The Italian Ministry of Education has established Civic education as a compulsory subject within the Italian school system from the school year 2020/21. This subject replaced the previous teaching called “Citizenship and Constitution”. It has to be taught for 33 hours per year with an interdisciplinary approach involving teachers of different subjects. The main topics of this subject include, inter alia, the EU and international institutions, environmental education, sustainable development, the 2030 Agenda. This suggests that an international dimension is intrinsic to this teaching. The fundamental role that internationalisation plays nowadays has also been highlighted in the Institutional and Political Direction Act 2021 where the Italian Ministry of Education clearly states that one of the political priorities is to expand the internationalisation of school education and promote pupil mobility. But, what is the state of the art of the internationalisation of schools in Italy? Are they trying to internationalise? If yes, how? If no, why? In 2009 Fondazione Intercultura has established the National Observatory on the Internationalisation of Schools and Pupil Mobility. The Observatory aims to document what is happening in Italy in the field of the internationalisation of upper secondary school and pupil mobility in order to stimulate schools towards these topics. The last study conducted by the Observatory in collaboration with the research institute IPSOS aimed to explore the perceptions of opinion leaders, headmasters, teachers and pupils on the international dimension of Civic education. The main goals of this study were to understand how much emphasis will be placed on the international dimension of Civic education, how much time will be devoted to European and international issues, whether pupils will be encouraged to open up to the world and live in an intercultural and globalised society. The main results show the slow process of internationalisation of school education and promote pupil mobility. But, what is the state of the art of the internationalisation of upper secondary school and pupil mobility in order to stimulate schools towards these topics. The panel aims to explore various themes with the respective, but not limited to, guide questions:

- Does the internationalisation of school education challenge the concept of citizenship?
- How can the internationalisation of school linked to citizenship and civic education be conceptualised?
- Which educational practices and tools can promote the international dimension of citizenship and civic education?
- How can internationalisation of school education, particularly pupil mobility, contribute to reach the learning outcomes of citizenship and civic education?
- How can pre- and in-service teachers be educated and trained to teach the international dimension of citizenship and civic education?
- How do educational policies support (or not support) the international dimension of a citizenship and civic education?
- What are the values promoted through the internationalisation of school education linked to citizenship and civic education?
- What are the principles and tools teachers can adopt to assess the learning outcomes of the international dimension of civic and citizenship education?

References

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