



Country Reports

Spring 2024

Update on the situation of Global Education in European countries and on implementation of the Dublin Declaration

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GENE Roundtable 50 Country Reports



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National Reports¹

The Dublin Declaration has a focus, inter alia, on increasing and improving national strategy, strengthening inter-ministerial coordination, supporting stakeholder engagement and seeking to ensure adequate, accessible and where possible, predictable levels of funding. The reports in this compilation correspond to the provisions for reporting made in the [Declaration](#) (Appendix 2) and will be used for analysis and reporting.

Contents

1. Belgium.....	3
2. Czechia.....	5
3. Estonia	7
4. Finland	10
5. France	11
6. Germany	15
7. Italy	19
8. Ireland.....	21
9. Latvia.....	24
10. Montenegro	28
11. Poland	29
12. Portugal.....	32
13. Slovakia.....	33
14. Spain	35
15. Sweden	38

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

1. Belgium

Ms. Mara Coppens

Federal Public Service Foreign Affairs, Foreign Trade and Development Cooperation

National policy and strategy

Our new strategic note on Global Citizenship Education has been approved by the minister in December 2023. We are preparing its launch on the 22 April 2024, in the framework of the Belgian Presidency of the EU.

Inter-ministerial/inter-agency work

Together with the French-speaking community in Belgium, we have set up a transversal committee. It brings together the administrations and ministerial cabinets of education and development cooperation. Its secretariat is provided by Enabel, our implementing agency. Its objectives are the sharing of information and the identification and implementation of projects of common interest.

For the Dutch-speaking community in Belgium, we are part of a formal advisory body to the Minister of Education. This body brings together representatives of all stakeholders in formal education and deals with social issues in education.

In both communities, Enabel's networking and informal contacts with education administration officials are maintained. Contacts with regional administrations which also have initiatives in Global Education are more ephemeral.

Stakeholder engagement, dialogue and networking

We have different fora for consultation with Global Education actors (CSOs, trade unions, university umbrellas, local authority umbrellas, etc.):

1. The annual strategic dialogue: it brings together all the actors funded in GE in the presence of our ministry. Leadership is at the level of the umbrellas of civil society organisations. It provides a venue to share information, identify common challenges, lead common improvement projects and give feedback on lessons learned from the implementation of funded programs.
2. The annual institutional dialogue brings together actors who receive financing, to better understand their evolution as organisations and to follow the implementation of its program.
3. There are several internal CSO consultation organs on Global Education in the form of working groups within the umbrellas.
4. There are also a significant number of platforms where specific advocacy strategies for themes or geographical areas are defined. Some are internal to CSOs, others are common with the ministry.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	ODA Volume	ODA as % of GNP	GE Volume from ODA	GE as % of ODA
2018	1.925.142.109	0,43%	26.761.517	1.39%
2019	1.950.280.000	0,42%	26.869.185	1.38%
2020	2.030.880.000	0,47%	30.680.000	1,5%
2021	2.210.930.000	0,44%	32.679.736	1,48%
2022	2.520.621.472	0.45%	28.540.585	1,13%

Comments:

Approximately 80% of our Global Education budget is allocated to CSOs based on the initiative right of civil society (not a call for proposals), 6% to our government programme in GE and 2,3% to our initiatives in the audiovisual sector.

Global Education from other government sources

Year	Global Education volume from other government sources (national/ and/or local)	Global Education volume from DGD	All ODA
2019	1.290.000	27.280.000	28.560.000
2020	1.720.000	28.960.000	30.670.000
2021	1.390.000	31.290.000	32.680.000
2022	1.345.561	27.195.024	28.540.585

Evaluation and quality

During the 2017-2021 programming cycle, we conducted 5-year impact evaluations of two programmes, one on youth civic engagement and one on political advocacy. The reports have been presented recently and offer interesting recommendations for monitoring and evaluating this type of activity. Trainings are currently being organised for the administration and for CSOs to ensure follow-up to this process.

2. Czechia

Ms. Hana Volna
Mr. Robert Hruby
Ministry of Foreign Affairs

Mr. Vitezslav Sliva
Ministry of Education, Youth and Sport

National strategy

From January–June 2024, a mid-term review of the Development Cooperation Strategy 2018 – 2030 is being conducted, which may also have implications for Global Education.

The drafting process of the 2024-2026 Action Plan to the Strategy of Global Education 2018 – 2030 began in March. It reflects the Dublin Declaration in its structure and goals.

MEYS:

Long-term plan for the development of the education system of the Czech Republic 2023 – 2027
<https://www.edu.cz/strategie-msmt/dlouhodobě-zamery-cr-a-kraju/dz-cr-2023-2027/>

Preparatory phase of the Strategy of Youth

Inter-ministerial/inter-agency work

Regular:

The Global Education working group brings together the Government Council for Development Cooperation and the Committee for Education for Sustainable Development, which is part of the Government Council for Sustainable development.

Both parts encourage cooperation between governmental and non-governmental actors in Global Education.

MEYS:

New working group for cross curricular topics with the intention to strengthen the inter-ministerial cooperation and also cooperation with NGOs.

Stakeholder engagement, dialogue and networking

The Global Education working group under the Government Council for Development Cooperation is led by the MFA – Department for Development Cooperation and Humanitarian Assistance, incorporating ministries, regional public bodies, Czech Development Agency, CSOs, academia, and the private sector. Topics include: the implementation of the national GE strategy and of the Dublin Declaration, joint awareness raising on global issues, joint actions, grant schemes etc.

MEYS participates on GE WG mentioned above, the topic of sustainability is also discussed in other WGs on the grounds of MEYS.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	21 109 885 CZK	15 109 885 CZK
2022	13 065 681 CZK	11 182 353
2023	14 144 329 CZK	12 784 329

Comments:

There are basically three targets for GE funding from the MFA development cooperation budget:

- A. The annual allocation for GE grant instrument, which allows both for GE projects and broader awareness raising projects on global topics;
- B. The ad hoc contribution to GENE (2023);
- C. The ad hoc funding of evaluation of GE projects and programmes (2022).

Global Education from Education budget

Comments: No systemic budget line for GE, however several annual opportunities related to GE, mostly funded from EU and national budgets.

Global Education from other government sources

Comments: The Ministry of Environment provides annual funding for “EVVO” – environmental education, which partly touches GE topics.

Evaluation and quality

In 2022-23, we conducted an independent evaluation of the whole grant programme for support of GE projects by CSOs and academia. The results were presented to the GE working group and reflected in the subsequent GE work.

Cross-curricular topics are covered by the work of Czech school inspectorate, we are also having set indicators for the Action plan for the environmental education.

SDG target 4.7.

We report bilateral Global Education projects against the SDG 4.7 target in our ODA. The ODA reporting for 2023 is under preparation – we can report the figures later.

3. Estonia

Ms. Maari Ross
Ministry of Foreign Affairs

National strategy

The Ministry of the Environment has been renamed to the **Ministry of Climate**. The Ministry of Climate prepares together with interest groups a climate law, which would provide clarity, legal certainty and road signs to achieve climate neutrality by 2050.

In January 2023, in cooperation with the Ministry of Environment and Ministry of Education and Research, the [Environmental Education and Awareness Action Plan for 2023-2025](#) was published. Currently, the activities are carried out according to the plan in cooperation between the ministries.

Updated National Curriculum was adopted by the Estonian Government on February 23, 2023. [Basic School National Curriculum](#) and [Upper-secondary School National Curriculum](#). In the updated national curricula, more attention is paid to the topics of Global Education.

Inter-ministerial/inter-agency work

Regular meetings between the Ministry of Climate, Ministry of Education and Research as well as the Ministry of Culture have been initiated in matters of environmental education. Meetings are scheduled to take place four times a year. The first meeting took place on March 5, 2024. Strategic partners of the Ministry of Education and Research and subordinate agencies of the Ministry of Climate are also involved.

Stakeholder engagement, dialogue and networking

Cooperation between GE stakeholders has improved. In November, 2023 a mailing list was initiated by the Estonian Roundtable for Development Cooperation for sharing GE information. The list involves various ministries, NGOs, schools and other stakeholders.

The Estonian Roundtable for Development Cooperation also initiated the regular meetings of stakeholders for sharing GE information. So far, two meetings have taken place, in October 2023 and January 2024. The second meeting was attended by 28 people, including 3 ministries (Ministry of Education, Ministry of Climate, Ministry of Foreign Affairs), Estonian Centre for International Development, NGO Mondo, various schools and researchers. The aim is to continue with the meetings every 3 months.

The Ministry of Education and Research is working and networking with strategic partners, including NGO Mondo.

