MUNICIPALITIES AND REGIONS TAKE ACTION ON GLOBAL CITIZENSHIP EDUCATION

The road towards 2030

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The picture on the cover is a mural that pupils of Primary School Milan Šuštaršič in Ljubljana (Slovenia) have co-created together with Luis Alejandro Vasquez Aliaga – TinTin and Jaime Rodriguez Inungaray, artists from Bolivia and Germany. "It's a depiction of Pachamama, Mother Earth that gives life to everything."

FOREWORD

The consequences of the COVID-19 crisis are more than ever highlighting inequalities across the world, making it crucial to provide a focus on global interdependencies. Raising awareness on what we can do as citizens and what we should do as policy makers is essential. With nearly two-thirds of the Sustainable Development Goals' (SDGs) 169 targets needing to be implemented at local level, the implementation of the 2030 Agenda depends in large part on the ability of the government level closest to citizens to learn, foster exchanges and act together against global challenges. We can and should act against climate change, discriminatory narratives and behaviours, lack of democratic channels, gender-based violence and unequal access to clean water and health systems.

Even if municipalities are generally well placed to bring together the local community stakeholders like local Civil Society Organisations, schools and youth organisations, any region or city can on its own go on the path towards sustainable development. We need more equal partnerships to move away from the traditional story of donors and beneficiaries that has dictated the discourse of development cooperation policies and instruments in Europe and abroad. For this to become a reality, systemic principles in global citizenship education should be incorporated and mainstreamed in decentralised cooperation actions carried out by subnational governments in coordination with national governments and local stakeholders.

At local level in Mallorca (Spain), the Fons Mallorquí (the Association of local authorities of Mallorca, of which Palma Council is member), is a good example of how municipalities are brought together with civil society organisations and youth to develop cooperation projects using the 2030 Agenda framework to inspire and implement actions in Mallorca with schools and for citizens to raise awareness about global challenges. Our nature, as associations of local authorities, puts us in a unique position to go beyond Mallorca and develop projects based on knowledge-sharing and capacity-building with municipalities in Peru, Bolivia and Burkina Faso. In the municipality of Tenado, the diagnostic report of the situation of SDG targets 6.1 and 6.2 (linked to water access) done together with the municipality, showed that the access to drinking water is 73.8% according to national standards and only 6.6% of households in the municipality are equipped with a latrine. This kind of exercise could not have been possible without the cooperation between both municipalities.

For locally-led development cooperation, strengthening the role of local and regional governments and their associations as actors of development through increased political and financial support to Development Education and Awareness Raising/Global Citizenship Education at the European level is a need. We can't waste more time. We need to be able count on ambitious political commitment that takes into account local communities' needs, international interdependencies and a territorial approach to development to implement global education projects and policies with a high degree of social responsibility through those who are accountable to their citizens. We can't just provide young people with a positive message that their energy is taken seriously, we should act accordingly.

José Hila Vargas
Mayor of Palma, Balearic Island (Spain)

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2030 AGENDA	Agenda for Sustainable Development
BLM	Black Lives Matter
CEMR	Council of European Municipalities and Regions
COICA	Coordinator of Indigenous Organizations of the Amazon River Basin
CONCORD	European NGO confederation for Relief and Development
CSOs	Civil Society Organisations
DE	Development education
DEAR	Development Education and Awareness Raising
DIBA	Government of the Province of Barcelona
DG DEVCO	Directorate-General for International Cooperation and Development of the European Commission (until 15 January 2021)
DG INTPA	Directorate-General for International Partnerships (former DG DEVCO, new name as of 16 January 2021)
EaP	Eastern Partnership
EDLS	European Days of Local Solidarity
EC	European Commission
EP	European Parliament
EU	European Union
FONS MALLORQUÍ	Majorcan Fund for Solidarity and Cooperation
GCE	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe
GHG	Greenhouse gas
LAs	Local Authorities
LBSNN	National Council of Twinning Netherlands-Nicaragua
LRGs	Local and regional governments
LRGAs	Local and regional government associations
MEP	Member of the European Parliament
MDGs	Millennium Development Goals
UCLG	United Cities and Local Governments
UN	United Nations
UNFCCC	United Nations Framework Convention on Climate Change
NGO	Non-governmental organisation
SDGs	Sustainable Development Goals
SMO ČR	Union of Towns and Municipalities of the Czech Republic
WFTO	World Fair Trade Organisation

