that in order to perform a proper analysis of the budget, it must be noted that in that period there was a significant percentage of ODA that does not provide more resources to least developed countries. This includes the resources allocated to "strengthen" Italy's migration reception system and for debt relief. While these resources are listed as ODA by OECD's Development Assistance Committee (DAC), these resources do not finance in a direct way projects to fight poverty and they were never "transferred" outside Italian borders. This part of development aid is defined as "inflated aid" by Concord, the Confederation of European NGOs.

The following chart presents ODA's "growth" highlighting the resources committed by Italy to address asylum seekers policies in Italy ("Refugees in donor country").
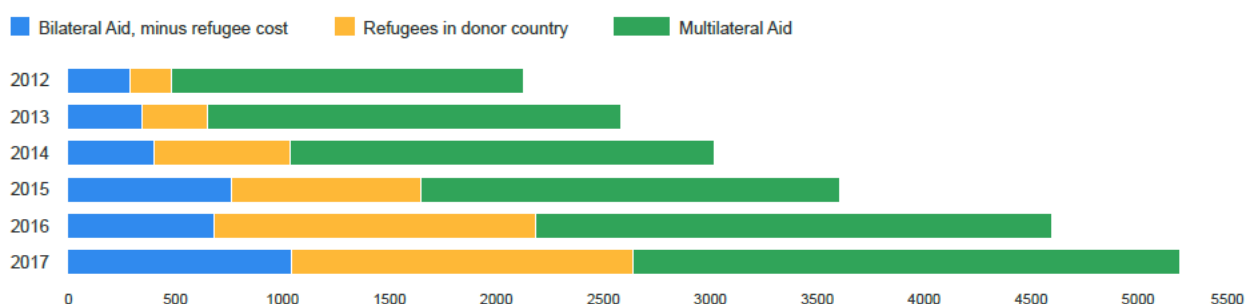
Openpolis and Oxfam (2019) analysis shows that "proper" aid had drastically decreased since 2012. It started to increase again only in 2015. The national expense to address asylum seekers policies in Italy increased significantly. In terms of budget management, these resources are in the first place the responsibility of the Ministry of interior. The following chart based on OECD data shows that after 2015 they were higher than "real ODA". Nonetheless they were included as "refugees in donor countries" in the ODA. The inclusion of such funds contributed to feed the so called "inflated aid".
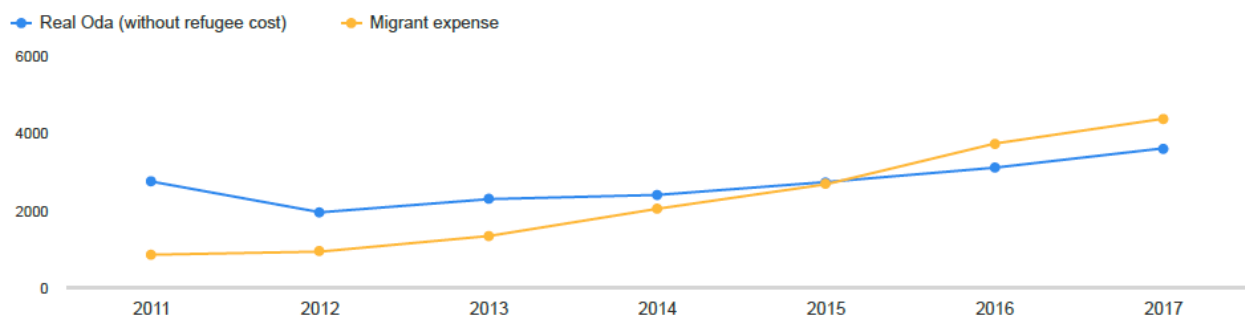
Despite a commitment to increase ODA to 0.4% in 2021 and 0.7% of GNI by 2030, projections from Civil Society Organisations (CSOs) suggest that ODA will only reach 0.26% of GNI in 2021. Given the effect of COVID-19 on the Italian economy, it is difficult to say whether these projections will hold.

