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Agenda 2030. We must act now.

On September 25, 2015, the world leaders gathered in New York to sign the 2030 Agenda for Sustainable Development, a shared path to secure peace and prosperity for the people and the planet. In particular, they committed to implement a new integrated and coherent vision to achieve a new model of sustainable development. The 2030 Agenda presents 17 interconnected Sustainable Development Goals (SDGs) that, if achieved, would put the world on the right path to eradicating poverty, reducing inequality, improving gender equality, boosting innovation and economic prosperity, protecting the environment and biodiversity, fostering global cooperation, and ensuring lasting peace. Since then, a series of local and international crises and conflicts, coupled with a lack of action or bland commitments by political leaders, have hindered and even set back global progress on sustainable development.

2023 marks the midpoint for the achievement of the SDGs. The world leaders gathered in New York on September 18 and 19, 2023, to attend the SDG Summit and present concrete commitments and plans to implement the Agenda and achieve its goals by 2030.

The letter sent by United Nations Secretary-General, António Guterres to the Heads of State and Government of UN member countries on April 3, 2023, advances three requests in preparation for the Summit.¹ First, it asks for greater support for developing countries through an agreement, to be reached by September, on a \$500 billion plan (SDGs Stimulus), and a reform of the global financial architecture. In addition, in preparation for the SDG Summit, all countries were asked to engage in dialogue with various national stakeholders, with particular reference to civil society and the private sector, and to submit a plan (National Commitment to SDG Transformation) containing concrete commitments to accelerate the achievement of the SDGs.

Engaging youth: the key to achieve sustainable development

On this occasion, we, young people, feel compelled to make our voices heard and urge the Italian government to propose new, bold and concrete commitments to achieve

¹ Letter of the UN Secretary-General to Member States, SDG Summit.



the SDGs and demonstrate our country's commitment to sustainable development to ensure well-being and prosperity for future generations. Intergenerational equity is the cornerstone of sustainable development, which refers to the ability to meet the needs of the current generations without compromising the ability of future generations to do the same.

On February 8, 2022, the Italian Chamber of Deputies approved the Constitutional reform bill that for the first time allowed the insertion of the principle of intergenerational equity in Article 9 of the Constitution: "*The Republic shall protect the environment and the ecosystem, biodiversity and animals, and promote sustainable development, including in the interest of future generations.*"

In addition to being a principle enshrined in our Constitution and a commitment underscored by the signing of the 2030 Agenda, we believe that investing in young people and the wellbeing of future generations is first and foremost a moral duty and a political responsibility that should guide the current decision makers of our country in making forward-looking and long-term decisions.

As young people, we are worried and scared about our future. The threat of climate change, the obstacles in ensuring quality education for all, and the issues related to job security require bold actions. With this paper, we therefore want to shed light and bring to the attention of the Italian government three major challenges for the achievement of the SDGs. As young people, we believe that these challenges and topics are indeed crucial for our future.

We expect ambitious actions, but we also want to do our part. Indeed, we hope that this is only a starting point paving the way for new opportunities of dialogue and collaboration.

After a brief analysis of some of the targets related to Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth) and Goal 13 (Climate Action), we present concrete proposals that, as Global Shapers - Rome Hub, Italian Climate Network and Officine Italia, together with our Partners, Education Around and Young Ambassadors Society, we are committed to implement in collaboration and with the support of institutions and other stakeholders. These proposals represent our contribution to the achievement of the 2030 Agenda for Sustainable Development in the view of fostering



civic engagement of young people and improving intergenerational dialogue to co-create policies for a more sustainable country.

Goal 4 (Quality Education) e Goal 8 (Decent Work and Economic Growth)

Italy, although a member country and an active participant in the main international fora on education, is still far from achieving the targets set by Goal 4 of the 2030 Agenda, which aims to provide quality, equitable and inclusive education and learning opportunities for all, as well as the goals set at the European level within the strategic framework for European cooperation in education and training.²

Below, we highlight four key areas where our country's poor performance necessitates immediate action³:

- **Basic digital, literacy and numeracy skills (Target 4.1).** In Italy, only 45.6 percent of people aged 16–74 have at least basic digital skills in 2021, far from the European target for 2030, which is set at 80 percent. Regarding basic literacy and numeracy skills, in the 2022/2023 school year, INVALSI 2023 test results show that 38.5 percent and 44.1 percent of students who attended secondary school do not score adequately in Italian and mathematics, respectively. On the other hand, looking at the results of tests administered to students in the last year of high school, 49.3 percent and 50 percent of students do not achieve adequate results in Italian and mathematics, respectively.⁴ We are therefore a long way from reaching the target set at the European level of reducing the share of students who do not reach a sufficient level of proficiency in science, reading and mathematics below 15 percent by 2030.