Budgetary Matters in Global Education

The following table reflects the Global Education spending from Ministry of Foreign Affairs which is part of ODA. Additionally, Estonia invests in Global Education via Ministry of Education national curriculum and via environmental education and awareness projects funded by Environmental Investment Centre, which are not ODA.

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2022	100 000 EUR	0.1 million EUR
2023	100 000 EUR + 160 000 for conferences	0.1 million EUR
2024	80 000 EUR	

Comments from Ministry of Foreign Affairs and Estonia Centre for International Development

Since 2022, the development cooperation agency under the Ministry of Foreign Affairs, Estonia Centre for International Development ([ESTDEV](#)), is in charge of funding and/or implementing of all projects, including Global Education projects.

- In March 2024, ESTDEV opened a call for Global Education projects in Estonia for a total of 80 000 euros. The deadline is April 10, 2024.
- In September 2023, ESTDEV completed an open call and funded four projects in Estonia for a total of 100,000 euros.
- In November 2023, ESTDEV opened a call for proposals for co-financing for projects, including the Global Education projects. The total amount of the call was 160 000 euros and up to 50 000 EUR co-funding could be applied for. However, no applications were submitted that met the criteria for the call.
- In 2023, ESTDEV opened a call for proposals for funding international conferences with the aim to raise awareness about development cooperation and humanitarian aid in Estonia and to spark public debate about Estonia’s role in supporting sustainable development. The total amount of the call was 160 000 euros.

Global Education from Education budget

Year	Global Education funding from education budget
2021	
2022	64 600 EUR
2023	57 000 EUR
2024	58 500 EUR

Comments from the Ministry of Education and Research:

In Estonia, Global Education is integrated into the curriculum and education curriculum (development of learning processes) has one budget and therefore it is not possible to separate the amount for Global Education. Strategic partners are supported with 58 500 EUR, including:

- NGO Mondo 19 000 EUR
- Tagasi Kooli (Back to School) 19000 EUR
- Tartu Environmental Centre 20 500 EUR
- GLOBE worldwide science and education programs supported with 20 500 EUR.

Global Education from other government sources

Year	Global Education volume from other government sources (national/ and/or local)
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2022	
2023	2.2 million EUR

Comments from the Ministry of Climate

Climate and environmental awareness education projects have been funded in Estonia since 2011 through [Environmental Investment Centre](#) (EIC), which is under Ministry of Climate. All projects are education related and run at schools all around Estonia.

The Environmental Awareness Programme contributed 2,2 M EUR in 2023 to education supporting sustainable development, including climate education (e.g. support for the application of green technologies to schools). Each year they have over 500 projects reaching more than 150,000 children.

The project "Climate Awareness from School to Society: empowering children, youth and teachers to reduce the impacts of climate change" is empowering children, young people and teachers to reduce the impacts of climate change. <https://sisu.ut.ee/kliimateadlik/home-page?lang=en>

Evaluation and quality

The Ministry of Climate and Ministry of Education and Research in cooperation with Tallinn University conducted a survey of students' environmental awareness (senior year 15-16 and 18-19). The study report will be presented on 21.03.2024. The survey does not focus on outcomes of the national curriculum, but values and attitudes.

The Global Citizen Competency Model is a guideline for both curriculum developers and teachers. NGO Mondo will use it as a tool to assess the quality of previous educational materials and develop new ones.

MFA has developed the project evaluation tool, which could be also be used to also evaluate Global Education projects. This is something that will be discussed further in the coming months.

4. Finland

Mr. Jaakko Lindfors
National Agency for Education

National strategy

The translation process of the Dublin Declaration to Finnish has been started in December 2023.

Inter-ministerial/inter-agency work

The Ministry for Foreign Affairs of Finland, the Ministry of Education and Culture and the Finnish National Agency for Education cooperate actively in the area of Global Education. Inter-ministerial cooperation is important e.g. when attending international conferences, updating curricula, developing education or preparing diverse statements and reports.

Stakeholder engagement, dialogue and networking

Fingo (umbrella organisation of Finnish CSOs) coordinates meetings and events to enhance collaboration between different parties (such as CSOs, ministries, other public institutions, investigators, educational institutions) in order to work together to promote 4.7. as well as to take forward recommendations agreed together. The Dublin declaration and its implementation has been discussed. Meetings are organised about 3-4 times a year.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	6 million EUR	0.48%
2022	6 million EUR	0.45%
2023	6 million EUR	0.50%

In 2022, the MFA had open call for Global Education and development communication (2 208 603 euros for 2023-24). In addition, other funding instruments include Global Education and that part is included in the above numbers. For example, Finland supported Global Education Network Europe in 2023 with 50 000 EUR.

Global Education from Education budget

Year	Global Education funding from education budget
2021	0.471 million EUR (EDUFI grants)
2022	0.590 million EUR (EDUFI grants)
2023	0.590 million EUR (EDUFI grants)

5. France

Mr. Thibaut Lespagnol
Ministry for Europe and Foreign Affairs

National strategy

The MEAE has included GE in its civil society and civic engagement strategy, unveiled at the beginning of 2023. In terms of GE, the strategy includes **Promote a supportive framework for civic engagement globally**. And specifically:

- Support education for citizenship and international solidarity in France and globally and strengthen the engagement of civil society towards interculturalism;
- Developing partnership opportunities in France and globally and fostering cooperation with European countries.

A strong link is established between education and raising awareness of Global Education issues such as sustainable development, living together and justice, and the opportunities for international volunteering offered by France. Links are to be created between informal and formal volunteering under our schemes.

More information about our Strategic Guidance Paper : <https://www.diplomatie.gouv.fr/fr/politique-etrangere-de-la-france/societe-civile-et-volontariat/strategie-de-la-france-pour-la-societe-civile-et-l-engagement-citoyen/>

AFD has signed agreements with several ministries to strengthen the scope of its actions in formal, non-formal and informal education. It provides technical and financial support for actions by the Ministry of Education and the Ministry of Agriculture and Food Sovereignty, particularly in schools and high schools.

Agence Française de Développement's ECSI actions and projects are explained here: <https://www.afd.fr/fr/page-thematique-axe/education-la-citoyennete-et-la-solidarite-internationale>

AFD's ECSI consultation group booklet is available here: <https://www.afd.fr/fr/ressources/role-essentiel-education-citoyennete-et-solidarite-internationale-argumentaire-commun>

Inter-ministerial/inter-agency work

Following the recommendations of the evaluation carried out jointly by the MEAE and AFD on their funding for the ECSI between 2015 and 2020, an inter-ministerial forum was set up in May 2023 to strengthen the complementarity of our actions and create more links between our public policies. Since 2023, the members of this group have met four times.

In this context, the ministries are currently working on a brochure outlining their respective ECM initiatives. This information tool, to be distributed to the voluntary sector and local authorities, will help those involved in ECM to identify the public policies implemented by the government and to identify more easily the funding windows available to them.

Stakeholder engagement, dialogue and networking

The Ministry of Europe and Foreign Affairs participates in several forums for dialogue with young people and civil society. In terms of formalised forums, the main body for dialogue is the National Council for Development and International Solidarity (CNDSI), which brings together, under the chairmanship of the Minister for Europe and Foreign Affairs or the Secretary of State for Development, all the components of civil society (foundations, local authorities, associations, qualified foreign figures) and aims to discuss the direction and current issues of our development policy. Within the Council, several temporary working groups exist, focusing on the work of foundations, the Social Economy and Youth.

As mentioned, in the area of Global Education, the MEAE participates in several forums for dialogue with NGOs, in particular within the ECSI consultation group. We are also regularly invited to take part in regional forums run by the Multi-Stakeholder Regional Network.

In March, the Ministry and AFD presented their GE actions and strategies at the Terra Scientifica exhibition organised by a group committed to participatory science. The actions of the Ministry and AFD were presented from the angle of our commitment to sustainable development and the contribution of education and awareness-raising to these issues.

Budgetary Matters in Global Education

AFD

Year*	Overall I-OSC Fundings	Overall number of I-OSC projects	Out of which GE fundings	Out of which number of GE projects
2019	83 M€	98	13 M€	16
2020	115 M€	121	6 M€	11
2021	116 M€	145	5 M€	10
2022	139 M€	135	20M€	20
2023	163 M€	161	13 M€	10

Among the projects financed in 2023, it is worth highlighting those of the Tara Foundation and the Goodplanet Foundation, which reflect the opening up of the scheme to environmental associations.

Tara Foundation: The Tara Ocean Foundation (FTO) is the first publicly recognised foundation dedicated to the ocean in France. It has two main missions: to explore the ocean in order to understand it better, and to share this scientific knowledge in order to raise public and collective awareness.