3. THE MULTI-STAKEHOLDER SCENARIO AND THE NATIONAL GLOBAL EDUCATION STRATEGY

3.1 Stakeholder interests in strategy development

GENE (2018) describes the Italian approach to global education as "collaborative" and lists as key stakeholders the Ministry of Education, University and Research (MIUR), the Ministry of Foreign Affairs and International Cooperation (MAECI), the Agency for Development Cooperation (AICS), the Conference of Italian Regions, NGO alliances and individual NGOs working for Global Education (e.g. the network DEAR CONCORD), Universities and Research Centres, other representatives of from civil society (co-operatives, associations of volunteers, citizens' interest groups) and Local Authorities. The following actors, ministries and agencies should be added to the picture, including
the Ministry of Labour and Social Policies; the Ministry of the Interior; the Ministry of the Environment, Land and Sea. These three ministries manage budget lines and issue calls for funds relating to global education issues. Two further key actors are – since 2004 - the national Youth Agency and – since February 2016 - ASviS the National SDGs Agency.

In 2017 the Conference of Regions and Autonomous Provinces approved a document on Education for Global Citizenship that highlighted Global Education as a tool for change. The document urged the Italian educational system to integrate education for global citizenship in day-to-day teaching and was taken into account in the AICS 2017-2019 planning document.

In developing the document, MAECI supported the setting up of a working group co-ordinated by the Autonomous Province of Trento with the support by CSOs networks AOI and Concord Italia. The group included representatives from 11 different national institutions, council and networks. During 2017 the drafting process included consultations with the respective constituencies and network members, face to face meetings, online collective writing. The text was finalised at the end of 2017. The document defines the Italian multi-stakeholder and multi-level strategy on global education. It identifies objectives, actors, methods, operational and monitoring criteria in order to promote and to implement global education in Italy through both formal and nonformal education policies and practices.

In February 2018 the Development Cooperation National Council (CNCS) adopted the document as the "Italian Strategy for Global Citizenship Education (GCE)". Soon afterwards political elections and two changes of government slowed down the pace of implementation of the Strategy. Nevertheless, members of the working group kept working on a common document that was finalised and approved in November 2019, the "GCE Territorial Plans / Local Authorities Guidelines" ("Educazione alla Cittadinanza Globale (ECG): indicazioni per Regioni e Enti Locali").

On June 9th 2020, the Regional Council of Marche adopted a Regional Law on Global Citizenship Education and Sustainability Culture (entitled "Interventi di promozione dell'educazione alla cittadinanza globale (ECG) ed alla cultura della sostenibilità"). In addition, in June 2020 Marche Region approved a legal framework (Law DGR 304/2020) named "Identification of strategic choices and initial approaches in order to define the Regional Strategy on Sustainable Development" ("Individuazione di scelte strategiche e primi indirizzi per la definizione della Strategia Regionale per lo Sviluppo Sostenibile, SrSS"). The law focuses on the implementation of the formal agreement signed on December 5th 2018 between Marche

Region and the Ministry of the Environment, Land and Sea. The Regional Strategy on Sustainable Development is being promoted along with the GCE National and local Strategy.
On June 11th 2020, the Italian Development Cooperation Inter-Ministerial Council (CICS) approved the Strategy.

3.2 The role of the ASviS network

A major role concerning global education is played by ASviS the National SDGs Agency, a network including over 270 members. ASviS' aims at increasing the awareness of the Italian civil society, economic players and policy institutions on the importance of United Nation 2030 Agenda on Sustainable Development, in order to mobilize different stakeholders in pursuing the Sustainable Development Goals (SDGs) in Italy.

In 2019 ASviS provided the Italian Government with six recommendations concerning Agenda 2030:
- convert the Interministerial Committee for Economic Planning (CIPE) into the Interministerial Committee for Sustainable Development with the next Budget Law, in order to gear public investment policy towards achievement of the SDGs;
- update the National Sustainable Development Strategy to include detailed, precise objectives in the light of the new policy guidelines, and, in February 2020, present a report on the state of progress in its implementation;
- urgently identify what needs to be done to achieve the 21 Targets that Italy has committed to reach by 2020 and which it is clearly not on track to achieve;
- consider the possibility of drawing up an annual law on sustainable development, designed to introduce systemic regulatory changes (without financial implications) in order to achieve the Goals of the 2030 Agenda;
- initiate dialogue with the regions, autonomous provinces and municipalities within the framework of the Joint Conference, in order to coordinate the actions for which the various institutions are responsible in the implementation of the 2030 Agenda;
- implement a comprehensive information and communication plan on the issue of sustainable development aimed at the entire population, similar to the one that was run when the euro was introduced.