² Council Resolution on a strategic framework for European cooperation in education and training Towards a European Education Area and Beyond (2021-2030).

³ The sources of the data below: Eurostat, 2023. Sustainable development in the European Union. Monitoring report on progress toward the SDGs in an EU context; INVALSI, 2023. INVALSI report 2023; ISTAT, 2023. SDGs 2023 report. Statistical information for the 2030 Agenda in Italy.

⁴ The results of the Italian and mathematics tests of the INVALSI tests are expressed on a scale from 1 (lowest level) to 5 (highest level highest). Only students who reach level 3 have skills that are considered adequate in relation to the school grade they attend. The results mentioned here therefore refer to levels 1 and 2.

- **Early school leaving (Target 4.1).** In 2022, with a European average of 9.6 percent, 11.5 percent of Italian 18 to 24-year-olds (about 465,000 young people) dropped out of the education and training system without obtaining a diploma.
- **Early childhood education (Target 4.2).** In the 2021/2022 school year, 28 percent were the places available in early childhood education compared to the number of children aged 0-2, which is far from the European target (33 percent).
- **Tertiary education attainment (Target 4.3).** In 2022, only 29.2 percent of 25-34-year-olds had a tertiary degree, still far from the European average (42 percent) and the European target set for 2030 (45 percent).
- **NEET (Target 8.6).** In Italy, the share of 15-29-year-olds who are not in education, employment or training is 19 percent, much higher than the European average of 11.7 percent in 2022 and far from the European target of 9 percent set for 2030.

Concretely, we recommend and we are willing to contribute to:

- **Improving educational guidance.** Educational guidance should be institutionalized and provided along the educational journey to all students to enable them to make informed choices. In line with the recent Guidelines on Educational Guidance⁵ and policies adopted within the National Recovery and Resilience Plan (NRRP) aimed at reforming educational guidance services and activities, we recommend the creation of a state body within the Ministry of Education and Merit in charge of designing, promoting and coordinating educational guidance activities at the national level. This body, for instance, could coordinate, through an accreditation system enabling the provision of training courses, NGOs and other non-profit entities or design a national peer-to-peer orientation program implemented by young students.⁶ At the same time, we propose the creation of a working group coordinated by the aforementioned body, involving teachers, school directors, students' associations, schools and universities, regions and local authorities and non-profit entities to define strategies to inspire educational guidance activities and

⁵ Guidelines adopted by Decree No. 328 of the Minister of Education and Merit December 22, 2022.

⁶ A portion of the internship hours in university curricula, for example, could be devoted to tutoring and mentoring.

projects. In this context, the first step would involve creating a comprehensive map of best practices and existing projects implemented by educational institutions, including schools and universities. This mapping process would aim to facilitate knowledge sharing through the digital platform outlined in the previously mentioned Guidelines.

- **Increasing the attractiveness and the employment of young people in the public sector.** To capitalize on the renewed centrality of the state and its administration, as well as the emerging trend among young people to seek jobs aligned with their values, we propose to boost and incentivize the employment of young people in the public sector. In this context, we recommend the adoption of the following proposals in line with the investments earmarked in the NRRP⁷: centralize at the Department for Public Administration, in collaboration with Formez PA, institutional communication related to public exams and career paths in the Public Administration, making it more appealing and accessible for youth; design experimental and innovative programs (open days, fellowship programs, policy challenges/hackathons, policy bootcamps, policy labs, etc.) enabling young talents to bring innovation and improve policy design, implementation and evaluation, and transforming the perception of public employment through targeted communication initiatives; facilitate access to public competitions for Italian citizens who studied or gained work experience abroad by simplifying the procedures for the recognition of qualifications obtained abroad and through the assignment of additional scores when evaluating candidates' qualifications and work experience.

Goal 13 (Climate Action)

The climate crisis is the most important challenge of this century. Despite this, our country is not on the right track to address the crisis and improve resilience in the face of climate change.

Below there are some data we are mostly concerned about:

⁷ Also thanks to the improved accessibility of said public notices through the inPA portal.

