



National Reports

Autumn 2020

Update on the situation
of Global Education
in European countries

GENE Secretariat
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GENE Roundtable 43 Country Reports, October 2020



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National Reports from GENE participants¹

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¹ Please note that additional reports received after the circulation of the country report compendium in preparation for the Roundtable will be included in the final version of the document prepared after the Roundtable.

Country Highlights

The following pages contain a selection of highlights from the country reports submitted in connection with GENE Roundtable 43, October 2020.

Selection of highlights

Austria

Austrian Government Programme 2020-2024: The new government programme of the coalition between Austria's centre-right People's Party (ÖVP) and the environmentalist Green party explicitly states the strengthening of DEAR work: "... appreciation and sufficient funding of development education and awareness raising to promote understanding of global contexts and the 2030 Agenda".

Belgium

The DAC peer review has been done in March and the first draft of the report is very positive for the Belgian global citizenship education approach. The official report is expected in October.

Germany

A vast majority of Engagement Global programmes have been transformed into virtual and digital formats like e-meetings/web-seminars and virtual learning since the COVID-19 outbreak. This has resulted in increased exchange of knowledge and cooperation concerning e-learning between the programmes at Engagement Global.

Greece

Within the framework of the Greek Presidency of the Council of Europe two meetings are going to take place digitally, one for the Ministers of Education, and a second one for the Experts. The main issues for discussion and deliberations will be:

- a) "The education communities' response to the COVID-19 crisis: the right to quality education in times of a pandemic and its challenges" and
- b) "Utilizing education as a tool for promoting awareness of cultural heritage at risk from climate change: a human right in a culture of democracy". The aim of the Meeting will be to provide elements for the Chair's conclusions, acknowledging the need to promote awareness of the role of education in the issue, building on prior work of the CoE on culture heritage, climate change and education and linking this to the CoE work on Competences for Democratic Culture.

Ireland

Key moments of Irish global solidarity were exhibited in the Irish Global Solidarity in 100 Objects pop-up exhibition in Dublin in February 2020: <https://developmenteeducation.ie/100objects/>

The exhibition provided a snapshot of Irish engagement with global cultural, political and social issues over the past 50 years. Following its success, an online exhibition was held as part of Ireland's Culture Night in September and a suite of new learning materials that accompany the objects was launched.

Irish Global Solidarity in 100 Objects is organised by developmenteducation.ie, an online hub focused on learning about the unequal and unjust shape of the world today. Developmenteducation.ie is one of Irish Aid's Strategic Partners.

Italy

The Region of Marche adopted Law no. 23/2020 "Initiatives for the promotion of global citizenship education and culture of sustainability", the first Law on Global Citizenship Education (GCE) in Italy. https://www.consiglio.marche.it/banche_dati_e_documentazione/leggi/dettaglio.php?arc=sto&idl=2159

Article 1.1 of Law n. 23/2020: *"The Region, in order to promote global citizenship education, the culture of sustainability and in accordance with constitutional principles and national and international declarations, recognizes in global citizenship education, also known as ECG, the essential tool for the sense of belonging of each to a large and inclusive community, local and global"*

This Law represents an important step towards the acknowledgement of Global Citizenship Education. In a perspective of policy coherence, the Law refers to both the National Strategy of Global Citizenship Education and the Strategy of Sustainable Development.

Luxembourg

The health crisis was an opportunity for the NGOs to rethink their approach and tools to adapt to the context. Thus, the educational kits have been adapted, with priority placed on the digitalisation of tools in accordance with the will of the Luxembourg Cooperation to promote digital for development. For example, an online activity platform was created by an NGO so that students can follow the workshops remotely. Also, a series of film screenings that takes place each year in Luxembourg, organised by a consortium of NGOs, the Cinéma du Sud, was offered in virtual format this year.

Finally, given that the situation did not allow any financial projection, it was decided to extend the three-year programmes for an additional year (2021), which is an opportunity for organisations to test their new approaches and new tools before designing a new three-year strategy (2022-2024).

Montenegro

For over 12 years the education system of Montenegro has implemented education oriented towards obtaining several lifelong learning key competences, such as citizenship competence, entrepreneurial competence, sustainable development competence, digital competence... Within the IPA project "Integration of key competences into the education system of Montenegro", a comprehensive framework for eight key competences based on the European reference key competence framework for LLL from 2018 was developed, for preschool to university level education.

Portugal

On 17 October 2020 it will take place online the second Development Education (DE) National Conference on the framework of the National Strategy for Development Education 2018-2022 (ENED 2018-2022). The theme of the conference is "Development Education and SDGs".

Link for the initiative (in Portuguese and will be updated with new information such as the program): <https://ened-portugal.pt/pt/ii-jornadas-de-ed>

Serbia

A public call for project applications for non-governmental organisations is published every year by the MoESTD where about 85 000 Euro is available for projects that cover four priority areas that the minister determines are of particular importance for support needed in the education system. For the second time around, in this year's call one of the four priority topics is in line with Global Education, namely:

Education for Sustainable Development - Publishing electronic and printed content - brochures, manuals and other informative publications and creating innovative methods for promoting sustainable development goals in education, with focus on target 4.7 of Agenda 2030 - education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Slovakia

The pilot evaluation of a selected number of projects in Global and Development Education has officially commenced in the beginning of September 2020. The Ministry of Foreign and European Affairs of the SR (MFEA SR) has contracted an external evaluator, who is currently in the process of evaluation of a total of 14 projects from five calls for proposals of the SAIDC in 2016, 2017 and 2018. The Steering Committee, overlooking and providing feedback to the evaluation report during the process, consists of the representatives from the MFEA SR, MESRS SR, SAIDC and GENE. The aim of the evaluation is to provide the MFEA SR, the Agency as well as other key partners an independent and objective overview of the level of fulfilment of the main goals in the area of GDE.

Sweden

The work on spreading ESD in Sweden has not halted in times of Covid-19. Den globala skolan has, as many others, moved into web-based solutions. Apart from webinars and recorded lectures available to everyone we have also launched an ESD podcast. We have noticed that demand for support from Den globala skolan did not decline even though schools had to put a lot of energy into adapting to the new conditions.

1. Austria

Ms. Evelyn Koch
Austrian Development Agency (ADA)

Ms. Petra Kneissl
Austrian Development Agency (ADA)

Ms. Irene Katzensteiner
Federal Ministry of Education, Science and Research

Ms. Heidi Grobbauer
KommEnt

Highlight

Austrian Government Programme 2020-2024: The new government programme of the coalition between Austria's center-right People's Party (ÖVP) and the environmentalist Green party explicitly states the strengthening of DEAR work: "... appreciation and sufficient funding of development education and awareness raising to promote understanding of global contexts and the 2030 Agenda".

Ministries, Agencies & strategy

Austrian Development Agency (ADA) - Covid-19 crisis management (work in progress)

Since 16 March, almost all DEAR funding projects in Austria have been implemented with adjustments due to the Covid-19 protection measures. There have been numerous cancellations and postponements of events, an end to volunteering, retrieval of volunteers from abroad. An additional problem for many project partners is the loss of revenue or donations. Many project partners responded creatively and flexibly with conversions to new digital formats (webinars, interactive online conferences and workshops, web materials, film screenings, padlets, etc.). A few projects may have to be terminated prematurely. The ADA DEAR unit has supported the CSO-partners from the outset to focus on the important steps in crisis management and has intensified communication, consulting and information services. Individual solutions have been worked out, appropriate adjustments to funding contracts have been made.

ADA DEAR Call 2020

Funding priorities: SDG, Gender Equality. As of 19.05.2020, a total of 39 applications for funding for individual projects and multiannual programmes for a total application amount of EUR 6 255 860 were submitted. ADA's funding decision is due mid-October 2020. The submitted projects show a great variety of content and methodology, many innovative elements in terms of social inclusion, accessibility, reaching new target groups. Further developments in the field of digitalization (web offers, training programmes) in DEAR projects are welcomed and relevant.

Budgetary Matters in Global Education

Increase of ADA's DEAR Budget 2020 to EUR 4.6 million (instead of 4.2 million)

ADA is pleased to announce that the decision to increase funding for Austrian Development Cooperation/Austrian Development Agency also provides for an increase in funding for DEAR programmes in Austria of EUR 400 000.

The use of the additional funds (EUR 400 000) will also include an increase (index payment) for multiannual DEAR programmes. DEAR work has not been adjusted for inflation over the last ten years, so all strategic funding partners had to implement their objectives with a constant budget with ever-increasing costs which has led to precarious organisational structures. The additional funds will be allocated according to objective financial and qualitative criteria. A focus will be on quality development and ensuring the sustainability and efficiency of the programmes, in particular with measures to increase visibility and communication, digitalization, increase efficiency/impact, and funding priorities SDG and Gender Equality.

ADA has an important role to play as a promoter of Global Citizenship Education/Education for Sustainable Development in Austria (SDG 4.7). It is regrettable that in times of Corona the financial situation is getting more difficult for many applicants because several other public funds are reallocated to Corona measures and own funds will be limited. Especially when other funding opportunities are failing, ADA funding is even more important to maintain the necessary presence of global issues and support the implementation of transformative education and global learning in line with the SDG/Agenda 2030.

Terminology, Concepts and Definitions

The annual conference “Global Learning – Potentials and Perspectives”, designed and coordinated by KommEnt, funded and supported by MoE and ADA, will be held online on 5 and 6 November 2020. The event will focus on digital transformation in the context of sustainable development. Target group are teachers, teacher trainers and head teachers. Pros and cons of digitalisation will be reflected from a global educational perspective.