2020 INTERNATIONAL CONTEXT

The year 2020 will be long remembered as the start of a global pandemic. A virus crossed the species barrier, and quickly changed the pace of the world for humans. On all continents, entire nations were called to stay at home to limit the overload of hospitals. Shops were forced to close as well as schools, universities, sport and cultural centres. From China to South Africa, citizens experienced states of emergency with some of their rights on pause. People learnt to conform with social distancing or isolation, masks, curfews and uncertainty about the future.

All levels of governments were put at the forefront of managing a health crisis rapidly cascading into a socio-economical one. The International Labour Organisation's analysis shows that the impact of the Covid-19 pandemic far exceeds that of the 2008-2009 financial crisis, with cutbacks equivalent to nearly 200 million full-time workers, leading to millions of people losing means of living and calling on states' intervention.

The Covid-19 bluntly revealed inequalities between nations but also within the population of the same country. In the US, Black Americans were disproportionately impacted by the virus. In many countries, pupils and students living in densely populated housing without gardens or access to the internet or a space to study, had a much harder time to cope. The crisis also cast light on "essential" but often low paid jobs such as: cashiers, farmers, nurses, teachers, cleaners, social workers, all recognised as heroes. Finally, it brought attention to the importance of mental health, human needs of connexion to others, to nature and culture, and showed thousands of examples of human solidarity.

The pandemic captured most of the media attention in 2020. Only a few other international events mobilised journalists such as the US presidential election, Beirut's double explosions, Armenia defeated by Azerbaijan, China's pushback after Hong Kong's mass demonstration for autonomy, the murder of general Qassem Soleimani by a drone in Iran, protests in Belarus and the death of Black American, George Floyd, caused by a White policeman in Minneapolis.

The last one interests us more directly as it sparked a series of mass anger protests in the US but also across the globe. People joined the Black Lives Matter movement that denounces police violence and multiple forms of systemic oppression and institutionalised racism against black people. In many European countries, these events accelerated the process of decolonisation of public spaces, and the integration of the topic in classrooms. Similarly, to #MeToo and other feminist movements challenging patriarchy as the default culture, the BLM movement challenges white power as a dominant paradigm of modern western states.

As it comes to the state of the living planet, while media attention was predominantly turned to the Covid-19 crisis, Brazil Amazon's rainforest was reported to suffer the worst fires in a decade, biodiversity loss being an all-time high. Although lockdowns unusually paused Greenhouse gas (GHG) emissions for a moment in many parts of the world, allowing inhabitants from Northern India to see clearly the Himalayas again, global warming continued unabated. A report from the World Meteorological Organisation[1] warned that the limit of 1.5 °C, pledged in the Paris agreement, may be exceeded by as early as 2024.

Even closer to the subject of this review: the year 2020 marked the entry into the decade of action of the Sustainable Development Goals (SDGs). Paradoxically, the envisaged responses to Covid-19 may represent a chance for accelerating efforts towards sustainability. LRGs that were at the forefront of the crisis management, will also be at the centre of strategies of recovery. The UNFCCC points out that these economic recovery plans represent everywhere a key opportunity to shift world views and put nature back at the heart of decision-making.

This publication, reviewing 2020 LRGs' action in Global Citizenship Education (GCE), underlines the potential of development education and awareness raising (DEAR) and of GCE to help with this shift in world view by creating spaces for conceiving and weaving new responses to all of the above-mentioned critical challenges. DEAR/GCE can support the implementation of SDGs by acting as a compass with the aim of leaving no one and no place behind.