In the field of formal education ASviS established a partnership with the Ministry of Education, Universities and Research, by signing in 2016 a Memorandum of Understanding (nr. 3397 / 6 December 2016). The aim of the memorandum is for ASviS to provide education in sustainable development at public and private schools of all types and levels and within provincial adult education colleges, in order to boost awareness, knowledge and adoption of the lifestyles described in the 2030 Agenda.
ASviS and the Ministry of Education, Universities and Research launched an educational competition named "Let's score 17 Goals". The number of competition entries rose from 200 in 2017 to over 250 in 2018 and to 472 in the 2019 edition.

In 2017, ASviS developed an e-learning course titled "The 2030 Agenda and the Sustainable Development Goals", which uses a simple and accessible language to explain the 2030 Agenda and the 17 SDGs. Divided into 20 modules, it lasts about three hours. The course has been made available to ASviS members and to numerous non-member businesses and organisations. The course is also available on the formal education INDIRE platform to all teachers as well as to the Italy's Association of Journalists through the SIGeF online platform.

In collaboration with the National School of Administration (SNA), ASviS co-organised the first "Sustainability Management" course for senior and middle managers from central government, addressing those involved in managing general services (human resources, general affairs, contracts and

services, etc.). The course offered 120 lesson hours and took place between November 2018 and April 2019. It aims at equipping managers with the necessary skills to create specific leadership roles within central government, with responsibility for coordinating activities in accordance with the SDGs (the management of human and capital resources, energy procurement, waste management, mobility, etc.). In June 2019, the SNA launched a second course entitled "Integrated policies for the UN's 2030 Agenda on sustainable development". The course is designed for managers from the ministries involved in the policy areas relating to the 2030 Agenda and aims to develop the public administration's ability to define and implement public policies that systematically take into account the interconnections and potential trade-offs between policy choices.

3.3 Towards the implementation of a National Global Education strategy

EC DEAR funding amounts to a very a significant part of the Italian DEAR means. The 2016 call resulted in more than half LA projects and almost one-third of CSOs projects led by CSOs or LAs based in Italy.

A few Regions have promoted strategic planning and coordination bodies in the DEAR field, often within the framework of global citizenship education. Examples range from the Piedmont Region (where the term "educazione alla mondialità", i.e. planetary/world education, is preferred) promoting regional co-ordination activities and an information website (https://www.regione.piemonte.it/web/temi/diritti-politiche-sociali/cooperazione-internazionale/educazione-alla-cittadinanza-mondiale), to formal education by the Tuscany Region, issuing a set of guidelines and promoting the sharing of policies and practices through a Regional co-ordination working group.

The following provides a summarised case study of how one region implements GCE relevant policies: Marche Region works on the basis of triannual plans to promote development cooperation and international solidarity. The current plan is providing priorities for 2019-2021, including support for Global Citizenship Education (GCE). Within this framework, the Marche Region has been managing as lead applicant or as partner in several European and National global education projects. In the GCE field it promotes five types of coordination activities.
- The first one is titled "Marche Solidali", a network including 30 associations and NGOs who co-ordinate efforts concerning their awareness raising and education activities as well as their relations with local authorities.
- A second initiative concerns The University for Peace (on the basis of the Regional Law L.R. 9/2002) focusing on research and education activities on social and environmental sustainability and on migration issues.
- A third initiative provides support for the National Intercultural Education Seminar, a yearly event organised by the local CVM organisation focusing on school curricula.
- A fourth area of work sees the collaboration with the Centro Servizi Volontariato, the regional centre for voluntary work that manages Erasmus+, EuropeAID and FAMI grants focusing on GCE.
- Finally, the Marche Region promotes a formal agreement and coordination activities (Protocollo di Intesa) on GCE and Agenda 2030 goals involving four universities (Ancona, Camerino, Macerata, and Urbino), CVM, the Marche school network (Rete di Scuole Marchigiane) and the University for Peace.