A new UNESCO Chair for Global Citizenship Education – Culture of Diversity and Peace is currently being established at the University of Klagenfurt.

SDG 4, target 4.7. – measuring progress

On July 15, Austria presented its first [Voluntary National Review \(VNR\) of Progress](#) at the United Nations High-level Political Forum on Sustainable Development 2020 in a virtual session. The VNR focuses on three areas, namely “Digitalisation”, “Women, youth and ‘leaving no one behind’” and “Climate action”.

The master’s degree [university course of Global Citizenship Education](#) at the University of Klagenfurt is one of the success stories that illustrate SDG implementation in Austria. An excerpt from the independent indicator report produced by *Statistics Austria* documents the current trends regarding the national SDG indicators (no national indicator for target 4.7).

2. Belgium

Ms. Mara Coppens
Ministry of Foreign Affairs

Mr. Jan Verschueren
Enabel, Belgian development agency

Ms. Florence Depierreux
Enabel, Belgian development agency

Highlight

The DAC peer review has been done in March and the first draft of the report is very positive for the Belgian global citizenship education approach. The official report is expected in October.

Political Context

After more than 500 days of negotiations Belgium finally has its federal government, consisting of the green party (both regions), social democrats (both regions), liberals (both regions) and Christian democrats (Flemish region). They have a mandate until 2024. The minister of development cooperation (with mandate GCE) is Ms. Meryame Kitir of the Flemish social democrats, a former factory worker and union representative from Genk with Moroccan roots.

We are delighted to note that it is clearly stated in the governmental agreement that "the government recognises that global citizenship education is important to achieve the SDGs". Notwithstanding the contemporary budgetary constraints, the government also has the ambition to gradually increase the investments in development cooperation to (the notorious) 0,7% of the GNP by 2030. In the next few weeks and months, the more concrete policy on development cooperation (and GCE) will be further outlined in a policy note.

Ministries, Agencies & strategy

The GE sector is working on the involvement of Southern partners in GE and the place of diasporas in GE (as a target group but also as an actor). The issue of stereotypes about developing countries (and in particular Africa) very often conveyed by development cooperation is at the heart of these debates.

3 exchange events have recently been organised on the following themes:

- Diversity among the staff of development cooperation organizations: how can it be strengthened?
- Collaboration between the NGO sector and diaspora organizations based in Belgium, how can we learn and work together?
- Colonial history, memory and decolonization: how does development cooperation address these issues?

By the end of the year, two exchange events will be organised on the following themes:

- Partnerships with our local partners in the work of NGO's in Belgium. Communication of NGOs and stereotypes.

- Decolonisation: the weight of words, the choice of terms.

NGOs are thinking about going beyond exchange events to reach firmer commitments. The modalities have to be defined.

Budgetary Matters in Global Education

Ministry of Foreign Affairs/Aid Agency

Year	ODA Volume	ODA as % of GNP	GE Volume from ODA	GE as % of ODA
2017	1.955.100.000	0.45%	29.973.620	1.53%
2018	1.925.142.109	0,43%	26.761.517	1.39%
2019	1.950.280.000	0,42%	26.869.185	1.38%

Terminology, Concepts and Definitions

Almost all actors use the terminology Global Citizenship Education (GCE). French-speaking NGOs add the S of “solidaire” at the end.

Matters of evaluation and impact

The monitoring and evaluation of GCE and his effects on audiences present their own challenges. Enabel-Annouer la Couleur and the NGO federation have decided to join forces to organize a capacity building trajectory in the field of monitoring and evaluation in GCE. This will be organised in two stages:

- a first day of workshops will take place on October 22 through an exchange of peer-to-peer practices focused on monitoring and data management: what types of data do GCE actors collect? How are these treated, with which tools and methods? How is this data used to serve non only to an objective of accountability but much more and above all to learning and continuous improvement of approaches and their effectiveness? The day will also be devoted to the presentation of some interesting methodologies of monitoring-evaluation in the field educational and "media" thanks in particular to the contribution of experts.
- A second day will be scheduled in the course of 2021 to deepen more specific elements and needs identified during the first day.

3. France

Mr. Mehdi Achour
Ministry for Europe and Foreign Affairs

Ms. Isabelle Ensarguet
AFD, French Agency for Development

Ms. Stéphanie Beney
AFD, French Agency for Development

Political Context

The Act of 7 July 2014, Guidance and planning related to development and international solidarity policy (LOP-DSI), defines the sectoral and geographical priorities of the French development policy. Section 2.3 of the law provides that Education for Development and International Solidarity is an important element of the French development policy, notably in terms of transparency and in terms of the consistency of public policies. The law provides for actions to boost the general awareness of the public about global solidarity issues, for awareness raising actions of the Government and for a strengthening of Education for Development and International Solidarity in the formal French education system.

Article 15 requires a review after a period of five years. The new act has been delayed because of the health crisis but it should be reviewed soon by the French National Assembly and Senate.

This renewed act should emphasize the necessity for Education for Citizenship and International Solidarity, as it was strengthened in the last interministerial road map for SDGs.

Ministries and Agencies - Current Institutional Matters in Global Education

AFD has been co-leading since 2017 a dialogue group about ECSI, bringing together stakeholder from both civil society sector and public authorities (national and local level). The group has engaged in 2019 into the production of a common document about the benefits and value of ECSI. Finalisation of this document has been postponed to 2020 second semester

The MFA has launched a study on the financing and articulation of ECSI initiatives. This study should involve several ministries, the AFD, deputies and researchers. This long work should take place in 2021.

President Macron would like to generalise the implementation of a universal national service (SNU), that has been tested last year in a few areas. The programme aim is to encourage the participation and commitment of every young person", to value citizenship and the feeling of belonging to a community gathered around its values "and" to strengthen social cohesion".

It will have two distinct phases:

- The first, mandatory, will include a 12-day experience of collective life allowing each young person "to create new links, to learn a new way of living in common" and a two-week experience of volunteering.
- In the second phase, every young person would be encouraged to voluntarily pursue a commitment period of at least three months for the community.

This new national service should have started fully this year in June, but it will probably be postponed into 2021.

From 150 000 Civic Service Volunteers, President Macron also announced +100 000 new missions in the next two years, to give new opportunities to volunteer to young people.

Recent key issues in Global Education

AFD's awareness department is developing tools for the school community and young people to help them to understand and act in favour of the SDGs.

The podcast, a new awareness-raising medium

“Reinventing the World” is an education programme created by the French Development Agency. Its goal: raise young people awareness and involvement about sustainable development and international solidarity.

Structured as a discovery trip through the Sustainable Development Goals, students begin their journey with a podcast presenting them the world's inhabitant daily life and their daily challenges. At the same time and for each podcast episode, teachers have access to educational resources.

With the help of their teachers or by themselves, pupils (middle and high school) and students can take part to a podcast contest in order to tell their stories of a fairer and more sustainable world in 2030.

This podcast is available on ‘Sybel’ (a podcast platform with +1 million subscribers), Deezer and Spotify reaching a large audience.

AFD is also developing another podcast talking about “engagement” with Louie Media studio (one of the most famous podcaster producer in France), due to May or June 2020: 15 to 20 minutes long episodes focus on young people telling about their commitment on various themes (disability, aid to migrants, reforestation, climate,..).

Website numbers: 216 subscribers (mostly national education workers) so far. 10 000 visits since the launch in October.

Links: Video presentation: <https://www.youtube.com/watch?v=ZIJ0oAfYuO4>
Website: <https://www.reinventer-le-monde.fr/>

A comic strip about the SDGs

With the author Jul and publishing house Artaud, AFD has created a funny and educational comic about SDGs, called “Coloc of duty, Greta Generation”. Available in cultural stores & library, the comic is going to be adapted for school use.

More information: <https://www.bdangouleme.com/coloc-of-duty-generation-greta>

Engaging the next generation in action-based learning

AFD joined forces with Eco-schools France and the youth publisher “Playbac” to create a guide for students. This guide aims to help them to set up concrete sustainable development actions in their schools by integrating a global approach.

More information: <https://www.afd.fr/fr/ressources/guide-pratique-agir-pour-un-monde-en-commun>

Biodiversity focus

In connection with upcoming events, IUCN in Marseille and COP 15 in China, the AFD awareness department and the French Office for Biodiversity will develop an educational kit allowing students to simulate real biodiversity negotiations (COP 15 negotiation's simulation).

Budgetary Matters in Global Education

In 2020, the Ministry financed actions to help raise awareness and mobilize citizens around sustainable development issues. In this respect, multi-stakeholder regional networks and global education associations received 975 000 Euro to provide support in regions to international projects and to conduct citizenship and solidarity education actions with local government, citizens and stakeholders.

The Ministry also launched a call for project in June 2020: the “Initiative pour la Solidarité Internationale” or ISI-programme (Initiative for International Solidarity) targeted young people who weren’t able to move abroad as volunteers, during the Covid-crisis. This programme had a total budget of 400 000 Euro, with grants up to 3000 Euro. 176 organisations were funded for the implementation of Global Education based activities.

Funding for global education projects conducted by Civil Society Organisations, through “CSO Initiatives (I-OSC)” mechanism

In France, “Education for Citizenship and International Solidarity (ECSI)” is the most widely used terminology, especially among civil society stakeholders: “ECSI” will be used throughout this section. In 2019, Agence Française de Développement (AFD) funded 16 ECSI projects led by civil society organisations for a total of 13.3 million Euro in funds and a total of 26.2 million Euro in projects:

Year*	Overall I-OSC Funding (€)*	Overall number of I-OSC projects	I-OSC ECSI funding (€)*	Number of I-OSC ECSI projects
2016	71 660 996 €	98	9 086 000 €	10
2017	70 171 468 €	120	5 819 188 €	13
2018	84 188 825 €	104	7 280 686 €	13
2019	92 879 999 €	98	13 347 147 €	16

*numbers in this chart differ slightly from those submitted to GENE for previous country reports, due to a methodological change in accounting for ECSI projects.