1 United in Science 2020 | World Meteorological Organization (wmo.int)

About this publication

This PLATFORMA 2020 review written by two independent consultants is based on twenty-one interviews conducted at the beginning of 2021 with about thirty DEAR/GCE experts and practitioners from Europe, including PLATFORMA partners and external stakeholders. This paper completes PLATFORMA's publication on Raising citizen's awareness through development education[2] published at the beginning of 2021. PLATFORMA is the pan-European coalition of towns and regions – and their associations – active in city-to-city and region-to-region development cooperation. All of them are engaged in international cooperation for sustainable development.[3]

Concrete examples of actions carried out in 2020 and described in this review come from the practice of the informants, and especially from interviews conducted with coordinators of 6 EU-funded pan-European DEAR projects either led by local and regional governments or realised in close partnership with them,

that were in their implementation phase between 2017 and 2020. The interviews covered the topics of DEAR/GCE's relation to SDG localisation, decentralised cooperation,[4] shift in narratives, as well as innovation and adaptations to the Covid-19. Interviews were completed by a desk research of recent publications analysing the work of local and regional governments (LRGs), and of other relevant actors in DEAR/GCE, the interlinkages with decentralised cooperation and with localisation of the SDGs.

Chapter 1 presents currently observed changes in the narratives of DEAR/GCE and sustainable development and how these translate into practice. Chapter 2 provides insights originating from a wide range of inspiring LRGs actions realised in 2020, from hosting engagement of local communities to decentralised cooperation. Chapter 3 focuses on the responses to the Covid-19 crisis, providing testimonies of adaptations.

CHAPTER 1

NEW NARRATIVES AND QUESTIONS AROUND DEVELOPMENT EDUCATION AND AWARENESS RAISING (DEAR)/GLOBAL CITIZENSHIP EDUCATION (GCE)

2 https://platforma-dev.eu/wp-content/uploads/2021/01/Raising-citizens-awareness-through-development-education-EN.pdf
3 The PLATFORMA secretariat is hosted by the Council of European Municipalities and Regions (CEMR) and is a signatory of a Framework Partnership Agreement (FPA) with the European Union
4 Development cooperation between sub-national governments such as cities, provinces or regions

1.1 TRENDS IN NARRATIVES

Language carries meaning beyond words and reveals deeper changes related to values, priorities, and practices. In recent years, and certainly in 2020, many actors in the field of DEAR/GCE have reflected on their communication, adopted new communication frameworks and preferred some words over others. This part focuses on the trends noticed by the respondents regarding changes of narratives and practices[5].

Away from "development"?

"Development Education and Awareness Raising", "Global Citizenship Education" (GCE), "Global education" (GE), "Education to international solidarity": these concepts overlap. While the DEAR acronym is well known by all stakeholders in the field, several people who we interviewed have mentioned preference for GE or GCE or Education to international solidarity, putting aside the concept of development.

DEVCO BECOMES INTPA

The word "development" taken alone is still important but no more at the forefront of the approach of the current Commission headed by Ursula von der Leyen. When Jutta Urpilainen became the first Commissioner for International Partnerships in the new Commission, a mission letter entrusted her to ensure that the European model of development evolves in line with new global realities. That process led to renaming in January 2021 of the Directorate-General International Cooperation and Development (DG DEVCO) into the DG International Partnerships (DG INTPA) and to its restructuring (amongst others, the unit for civil society was merged with the one for local authorities). Its new mission is to contribute to sustainable development, the eradication of poverty, peace and the protection of human rights, through international partnerships that uphold and promote European values and interests.

While there were possibly multiple factors leading to the transition and restructuring within the European Commission (rationalisation, refocus after Brexit, globalisation, localisation, etc), it is understood that what paved the way for this was a shift in the mindset induced by SDGs adopted in 2015.

THE SDGs' LEGACY: FROM LINEAR TO SYSTEMIC UNDERSTANDING OF PROBLEMS

The SDGs have anchored alternative ways of conceiving global problems and of crafting solutions based on universality, multidimensionality, transnationality and global partnerships.