As in the case of some municipalities, such as Milan with the implementation of the Food Pact, this multi-stakeholder and multilevel approach seems most promising in providing DEAR activities with continuity and dialogue involving different partners.

4. DEAR PROJECT RESPONSES TO THE ITALIAN CONTEXT

Staff involved in running DEAR projects in Italy were invited to contribute their observations and opinions about the present and future priorities concerning DEAR work. On June 26th 2020 such priorities were shared and discussed through an online collective conversations that clustered key issues according to a SWOT analysis. The following table presents a synthesis of the SWOT analysis, followed by participants' comments on the various topics.

4.1 DEAR Project Strengths

S1 - Strategic partnerships
Awareness raising and education activities on local-global challenges have often a cross-thematic nature. Both at the local as well as the national level, DEAR CSOs are enhancing the impact of their activities by collaborating and joining forces with organisations, centres and networks that specialise in complementary topics and justice issues, for instance with research centres and with professionals such as lawyers focusing on migration issues (for instance ASGI). Project schemes that allow re-granting are favouring and strengthening such partnerships.

S-2 Socially responsible consumerism
There is a growing consumer demand for sustainably sourced products. It is an opportunity to work in partnership with suppliers, both inside and outside the European Union, to introduce environmental and social standards. Recent studies (Nielsen, 2018) commissioned by Fairtrade confirm that DEAR projects have been effective in influencing responsible consumerism attitudes and choices. They observe consistency between DEAR investments and results.

S3 - Southern partnerships and Study visits
The ability to develop relations and collaborations with partners in the Global South and to facilitate ways for them to challenge established patterns of unfair local and international relations is a source of legitimacy and an opportunity to channel transformative messages and practices in the territories where CSOs are operating.

S4 - Continuity of schoolwork

DEAR projects enable CSOs to develop and to provide continuity to relations with school heads and teachers. There is a more favourable and structured formal education culture towards citizens competences, supported by recent documents both by UNESCO and by the Council of Europe's framework concerning "Competences for democratic culture. Living together as equals in culturally diverse democratic societies" (2016). International DEAR projects contribute to the motivation and the training of teachers in this field by exposing them to new practices and by providing opportunities to develop and to test targeted school materials.

S5 - Targeted re-granting

Through recent DEAR projects, Italian CSOs have had the opportunity to offer small grants that enable them to collaborate with strategic partners. When this part of the project is well planned, it is both an opportunity for establishing better relations and collaborations with small and medium size local organisations as well as for involving local and national media professionals such as journalists and video-makers.

4.2 DEAR Project Weaknesses

W1 - Marginal role of National Institutions and Local Authorities

DEAR practitioners consider the ability to produce a lasting and transformative impact important. This is very hard to achieve without proper collaboration with local, regional, and national authorities. Unfortunately, the national institutional scenario is very fragmented and at odds when it comes to work towards medium- and long-term strategic objectives. So far, support from local and regional authorities is quite rare and often discontinuous. The National GCE Strategy and related GCE Territorial Plans Guidelines are steps in the right direction.

W2 - EC DEAR grants more adapted to campaigning (vs education)

Compared to previous EC DEAR provisions, the more recent DEAR granting schemes seem to favour larger networks, bigger CSOs and in the case of Italy they are perceived as more suited to promote campaigning rather than educational activities. As local and national funding is lacking, this is a critical factor in relation to formal and nonformal education activities.