Highlights:

- A significant increase is observed in 2019 compared to previous years, partly explained by recurring three-year funding of key national projects or networks, e.g.:
 - *Festival des Solidarités*: umbrella organization for thousands of events promoting international solidarity and sustainable development, all around France, and also in some African countries e.g. Benin, Burkina Faso, Guinea and Cameroon
 - *RITIMO*: CSO network dedicated to information about international cooperation, citizenship and sustainable development
- Most projects (14 out of 16) are three-year programmes;
- Funding rate ranges from 34% to 60% (maximum allowed by I-OSC mechanism);
- First I-OSC funding for 3 out of the 16 structures;
- CSOs intend to reach out to a total of 5 million beneficiaries with these programmes;
- Two campaigns focus on gender inequalities worldwide:
 - *Oxfam France* “Supporting women’s fight against hunger and climate change”
 - *Action Aid France* “Promoting rights of women at work throughout the world”

- The campaign led by *Collectif Ethique sur l'étiquette*, “Mondialiser les droits humains au travail” aims at improving workers conditions and rights, in the global garment industry and other high labour intensity sectors
- Three projects set a focus on migrations related issues, led by *La Cimade*, *Solidarité Laïque* and *Fondation Nicolas Hulot*
- Education to fair trade is the topic of two projects, one led by *Commerce Equitable France* and carried out by a consortium of 10 structures, and one led by *Fédération Artisans du Monde*
- Two organisations belonging to sustainable development, climate and environment protection sector funded for ECSI programmes: *Teragir* and *Ocean & Climate Platform*
- In order to strengthen global education throughout French territories, a 2 million Euro funding over two years has been granted to the multi-stakeholder regional networks (*RRMA*)

Study about global education projects funded by the Projects funded by “CSO Initiatives” (I-OSC) mechanism 2012-2018

In 2019, AFD’s CSO partnership unit conducted a study of the ECSI projects funded by I-OSC mechanism from 2012 to 2018. Key figures and findings:

- 70 projects funded carried by 41 CSOs: total 40 million Euro in funding and 95 million € budgets (45% average funding rate)
- Median values per project: 490 k Euro funding, 20 000 beneficiaries reached, 335 stakeholders trained (teachers, social workers, projects initiators), annual CSO’s budget 1.2 million Euro
- 10.8 million Euro reallocated to smaller organisations throughout the French territory
- Concentration, turnover, diversity of CSOs:
 - 6 CSOs (out of 40) received 50% of total funding. All play a key role in structuring the network of global education civil society sector and re-allocate grants to smaller organisations.
 - Throughout the 2012-2018 period, increase is observed for the proportion of organisations benefitting I-OSC mechanism for the first time, for new projects (vs recurring)
- Other funding sources
 - Increase in private resources, which are the main source of funding
 - Decrease in resources brought by local authorities
 - Stable contribution of Ministries and EU

Trends and challenges:

- UN SDGs: adapt to SDGs framework, set focus on international issues within the programmes of « education to », build bridges between different sectors of “educations to”
- Beyond awareness raising, engage citizens, especially youth, into action
- Strengthen ECSI programmes and ECSI dynamics at local level
- How to reach the least convinced audiences in France?
- How to develop ECSI programmes in the South?

Global Education – Terminology, Concepts and Definitions

In France, the definition of ECSI is more and more linked with citizens’ involvement and volunteering.

The Inter-ministerial Committee for International Cooperation and Development (CICID), plays an important role in coordinating development cooperation actions. In 2016, CICID's conclusions highlighted the need to promote citizens' awareness of sustainable development goals, development and solidarity education in France and abroad. The 2018's conclusions were favourable to support the projects in favour of "**Education for Citizenship and International Solidarity**" (ECSI). Besides, since 2018, the French roadmap for the SDG's has identified ECSI as a tool for promoting citizens' awareness on the sustainable development goals and education in France and abroad.

This is a terminology shift that corresponds to a new approach in France on the subject of Global Education, for a **sustainable development, a raising awareness on climate change, development cooperation**, and more generally **youth-related** initiatives.

The **ECSI Programmes, financed by our ministry and the AFD**, supports organisations that engage the French public in worldwide issues of social, economic and environmental development. Our institutions work with civil society organisations and local authorities to promote the universal values of freedom, democracy and the rule of law and enable the French public to make positive contributions to global development.

The more informed French citizens are, the more they can help collective efforts to make the world a better place for all its people, no matter where they live. **Well informed French citizens can play an active role in shaping development priorities, especially as volunteers.** Therefore, the training of international volunteers includes ECSI modules, and volunteers coming back to France are strongly encouraged to be involved in local associations promoting international solidarity.

4. Germany

Ms. Sabine Seiffert
Engagement Global

Highlight

A vast majority of Engagement Global programmes have been transformed into virtual and digital formats like e-meetings/web-seminars and virtual learning since the COVID-19 outbreak. This has resulted in increased exchange of knowledge and cooperation concerning e-learning between the programmes at Engagement Global.

Political Context

Currently, there is an ongoing restructuring within BMZ. It will not entail significant change for Engagement Global.

The current Federal Minister for Economic Development and Cooperation (BMZ), Dr Gerd Müller (Christian Social Union, CSU), however, announced his withdrawal from federal politics with the upcoming federal elections to the Bundestag in October 2021. It is obviously unclear who is going to take over the position.

The funding for Development Education has constantly increased during Dr Müllers period. A further increase in 2021 has just been proposed in parliament.

Ministries, Agencies & strategy

The UNESCO World Conference on Education for Sustainable Development will be held from 17 to 19 May 2021 in Berlin, Germany, and partly as a virtual conference.

The new “BMZ reform concept 2030 – rethinking and change of direction” does not contain a focus on education. The ministry focuses on topics such as climate protection, health and family policy, sustainable supply chains, the use of digitalization and technology transfer, and strengthening private investment. The most important goal remains overcoming hunger and poverty.

Budgetary Matters in Global Education

Development Education, the official term in the federal budget, was allocated with €45 million by the BMZ for 2019. The amount does not include governmental support for “exchange and voluntary programmes” like “weltwärts” or financing of the civil peace service.

Budget-data for Global Education is not available from the Federal Ministry of Education, nor the state ministries of education (“Länder”), as the constitutional authority for governing and financing education is distributed to Germanys 16 state ministries of education. The responsibility is placed in the state ministries.

Terminology, Concepts and Definitions

Different concepts are in use by different stakeholders, with the majority using Global Education and/or Education for Sustainable Development. The Federal Ministry for Economic Cooperation and Development (BMZ), and the Division of Education Programmes at Engagement Global as well as VENRO, the umbrella organisation of development and humanitarian aid non-governmental organisations, are recently reflecting on their terms or have revised their terms in use.

“Development Education” or “Development Education work” is the concept the BMZ builds its education work on. It is described in the BMZ's Concept 159 from 2008, which is currently being revised. It defines what is promoted and funded in the context of development education. The understanding is based on the concept of Global Education (“Globales Lernen”): *“Education includes activities for global education that promote citizens' critical engagement with development issues and encourage their engagement.”* According to Concept 159, development education is the ministry's central instrument for mobilising an active commitment of as many citizens as possible. At the same time, *“the BMZ is guided by the concept of a global sustainable development, which stands likewise for economic capacity, social justice, ecological viability and good governance.”* Development Education, in the understanding of the BMZ, contributes also to the Agenda 2030, especially the Sustainable Development Goals (SDGs). Education for Sustainable Development (ESD) and Global Citizenship has to be adapted in the system within the meaning of a responsible global citizenship (Target 4.7).

As part of its development education strategy, the BMZ, together with the “Standing Conference of the Ministers of Education and Cultural Affairs of the Länder” (Kultusministerkonferenz, KMK), created the Curricula Framework on Education for Sustainable Development (ESD). The framework describes the necessary acquisition of competencies. Planned as an essential framework of reference for ESD at schools, all education programmes at Engagement Global refer to the Curricula Framework on ESD. The Curricula Framework on ESD depicts the fundamental characteristics of sustainable development, and its multidimensionality, in four dimensions. The interdependence of the three development dimensions environment, economy and social affairs, is completed by the fourth dimension of policy.

The Federal Ministry for Education and Research (BMBF) uses the concept of the UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development: *“ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.”*

VENRO - umbrella organisation of development and humanitarian aid non-governmental organisations (NGOs) in Germany - currently revises its quality criteria for development education. A launch is in planning. Since 2008 VENRO uses the term **“Global education”** aims to develop individual and collective competencies in the name of global solidarity. It promotes respect for other cultures, lifestyles and worldviews, highlights the prerequisites of one's own positions and enables them to find solutions for common problems”.