- **Recovery and adaptation to risks of climate-related hazards and natural disasters (Target 13.1).** The increase of temperatures in Italy is estimated to be up to 2°C by 2050.⁸ This is associated with a decrease in annual rainfall in southern areas and an increase in rainfall in alpine areas, as well as to an acceleration in extreme weather events throughout Italy. For example, there is an estimated troubling increase in heat waves: in particular, an increase in the number of heat wave days of +18.4 in Rome in 2040, which could increase to as high as +27.7 in the worst-case scenario.⁹
- **Climate change measures in national policies, strategies and plans (Target 13.2).** Despite the indications contained in the Regulation (EU) 2021/1119 (the so-called European Climate Regulation)¹⁰ and the European Climate Pact¹¹, Italy does not have a Climate Law. In 2021, the emissions in our country increased by 6.2 percent compared to 2020, aligning to pre-pandemic levels and highlighting how economic recovery has not gone hand in hand with concrete efforts towards decarbonization. Based on this trajectory, there is a concrete risk of not achieving carbon neutrality targets by 2050 due to a lack of alignment between different national strategies and plans, and a lack of long-term and coherent social, economic and environmental policies to support a just transition.
- **Climate change education and awareness (Target 13.3).** Despite the fact that 71 percent of people aged 14 and older in Italy declare to be concerned about the effects of climate change, 88 percent have never heard of the SDGs or, if they have, are not sure what they are.¹² Climate education is essential to build an active and aware citizenship able to adopt sustainable lifestyles. However,

⁸ For the period 2021-2050 compared with the 30-year period 1981-2010, considering the IPCC RCP4.5 scenario, which predicts limited implementation of climate protection measures. Source: Carraro, C. (ed.). 2022. Climate change, infrastructure and mobility. Rome, Italy: Ministry of Sustainable Infrastructure and Mobility - MIMS.

⁹ Spano, D., V. Mereu, V. Bacciu, G. Barbato, M. Buonocore, V. Casartelli, M. Ellena, E. Lamesso, A. Ledda, S. Marras, P. Mercogliano, L. Monteleone, J. Mysiak, R. Padulano, M. Raffa, M.G.G. Ruiiu, V. Serra, and V. Villani. 2021. Risk analysis. I climate change in six Italian cities. Lecce, Italy: Euro-Mediterranean Center on Climate Change Foundation - CMCC.

¹⁰ Regulation (EU) 2021/1119 of the European Parliament and of the Council of June 30, 2021 establishing the framework for achieving climate neutrality and amending Regulation (EC) No. 401/2009 and Regulation (EU) 2018/1999 ("European Climate Legislation").

¹¹ European Climate Pact.

¹² ASviS, 2022. IPSOS-ASviS Report 2022: Italy and the Sustainable Development Goals.



climate education should be one of the elements of a broader sustainable development education, enabling citizens to evaluate choices and actions of policymakers and advance proposals to align our country with the global effort on sustainability.

Concretely, we recommend and we are willing to contribute to:

- **Ensuring youth representation and involving youth in decision-making:** Strengthening youth representation and intergenerational dialogue is essential to act in the interest of future generations (as enshrined in the Italian Constitution), first and foremost through direct and structural involvement of young people. Following the example of the United Nations¹³ and other European member states, we propose to strengthen and institutionalize the dialogue between young people, the civil society and public institutions, such as the one initiated last year in the run-up to COP27 with the Ministry for Environment and Energy Security (MASE), and to co-create opportunities for empowerment and participation with and for youth in line with other government sponsored initiatives, such as Youth4Climate. We would like to contribute to increased youth representation with proposals and ideas, for instance, by setting up an Italian "Youth Advisory Board" (following the example of the United Nations) or the establishment of a "Youth Climate Delegate," supported by a "Youth Climate Council", that could represent the Italian youth at national and international meetings and conferences. Global events such as COP28 and the next G7, to be held in 2024 under the Italian Presidency, are crucial moments in which our country could pave the way to give greater momentum to the inclusion of proposals made by young people.
- **Promoting climate education and awareness at all levels, in schools, companies, and institutions,** in collaboration with organizations and entities working in this field. Improving climate awareness will enable individuals, policymakers and businesses to better assess opportunities and risks related to climate change, ensuring preparedness and appropriate behaviors in climate emergencies, avoiding environmental misinformation and accelerating the

¹³ United Nations, 2023. Meaningful Youth Engagement in Policy and Decision-making Processes. Our Common Agenda Policy Brief 3.

cultural change needed for the ecological transition. In this regard, we propose first and foremost to disseminate and promote widely, through all mass media (web, podcast channels, television, social media, print media), the podcasts produced through the NRRP measure "Culture and awareness on environmental issues and challenges" (M2C1M3I3.3). Given the significant amount of resources dedicated to this measure, we also propose the creation of targeted multimedia products to reach the wider population. Finally, with regard to products made for an under-35 audience, we recommend to involve and collaborate with youth organizations focused on environmental and climate education, to make sure that the messages and the communication style are targeted to this particular audience.