W3 - Limited attention to gender

The lack of attention to gender equality is due to structural obstacles inherent in Italian institutional culture and the consequent formulation of policies, as well as to widespread resistance (or explicit hostility) by part of the public opinion towards gender issues. Gender topics are often confined to a superficial public debate, in a binary confrontation, diminished, ridiculed, stigmatized manner. The use, by various conservative and Catholic groups, of particular terms, such as "gender ideology", suggest a sort of conspiracy aimed at eliminating the differences between the sexes and at undermining "the natural order of things". University of Perugia professor Federico Batini carried out research into classroom bullying, involving the distribution of a questionnaire to 54 schools in central Italy. The survey was carried out in partnership with local education authorities and sought to explore the extent to which youth faces racist, homophobic, and/or gender-based discrimination from their peers. The questionnaire was denounced as "gender indoctrination" by right-wing parties and media and it was banned by the Italian education minister. Once more, a research project was turned into the trigger for a trivial and shallow debate under the party-political spotlight.

W4 - Complexity of DEAR topics

The international context related to DEAR topics and campaigns is characterised by complex issues and dynamics involving different areas of expertise (ranging from economy to environment to socio-cultural dimensions to media and communication etc.). This aspect of complexity is often perceived as an

obstacle that should be overcome by being able to relate the core topic to issues that are relevant to the groups and constituencies involved in the project, starting with dealing with challenges at the local level.

W5 - Un-focused re-granting
While having the opportunity to sponsor small and medium size local organisations is seen as an important opportunity for DEAR work, this financial activity is considered as one to be handled with care in relation to the ways it is being planned and communicated, in order to avoid unrealistic expectations as well as too vague objectives that prevent the actual activities from having a relevant impact at the local level.

4.3 DEAR Project Opportunities

O1 - Increasing attention for Agenda 2030 and the Climate Crises and the interest of young people,
The demonstration and initiatives activated by predominantly youth movements such as Fridays for Future, and Extinction Rebellion (XR) have contributed to raise awareness concerning the Climate Crises and SDGs. DEAR projects have a potential to involve youth in their activities, to co-create medium-term strategies envisioning voluntary work and study visits, and to have youth in a key role in terms of dialoguing with decision makers.
A further opportunity is provided by the national education law approved on August 20th 2019 (n.92) to promote Civic Education in Italian schools including Agenda 2030 topics.

O2 - The approval of the GCE National Strategy and the related implementation process
The DEAR 3-year project cycle provides partnership opportunity that are beneficial to implement the GCE Strategy at the local, regional and national level, for example by establishing partnerships with University' Departments and School of Education and by involving schools on specific topic and SDGs goals.

O4 - Local and Regional networks
Wider European projects support and inspire smaller CSOs, for example by enabling them to participate in multi-stakeholder seminars.

O5 - GE envelopes within other funding sources
The lack of DEAR funding sources at the national level can be compensated by responding to calls from other budget lines and by other Ministries that start to include the awareness raising and global education dimension in relation to their goals. These new opportunities bear also risks, in particular the risk of subordinating educational planning and function to pre-established economic and information objectives.

O6 - Investing in local voluntary work
Offering to youth, volunteers and professionals the opportunity to visit partners and projects in the Global South contributes to raise awareness in effective ways and to involve Italian citizens in DEAR projects as well as in follow-up activities.

O7 - Collaboration with local and national media,
Study visits as well as targeted re-granting favour the development of relations with both local and national media. The ability of being able to visit countries and organisations in the Global South is a motivating factor for journalists and video-makers. In terms of scaffolding critical thinking concerning global issues the collaboration with media and journalists has a positive impact and it works as outreaching strategy for local CSOs when the focus is on local news as the basis for local-global connections. The opportunity in this sector is related to avoiding a "normative approach in favour of a

dialogical approach that encourages citizens to respond to local challenges (taking into account a global perspective), possibly eliciting creative responses.

O8 - Collaboration with entrepreneurs
While there is a concrete risk of DEAR de-funding by companies that in times of economic crises focus on internal priorities (and might decrease investments in DEAR topics as it recently happened with Nestlé/KitKat who cut their cocoa partnership with Fairtrade), the current crises scenario offers opportunities to raise awareness on global issues and challenges and to root ways to face the crises in DEAR core principles.

O9 - Public procurement
Since March 2020 the Ministry of the Environment, Land and Sea is providing a further step towards a legislative and commercial enabling environment by making it compulsory by law that public procurement should be based on Fairtrade products for at least 50% of purchases.