The 2030 Agenda includes 17 sustainable development goals, all interrelated, accompanied by 169 concrete targets and indicators. The SDGs were built upon the 2015 development agenda and its 8 Millennium Development Goals (MDGs) aiming at the eradication of poverty in all its forms. The fundamental shift resides in the facts that:

• While the MDGs applied to developing countries, the SDGs apply universally to all UN member states. The SDGs remove the dichotomy of "developing" versus "developed" countries and are uniformly applicable to all countries;

• While MDGs focused mainly on poverty reduction and its dimensions, the SDGs integrated the environmental dimension. The SDGs adopt a multidimensional approach where the environment, economy and society are embedded systems rather than separated pillars;

• SDGs also adopt a global approach, acknowledging that there are global and transborder challenges that can only be tackled through coordinated transnational efforts, and where transformation in the North is required (such as for example SDG 12 on responsible production and consumption);

• While both MDGs and SDGs stress the importance of global partnerships for their implementation, the SDGs were from the outset created based on that approach. An unparalleled participatory policy process ensured that a wide range of stakeholders were able to provide significant input into the content, including local and subnational governments.[6]

More emphasis on "interconnected" parts of the world

Another noticeable change is a preference for the word "interconnected" or "interdependent" rather than "global". The first two qualificatives insist on the linkages between different places of the world while the third may carry a meaning of absorption into a larger entity with a sense of uniformization (as a process of globalisation) that is disliked or feared, especially in countries where national discourses are rising.

This negative connotation of the word "global" appears in some European countries as the North-South Centre reported. Some governments expressed a certain hostility to global education because it is seen as an imposition from international organisation and confused with globalisation that is perceived as jeopardising or dissolving national identities. To avoid the confusion, the North-South Centre pays attention to how GCE is framed. It uses narratives underlining interconnection and presents GCE as a means to understand the SDGs and interdependencies.

More emphasis on "equal partnerships"

Another inquiry relates to partnerships. Informants active in the field of cooperation underlined the imperative to develop equal and balanced partnerships in order to achieve sustainable re-

> "
> Referring to "interconnected world" reflects more accurately the range of questions we tackle in our world.
> - **Miguel Silva**, *North-South Centre of the Council of Europe*

> "
> Partners are not always portrayed the way you would like to be portrayed yourself. Therefore, it contributes to stereotypes that exist. These stereotypes then create some of the problems that we have in society also within Europe today. This is how it links to GCE. We definitely want to have a discussion with our members, maybe also invite some partners to challenge ourselves and to be more aware when we are Eurocentric in our thinking.
> - **Myriam Ciza Gambini**, *CONCORD*

sults. For them, this sensitive process requires to shift the power and move beyond the traditional story of donors and beneficiaries. Some explained that too often in what is supposed to be "co-creation", NGOs or LRGs in Europe are still "dictating" the discourse. If requested, the expertise of partners is often asked for late, only in the implementation phase.

While this topic is not new, there is a growing inquiry about how to step away from old or automatic ways of doing. Interestingly, it was noticed that GCE can help with that process by questioning the ways in which European NGOs or LRGs portray partners through images and messages. More conscious framing of stories from the South can support a deeper, more realistic understanding of issues, and activate feelings of solidarity, inspiration or admiration (rather than shame or guilt) in people. The project Frame, Voice, Report (2017-2020) was focused on supporting small civic organisations to reflect on their communication and invited them to hand over the microphone to their Southern partners to tell their stories directly themselves without external frames.[7]

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5 For the evolution of narratives since the mid-20th century please see
https://platforma-dev.eu/wp-content/uploads/2019/01/AFCCRE-PLATFORMA-argumentaire.pdf

6 https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf

7 The project also involved LRGs. For more information: Frame Voice Report
https://www.framevoicereport.org/

More focus on what is "transformative"

Transformative learning is thus encouraging a move beyond the common concepts of GCE. Definition of the GCE suggests that the education process is supposed to lead to action, whether that means a change of behavioural patterns, personal attitudes, or activist/political engagement. However, aiming to contribute to a change globally while being socialised in predominantly modern western Eurocentric societies makes us face a necessity of a reflection of our ways of being, knowing and doing, in order not to unconsciously perpetuate underlying patterns of the very same system that created the global harm in the first place.