Because studying the ocean (its link to the climate, marine biodiversity and plastic pollution) means taking care of our planet's global system, the Tara Ocean Foundation (TOF) is committed to taking this issue of international solidarity right into the classroom. With 17 years of experience and a strong partnership with the French Ministry of Education and Youth (MENJ), the Foundation is committed to the role of teachers in bringing young people together to strengthen their commitment to a more sustainable world.

The aim of the Education Division is to support teachers, whether they are based in mainland France, the French overseas territories or French lycées abroad, in implementing innovative educational initiatives that are explicitly rooted in the objectives of sustainable development, and to offer exchanges between students and researchers. It also proposes to increase the skills and knowledge of teachers in the field of education.

Goodplanet Foundation

The GoodPlanet Foundation, created in 2005 by photographer Yann Arthus-Bertrand, and recognised as a public utility in 2009, offers and runs awareness-raising and support programmes for the general public and young people on the issues of Education for Sustainable Development (ESD). Its primary objective is to put ecology and humanism at the heart of people's consciences and to encourage them to take action, through awareness-raising programmes for the general public and actions in the field.

CAP 2030 is a national programme to get 15-25 year-olds involved in eco-citizenship and international solidarity. It aims to engage young people throughout France by helping to educate participants about ecological and solidarity issues, giving voice to their views and supporting their transition to action. Three major activities are developed within this framework:

- The CAP 2030 Meetings, awareness-raising events designed to increase young people's knowledge of the issues and enable them to debate them. Over 2 days, 100 to 150 young people take part in a programme of conferences and workshops.
- The Résonances creative pathway, which enables young people to express their vision of tomorrow's world through art, thanks to a competition, online workshops and resources for inspiration.
- The Cap Eco-délégués programme, which helps secondary school pupils to create practical projects in their schools.

MFA

Year*	MFA ECSI fundings (M €)*
2019	2,76 M€
2020	3,26 M€
2021	3,8 M€
2022	3,6 M€
2023 (estimate)	3,7 M€

These fundings are mainly composed of:

- Grants to small projects (since the launch of the Initiative pour la Solidarité Internationale program);
- Fundings of the Multi-Stakeholder Regional Networks (RRMA : Réseaux Régionaux Multi-acteurs) for coordination on ECSI matter;
- Fundings for the training of International volunteers for cooperation;
- Fundings for youth cooperation programs of local authorities.
- 500,000 to support projects by organisations committed to Global Education.

Evaluation and quality

Between 2020 and 2022, the MEAE and AFD carried out an evaluation of their funding to ECSI players.

The aim of this evaluation, which was both retrospective and forward-looking, was to understand the contribution made by our contributions to stakeholders by taking stock of the projects supported and assessing their relevance and success. It also aimed to make a number of recommendations for the future.

The evaluation highlighted a number of positive elements:

- strong complementarity in terms of targeting actors between MEAE support (volunteers, local authorities) and AFD support (CSOs and CSO collectives);
- selection, appraisal and management procedures considered to be efficient for the MEAE and AFD mechanisms;

- a positive cost/benefit ratio for ECSI projects carried out by associations;
- Tangible effects on the structures or target audiences of the actions they implement:
 - structuring the voluntary sector with, at the level of the organisations:
 - increasing their methodological skills by scaling up or spinning off several programmes,
 - increasing the skills of teams in terms of teaching and project management;
- Lastly, the programmes have had a significant impact on participants, particularly young people, in terms of their desire for greater commitment, personal development and increased employability.

AFD and MEAE follow up on the evaluation's recommendations. Although not all the recommendations can be taken on board, the two institutions are trying to anchor new mechanisms or possibilities for responding to them.

For example, the rapprochement of ministries involved in ECSI stems from these recommendations. The increase in the number of ECSI finance posts in associations and the linking of these posts with associations in the territories, in particular with the Multi-stakeholder Regional Networks, is also part of the implementation of these recommendations.

6. Germany

Ms. Katja Weigelt
Federal Ministry for Economic Cooperation and Development

Highlight

Song Contest "Your song for ONE WORLD!"

One highlight which took place in autumn 2023, is the song contest "Your song for ONE WORLD!", an international music competition that motivates young people to engage with global issues and contexts in a musical way. It calls on young people between the ages of 10 and 25 to engage with the topics of ONE World and the 17 SDGs, compose lyrics and realise these musically. Coordinated by Engagement Global, a huge variety of multipliers such as teachers, caregivers at children's facilities and established musicians are involved to reach out to young people.

In the round 2023/2024, 674 songs from over 20 different countries were submitted. The competition's final took place in the attendance of around 350 spectators in Bonn, December 2023. The best 5 acts presented their songs live to a five-member jury. The jury elected the song "Children of the World" by Shayla & Filo ([Link](#)) as the winner, which also became the anthem for the current round of the school competition on development policy "All for ONE WORLD for all". The winners of the public vote "Nossa Musica" ([Link](#)) from Brazil also performed live. The 2024 competition will open for new submissions in the first half of 2025, from Germany, Europe and beyond.

School competition "Global change of course - be the change"

In September 2023, the current round of the federal school competition "All for ONE WORLD for all" was opened for contributions, focusing on this round's topic "Global change of course - be the change". In March 2024, the round closed with more than 550 entries submitted, representing all school class and age levels, far exceeding the number of entries in previous years. On 18th June 2024, the 22 contributions that impressed the jury the most will be honoured at an award ceremony in Berlin. Federal President Frank-Walter Steinmeier, patron of the competition, and Svenja Schulze, Federal Minister for Economic Cooperation and Development, will both attend the award ceremony. In 2024, additional prizes will also be awarded on state and regional level to highlight prizes closely linked to regional developments, strengthen visibility and award engagement in each state.

In the period between October 2023 and April 2024, several important events took place which brought together relevant ESD stakeholders from national to regional level.

Symposium on Curriculum Framework

Once a year, the Symposium on Curriculum Framework on Education for Sustainable Development brings together relevant stakeholders in the field of formal education to exchange on developments in the field of ESD. The symposium aimed at involving various expert perspectives in the process of adapting the Curriculum Framework at senior secondary level. In November 2023, the 14th conference brought together ESD experts from schools, universities, educational administrations, youth representatives and civil society to foster engagement in a participatory process. Addressing around 200 attendees, numerous workshops were conducted, updating participants on the ongoing adaptation process and addressing the implementation of ESD across various subjects in the upper secondary level. In 2024, the symposium will be held in Berlin on November 28-29.

Meeting of the ESD country coordinators, state initiatives and federal education ministries

Twice a year, representatives of state initiatives and state coordinators ESD come together in joint working meetings. In November 2023, a joint working and exchange meeting took place in Kassel, Germany aiming

to strengthen and consolidate cooperation. Thematic focus was put on "ESD in teacher education and training", "Whole School Approach" and "ESD and the global perspective".

Furthermore, a working meeting of the ESD officers, and state coordinators together with representatives of the Federal Ministry for Economic Cooperation and Development (BMZ), the Federal Ministry of Education and Research (BMBF) and ESD rapporteurs of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) took place. Both meetings represent an important component of cooperation in strengthening multi-level cooperation within the educational system of the Federal States of Germany.

Cooperation between business and ESD education

On behalf of BMZ, Engagement Global implements the program "Development-oriented Education in Germany" with its regional offices. Around 200 development-oriented information and education events in 16 Federal States are implemented with partners yearly within the scope of this program. In the State of Thuringia, the regional office of Engagement Global in Leipzig is developing a format to train apprentices and trainees in cooperation with the Thuringia Business Association (VWT) on the topics of sustainability competencies, fair trade, Agenda 2030 and the circular economy.

In 2023/2024, activities included:

- Qualification in sustainability skills with apprentices in companies in the transport sector: N3 Engine Overhaul Services and Hörmann
- Round table on sustainable management with regional key actors
- Qualification in sustainability skills with apprentices from BMW

The main question in this process was: How can companies use educational approaches to enable their employees as key agents of change and help shaping the innovations required in companies to achieve the SDGs while positioning themselves as attractive employers at the same time?

School exchange programs: new publication

ENSA is the development policy school exchange programme with educational opportunities and funding in the field of school partnerships. In the exchanges promoted by ENSA, between students from the Global South and the Global North, different realities of life and global connections are made visible and tangible for the participants. This is what the participating students report on in posts, videos and blogs. A guide for non-discriminatory reporting in school exchange programs between Germany and Global South was published: [Link](#).