5. Greece

Ms. Vasiliki Makri
Hellenic Ministry of Education and Religious Affairs

Highlight

Greek Presidency of the Council of Europe

Within the framework of the Greek Presidency of the Council of Europe two meetings are going to take place digitally, one for the Ministers of Education, and a second one for the Experts. The main issues for discussion and deliberations will be:

- a) **“The education communities’ response to the COVID-19 crisis: the right to quality education in times of a pandemic and its challenges” and**
- b) **“Utilizing education as a tool for promoting awareness of cultural heritage at risk from climate change: a human right in a culture of democracy”. The aim of the Meeting will be to provide elements for the Chair’s conclusions, acknowledging the need to promote awareness of the role of education in the issue, building on prior work of the CoE on culture heritage, climate change and education and linking this to the CoE work on Competences for Democratic Culture.**

Education on 21st skills recent initiations (26-02-2020 first launch)

A pilot action entitled “Skills Workshops” is conducted by the Ministry of Education and Religious Affairs and the Institute of Educational Policy for the introduction of new thematic cycles in Compulsory Education, namely “Well-being”, the “Environment”, “Social Empathy and Accountability”, and “Creative Thinking and Initiative”. The aforementioned thematic cycles/workshops have been based on UN Sustainable Development Goals and aim to develop the 21st century skills, to enhance the experiential and exploratory learning, and to train teachers in laboratory teaching methodologies. More specifically:

- a) Interested stakeholders, Organizations, Academic, Research and Scientific Institutions related to education, are invited by the Institute of Educational Policy to submit educational programmes and training materials, which will correspond to the Thematic Cycles/Workshops, accompanied by appropriate methodological guidelines. To this end, a specific digital platform has been developed, “Platform 21+: Skills Workshops” available on: https://iep.edu.gr/services/skill_labs.
- b) A curriculum for each thematic cycle/workshop will be developed for all grades of compulsory education, starting from preschool education.
- c) An in-service e-training of 2.300 teachers of 218 kindergartens, elementary and secondary pilot schools on teaching and learning methods on promoting 21st skills (4Cs, mind/ digital/ life skills), inquiry and participatory learning methods by all learning styles.
- d) A pilot study will be conducted for the introduction of the new thematic cycles/workshops in compulsory education.

The result of this pilot action is to introduce the new Thematic Cycles/Workshops to the curriculum of primary and Secondary (Compulsory) Education on a permanent basis, integrated into the compulsory school timetable. The skill workshops will promote experiential and exploratory learning and develop learning skills (*4Cs-Critical thinking, Communication, Collaboration, Creativity*), life skills/ soft skills, Information literacy, Media literacy, and ICT literacy.

Political Context

The measures for the COVID pandemic are in the government priorities in order to prevent the spread and the impact to all sectors of the social and economic life of the country. The more universal preventative measures which were implemented by the government, since the crisis outbreak in an effort to prevent the uncontrolled spread of the COVID-19 virus preceded more localised measures. Concerning education, a blended system is foreseen (especially for vulnerable groups) and wearing a protective mask is also foreseen as an obligatory measure. The option for live streaming has been legislated for cases of students belonging to vulnerable groups, in addition to distance learning in cases of localised lock downs.

Ministries, Agencies & strategy

As for any new developments concerning the ministries and agencies that are responsible for **Global Education**, the Institute of Educational Policy is transforming all curricula and has signed and working out an MOU along with Universities and UNICEF to respond to the educational needs of refugee and migrant pupils, especially unaccompanied minors. More specifically:

- Education policies and actions in Greece are planned and pursued consistently to the Global Education 2030 Agenda led by UNESCO at a global level. These education policies aim at the advancement of justice and equality through and within our education system and actively promote inclusive education, lifelong learning and training at all levels.
- Greece attributes particular importance to the promotion of Intercultural Education that aims to effectively integrate all students in the mainstream educational system, regardless of educational, social, cultural or other differences.
- The Institute of Educational Policy in cooperation with the Athens Lifelong Learning Institute, the NGO "Antirropon" and the "New Horizons of Greek Roma" has undertaken the initiative of implementing the project «**Inclusive Schools For Roma**» which is co-funded by the European Programme "Rights, Equality and Citizenship" (Grant Agreement, number: 881953 — Inclusive Schools RECAG-2019 / REC-RDIS-DISC-AG-2019). This project aims at developing and applying an effective integration strategy for Roma pupils. In the context of the "Inclusive Schools for Roma" project a total of twenty (20) schools, throughout the country, will be selected, which will pilot the Roma Inclusive Schools approach, for one whole academic year. The project is expected to contribute to the capacity building of two hundred (200) teachers and education professionals (principals, administrative staff, assistants etc) and fifty (50) Roma Education Mediators. It proposes the elaboration and implementation of an effective strategy for the evolvement of schools into an inclusive environment that successfully integrates Roma children and youth. A series of outputs and products will contribute to the effective delivery of this intervention, such as the handbook "*Roma Inclusive Education Guidelines*" and the "*Mediators Guide*" as well as the supplementary teaching and learning material (videos, handouts, presentations etc). The project will last two years, from 01-06-2020 until 31-05-2022.

Terminology, Concepts and Definitions

In the curricula the terms used for describing all the above is Citizenship Education and Environmental Education which is coordinated by the Directorate for Education for Sustainability.

Finally, the notion of "Global education" is crucial as a goal in the context of the new school curricula. For more details please visit <https://www.minedu.gov.gr/news/46396-17-09-20-ananeonontai-meta-apo-dyo-dekaeties-sxolika-vivlia-kai-programmata-spoudon> & <http://www.iep.edu.gr/el/component/k2/1072-oloklirosi-tis-diadikasias-epilogis-epopton-kai-ekponiton-gia-tin-epikairopoiisi-ton-programmaton-spoudon-prot-thmias-kai-deft-thmias-ekp-sis>

Matters of evaluation and impact

Greece participates in **PISA** since the first cycle of the assessment, in 2000. In 2018, an innovative domain was added along with the three core subjects. This domain under the title “**Global Competence**” is composed of two parts: a cognitive assessment part and a set of questions included in both the student and school questionnaires.

According to **the PISA 2018 Global Competence framework** the cognitive assessment and the Global Competence questionnaires address the following educational policy questions:

- To what degree are students able to critically examine contemporary issues of local, global and intercultural significance?
- To what degree are students able to understand and appreciate multiple cultural perspectives (including their own) and manage differences and conflicts?
- To what degree are students prepared to interact respectfully across cultural differences?
- To what degree do students care about the world and take action to make a positive difference in other peoples’ lives and to safeguard the environment?
- What inequalities exist in access to education for global competence between and within countries?
- What approaches to multicultural, intercultural and global education are most commonly used in school systems around the world?

In **PISA 2018**, 6403 students from 256 schools all over the country participated. The results of the Global Competence assessment will be released in October 2020.

SDG 4, target 4.7. – Measuring progress

Education for Sustainability

The elaboration and implementation of policies in the field of education is based, to a large extent, on the overarching principles and priorities set by the Sustainable Development Goals (SDGs). In this context, a new legislative framework for ESD was formulated. The new law integrates all related thematic areas (Environmental Education, Health Education and Cultural Issues) into a common sustainable whole-school approach, with the aim to provide schools with an overall unified framework equally applied to all sectors of education, under which specific activities are carried out in a concerted way. School Activity Programmes (*Environmental Education, Health Education and Cultural*) are implemented in the Primary and Secondary School Units every school year. These programmes relate to environmental, social and cultural issues, which are of particular concern to local communities and need to be resolved in the light of the principles of sustainability. Topics covered include: *human rights, children's rights, racism and xenophobia, education in democracy, contemporary social issues, refugees, immigrants, social cohesion, population movements, democracy education, skills active citizenship, volunteering and solidarity, cultural diversity, values of life (respect, love, peace, cooperation, responsibility, tolerance, freedom, honesty, kindness, offer), prevention and treatment of violence among students at school.*

In the above-mentioned thematic circles, seminars, educational programmes and experiential seminars are organised by the Directorates of Education through the Heads of Environmental Education, Health Education, Cultural Affairs and School Activities. Most of the above-mentioned programmes and seminars are organised by both private entities and the 53 Environmental Education Centres of the country. The private entities are obliged to apply both for the recommendation of the Institute of Educational Policy as to the pedagogical quality of their suggested programmes and also the approval of the Ministry of Education and Religious Affairs (Directorate of Supporting Programmes and Education for Sustainability). At the beginning of each school year all Environmental Education Centres invite schools through the Heads of Education for Sustainability to participate in programmes organised and performed by their

pedagogical team in their own premises. Such programmes must also be approved by the Ministry of Education and Religious Affairs (Directorate of Supporting Programmes and Education for Sustainability).

At the end of the school year, the Education, Health, Cultural Affairs and School Activities Officers of the Primary and Secondary Education Departments are invited to send to the Ministry of Education an evaluation report of their actions and the implemented school activities programmes.

In 2019, on the occasion of 30 years' completion since the signing of the Convention on the Rights of the Child (1989 - 2019), a specific action took place in Greek primary and secondary school units, based on IEP Administrative Board's Minutes 46/07-11-2019, upon the recommendation of IEP's 1st Scientific Units Office. The title of the Action proposed was "**Educational Actions for International Children's Rights Day (November 20th)**". Specifically, a call was sent to Regional Directorates, to Educational Planning Regional Centres (Greek acronym PE.K.E.S.), Health Education & School Activities Officers, School Units, as well as to the Sivitanideio Public School of Fine Arts and Professions, so as to implement relevant actions and events concerning children's rights through the use of proposed material. Following this action, reference was made to the Children's Rights Day and to the relevant events held by students at the Ministry of Education, at the main news bulletin of **Hellenic Radio Television (ERT)**. You can watch the relevant excerpt at the following link (32:30): <https://webtv.ert.gr/ert1/eidiseis/20noe2019-21-00-deltio-eidiseon/>. According to the schedule, these actions will be repeated every year.

The Ministry of Education and Religious Affairs works in cooperation with ministries and competent stakeholders, and in alignment with the 17th Sustainable Development Goal by 2030, it promotes the involvement of school units of all levels in local, regional, national and international networks for the purpose of teamwork, feedback, collaborating and disseminating good education practices on sustainable development and sustainable lifestyles, cultivating global citizenship, promoting a culture of non-violence and equal rights for all, regardless of ethnicity municipal, racial or religious characteristic, the recognition of cultural diversity and its contribution to sustainable development.