- **Ensuring youth engagement in the decision-making related to the design of climate policies and the allocation of sustainable finance resources.** We want to contribute with proposals and ideas to the design and allocation criteria of the Italian Climate Fund, to date still not operational. At the same time, we want to contribute to the definition of strategies guiding the creation of new climate finance tools and funds, starting with the new multilateral Loss and Damage Fund established at COP27. Similarly, we propose to involve young people in the design of a new Italian Climate Law, which would make the 2030 and 2050 emission reduction targets binding, specifying when and how our country will complete the phasing-out from fossil fuels. The new Climate Law should also be in line with the recommendations of the European Scientific Advisory Board on Climate, which estimates that in 2040 we should have a reduction target emissions of 90 to 95 percent (compared to 1990).¹⁴
- **Improving young people's awareness of global challenges, starting with climate.** The challenges related to climate change require strong political will at national level and coordinated actions at global level. It is therefore crucial to improve awareness and knowledge of future generations on issues requiring systemic changes and global action, as well as to create opportunities for dialogue and negotiation ensuring youth involvement at international level. In 2024, Italy will hold the Presidency of the G7 and host the Summits of the G7

¹⁴ European Scientific Advisory Board on Climate Change, 2023. Scientific advice for the determination of an EU-wide 2040 climate target and a greenhouse gas budget for 2030 - 2050.



official engagement groups. As part of Youth 7 (Y7) 2024, several activities and initiatives will be organized in Italy to raise awareness, train and involve youth in view of the Y7 Summit, organized and chaired by the Young Ambassadors Society. In this context, we support the creation of an Educational Kit for secondary schools of first and second grade with materials and fact sheets for students and teachers. In particular, the Kit will disseminate knowledge about the international fora of the G7 and G20, and allow students to improve their awareness on global issues and challenges discussed at these Summits, as well as topics and priorities defined for the G7 2024, starting with climate action.

We are ready.

The potential of young people can and should be an engine of sustainable development for our country. For this reason, we recommend that the Italian government includes specific goals that address and provide for the involvement of young people in the design and implementation of policies to achieve the Goals of the 2030 Agenda for Sustainable Development as part of the National Commitments to SDG Transformation required by the UN. We hope, also through our support in the actions proposed in this document, that the commitments made by Italy at the SDG Summit will contribute to achieving a better future for all.



Annex

The SDG Summit in New York marked a turning point in the implementation of the 2030 Agenda for Sustainable Development. We are confident that our country, faced with the request to present concrete policies to accelerate the achievement of the SDGs, submitted and will implement new National Commitments, as well as Global Commitments, that are ambitious and transformative. Below, there are some proposals and reflections to contribute to the Italian government's work in this regard.

With reference to Goal 4, in the face of the troubling picture described in this document, ensuring quality education, regardless of the socio-economic background and the territorial origin of students, should be a political priority of the Government. Investments in schools, universities and more generally in the overall training of young people should be among the strategic issues at the heart of policy debate.

To achieve the targets set by Goal 4 by 2030, we call on the government to design policies to drastically reduce school dropout so as to decrease the possibility of unemployment, social marginalization and poverty among young people; implementing interventions to improve the quality of learning and teaching will be key to reducing the accumulated gaps in basic digital, literacy and numeracy skills by Italian students especially due to distance learning in the emergency phase of the COVID-19 pandemic; increase investment in strengthening early childhood services, on which both the cognitive development and future academic achievement of girls and boys, but also on increasing the women's participation in the labor market, depend,¹⁵ in synergy with the targets set by Goal 5 on gender equality¹⁶; enhance human capital and increase the educational level of young Italians entering the labor market, improve university choice orientation pathways to incentivize more students to continue their studies once they have completed secondary school and break down gender stereotypes related to the choice of certain academic paths and degree programs. In synergy with the targets set by Goal 8, increasing the number of female

¹⁵ Council Recommendation of December 8, 2022 on early childhood education and care: the Barcelona for 2030.