Participation at COP 28

Coordinated by UNESCO, one session focused on harnessing the power of educational collaboration to address international challenges in combating climate change". Engagement Global lead the session, "A Multi-level Approach towards Education for Sustainable Development (ESD)" which was presented as part of the side events in the greening education pavilion. The session presented and outlined the experiences from the multilevel approach, introducing programmes such as the State Coordinators Programme for Education for Sustainable Development. Possibilities on how to adapt the German example to other national or regional contexts were discussed with the expert audience present.

Dublin Declaration

Translation of the Declaration

Germany and Austria (ADA) worked together to publish an official German translation of the Dublin Declaration (to be published in April 2024). The German translation will help to reduce language barriers to use the Declaration for policymakers, practitioners and educators.

Promoting the Declaration

Engagement Global uses the Dublin Declaration in training modules on ESD to underline the international cooperation component of ESD. Furthermore, the State Coordinators as well as representatives of state

initiatives on ESD were informed about its content and its use as an advocacy tool and encouraged to promote it on regional and local as well as institutional level.

Bringing the Declaration into Practice

By implementing its strategies on ESD, Germany is contributing to the implementation of the recommendations of the Declaration. Fostering cooperation with research institutes, scientific results, practice and policy will be one focal point of upcoming activities. In 2024, networks will be strengthened with Higher Education Institutions, organisations targeting internationalisation and Higher Education, ESD stakeholders from science, research and politics. Different cooperation formats will be organized by Engagement Global in 2024.

Topics of interest for sharing or learning

Looking at the funding programs for development policy education, the AGP (“Programme for Action Groups”) and the PFQ (“Programme for the promotion of development policy qualification measures”) which are coordinated by Engagement Global, the upward trend of recent years was also confirmed in 2023: A total of 275 projects were funded, most of them on the topics of the SDGs in general, fair trade etc. Funding for qualification projects especially are in high demand with civil society actors.

The biggest funding programme for development education projects by civil society actors, the FEB (“Funding Programme for Development Education in Germany”) has supported more than 350 projects in 2023. These projects reached more than 8.5 million people in Germany in 2023. The projects are spread regionally all over Germany with many taking place in Berlin and North Rhine-Westphalia. Topics include SDGs in general, climate change, Fair Trade, human rights and others. As in most years, the applications for funds far outstrip the available funds. The aim has been to facilitate as many projects as possible even with a reduced funding amount to ensure reaching a wide range of the public in Germany.

The programme BtE (“Education meets Development”) is implemented by Engagement Global together with 8 NGOs. In 2023, more than 6.700 education events have been facilitated in kindergartens, schools, universities etc. and reached an estimated amount of 150.000 people all over Germany. The most requested topics for the events were insights to everyday life in other countries as well as environment and climate. In May 2023, the programme celebrated its 20th anniversary with a big event. It included many workshops and attracted new people to become part of the programme.

Germany wants to strengthen its efforts in implementing the Dublin Declaration and mirror its national developments in international discourses, specifically fostering evidence-based policymaking in Global Education/ESD in education systems. As a first step, Engagement Global will organise a digital pre-meeting, bringing together relevant ESD stakeholders in Germany, presenting programme developments and creating synergies. Following the pre-meeting, a conference with up to 70 participants with ESD researchers and policymakers will be held on 24th September 2024 in Berlin. These efforts are in line with the efforts of Engagement Global to strengthen the networks of ESD stakeholders, science and researchers (Higher Education Institutions) and will be linked to the upcoming ANGEL conference (Berlin 2025).

Current item / Upcoming on the European or global stage

Looking ahead, the 15th symposium on the orientation framework for global development learning area is scheduled for November 2024. This forthcoming symposium aims to delve into contemporary specialist discourses concerning ESD. Moreover, it seeks to exemplify best practices derived from the implementation of ESD, rendering them tangible for participants to foster exchanges and networks conducive to the implementation of ESD initiatives. Importantly, the engagement of youth will remain a focal point.

The state initiatives project celebrates its 15th anniversary in 2024. An impact study is to be published in autumn, outlining impact achieved on structural level and formulating recommendations of action. Results and best practice examples of these 15 years will also be highlighted at the annual symposium of the Framework for Global Learning/Education for Sustainable Development Education.

As part of the school competition on development policy, a networking event "ONE WORLD Weekend" takes place every two years, bringing together young people and teachers from all over Germany. The interactive event aims to enable participants to handle the complexity of global challenges, develop and expand their own competency to act sustainably, as individuals and as members of a community. It is a contribution to the roadmap of the UNESCO program "Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)". The upcoming "ONE WORLD Weekend" will take place in Berlin, November 2024. The focus of this weekend will be on the topic of the current competition round "Global change of direction - be the change!" opening up and discussing new perspectives: How can we make changes in the One World happen? What can young people do specifically? Which partners, structures and networks can they rely on?

The Funding Programme for Development Education in Germany (FEB) plans to host a meeting with civil society actors that receive funding through the programme. The aim is to bring together actors, discussing current trends and opportunities in global learning as well as sharing common challenges and how to address them. The meeting is planned to take place in October or November 2024.

7. Italy

Ms. Grazia Sgarra
 Ms. Elisa Bartolini
 Italian Agency for Development Cooperation

National strategy

In 2023, the [National Action Plan on GCE](#), envisaged by the GCE National Strategy, has been finalised by the GCE Multi-stakeholder Working Group. The Action Plan represents an action framework for all stakeholders interested in the GCE and provides an input to the development of a Local Action Plans. As of today, thanks to the 33 projects co-financed through the 2021 GCE Call for proposals, multiple collaborations are progressing and carrying out activities to finalise GCE local action plans.

Inter-ministerial/inter-agency work

The collaboration with the Ministry of Environment and Energy Security (MASE) has been strengthened during the past year, leading up to the signature of a three-year Agreement, amounting to approximately 1 million euros. In more general terms, the promotion of inter-ministerial collaboration is proceeding thanks to the GCE Multi-stakeholder Working Group. Moreover, thanks to such fruitful collaboration, a first meeting with the National Institute for Statistics (ISTAT) and the National Institute for the Evaluation of the Education and Training System (INVALSI), has been held aiming at fostering a collaboration on GCE aspects.

Stakeholder engagement, dialogue and networking

The GCE Multi-Stakeholder Working Group, established in 2021 and coordinated by AICS, is planning a meeting in the following months. Moreover, thanks to the implementation of AICS promoted projects financed through the 2021 GCE Call for proposals, the first GCE inter-regional forum has been created. This Forum between 6 Italian regions (i.e. Piedmont, Marches, Latium, Liguria, Calabria, and Sardinia), represents the willing of regional representatives to entail GCE values in their policies, in connection to sustainable development.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	20 mill EUR (AICS)	
2022	/	
2023	800,000 EUR (AICS)	

Comments:

In 2021, AICS launched a call for proposal worth in total 20 million Euros, i.e. 13 million euros more than the previous call. In 2022, at the end of the evaluation procedure, 33 projects with a two-years duration have been financed and are currently on-going. A key new element was the possibility for Local Authorities

to be eligible as “applicants” in addition to CSOs, in order to support the implementation of their regional strategic priorities. This aims at supporting the implementation of local strategic priorities, as indicated in the Regional strategy on sustainable development and in the GCE strategic documents. For this reason, the Ministry of Environment and Ecological Transition (currently Ministry of the Environment and Energy Security) was part of the evaluation committee. The call set out the following areas of action:

- a) To strengthen the awareness of the 2030 SDGs Agenda,
- b) To promote actions, behaviours, and forms of active participation (i.e. to protect the environment, fight climate change and mitigate human impact on the natural environment).
- c) To contribute to tackle phenomena of hatred, intolerance, and discrimination by giving value to diversity and by promoting cultural, social, and economic interaction

Global Education from other government sources

Year	Global Education volume from other government sources (national/ and/or local)
2021	
2022	
2023	182,242 EUR (MASE)

Comments:

In 2023, a Cooperation Agreement between AICS and the Ministry of Environment and Energy Security (MASE) was signed. With a total budget of 982,242 EUR (800,000 EUR from AICS and 182,242 EUR from MASE), this three-year collaboration entails two Action Lines:

- 1) Institutions, universities, and territories cooperate to promote an education on sustainable development and global citizenship, with a total budget of 300,000 EUR (200,000 EUR =AICS; 100,000 EUR=MASE)
- 2) Awareness-raising and communication on the National Strategy for Sustainable Development and 2030 Agenda, with a total budget of 682.242,00 EUR (600,000 EUR=AICS; 82,242 EUR=MASE)

Evaluation and quality

The 2021 GCE call for proposal launched by AICS introduced the Results Based Management (RBM) approach, which aims at improving the quality of projects in terms of measurability through a better quality of the indicators and verification sources. A key element in this sense, is the provision of a final external evaluation, aiming at obtaining objective information on the projects’ implementation and its results.