UNESCO Associated Schools Network/ASPnet elaborated different projects on Global Citizenship Education and Education for Sustainable Development as a part of the UNESCO ASPnet Strategy for 2014-2021, Special focus was given to address climate change issues.

In this framework, three (3) students' symposiums (at secondary education) were organized for the 2019-2020 school year under the title "*Learn and act for Climate Change*". Two symposiums for upper secondary schools in Attica and Central Macedonia were postponed because of the pandemic crisis. For the lower secondary schools in Attica the symposium was realized in the form of a teleconference but with the participation of fewer schools and fewer students. The aim of the annual students' symposiums is to prepare the future informed, active global citizens who act responsibly at a local, national and global level.

6. Ireland

Ms. Áine Doody
Irish Aid, Department of Foreign Affairs and Trade

Ms. Emer Carney
Irish Aid, Department of Foreign Affairs and Trade

Highlight

Key moments of Irish global solidarity were exhibited in the Irish Global Solidarity in 100 Objects pop-up exhibition in Dublin in February 2020:

<https://developmenteducation.ie/100objects/>

The exhibition provided a snapshot of Irish engagement with global cultural, political and social issues over the past 50 years. Following its success, an online exhibition was held as part of Ireland’s Culture Night in September and a suite of new learning materials that accompany the objects was launched. Irish Global Solidarity in 100 Objects is organised by developmenteducation.ie, an online hub focused on learning about the unequal and unjust shape of the world today. Developmenteducation.ie is one of Irish Aid’s Strategic Partners.

Political Context

In June 2020, Mícheál Martin TD was elected Taoiseach (Prime Minister) heading a coalition of three parties including the Green Party. This followed a protracted period of negotiations in the wake of a general election held in February 2020. The “Programme for Government” agreed on by the three parties recommits to meeting the UN target of 0.7% of GNI allocated to ODA by 2030 and states that the Government “will set a monetary expenditure floor of 2019”.

A new Minister for Education, Norma Foley TD was appointed while Simon Coveney TD remained in his position as Minister of Foreign Affairs (while also taking on the Defence portfolio). A new Ministry for Further and Higher Education, Research, Innovation and Science was established and Simon Harris T.D. was appointed Minister.

In June 2020, Ireland was elected as a non-permanent member of the UN Security Council and will take its seat for the 2021 and 2022 term.

Following a protracted period of school closure, all primary and post-primary schools reopened in September. 3rd level institutions have also reopened, although a substantial number of lectures will continue to take place online.

Ministries, Agencies & strategy

The new strategy on Education for Sustainable Development (ESD) to 2030 will be developed to follow on from the National Strategy on Education for Sustainable Development (ESD) 2014 – 2020. A public consultation process on a new strategy has been deferred until 2021 due to the closure of schools during the COVID 19 pandemic.

The Department of Education has commenced a project examining how the inspection processes and models can consider, value and report on ESD. It is also intended that resources would be developed for

schools to support them to engage in self-evaluation of their provision for ESD using the School Self Evaluation (SSE) process (as per Cumasú and the ESD 2018 Action Plan). The project is grounded in the Departments strategy for ESD (2014 – 2020) and is guided by the 17 UN Sustainable Development Goals and is being driven by target 4.7 of the SDGs.

Budgetary Matters in Global Education

The Irish Aid budget for the Development Education Unit (DEU) in 2020 amounts to €4.68m an increase of 10% from €4.3m in 2019. The DEU now provides multi-annual funding to six Strategic Partnerships Programmes working on primary initial teacher education, post-primary, higher education, youth, adult & community education and the national network of organisations working on development education which supports networking and capacity development in the sector. Support is also provided to the website www.developmenteducation.ie.

The Irish Aid Development Education Annual Grants Scheme 2021, which will launch in October, will provide €1.2m to organisations to implement innovative, results-focused initiatives. The 2020 funding includes DEAR co-funding to three organisations working on EU DEAR projects.

Year	ODA Volume	ODA as % of GNP	GE Volume from ODA	GE as % of ODA
2016	€641 million	approx. 0.36 % of GNP	€3.4 million	0.53%
2017	€651 million	approx. 0.3 % of GNP	€4.37 **	0.67%
2018	€792 million	approx. 0.31 % of GNP	€4.8 ***	0.61%
2019	€817 million	approx. 0.31% of GNP	€5.2****	0.64%

** includes €897k of DE expenditure through Programme Grant partners

*** includes approx. €926k DE funding provided through Programme Grant partners

**** includes approx. €1,013k DE expenditure through Programme Grant partners

Year	Education budget (Incl NTF)	Education as % of GNP ²	GE Volume from Education spending
2016	€9,159 million	Of €218,371 m = 4.2%	
2017	€9,537 million	Of €224,950 m = 4.2%	
2018	€10,088 million	Of €250,060 m = 4.4%	
2019	€10,763 million	Of €258,265 m = 4.2%	

Terminology, Concepts and Definitions

In the upcoming strategic review of Ireland's development education strategy, there will be a discussion about the possibility of changing the name of DFA's Development Education Unit to Global Citizenship Education Unit.

² 2015-16 from Central Statistics Office and 2017 from Department of Public Expenditure and Reform

Matters of evaluation and impact

A strategic review of Ireland's Development Education Strategy 2017-2023 is currently planned for October. This is to review progress and challenges in the implementation of the strategic plan, as well as to identify a growth strategy for 2021-2023 and beyond. The process is an opportunity to consult with key stakeholders internally and externally on implementation to date as well as gaps and opportunities for the final stage of implementing the strategic plan, particularly in the context of the current COVID 19 pandemic.

SDG 4, target 4.7. – measuring progress

DFA continue to implement the Performance Management Framework which accompanies the 2017-2023 Development Education Strategy. The unit is currently working to amalgamate the data received in order to compile a report for the mid-way point in the strategy. A series of infographics are also being put together.

The Central Statistics Office (CSO) has a central role in the identification, management, and presentation of the data needed for reporting on Ireland's progress towards meeting its targets under the United Nation's 17 Sustainable Development Goals (SDGs). In August 2020, the Central Statistics Office published a report for Ireland on indicators for SDG 4:

<https://www.cso.ie/en/statistics/unsustainabledevelopmentgoals/unsdgsgoal4-qualityeducation/>

7. Italy

Ms. Grazia Sgarra
Italian Agency for Development Cooperation (A.I.C.S.)

Ms. Serena Haass Spithover
Italian Agency for Development Cooperation (A.I.C.S.)

Highlight

The Region of Marche adopted Law no. 23/2020 “Initiatives for the promotion of global citizenship education and culture of sustainability”, the first Law on Global Citizenship Education (GCE) in Italy.³

Article 1.1 of Law n. 23/2020: *“The Region, in order to promote global citizenship education, the culture of sustainability and in accordance with constitutional principles and national and international declarations, recognizes in global citizenship education , also known as ECG, the essential tool for the sense of belonging of each to a large and inclusive community, local and global”*

This Law represents an important step towards the acknowledgement of Global Citizenship Education. In a perspective of policy coherence, the Law refers to both the National Strategy of Global Citizenship Education and the Strategy of Sustainable Development.

Ministries, Agencies & strategy

The National Strategy of Global Citizenship Education was approved by the Inter-Ministerial Council for Development Co-operation (CICS) in June 2020.

Budgetary Matters in Global Education

In 2019 no call for promoting Global Citizenship Education Initiatives was launched in order to allow the AICS to finalize new Procedures and standardized models, which are characterized by the introduction of a results-based management system (e.g. new agreement templates and log frames). The New Procedures and templates were approved by the Joint Committee (the Italian decision-making body for international cooperation) at the end of July 2020.

AICS actions aimed to supporting the Civil Society Organisations (CSOs) during COVID emergency:

- possibility to request an extra-contractual time extension (max 4 month) of ongoing projects;
- possibility to receive financial contribution by AICS in order to cover the monetary contribution by the CSOs;
- possibility to make some variations of ongoing projects in order to better contrast the pandemic.

³ https://www.consiglio.marche.it/banche_dati_e_documentazione/leggi/dettaglio.php?arc=sto&idl=2159

Terminology, Concepts and Definitions

Global Citizenship Education (GCE), is based on educational processes at all levels – informal, non-formal, and formal – and in all social contexts (family, school, workplaces, communities in general). The GCE is a life-long education which aims to spread out knowledge and understanding of the interdependence of phenomena at local and global level by all citizens.

The concept of Global Citizenship Education (GCE) is used by the Ministries - the Ministry of the Interior, the Ministry of Environment, Land, and Sea Protection (MATTM), the Ministry of Education, University and Research (MIUR) - by the Italian Agency for development cooperation (AICS) and by Civil Society Organisations (CSOs).

Matters of evaluation and impact

Models for GE project or programme evaluation

At the present, no models for evaluation of global citizenship education projects exist. For the projects financed by AICS in 2018, a mandatory final evaluation is required, whose Terms of reference are approved by AICS.

Approaches to evaluating GE learning outcomes

Law No. 90/2019 introduced the teaching of civic education in schools from September 2020. The objective of the Agency is to work together with the Ministry of Education on a single method aimed at evaluating learning outcomes in order to find out common aspects of civic education and global citizenship education.

SDG 4, target 4.7. – measuring progress

Global Citizenship Education (GCE) is explicitly recognized in the SDGs as part of target 4.7 of the SDG on Education. The aim of the Agency is to identify indicators capable of identifying and analysing the different aspects of GCE. This goal can only be achieved if shared with other relevant Institutions, in particular with the Italian National Institute of Statistics (Istat).

