



Building global citizenship through the teaching of civic education: case study on the perception of the new generations in two Italian territories of the Tuscany Region

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Abstract

With the aim of countering the populist and nationalist tendencies, it is now recognised at European level that we need to pursue social cohesion by encouraging citizens to participate consciously in the political and social life of society. At the same time, unsustainable practices have caused a global emergency and the need to rethink our behavior and encourage sustainability and innovative technological progress with respect for the world.

For this reason, in Italy, the teaching of civic education, articulated in sustainability, digital and constitution education, has been included as compulsory at schools by law no. 92 in 2019, with the aim of promoting conscious citizenship.

The research aims to investigate the effectiveness of the law through a qualitative analysis of the perceptions of adolescents attending secondary schools in two Italian provinces of the Tuscany Region.

The research is divided into analysis of the Italian, historical and socio-legal context of civic education based on literature on a national and international level; analysis of a sample of adolescents' perceptions of the importance of civic education and the issues they discuss at school. The qualitative research was carried out through semi-structured interviews and focus groups with a sample of about 100 young people.

The expected results aim to understand the views of the younger generation on the teaching of civic education at school and the needs to achieve European and international objectives on civic education, sustainability, and digital competences for future innovation.

Keywords: civic education, policy, constitution, case study, national guidelines