SDG target 4.7.

AICS, as GCE Multistakeholder Working Group coordinator, had two preliminary meetings with the Italian National Institute of Statistics (ISTAT), to identify its potential role in measuring the real-life changes in terms of GCE. Moreover, we are also trying to open a dialogue with the National Institute for the Evaluation of the Education and Training System (INVALSI), which oversees the International Civic and Citizenship Study by IEA.

8. Ireland

Ms. Emer Carney
Ms. Maria Riordan
Irish Aid, Department of Foreign Affairs

National strategy

A progress report on ESD to 2030 to end of June 2023 was published in November 2023 and was launched at the annual ESD National Stakeholder Forum which took place on 1st December in Technological University (TU) Dublin, Grangegorman Campus. The report includes input on the signing of the Dublin Declaration and other inputs on progress related to GCE.

Inter-ministerial/inter-agency work

Government ministries cooperate in this area through the ESD Steering Group and Advisory Groups.

The Irish Research Council New Foundations 2023 projects focus on diverse societal challenges and Government Policy issues. Seven awards are co-funded by the Department of Education, the Department of Children, Equality, Disability, Integration and Youth and the Department of Foreign Affairs/ Irish Aid to support implementation of ESD to 2030 and the Global Citizenship Education Strategy.

Stakeholder engagement, dialogue and networking

The Annual National ESD Forum facilitates dialogue with key stakeholders and partners in ESD. In 2023, the Forum took place on 1st December in TU Dublin, Grangegorman Campus and facilitated discourse on implementation of ESD to 2030 and showcased and celebrated exemplars of quality, excellence and innovation in Education for Sustainable Development across all levels of the Irish Education System.

The ESD to 2030 Steering Group comprises of representatives of relevant Government departments, education bodies, students, Teacher Unions and civil society organisations. Individual advisory groups comprising of key stakeholders have been established for the different sectors under the Departments of Education, the Department of Further and Higher Education, Research, Innovation and Science and the Department of Children, Equality, Disability, Integration and Youth. Terms of Reference including membership is available on the ESD to 2030 webpage: [gov - National Strategy on Education for Sustainable Development in Ireland \(www.gov.ie\)](http://www.gov.ie)

The Department of Education is also engaged with a number of International steering/working groups for ESD including: EU Working Group for Schools on Learning for Sustainability; UN ESD-Net – Europe and North America Network for ESD; Greening Education Partnership (under the UN); OECD – Education Reform Policy Dialogue 2023 – Empowering all learners to go green. The Department of Children, Equality, Disability and Integration are currently establishing an advisory group. Terms of Reference for this group have yet to be established.

The Department of Foreign Affairs meets regularly with the Irish Development Education Association. IDEA hosts a number of working groups on GCE in formal and non-formal education with whom DFA meets periodically. In addition, Irish Aid meets with strategic partners working in formal and non-formal education to discuss policy issues. All of our strategic partners are supported to engage in policy dialogue with the relevant government departments and agencies. For example, the Irish Aid funded WorldWide Global Schools programme in the post-primary sector has an Education Advisory Group which includes key

Government stakeholders on education including the National Council for Curriculum and Assessment. Another example is Youth 2030, the Irish Aid partnership with the Youth sector led by the National Youth Council of Ireland, which includes a Young People’s Committee.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education volume from ODA
2020	5.7mill EUR
2021	6.3mill EUR
2022	7.7mill EUR
2023	9.8mill EUR

Comments:

The 2023 Global Citizenship Education Grants awarded 2.1 million EUR to 33 organisations working across Ireland. The funds will be used for activities to build awareness and understanding of global issues such as climate change, hunger and injustice and to support the public to act individually and collectively in global solidarity. Organisations supported included AkiDwA, the national network of migrant women living in Ireland, Lourdes Youth and Community Services, a community development organisation in Dublin’s North Inner City and Educate Together, a patron body for multi-denominational schools. This funding also included an Innovation Challenge Fund, which encourages fresh thinking on how to engage the public on global themes. Funding was allocated to 13 projects, ranging from using the creative arts to promote global citizenship education and supporting links between primary schools in Ireland, South Africa and Kenya.

Global Education from Education budget

Year	Global Education funding from education budget
2022	220,000 EUR
2023	820,000 EUR

(NOTE: There would also be indirect funding in terms of teacher training, CPD, policy implementation, curriculum development etc.)

Comments:

In 2022, The Department of Education made a call for funding for projects supporting implementation of ESD to 2030. Over 220k EUR was awarded in grants of between 500 EUR and 5,000 EUR to schools and organisations to support ESD projects in schools.

In 2023, a further ESD to 2030 funding call for schools took place to support schools undertaking projects that implement ESD to 2030 priorities. 550,000 EUR in funding was awarded for projects in 65 primary and 64 post-primary schools across the country which constituted a three-fold increase on the ESD funding of 167,000 EUR which was provided to 49 schools in 2022. Funding for organisations supporting ESD projects amounted to circa. 270k EUR in 2023.

Details of all grantees and projects is available on the ESD to 2030 webpage: [gov - National Strategy on Education for Sustainable Development in Ireland \(www.gov.ie\)](https://www.gov.ie/en/publications-and-resources/other/government-website-national-strategy-on-education-for-sustainable-development-in-ireland/)

Evaluation and quality

A progress report on ESD to 2030 to end of June 2023 was published in November 2023. The report includes an update on the signing of the Dublin Declaration and other inputs on progress related to GCE.

SDG target 4.7.

Ireland's Voluntary National Review of the SDGs 2023, was presented at UNESCO's High Level Political Forum in New York in July, included a chapter on Education including SDG 4.7. Additionally, the Further and Higher Education Advisory Group on ESD, in collaboration with SDSN Ireland contributed a chapter on the contribution of the further and higher education sectors to the SDGs.

The CSO and and Tailte Éireann is responsible for monitoring performance against SDG targets and publishes relevant data and reports via the SDGs GeoHive: <https://irelandsdg.geohive.ie/>. The CSO will be updating information on Goal 4 in the first half of 2024, including reporting on target SDG 4.7.

A progress report on ESD to 2030 to end of June 2023 was published in November 2023. The report includes an update on the signing of the Dublin Declaration and other inputs on progress related to GCE.

9. Latvia

Ms. Anita Vahere-Abražune
Ministry of Education and Science

National strategy

Development Cooperation Policy Guidelines for 2021-2027 (adopted on 14 April 2021) and **Development Cooperation Policy Plan for 2024-2027** (adopted on 23 January 2024) define among the policy objectives public awareness raising on the importance of development cooperation, participation, and support for the implementation of the policy, as well as emphasising the inclusion of Education for Sustainable Development and Global Education topics in education content for different age groups. Based on **Development Cooperation Policy Plan** Ministry of Foreign Affairs of Latvia annually supports Global Education projects through annual call for co-financing for Global Education projects in Latvia and development cooperation projects in other partner countries implemented by civil society organisations.

Education Development Guidelines for 2021-2027, adopted on 22 June 2021, include the integration of Education for Sustainable Development and Global Education topics in education policy, development of education process and education environment, professional development of teachers, inclusive approach, and more active involvement of stakeholders, including the local level, promoting effective use of resources and civic participation. The Guidelines are oriented towards the creation of an inclusive culture of lifelong learning and fostering the acquisition of skills and competences for employability, individual growth, and cohesive social and economic development. Implementation of the Guidelines includes measuring the indicator related to the level of students' civic competence (based on the data of the *International Civic and Citizenship Education Study*).

Inter-ministerial/inter-agency work

Latvia participates in the **UNESCO SDG4 - Education 2030 High-Level Steering Committee**, founded in 2021, and was elected for the second term in November 2023. The aim of this committee is to ensure political leadership on Global Education priorities and create stronger accountability incentives for accelerating progress toward SDG 4, providing strategic guidance, reviewing progress and making recommendations. Latvia is represented by the minister for education and science.

The Latvian National Commission for UNESCO, together with the Ministry of Education and Science, coordinates the **Advisory Council "Education for All"** that focuses on the implementation of the Education 2030 Framework for Action and SDG 4, including the SDG 4.7 on global citizenship and Education for Sustainable Development. The Council facilitates co-operation and coherence of activities between ministries and other institutions, local municipalities, the private sector, non-governmental and international organisations. It provides a discussion platform to promote effective education policy and to ensure inclusive, equitable and high-quality education, lifelong learning and sustainable development. In 2023, the main topics of Council's discussions were prevention of bullying at school, inclusive education and effective use of modern technologies in education.