8. Luxembourg

Ms. Virginie Gilbert
Ministry of Foreign and European Affairs

Highlight

The health crisis was an opportunity for the NGOs to rethink their approach and tools to adapt to the context. Thus, the educational kits have been adapted, with priority placed on the digitalisation of tools in accordance with the will of the Luxembourg Cooperation to promote digital for development. For example, an online activity platform was created by an NGO so that students can follow the workshops remotely. Also, a series of film screenings that takes place each year in Luxembourg, organised by a consortium of NGOs, the *Cinéma du Sud*, was offered in virtual format this year.

Finally, given that the situation did not allow any financial projection, it was decided to extend the three-year programmes for an additional year (2021), which is an opportunity for organisations to test their new approaches and new tools before designing a new three-year strategy (2022-2024).

Political Context

Since the last country report, schools have reopened with many precautions linked to the health crisis. Several schools have already expressed their willingness to host DEAR workshops again. The Luxembourg government is working in close collaboration with the European Union and international organisations to mitigate the consequences of the pandemic.

Ministries, Agencies & strategy

In order to develop the general Luxembourg cooperation strategy of 2018, several thematic strategies are being developed. For example, gender equality and environment and climate change will have updated strategies that DEAR organizations will have to take into account as well.

As Luxembourg is now a member of the *International Aid Transparency Initiative (IATI)*⁴, a global initiative to improve the transparency of development and humanitarian resources, a new reporting scheme is being prepared, which will also be valid for DEAR projects and programmes.

Budgetary Matters in Global Education

MoFA's DEAR budget allocation for 2019 amounts to 2,959,773.86 Euro, including 2,840,800.81 Euro allocated to NGO projects. There has been no major budget change compared to 2018.

It should be noted that, in the context of the health crisis, budgets have been frozen for 2021 and will therefore not benefit from the usual annual increase, but will be maintained at the 2020 level. Global Education Network Europe – Roundtable Country Update

⁴ <https://iatistandard.org/en/>

Terminology, Concepts and Definitions

Several concepts are used in Luxembourg. As part of its funding for Global Education, the MoFA officially refers to Awareness Raising and Development Education. The Ministry of the Environment, Climate and Sustainable Development focuses on Education for Sustainable Development. At the level of civil society, it is mainly mentioned Development Education or Global Citizenship Education, according to NGOs. However, the differences are only terminological. The synergies between projects and programmes are numerous to optimise efficiency, and the objectives are the same, namely the 17 SDGs of the Agenda 2030.

SDG 4, target 4.7. – measuring progress

Work is underway to capitalise on knowledge and information related to DEAR projects and programmes. An inventory is necessary before being able to establish a baseline allowing for the definition of indicators and measuring progress achieved.

9. Montenegro

Mr. Marko Vukasinovic
Ministry of Education

Ms. Nevena Cabrilo
Ministry of Education

Ms. Milena Roganovic
Ministry of Education

Highlight

Integration of key competences

For over 12 years the education system of Montenegro has implemented education oriented towards obtaining several lifelong learning key competences, such as citizenship competence, entrepreneurial competence, sustainable development competence, digital competence... Within the IPA project “Integration of key competences into the education system of Montenegro”, a comprehensive framework for eight key competences based on the European reference key competence framework for LLL from 2018 was developed, for preschool to university level education.

In order to provide support to teachers in implementing this key competence framework, the following has been accomplished:

1. A Manual was developed for primary and secondary schools for the integration of key competences into teaching and learning at ISCED levels 1,2,3;
2. The training programme was developed and accredited by the national education council, entitled “The role of school principals and school teams in primary and secondary education” aimed at advancing the implementation of the education for key competences and supporting teachers and
3. Training held to include 360 trainees: 1 to 3 school representatives (principals, pedagogues, deputy principals etc.);
4. Developed by the national council, a training programme “Education of teachers for key competences in primary and secondary education” and
5. Training held for 800 trainees, both classroom teachers and STEM subject teachers of primary and secondary education.

National Digital Competence Framework

Changes made in the education programme of Informatics referring to coding and microbit

The Bureau for Education Services together with the British Council has developed an innovated IT curriculum for primary school and a Digital Competency Framework as a cross-curricular programme for the whole education system, from kindergarten to pre-university levels (4-18). This is a tool which will help pupils develop five major skills: 1) information and data literacy, 2) communication and collaboration, 3) digital content creation, 4) Safety and 5) Problem solving. All these five skills will be integrated across the subject areas. Teachers will receive guidance and support how to do this through the methodological recommendations – a comprehensive guide we developed looking at pedagogical and methodological approaches to teaching these skills in a particular age context and subject context. The British Council also developed a training programme for ICT teachers for applying innovated IT curriculum and organised trainings for all primary school ICT teachers.

The 21st Century Schools project

The 21st Century Schools is an ambitious 10-million-pound three-year education programme, designed and implemented by the British Council and funded by the UK Government. It will give over one million 10-15-year-old students across the Western Balkans critical thinking, problem solving and coding skills. Run in partnership with the relevant educational institutions in each country, it will allow students to learn in a fun, interactive and innovative way. As part of the programme each school received a number of microbit devices - pocket sized computers which children can programme and use across subjects to solve everyday problems. Key project partners in Montenegro are the Ministry of Education and the Bureau for Education.

Within the scope of the 21 Century Schools project, British Council trained 537 primary school teachers from 95 primary schools on critical thinking, problem solving and coding with microbit devices in the 1st, 2nd and 3rd training cycle. This is 67 per cent of the targeted number, the target is to train 800 teachers from all 162 primary schools by the project end in January 2022.

Additionally, 88 school leaders from 95 primary schools have been trained on leadership, critical thinking/problem solving and coding with microbit devices so far, out of the targeted number of 160 by the project end in January 2022 (55 per cent of the targeted number).

Within the scope of the British Council 21 Century Schools project, a total of **2,340** microbits were distributed to schools during the programme implementation in Montenegro. This means that Montenegrin schools received 67 per cent of the total number of microbits which British Council Montenegro will deliver to 142 primary schools in Montenegro by the project end (**3490** in total). Extra 600 microbits in total were delivered to 20 primary schools in the pilot project phase which means that each primary school in Montenegro will receive certain number of microbit devices by the project end.

The British Council Montenegro organised the National Coding Challenge for 90 primary school students taking part as the school teams.

Political Context

The parliamentary elections in Montenegro were held on 30 August 2020, when citizens were asked to vote on the poll for the political parties competing for the seats in the national parliament. In some parts of Montenegro, also the local elections were held simultaneously. The voting results showed the turnover compared to the elections from earlier years, with the majority of seats in the parliament won by the three opposition coalitions (42 seats out of 81) against the pro-democrat, socio-democrat and minority parties' coalition which had ruled for a period of years the political scene and the country. Now the new government is expected to be formed within three months after the elections, envisaged as the expert government.

Ministries, Agencies & strategy

The transition to a distance learning approach to instruction in primary and secondary schools due to the pandemic outburst in Montenegro⁵ following the last couple of months (during the 2019/2020 school year and new academic year) imposed new and urgent challenges to the education system. It resulted in the development of online platforms and applications to support teaching and learning⁶, recording of the video materials and lessons broadcasted on national TV and internet channels

⁵ The pandemic of COVID-19 was officially proclaimed as of 16 March 2020 in Montenegro.

⁶ Distance learning platform #LearnAtHome: www.ucidoma.me ; Teacher's portal: www.skolskiportal.edu.me; Digital School platform: <http://www.digitalnaskola.edu.me/>; Online school register: www.dnevnik.edu.me; Portal for eEnrollment: www.upisi.edu.me; Digital textbooks for 1st graders: www.uci.me; the AAC app *C-board for SEN*.

The readiness and flexibility in addressing these issues and challenges⁷ are rather satisfactory in terms of the inclusiveness of the approach and provision of support, especially when marginalised groups concerned.

It was taken care that the free internet connection is made available to all students and that every child is ensured technical conditions for participating in the online learning activities.

Special focus of course had to be put on RE students, SEN children and the children from families in social need and taken care that distance learning and teaching are adjusted and individualised in order to meet their developmental, educational but also psycho-social needs, and support them in the times of school closures and isolation at home.

The support to these groups of children included, for example, the provision of smartphones and free phone cards to RE students, the engagement of teacher assistants to help them manage the online platforms. The situation is similar with SEN children in terms of the provision of materials adapted to children needs. For this purpose, an assessment tool for SEN students has been developed to help teachers in estimating child's present condition in the light of his/her progress or regression in learning during COVID 19 and adjusting the individualised activities and teaching. A number of video and audio materials, different specialised applications were put in place in order to facilitate student learning at home during school closure and play during summer vacation.

The final goal of these measures was to make sure that marginalised students are equally included and do not drop out or fall behind in their schooling.

Matters of evaluation and impact

No changes since the previous roundtable. We only want to mention that our students who are engaged in various projects achieve excellent results at national and international competitions, which could also stand as measurement of success.

SDG 4, target 4.7. – measuring progress

The on-going IPA project “Implementing key competences in the education system of Montenegro” aims also to develop the indicators of formative assessment of key competences, i.e. reached learning outcomes (knowledge, skills, attitudes and values).

The quality of implementation of the Eco-schools’ programme is verified through the accreditation and reaccreditation processes of participating schools.

10. Portugal

Mr. António Torres
Camões, Ministry of Foreign Affairs

Ms. Rita Nascimento
Camões, Ministry of Foreign Affairs

Ms. Maria José Neves
Ministry of Education

Ms. Cristina Cruz
CIDAC

Highlight

On 17 October 2020 it will take place online the second Development Education (DE) National Conference on the framework of the National Strategy for Development Education 2018-2022 (ENED 2018-2022). The theme of the conference is “Development Education and SDGs”.