¹⁶ The same SDGs 2023 Report published by ISTAT shows that when comparing the data for 2021 and 2022, the distribution of family care workload between men and women does not improve, but education is confirmed as a protective factor for the employment of women with young children.



students holding tertiary-level degrees will in fact make it possible to ensure higher rates of employment and participation in non-formal education and training.¹⁷

Below are some proposals for accelerating government action in achieving Goals 4 and 8:

- **Increase investment in overall development and training.** In the 21st century, human capital is a strategic asset. First, we call for strengthening early childhood services by allocating sufficient resources to ensure at least 33 percent coverage of available places with respect to children aged 0–2 years, in line with the target set at the European level. To ensure access to quality education, we call for an increase in ordinary investment in public education from the current 4.1 percent of GDP to 4.8 percent, in line with the European average.¹⁸
- **Design targeted policies to reduce early school leaving and school dropout.** We call for new prevention policies (increasing the supply of school canteens, full-time and extracurricular activities, especially in those territories where there is greater material and educational poverty), intervention (support for students in disadvantaged conditions through programs and/or individual services to enhance learning or foster integration, new measures to monitor school absenteeism that ensure timely intervention) and remediation for students who have dropped out of school.
- **Increase teachers' salary and improve their training.** Becoming a teacher should be a career path of excellence capable of attracting the most open-minded and innovative minds. We know that this is not always the case in Italy, often due to a widespread, negative perception fueled by precarious contracts, the lack of training opportunities and professional incentives, as well as low pay levels for teachers. We, therefore, propose aligning the salaries of Italian teachers to the European average and introducing incentives for their continuing education. Drawing on lessons learned during the Covid-19 emergency, we propose to rethink the traditional teaching experience through an integrated plan for the digitization of schools that aims to integrate face-

¹⁷ OECD, 2022. Education at a glance 2022.

¹⁸ Eurostat. General government expenditure by function.



to-face teaching with new methodologies and training content that improve educational delivery and students' digital skills. This must necessarily be accompanied by ad hoc training activities for teachers so that they are able to capitalize on the potential of new digital tools and guide students in their use. Appropriate development of such new methodologies would make learning more inclusive, allowing experimentation with new forms of learning, more versatile and adaptable to the needs of individual students.

- **Supporting apprenticeships and internships.** Expanding properly paid apprenticeship and trainee programs can provide opportunities for young people to acquire practical skills, build a professional network and facilitate the transition from the academic world to employment. While internships represent an opportunity to take the first steps in fields directly related to the subjects of study and interests of young people, Italian law foresees only minimum wage pay levels for internships, effectively preventing many students who cannot forego a salary commensurate with the cost of living from experiencing different career paths. It would be appropriate to establish new criteria and salary levels in line with the living standards of each region, to close social and economic gaps and ensure equal opportunities for all. In addition, the law does not currently provide compensation for internships carried out as part of the academic pathway. To ensure equal opportunities and decent work, however, it would be essential to ensure that all forms of work are adequately remunerated.

With reference to Goal 13, the pursuit of immediate and ambitious actions at all levels to combat climate change should be a political priority of the government, in order to respond effectively to the momentous challenge to the planet and to our survival. In addition to the very serious consequences in terms of biodiversity loss, impacts on terrestrial and marine ecosystems, droughts and water scarcity, extreme weather events, climate disasters and hydrogeological disruption, pollution, etc. the climate crisis has, and will increasingly have, direct consequences on the well-being of the people and on the country's economy. It is estimated, for example, that the direct costs in terms of loss of capital infrastructure due to flood risk are between 1 and 2.3 billion euros annually in the period 2021-2050. Another sector that will be profoundly affected is tourism for which a reduction in international arrivals by 15 percent under a 2°C



temperature increase scenario, and by 21.6 percent in a 4°C increase scenario is foreseen.

Below are other proposals to accelerate government action in achieving Goal 13:

- **Assess socio-economic effects of climate change.** We call for the inclusion in adaptation plans of assessments of the socio-economic impacts of the consequences of climate change to develop specific measures to mitigate its social and economic impacts. We also call for the introduction of adaptation plans for climate change at the local level in order to identify clear strategies to prevent future damage to communities, local economies and territories.
- **Adopt national adaptation plans to extreme heat.** To reduce the risk and damage caused by wildfires, prolonged droughts, and heat waves within cities, we urge the Government to: (i) standardize the teaching of procedures to counter extreme heat, in schools of all levels, in public and private institutions; (ii) update building codes to ensure that all buildings and critical infrastructure are heat-resistant; (iii) reforest and install nature-based solution in urban areas.



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