Latvian experts are involved in the implementation of **DARYA (*Dialogue and action for resourceful youth in Central Asia*)** project, coordinated by the European Training Foundation, promoting post-Covid recovery in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan by developing the quality and inclusiveness of education, training and employment systems in the region. This project also encourages participatory and inclusive dialogue and cooperation mechanisms, promoting personal development, including civic participation, and further employment of young people in Central Asia. One of the main events in 2023 was "Skillman International Forum", which took place on 26-27 September in Ogre, Latvia, promoting qualitative and inclusive VET education and international cooperation. In 2024, a peer-learning event is planned to promote in-depth experience sharing with Central Asian countries regarding the VET system in Latvia, cooperation with stakeholders and national qualification system.

Stakeholder engagement, dialogue and networking

The **Interdisciplinary National Coalition for Implementation of the Sustainable Development Goals** is led by the Latvian Platform for Development Cooperation (<https://lapas.lv/en/home/>). It unites non-governmental and governmental institutions, municipalities and individuals. The coalition shares relevant information, opportunities for cooperation and best practices. It also involves education institutions, as well as other organisations that provide training activities on SDGs.

The **UNESCO Associated School Project** network in Latvia organises special seminars, workshops and other activities for teachers, principals, students related to different dimensions of global citizenship education and education for sustainable development. The project theme is related to different aspects of value education, environmental education, principles of human rights and promotes safeguarding the world's cultural and natural heritage. More information: <https://www.unesco.lv/lv/unesco-asocieto-skolu-tikls>.

Other activities:

- In 2023, annual **international educational campaign "World's largest lesson"** took place in Latvia, inviting schools to organise lessons dedicated to learning about the topics on sustainable development. During the lessons, students were invited to prepare a strategy and action plan to achieve the Sustainable Development Goals, as well as to take the next step and implement the changes.
- On 7 December 2023, Latvian Platform for Development Cooperation organised a webinar "**How to talk about media literacy and information literacy with students**". The participants were informed about the materials created by UNESCO for teachers on media literacy and information literacy, thematic crossword puzzle, and engaging material for students with practical exercises.
- In 2023, **Global Education Week** took place in Latvia for the ninth time. At the European level, the theme for Global Education Week was world peace. Latvian Platform for Development Cooperation invited representatives of educational institutions, libraries, museums, NGOs, youth centres and other organisations to participate in various events, including the conference "Latvian, European and global experience for security and peace", informative events "Development cooperation: opportunities for organisations and teachers", etc.
- Latvian Platform for Development Cooperation published a **knowledge platform** (<https://lapas.thinkific.com/>), which allows to explore the relevant issues. Currently, a training course on development cooperation is available on the platform, but a course on humanitarian aid is also expected to be published in due course. Courses on Global Education, sustainable development and community resilience are planned to be available over time.
- On 21 February 2024, a **conference "Building a humanitarian aid support system in Latvia"** was organised by the Ministry of Foreign Affairs and Latvian Platform for Development Cooperation. Considering the previous experience with Ukraine, the conference was aiming to provide an insight into the international humanitarian aid system at the UN and EU level, promote understanding of humanitarian aid and its principles, provide practical examples of providing humanitarian aid from the experience of neighbouring countries, etc.

- In order to **promote civic participation by linking formal and non-formal education and strengthening civic competences**, Ministry of Education and Science is planning to create a working group, which will help to identify stakeholders for increasing civic participation at school, to create a concept for developing students' civic competence and strengthening participation (including self-government), etc.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	79 287	Not specified
2022	166 070 EUR	Not specified
2023	Not available yet	Not specified

Evaluation and quality

Latvia is introducing the **Education Quality Monitoring System**, which will be based on statistical information, the results of comparative research, indicators of state level students' achievements and other indicators of education institutions' work, centralised examinations, accreditation / licensing, teachers' work quality, considering mid-term and long-term strategic goals and results. This System aims to provide a comprehensive contribution to policy planning and implementation, including regarding education for sustainable development and Global Education.

Latvia participated in the **International Civic and Citizenship Education Study 2022** to acquire the data on students' civic competence. 8th grade students participated in the study, whose age at the time of the study was 13-14 years. The results showed that Latvian students are proud of living in Europe and Latvia being a member state of the European Union (EU), and are also aware of the EU's role in ensuring human rights and freedom in Europe. 86% of young people in Latvia agree with the statement that the EU promotes the respect of human rights throughout Europe, and 76% are convinced of freedom of speech in the EU. Meanwhile, 73% of Latvian youngsters expressed concern about the possible increase in the economic gap between different countries in the future. More information available here (in Latvian): <https://www.izm.gov.lv/lv/jaunums/latvijas-skoleni-jutas-piederigi-eiropai-un-raugas-uz-tas-nakotni-pozitivi>

In 2022/2023 academic year, centralised examination in social sciences for 12th grade has been introduced. The content of this examination includes topics on youth civic participation and its types, as well as impact on civil society and democracy in Latvia and Europe. Also, to take this exam, the student must confirm the implementation of a social entrepreneurship project or a civic participation initiative of his choice, by submitting a description. The objective of implementing a civic participation/social entrepreneurship project is to help students develop such skills as leadership, communication, collaboration, project management, advocacy. Also, within the exam issues are raised on national legislative process, political structure, civil rights and participation, etc. In 2022/2023 academic year 1603 students took this exam. More information available here in Latvian: <https://mape.gov.lv/catalog/materials/1C5CA07A-2420-4C77-9616-B2C66DCDF7C8/view?preview=1C5CA07A-2420-4C77-9616-B2C66DCDF7C8>.

In order to improve the monitoring system at school level, a **diagnostic assessment framework for civic participation** (8th grade) has been developed (available here (in Latvian):

<https://mape.skola2030.lv/materials/LaMtNZt9H8HTc93TCdKc8o>). Teachers can use this material for diagnostic assessment, when necessary, to assess the acquisition of skills in line with the new educational standards.

SDG target 4.7.

In July 2022, Latvia presented to the UN High-level Political Forum its **second national report on the implementation of Sustainable Development Goals** (available online: https://pkc.gov.lv/sites/default/files/inline-files/Latvia%20nd%20VNR_2022_2pg%20%281%29.pdf). It emphasised that Global Education activities promote awareness of global development challenges and the significance of development cooperation, as well as Latvia's engagement in the Global Education Network in Europe.

Following the publication of the UNESCO report **“Reimagining our futures together: a new social contract for education”** (<https://unesdoc.unesco.org/ark:/48223/pf0000379707>) in 2021, Latvia prepared its translation into Latvian language (<https://www.unesco.lv/lv/media/848/download?fbclid=IwAR0wza6HyJTVKZ-Oc1zDO-SBVTJRu37h2exvvZmiZBEXN-txeXXEOSQxmp4>), as well as organised the launch event on 25 May 2022, emphasising the importance of debate on the reimagination of education in a world of increasing complexity, uncertainty, and precarity.

10. Montenegro

Mr. Marko Vukasinovic
Ms. Milena Roganovic
Ministry of Education, Science and Innovation

Ms. Nevena Cabrilo
Bureau for Educational Services

Inter-ministerial/inter-agency work

In accordance with the efforts to improve Global Education, the Ministry of Education, Science, and Innovation has close cooperation with the Bureau for Educational Services and the NGO Forum Montenegro.

SDG target 4.7.

During this period, we are proceeding with activities that form part of the project "Advancing the Circular Economy in Eco-Schools." As part of these efforts, we organised a large conference, a teacher training programme, supplied schools with PET recyclers and 3D printers, and organised quizzes. All eco-schools participating in this project, in cooperation with municipalities, will promote their mosaics on April 22 using recycled plastic bottles.

We have actively participated in the Greening Education Partnership in the following pillars:

- Greening Schools (whole-institution approach)
- Greening Curriculum
- Greening Teacher Training and Education Systems.

Teachers and schools participate in various national and international campaigns and competitions.

The Global Education Week was organised from 13 to 19 November 2023. A number of different types of school activities were organised in Montenegro during this week in order to support the global campaign for promoting Global Education as tool for understanding the global interdependence and importance of joint whole-school actions, solidarity and education, for the promotion of peace and justice in the world and local community. This year's campaign motto was "Peace for the planet. A planet of peace", with around 30 education institutions and organisations having reported their participation. As part of the preparations, the info session was held by the GEW national coordinators in October, for interested schools and organisations.

11. Poland

Ms. Janina Moryc-Naumczuk
Ms. Marzena Szuman-Kowalska
Ministry of Foreign Affairs

Ms. Maria-Magdalena Budkus
Ministry of Education

National strategy

The Ministry of Climate and Environment is developing a strategic action plan for climate education. Conceptual work is currently underway. Key challenges have been identified, including the lack of linking of curricula with environmental competences, which appear in the core curricula, but are not fully addressed.