Link for the initiative (in Portuguese and will be updated with new information such as the programme): <https://ened-portugal.pt/pt/ii-jornadas-de-ed>

Political Context

The legislative election was held on 6 October 2019. The Socialist Party (social democratic) won the single largest vote with 36.8%, securing 46.5% of the seats in the parliament. The left wing secured 62% of the seats in the parliament. The Socialist Party continues to run a minority government backed by left parties.

Ministries, Agencies & strategy

The Ministry of Education, through Directorate-General for Education, has just started in-service teacher training online sessions on Citizenship and Development. It is also underway in-service teacher training (50 hours workshop through online sessions) on Development Education based on the “[Development Education Guidelines](#)”.

Budgetary Matters in Global Education

The 2020 Development Education co-financing scheme comprises a budget of € 605.000.

Year	ODA Volume*	ODA as % of GNI	DEAR/GE Volume*	DE/GE as % of ODA
2017	USD 381 million	0.18	USD 1.13 million	0.30
2018	USD 388 million	0.17	USD 1.02 million	0.26
2019	USD 373 million	0.16	USD 0.89 million	0.24

*DAC OECD sector: 99820: Promotion of development awareness. Current (USD m)

Terminology, Concepts and Definitions

The National Strategy for Development Education 2018-2022 and the related Action Plan were translated to English with the support of GENE. The documents are available in the new website dedicated to DE and the National Strategy: <https://ened-portugal.pt/pt/home>

Matters of evaluation and impact

The mid-term internal evaluation of the National Strategy for Development Education 2018-2022 is ongoing, in line with its Action Plan, with the support of the external consulting company Log frame.

SDG 4, target 4.7. – Measuring progress

The Portuguese Platform of NGOs launched a study on the implementation of the SDGs, in the framework of the webinar “UN75 post 2020: taking stock of the implementation of the Agenda 2030 and perspectives” promoted by the Civil Society Forum for SDGs. Regarding SDG 4 and target 4.7, the text refers to the National Strategy for Development Education 2018-2022 and mentions the last GENE peer review with Portugal.

11. Serbia

Ms. Anamarija Viček (Annamária Vicsek)
Ministry of Education, Science and Technological Development (MoESTD)

Ms. Gordana Kosanović
Ministry of Education, Science and Technological Development (MoESTD)

Collaborating Representative Name:	Collaborating Ministry or Agency Name:
Ms. Gordana Čaprić	Institute for Education Quality and Evaluation (IEQE)
Ms. Violeta Vlajković Bojić	Institute for the Improvement of Education (IIE)

Highlight

A public call for project applications for non-governmental organisations is published every year by the MoESTD where about 85 000 Euro is available for projects that cover four priority areas that the minister determines are of particular importance for support needed in the education system. For the second time around, in this year's call one of the four priority topics is in line with Global Education, namely: *Education for Sustainable Development - Publishing electronic and printed content - brochures, manuals and other informative publications and creating innovative methods for promoting sustainable development goals in education, with focus on target 4.7 of Agenda 2030 - education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.*

It is envisaged to provide about one fourth of the sum available (ca. 21 250 Euro) to this particular topic that will fund projects of NGOs that will be implemented October 2020-May 2021. The evaluation of the proposals is happening at the time of the report and final awardees will be published in a few weeks.

Two representatives of the MoESTD applied and were accepted to the 5th Global Capacity-Building Workshop on GCED organised by the Asia-Pacific Centre of Education for International Understanding (APCEIU), which will be organised online in November and December 2020 with the aim to enhance the capacity of teacher educators in developing countries on GCED.

Political Context

Elections were held in Serbia in June for members of the Parliaments at the state, provincial and local levels, with the incumbent ruling Serbian Progressive Party (SNS) winning significantly on all levels. At the time of reporting the government has not been formed yet, so the incumbent ministers are acting as technical government, operating regular activities, which pretty much covers everything except passing new laws.

Ministries, Agencies & strategy

Having in mind the crisis situation with COVID-19, all activities in the education system have somewhat shifted and have gotten some new points of emphasis. At the request of the Ministry of Education, Science and Technological Development, The Institute for the Improvement of Education (IIE) has prepared a *Plan for the implementation of teaching for a primary school in case of imminent danger of war, state of emergency, or other emergent circumstances*, which is an integral part of the *Rulebook on the Special*

Programme of Education. This plan is the starting point for planning, organizing, and implementing the teaching process. At the same time, a new school year for elementary and high school students started timely, on September 1st, but under special circumstances due to the epidemiological situation, which include fewer students in classes and abiding by COVID-19 countermeasures. The classes last 30 minutes and students are limited to groups of 15. (If they want, students are allowed to attend only online classes.)

Professional development of teachers continues and the IIE provides a series of online courses for teachers to develop and strengthen teachers' digital competences and support distant learning. The IIE trained 45,000 teachers from April to September 2020. All relevant information for teachers and students, together with teaching tools for the digital classroom (tools for organization, Project Based Learning, class management, presentations, assessment, etc.), are posted on the IIE's website - <https://zuov.gov.rs> (<https://zuov.gov.rs/alati>, <http://portal.zuov.gov.rs> ...).

An important step is being made in Global Citizenship Education, namely, a Reference framework of competences for democratic culture is being prepared, which is aimed for educators in all levels of the education systems from preschool through primary and secondary schooling to higher education, including adult education and vocational education. The core of the Framework is a model of the competences that needs to be acquired by learners so they could participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The development of the document was entrusted to a working group formed by the IIE.

The MoESTD is working on a new Strategy for Development of the Education System in the Republic of Serbia 2020-2027 with a three-year action plan. The document should be passed by December 2020 and it also includes a section of priority areas, which is called Reaffirmation of the educational function of the schools. This section has actions that are in line with Global Education, for example 1.3.3. Sustainable development and democratic culture and others.

Budgetary Matters in Global Education

Ministry of Education

Year	Education budget	GE Volume (from Education budget)
2016.	156.757.166.000 RSD 1,328,450,559 €	No data
2017.	163.382.644.000 RSD 1,384,598,677 €	No data
2018.	179.560.153.000 RSD 1,521,696,211 €	No data
2019.	190.241.000.000 RSD 1,612,211,864 €	5,719,000.00 RSD 48,466.00 €

A Public call for NGO's has been published in September 2019 and 4 priority topics have been determined, one of which was education for sustainable development in particular with target 4.7 of the Agenda 2030. The total value of financing for programmes related to sustainable development amounted to RSD 5,719,000.00 in 2019 – which is 65% or 33 (of 53) supported projects by the Ministry of Education, Science and Technological Development.

Terminology, Concepts and Definitions

There are several ministries (including their institutes and other agencies and governmental institutions, but also some non-governmental institutions and youth organizations) that have particular activities within formal and nonformal education that can be recognized as elements or some sort of global education, but neither their terminology nor types of activities and not even goals or targets are similar or comparable, which makes it quite hard to make a registry of relevant actions and terminology used. The differences in used terminology makes GE even harder to identify and taken into account.

As described in previous reports, Global Education in Serbia is still in the process of finding its place. There are significant actions within the reform of the education system, campaigns that promote the human and minority rights, the rights of migrants and refugees in Serbia, and also the National Youth Strategy, youth work programmes, etc. implemented by the Ministry of Youth and Sport show particular steps in the gradual recognition of GE as such. **The phrase that covers GE and is most commonly used is Education for sustainable development, which is an elective subject in secondary schools, and we consider that as planting the seed of global education into the education system of Serbia.**

From the perspective of the Ministry of Youth and Sports Global education refers to accepting the reality and diversity of the world and develop awareness that everyone has equal human rights and includes development education, peace education, conflict prevention, human rights education, education for sustainable development and intercultural education.

Matters of evaluation and impact

Evaluation of outcomes

One of the scopes of work of The Institute for Education Quality and Evaluation is defining and implementing standards of students' achievements at the end of education cycles. By mid-October, the Institute will have started revising education standards for the end of primary and secondary education. The general goal is to improve the quality of education in the Republic of Serbia. The specific goals relate to defining the key competencies for lifelong learning and cross-curricular competencies and general and specific subject competencies, as well.

In order to improve the standards, the Institute will work with relevant working groups consisting of academics and practitioners. They will work on the key competencies, and general subjects and specific subject competencies for 12 subjects in the primary education and ten subjects in the secondary education. The Institute will have additional expert support throughout the projects financed by EU – *EU support to Reform of Education in Serbia* (IPA 2016) and *Improving the Quality of Education by Introducing Examinations at the End of Secondary Education* (IPA 2015). The main idea is to integrate the key competencies throughout the education standards that are later the basis for developing the curriculum. Thus, the teachers will receive more concrete support in developing the key and cross-curricular competencies and relevant methodology for their implementation, which will underpin further development of global education in the Republic of Serbia.

Evaluation of the Elective programme Education for Sustainable Development

In the curriculum of the gymnasium, school year 2018/19. year, new elective programmes were introduced that are interdisciplinary and created in accordance with outcomes and project-based learning. In addition to compulsory subjects, elective programmes should contribute to the professional development of students and better linking of school and extracurricular materials. Elective programmes are designed so that the content consists of tasks in which students are required to learn by solving problems, greater use of modern technologies, as well as active participation in teaching and learning.

One of the focuses of elective programmes is on research and project learning, which enables students to deal with content about which they do not have knowledge yet, i.e. which are not included in the curricula of compulsory subjects. In addition, the elective programmes envisage that student groups consist of students from different classes, and also that teachers of different subjects work together during the program. Such characteristics of elective programmes should influence the improvement of the school climate, i.e. the cooperation of both students and teachers.