4.4 DEAR Project Threats and Risks

T1 - Anti-CSOs and anti-immigrant narratives
As outlined in the Information, media and public opinion section of this study, Italy is witnessing a widespread anti-NGOs narrative and media campaign (in connection with anti-migrant propaganda) that is eroding citizens trust in CSOs.

T2 - EC grant focus on major NGOs
In the perception of many Italian NGOs they face a structural lack of local and national funding, a discontinuity and lack of proper scheduling in their provision which is coupled with more recent EC DEAR granting schemes targeting - in the first place - larger networks and campaigning activities. This is perceived as a threat that could be reduced by splitting EC DEAR funding in two different budget lines, one for campaigning and one for global learning projects.

T3 - Lack of funding continuity and lack of EC DEAR and AICS synergy
It has been difficult to create a clear complementarity between AICS funding and EC DEAR funding. A less risky scenario for several Italian CSOs could be provided by actively seeking ways to favour the synergy and complementarity between these two funding sources.

T4 - Funding support from private foundations geared around too narrow objectives
Within a context of scarce source of funding, CSOs have been involved in new grant schemes opportunities with a very specific focus such as the children and youth poverty focus of the Con I bambini Foundation. The actual definition and implementation of such projects has resulted too rigid for the wider global learning potential of the participants with a DEAR background who were confronted with assessment focusing on "social impact" (vs education achievements) in relation to poverty indicators.

T5 - Lack of Southern voices
While the ability to develop relations and collaborations with partners in the Global South is at the core of DEAR quality work, the room for voices from the Global South remains quite limited when it comes to mainstream media, social media and national and local debates. Legitimating such voices and perspectives would strengthen the role of DEAR CSOs as well.

T6 - Precarious job conditions in formal education and in the Third Sector
Overall labour conditions in Italy are not favourable to young people. This factor leads to precarious job contracts for both younger teachers and CSOs staff which in turns lead to staff turn-over and difficulties in guaranteeing continuity to campaigning and educational activities and to the development of relations with partners and stakeholders at the local as well as at the national and international level.

4.5 Covid challenges

When the COVID emergency started to affect Italy at the end of February 2020 many DEAR projects financed on the basis of the 2018 Call were in their initial stage. The emergency forced DEAR CSOs to acquire and/or develop targeted knowledge about online technologies and connectivity opportunities in order to re-structure part of the work in order to support partners and collaborators and to monitor the issues at stake at the local level.

Just before the COVID emergency, concerning educational methods and approaches suggested through the CIPSI-University of Padova's DEAR questionnaire, university students and educators considered as most important the following three:
- multi-stakeholder and cross-level approach;
- shared planning and decision making about working methods;
- inter-active methodologies.

Two further aspects were also considered relevant:
- rigorous indicators;
- local plans.

It became obvious during the confinement period that these methods and approaches need to be placed with a wider context taking into account both blended and outdoor learning.

CSOs as well as teachers had to face a challenging situation: in Italy 30% of families do not have a computer, while 47% of the families owns only one device, a fact that makes it difficult to accommodate learning demands by children and youth. During the COVID confinement 12,3% of students could not access a computer or tablet (20% in the South of Italy). Over 1 million children and youth live in municipalities with no adequate Internet connection.

In terms of opportunities, DEAR methods offer relevant "glasses" and perspectives on current issues that can contribute to "opening" school approaches to explore new ways of choosing and organising learning environments. In relation to DEAR contents the COVID emergency raised more awareness about climate/environmental/energy/mobility priorities. It also triggered new forms of local solidarity and voluntary work. This offers CSOs opportunities to collaborate and to steer work on social injustice and poverty issues in connection with international projects. Other partnership opportunities concern the increased educational focus on digital, financial, and health education.

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ANNEXES

ITALIAN GLOBAL CITIZENSHIP EDUCATION STRATEGY: see
https://www.cci.tn.it/CCI/Formazione/Mediateca/Italian-Strategy-for-GCE-2019-ENGLISH

CONGGI MANIFESTO: see http://www.conngi.it/wp-content/uploads/2019/05/Manifesto_of_the_New_Italian_Generation_2019.pdf