The Ministry of Climate and Environment has carried out mapping activities.

The MoE has distinguished 6 operational objectives:

1. Improve coherence of national and local policies;
2. Systematise activities in the field of climate and environmental education – cooperate with the Ministry of Education in the area of formal education, but also increase the role of the media, including private media;
3. Define long-term goals up to 2040 enshrined in the national environmental policy;
4. Describe how activities should be effectively financed and coordinated (resources, both national and international, are plentiful, but are often used in a fragmented way, many activities are duplicated. They should be systematised and coordinated, and funding should follow);
5. Develop informal sectoral and cross-sectoral partnerships, particularly in view of the coming revolution in labour market needs and skills demand in consultation with the MoE and business organisations;
6. Create a knowledge base.

The next step to be carried out is stakeholder analysis and focus interviews. At the moment, the MoE is identifying 100 key institutions. There has also been a review of policy documents in member countries.

Plans for 2024 include developing an agenda for stakeholder consultation, establishing a coordination mechanism, informing and inviting stakeholders. It is also necessary to set up working groups to work on specific issues.

By the end of 2024, a preliminary version of the document is expected to be drafted, which will go through official departmental consultations and be approved by the Council of Ministers. An information campaign for the general public is also planned.

Inter-ministerial/inter-agency work

Pursuant to the Development Cooperation Act of 16 September 2011, Global Education is a component of development cooperation.

The Minister of Foreign Affairs is responsible for coordination of development cooperation. Development cooperation is carried out on the basis of a Multi-annual Development Cooperation Programme. The programme is adopted by the Council of Ministers. On the basis of the programme, an annual plan is drawn up and adopted by the Minister for Foreign Affairs.

In Poland, we have several ministries that are involved in the Global Education.

First of all, on the basis of the above-mentioned legal act, **the MFA** can undertake or support activities in the field of Global Education. Since 2005, the MFA has regularly organised the “Global Education” call for proposals to select the best projects. The call is open to non-governmental organisations, local government units, public and non-public higher education schools, research institutes, the Polish Academy of Sciences and its organisational units. More than a dozen projects are funded each year.

The projects are aimed at teachers and students within the formal education system, representatives of educational institutions and the so-called wider public. The initiatives include a wide range of activities such as increasing the competence of teachers and educators in Global Education, preparing lesson scenarios, organising workshops and lectures for children and adults, as well as a documentary film festival presenting the economic, social and environmental situation in different countries.

The Ministry of Education oversees the formal education system. It implements Global Education content in school curricula. ME experts participate in project appraisal under MFA call. The Ministry of Education still cooperates with the Ministry of Climate and Environment in the area of climate education. The newest field of cooperation is the assisting in drafting the strategy of ecological education in Poland.

The Ministry of Climate and Environment conducts climate education. It closely cooperates with the Ministry of Education. As a result, a set of teaching scenarios has been developed.

The Ministry of Economic Development and Technology is responsible for the implementation of Agenda 2030 in Poland. It has established the Forum of Agenda 2030 Stakeholders. Its aim is to raise awareness of the SDGs among the business community. Every year a meeting of stakeholders is organised. Its purpose is to share knowledge, experiences and best practices among stakeholders and other interested parties.

Stakeholder engagement, dialogue and networking

In 2010-2011, as part of a cross-sectoral process with the participation of representatives of non-governmental organisations, ministries, universities, educational institutions and local governments, the definition of Global Education was developed and adopted to be used in Poland.

Since then, a multi-stakeholder dialogue has been ongoing. Representatives of the MFA, the ME and NGOs platform Grupa Zagranica (an association of Polish non-governmental organisations involved in international development cooperation, democracy support, and humanitarian aid) meet twice a year to present their activities, share experiences and seek coherence in their actions.

Following the adoption of the Dublin Declaration, the Ministry of Economic Development and Technology, a representative of academia (also involved in the ANGEL network) and a representative of the Youth Council were invited.

The meetings are organised on a rotating basis by the four main stakeholders (the MFA, the ME, the Grupa Zagranica and the Ministry of Climate and Environment).

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	73 311 EUR	49 736 EUR
2022	382 441 EUR	51 111 EUR
2023	86 553 EUR*	82 148 EUR

Comments: * The data includes communication activities carried out by the Ministry of Foreign Affairs. Preliminary data - final data will be available in August.

Evaluation and quality

In 2023 the results of ICCS 2022 (International Civic and Citizenship Studies) were announced. The results from Polish schools are satisfying:

<https://iccs.ibe.edu.pl/wyniki-badan/>

<https://www.iea.nl/studies/iea/iccs/2022#section-1094>

SDG target 4.7.

The results of the International Association for the Evaluation of Educational Achievement (IEA) researches are taking into account at the international level while monitoring the progress on implementation of SDG goals.

12. Portugal

Ms. Maria José Neves
Ministry of Education

Ms. Diana Saraiva de Carvalho
Mr. Sérgio Guimarães
Ministry of Foreign Affairs, Camões, I.P.

National strategy

Portugal has concluded the elaboration of the new National Strategy for Development Education, which is under proposal to be approved by the new government by legal diploma. The respective Action Plan is being designed with the ESPA.

Portugal has organised one Roundtable in the context of the Ibero-american Cooperation. Within the framework of Budget line of the National Strategy for Development Education there was an increase in the amount available to support new projects, that represents now 1 million EUR to finance new initiatives.

It's also worth mentioning the importance of Development Education as a key priority area in the new Portuguese Strategy for Development Cooperation (ECP 2030), approved by the legal diploma no. 121/2022.

Inter-ministerial/inter-agency work

The ENED establishes the monitoring committee (CAENED), responsible for coordinating, promoting and monitoring the guidelines defined in the national strategy. This body is presided by Camões, I.P. (MoFA), with the participation of the Directorate-General for Education (MoE) and the Portuguese Platform of NGDO's. The implementation of the national strategy is ensured also by the Action Plan Subscribing Entities (ESPA), of which the members of CAENED are a part, alongside other public entities and civil society organisations.

Stakeholder engagement, dialogue and networking

Both CAENED and the ESPA engage in multiple collaborative work sessions throughout the year.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA
2022	911.781
2023	1.000.000*

*preliminary data.

13. Slovakia

Ms. Ivana Klimová
Mr. Karol Jakubík
Ministry of Education, Research, Development and Youth

Ms. Zuzana Karkušová
Mr. Maroš Mitrík
Ministry of Foreign and European Affairs

Ms. Zuzana Kubalíková
Slovak Agency for International Development Cooperation

National strategy

The national strategy for Global Education was first developed and adopted in the Slovak Republic for the period 2012-2016 under the auspices of the Ministry of Foreign and European Affairs of the Slovak Republic. Since 2020 the guarantor of the Global Education in Slovak Republic is the Ministry of Education, Research, Development and Youth which is currently working on the new Strategy of Global Education. The new Strategy of Global Education 2024-2030 will be based on the Dublin Declaration, as well as the Round Table discussions and the suggestions and comments made by representatives of NGOs and civil society. The Slovak Republic will thus be one of the first countries whose Global Education strategy will be aligned with the latest European strategy. In following months, the ministry will submit the Strategy of Global Education 2024-2030 to the inter-ministerial comment procedure. We believe that the whole process will be finished in the third quarter of 2024. The Strategy of Global Education will be accepted by the government and the implementation of the aims will also start at the same time. We also believe that the aims and ideas of the Strategy of Global Education will be included in the reform of the high-school curriculum which the Ministry of Education, Research, Development and Youth is about to prepare.

Considering the nature of the material, it is also necessary for the strategy to be created in full accordance with the Initiative for Open Government and with the rules of involving the public in the creation of public policies, which also applies within the process of incorporating new facts. The new Global Education Strategy will also include an action plan, which is currently in the process of finalisation in cooperation with the main actors of Global Education in Slovakia.

Inter-ministerial/inter-agency work

The Ministry of Education, Research, Development and Youth of the Slovak Republic, as the guarantor of the creation of the new Global Education Strategy approached GENE, as well as NGOs, and other state institution in cooperation with which it is preparing the Strategy's action plan.

Stakeholder engagement, dialogue and networking

According to the Strategy of Global Education 2024-2030 we will create the Forum for Global Education where different types of government institutions, GENE representative, NGOs representatives and representative from civil society will be included. The main aim of this Forum will be discussing all types of questions connected to the Global Education and to prepare recommendations for formal and non-formal system.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA	Global Education volume from ODA
2021	120 000 EUR	120 000 EUR
2022	150 000 EUR	150 000 EUR
2023	150 000 EUR	150 000 EUR
2024	150 000 EUR	150 000 EUR

Comments:

The budget of 150 000 EUR co-finances three small projects around 50 000 EUR each per year. The call for proposal for 2024 is currently open.