The elective programme Education for sustainable development belongs to multidisciplinary programmes and can be studied during all four grades of high school. The programme contributes to the development of various key competences for lifelong learning: communication in the mother tongue, communication in a foreign language, mathematical, scientific and technological competences, digital competences, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression. The programme also contributes to the development of general interdisciplinary competencies: competence for lifelong learning, communication, work with data and information, problem solving, cooperation, responsible participation in a democratic society, aesthetic competence, responsible attitude towards health, responsible attitude towards environment, entrepreneurship and entrepreneurship orientation.

The goal of this elective programme is for the student to develop a critical, active and responsible attitude towards himself and the environment. As the main outcomes, this programme sets a critical consideration of the impact of human activities on the immediate environment, identifying and evaluating positive and negative examples of attitudes towards the environment, anticipating possible negative consequences of human actions on the environment, reducing their own negative impact on the environment and participating in activities life in the immediate environment.

Before the beginning of the new school year, a questionnaire was sent to all secondary schools that have these elective classes in order to collect data on reform activities so we can establish a strategy for further development in secondary education.

Based on the analysis, Sustainable Development as an elective programme was chosen in 58 schools, which is about 41.73% of the total number of schools. The number of students who chose studying Sustainable Development as an elective programme is 1678 students, and 89 groups have been formed.

Teachers who implement election programmes, including Sustainable Development, state that the following categories would be the best support for their work: teaching materials and manuals, seminars on elective programmes and a seminar on project teaching, which gives an idea to the MoESTD where some additional resources and possibly support from GENE might be needed.

SDG 4, target 4.7. – measuring progress

In 2019 the Ministry of Education, Science and Technological Development and its Institute for Quality and Evaluation in Education started preparations for carrying out the **pilot programme ICCS in 2022 – the "International Civic and Citizenship Education Survey (ICCS 2022)"** will be implemented under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The findings of this survey will give good grounds of evidence-based planning and further strategic planning regarding civic education. 75% of the funding of this survey is foreseen in the Commission 2019 Annual Work Programme on grants and contracts for the Erasmus+ Programme. (The rest of the funding – 25% - is planned for the 2020 budget of the MoESTD, which will also add up to the amount provided for GE by the MoESTD.

At the moment of reporting there is only a Voluntary National Report of the Republic of Serbia on the implementation of the 2030 Sustainable Development Agenda, which cannot be regarded as completely relevant since it does not contain data gathered from ministries and the governmental organizations but

consists of reports and subjective evaluations of non-governmental organisations which often don't have information on all that is being done regarding several SDG's, hence, there is no report collected from the MoESTD on SDG4, but only the perspective of youth organizations on education and other NGO's on education. To conclude, it would be very important to establish a mechanism of evaluation and reporting on SDG4 which would then have implications on GE as well.

12. Slovakia

Ms. Denisa Močková

Slovak Agency for International Development Cooperation (SAIDC)

Ms. Katarína Deáková

Ministry of Education, Science, Research and Sport of the SR (MESRS SR)

Highlight

The pilot evaluation of a selected number of projects in Global and Development Education has officially commenced in the beginning of September 2020. The Ministry of Foreign and European Affairs of the SR (MFEA SR) has contracted an external evaluator, who is currently in the process of evaluation of a total of 14 projects from five calls for proposals of the SAIDC in 2016, 2017 and 2018. The Steering Committee, overlooking and providing feedback to the evaluation report during the process, consists of the representatives from the MFEA SR, MESRS SR, SAIDC and GENE. The aim of the evaluation is to provide the MFEA SR, the Agency as well as other key partners an independent and objective overview of the level of fulfilment of the main goals in the area of GDE.

Political Context

Since the parliamentary elections in March 2020, several personal changes have taken place in the MFEA and MESRS. The new state secretaries from both ministries met in June 2020 and discussed, among others, the future of the further cooperation in the area of GE. Highlighted was an increasing need for an open and inclusive communication, partnership, critical thinking and resilience against the “fake news”. Despite the long-term support of the GE projects from the SAIDC (yearly call for proposals), agreed was that the systematic integration of global citizenship into the learning process on all levels is absolutely necessary and crucial. The state secretary of the MFEA also confirmed the willingness of the Ministry to assist and contribute to the process of preparation of the new Strategy for Global Education (as the first, and the only one, for years 2012 – 2016 already expired). Both state secretaries agreed on a closer cooperation in the area of GE.

Ministries, Agencies & strategy

Currently, the Memorandum of Understanding among the MFEA SR, MESRS SR and GENE for 2020 - 2021 is being prepared. The aim is to strengthen the cooperation in the field of GE, support the achievement of strategic goals of SR and the EU and create a co-financing mechanism of the GE initiatives. MESRS should overlook the national consultation process on GE and GENE should technically support it. It includes e.g. the definition of national priorities in GE, organization of the national seminar on GE and the support in creation of the national action plan or strategy for GE. Additionally, in the years 2020/2021 (depending on the measures due to the COVID-19 pandemic), the MESRS SR plans to establish an expert inter-ministerial group with the purpose of creation of a new Global Education Strategy. An expert group will be set up under the Committee for Research, Education and Training in the Field of Human Rights and Development Education at the Ministry. The Ministry plans to present a strategy at the meeting of the Government of the SR in December 2021.

Budgetary Matters in Global Education

The SAIDC has allocated the sum of 100 000 EUR in this year's call for proposals for the projects in global development education, representing a 50% increase compared to the last year. This year we have received 12 projects proposals in total and we have been able to approve 3 projects within the indicated budget.

Terminology, Concepts and Definitions

The terms *global education* and *global and development education* are used interchangeably. In SAIDC's call for proposals, it is referred to projects in "*global and development education*". On the other hand, civil society uses the term *global education*. In the Focus of the bilateral development cooperation of the SR for 2020, one of the roles of MESRS SR is defined as to continue to support the integration of the global context and dimension within the school educational programmes in the schools and there it is referred to as *global education*.

Matters of evaluation and impact

The purpose of the pilot evaluation of the GDE projects (2016 – 2018) financed from the sources of bilateral ODA is to obtain overall knowledge about the effectiveness and benefits of the 14 implemented projects. The overall assessment of the efficiency, effectiveness, relevance and benefits of the supported projects will then serve as an input to the discussion on the direction and support of GDE in Slovakia in the future. The results should likewise reflect the necessary changes in the direction of GDE, as supported by SAIDC's call for proposals, and also to guide and assist in increasing the efficiency and effectiveness of the support for GDE in the future. Both ministries plan to use the evaluation and its outputs in the preparation of a new strategy for GE as well. The evaluation should also help in guiding us on how to better formulate the Agency's call for proposals in a way that the results are measurable. The evaluation report should be presented by the end of 2020.

SDG 4, target 4.7. – measuring progress

SAIDC refers to the target 4.7 in the 2020 call for proposals for projects in GDE, stating that: "*Global and development education reflects specific objective No.4. - 4.7: Education for sustainable development and global citizenship*".

13. Sweden

Ms. Fanny Labory
The Global School, Swedish Council for Higher Education

Highlight

The work on spreading ESD in Sweden has not halted in times of Covid-19. Den globala skolan has, as many others, moved into web-based solutions. Apart from webinars and recorded lectures available to everyone we have also launched an ESD podcast. We have noticed that demand for support from Den globala skolan did not decline even though schools had to put a lot of energy into adapting to the new conditions.

Political Context

The Swedish Minister for Education, Anna Ekström, has together with her Finish counterpart, Li Andersson, participated in a webinar on “ecological and social sustainability in the school of the future”, arranged by Finska institutet. The webinar was recorded and is available [here](#).

Ministries, Agencies & strategy

Statskontoret (The Swedish Agency for Public Management) has been commissioned to analyse and follow up how Agenda 2030 has affected the work on sustainability of authorities, municipalities and regions. In its report Statskontoret concludes that Agenda 2030 only to a small extent has affected the sustainability work of authorities, municipalities and regions. Statskontoret believes that a crucial reason is that the Swedish government has not had a clear focus. The lack of focus has impaired the authorities', municipalities' and regions' opportunities to realize the government's ambitions for Sweden being a leader in implementing the Agenda. The report does not touch upon education or schooling specifically. In June the Swedish government presented a bill on the direction of the work on implementation of Agenda 2030 and the SDGs. As part of the work, the government proposes an overall goal that anchors and clarifies Sweden's commitment to implementing the Agenda. The bill is written in general terms and does not include the suggestions made by the Agenda-2030-delegation (see earlier country reports) in the field of ESD or any other specific wordings on education.

Matters of evaluation and impact

The Swedish Schools Inspectorate (Skolinspektionen) has begun a [quality audit regarding ESD](#). The aim of the audit is to assess the quality of the schools' work to ensure that learning for sustainable development characterises education; that the work is kept together over the school years, between different subjects, but also that ESD is expressed in those parts of school's activities that are not regarded as teaching. The audit has two main focuses. The first is on several aspects of governance and organization that are seen as necessary prerequisites for learning for sustainable development to characterize education in its entirety. The second is on student opportunities for participation in learning, primarily based on student experiences of participation and influence. How the training is conducted is not included in the evaluation. So far, a handful of schools have been inspected and the results show that there is much room for improvement.

UHR (the Swedish Council for Higher Education) has developed a tool for schools (teachers) to self-estimate their work on ESD and find out what is needed for them to become better. The tool will also allow for school leaders (mainly principals) to self-estimate and make it clear what support they need to be able to lead the work on ESD.

GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

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