Global Education from Education budget

Year	Global Education funding from education budget
2021	30 000 EUR
2022	30 000 EUR
2023	30 000 EUR

Evaluation and quality

In 2020, an external evaluation of 14 GE projects implemented in 2016-2018 and funded by SlovakAid was carried out. The evaluation confirmed the relevance of the calls and projects, the high sustainability of project outputs and results, and their efficiency. The projects were able to fundamentally change the state of integration of principles and topics of GE into educational programs at participating universities. The evaluation concluded that the grant scheme is set up correctly and delivers the expected results, but it cannot fully compensate for the lack of a systematic approach in integrating GE into formal education. The evaluation findings and recommendations were taken into account when designing the calls in the following years as well as in the drafting of a new National Strategy on GE.

In 2024 there were finished two small projects from 2022 (each roughly 30 000 EUR). SAMRS internally evaluates the achievement of the project's impacts and goals as part of the completion of the project.

14. Spain

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National strategy

AECID (Spanish Agency for International Development Cooperation)

Although the 2007 strategy is considered an extremely useful and long-lasting basic document, the reference framework is not up to date, and no reference is made to the A2030 or the SDGs. This is why work is being done to update the Spanish Education for sustainable development and global citizenship (EpDCG) strategy in order to guide it from the provisions of Law 1/2023, of 20 February, on Cooperation for Sustainable Development and Global Solidarity. There is currently no timeframe for this updating process.

Inter-ministerial/inter-agency work

There are several coordination spaces for inter-ministerial/ inter-agency work:

- Cooperation Council working group: formed by MAUEC, AECID, NGOD, CCAA, trade unions, CEOE, Universities and Youth Council.
- Network of focal points of technical specialists in Sustainable Development and Global Citizenship of Autonomous Regions and EELL.
- ESD working group of the General Education Commission, with the participation of the various education administrations of the Autonomous Regions.
- Intersectoral Group for monitoring the Environmental Education for Sustainability Action Plan 2021-2025, coordinating between MITECO and MEFPD and the Autonomous Communities.
- General Action Protocol between the AECID and the MEFPD where the joint actions carried out in Sustainable Development and Global Citizenship (Teachers for Development Program, Vicente Ferrer National ED Award, Publication of good practices...) are included.
- Agreement between the Ministry of Education, Vocational Training and Sports and the National Parks Autonomous Organisation, for the promotion and development of activities related to Education for Sustainable Development and global citizenship.

Stakeholder engagement, dialogue and networking

The Sustainable Development and Global Citizenship Working Group Cooperation Council meets approximately every two months and whenever required due to the urgency of the issue to be discussed. This group has a TDR that establishes the objectives and actions to be carried out during the mandate.

The Autonomous Communities also have local cooperation councils where the Sustainable Development and Global Citizenship is one of the topics worked on.

The MEFPD/MEVTS works with ESenRED (Escuelas hacia la Sostenibilidad en Red), which is the state-wide network of networks of non-university sustainable educational centres promoted by the initiative of public administrations (Autonomous Communities, City Councils, County Councils, etc.) with common interests and objectives.

Budgetary Matters in Global Education

Global Education from Official Development Assistance (ODA)

Year	Global Education + awareness raising volume from ODA
2021	40.306.219 EUR
2022	39.343.720 EUR
2023	We do not have updated and consolidated data from the CAD.

Global Education from Education budget

Year	Global Education funding from education budget
2021	They are not counted as ODA, but as national budget.
2022	They are not counted as ODA, but as national budget.
2023	We do not have updated and consolidated data from the CAD.

Comments:

The Environmental Education for Sustainability Action Plan (PAEAS) is a document drawn up and promoted by three bodies of the General State Administration (the National Centre for Environmental Education and the Biodiversity Foundation, the Ministry for Ecological Transition and the Demographic Challenge, and the Ministry of Education, Vocational Training and Sport). The Plan includes a set of 61 actions grouped into six operational axes or areas of action of Environmental Education for Sustainability (EAS), also including a chapter on the governance and coordination of the plan.

During the 2021-2023 period, the entities promoting the PAEAS have developed a total of 98 actions, of which 92 have been completed or are permanent and 6 are in progress or underway.

The PAEAS Interim Report for the 2021-23 timeframe establishes a tool for monitoring the different actions implemented and their degree of compliance.

This report incorporates the action carried out, associated with the specific objectives of the plan, adding the year of development and the budget allocated to it.

Evaluation and quality

The PAEAS will be monitored and evaluated as follows: the coordinating body will be responsible for organising the monitoring and evaluation actions, defining a series of achievement indicators to quantify the degree of achievement of the different actions, based on the following milestones:

- Biennial work programmes.
- PAEAS development buffer.

- PAEAS final evaluation report.

After two years of implementation, through the annual work programmes, the PAEAS has drawn up a follow-up report to communicate the main actions carried out by the General State Administration, as a tool for monitoring the different actions implemented and their degree of compliance.

In relation to the new Organic Law 3/2022, of 31 March, on the organisation and integration of Vocational Training and the Royal Decree that regulates its organisation, a new compulsory training module on Sustainability applied to the production system has been established, which aims to develop knowledge and basic skills in green economy, sustainability and environmental impact of the activity, as well as the conditions in which the requirements of the ecological transition modify the production processes of the corresponding sector, with its basic curriculum, common to intermediate and higher level training cycles, being that established in Annex VIII of this provision.

SDG target 4.7.

In Spain, the National Institute of Statistics is responsible for compiling information on progress made on SDG target 4.7. Updated information is available on this [link](#).

15. Sweden

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Mr. Anders Duvkär
Swedish national agency for education

Mr. Mathias Demetriades
Swedish International Development Cooperation Agency

National strategy

New subject syllabi-based curricula are being accepted for upper secondary school, adapted upper secondary school, upper secondary adult education and adapted upper secondary adult education that will be used from 1 July 2025. Content will be updated to be relevant and up to date, e.g. development in society, technology and gender equality. Sustainable development is also strengthened. Decided subjects are available at skolverket.se.

Inter-ministerial/inter-agency work

Recent cooperation is taking place in the planning of an ESD conference. The national agency for education is cooperating with Sida, the Swedish society for nature conservation, WWF and Keep Sweden Tidy foundation in order to offer the participants presentations and seminars.

The living history forum and the national agency for education has cooperated in the development of the material "The democracy ladder", mentioned earlier. During 2024, webinars are given to implement the use of "The democracy ladder" in the schools, webinars given by the living history forum and the national agency for education together.

The Swedish Environmental Protection Agency and the National Agency for Education has cooperation activities based on the Swedish national environmental goals and the national generation goal, which includes evaluations and network meetings. Another part of the cooperation with the Swedish Environmental Protection Agency is international conferences, for example, COP 28, and connections to education. At COP 28, the framework "green schools quality standards", was introduced, and the declaration on climate change and education were adopted. These are examples of initiatives about which the agencies exchange information.

<https://www.unesco.org/sites/default/files/medias/fichiers/2023/12/Declaration-on-education-and-climate-change-en.pdf>

Stakeholder engagement, dialogue and networking

The national agency for education is cooperating with The Swedish Environmental Protection Agency, The Living History Forum, Sida, The Swedish Society for Nature Conservation, WWF and Keep Sweden Tidy Foundation in ESD education, network and evaluation of environmental goals. In addition, the National Agency for Education is cooperating with universities such as the university of Stockholm and Karlstad, in the development of the education in ESD.

Evaluation and quality

In late 2022 and spring 2023, two reports were published on topics related to ESD from the Swedish school inspectorate. They focus on upper secondary school, school year 7–9. Both reports conclude that there is considerable need for development in the fields studied, for example to strengthen the holistic view in teaching and learning connected to Education for Sustainable Development, one aspect of Global Education.

<https://www.skolinspektionen.se/aktuellt/nyheter/skolors-arbete-med-larande-for-hallbar-utveckling/>
<https://www.skolinspektionen.se/aktuellt/nyheter/kontroverstaella-fragor-ar-en-viktig-del-i-undervisningen/>

In February 2024, the Swedish Society for Nature Conservation published a report “How the schools manage the transition”, based on a survey sent to school owners. One conclusion is that in a lot of schools there is a need to develop a systematic approach to Education for Sustainable Development.

<https://www.naturskyddsforeningen.se/skola/rapport-hur-hanger-skolan-med-i-omstallningen-2024/>

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.