Transformative learning is an invitation to revisit the fundamental assumptions that we operate from, with critical self-reflexivity, curiosity and a deep sense of accountability. It is a lifelong learning that can support all those who work in institutions and civil society organisations and look for how to approach work with complex global issues with a deepened understanding of what global social and ecological accountability may mean.

- What are the (cultural) root causes of global crises? What do we want to transform?
- How can we become aware of our hidden paradigms and how are we complicit in harm?
- How can education create space for experimenting with different possibilities of co-existing with each other and natural systems?
- How can education support us to decolonise our minds, hearts and doings?

Questions from the 'Tackling the Root Causes of Global Crises through Education – A Transformative Learning Journey' [11], two training cycles for civil society and educational changemakers realised by Bridge 47.

When it comes to sustainability matters, both concepts of "transition" and more recently "transformation" have become somehow mainstream in international and European political language. The UN SDGs resolution adopted in 2015 was titled "Transforming our world: the 2030 Agenda for sustainable development".[8] Since then, the EU speaks of "transformative approach to international partnerships", or "transformative change when it comes to its biodiversity strategy for 2030";[9] or in relation to the European Green Deal, that it "will transform the Union into a modern resource-efficient and competitive economy, where there are no net emissions of greenhouse gases by 2050 and economic growth is decoupled from resource use".[10]

Similarly, to previous concepts (interconnected world partnerships), one can observe a linguistic shift towards a more systemic understanding of problems rather than a linear one of cause and effects. The appeals for 'transformation' echo the growing consensus that business-as-usual is insufficient for keeping humanity within a 'safe operating space' of planetary boundaries. 'Transformation' is also used to express a shift from analysing and understanding problems towards identifying pathways and solutions.
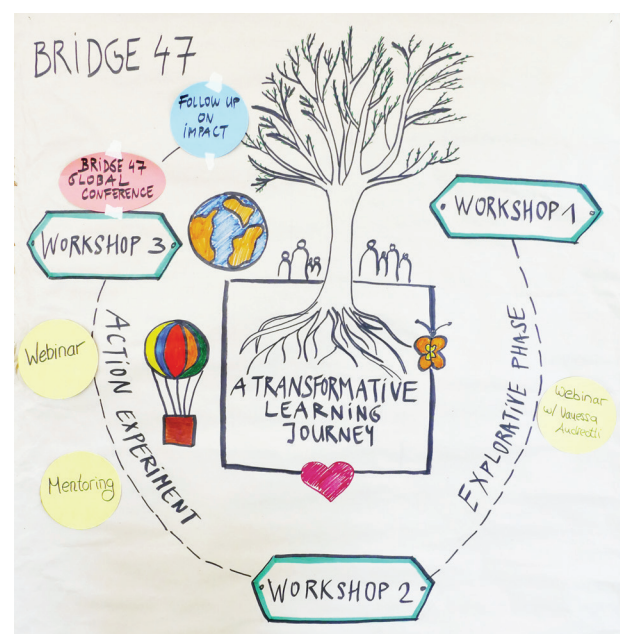
In the DEAR/GCE context, the concept of "transformation" appears through the one of "transformative learning". This one involves a deep, structural shift in the basic premises of thought, feelings and action. It implies a real change in perspective towards a radical interconnectedness and a real sense of the possibilities of social justice and peace. The process relies on several steps, from critique of the dominant situation, through a vision of potential alternatives and to a process of change, sometimes requiring both learning and unlearning by participants.

1.2 WHAT IS QUALITY DEAR/GCE?

Close to 20 years after the Maastricht declaration[12], what is understood by DEAR/GCE nowadays? We have asked DEAR/GCE experts from LRGs and other institutions what is quality DEAR/GCE.

Quality DEAR/GCE:

" … is the capacity to engage in dialogue, and educate citizens about diversity, solidarity, inclusion, principles necessary to recover that sense of belonging that is necessary to rebuild social ties and to accelerate the change from the current danger of individualism to necessary sense of community.
- **Dr. Carla Rey**, *secretary general AICCRE, Italian Association of the Council of European Municipalities and Regions*

" …is using a patchwork of methods. Global education is about complex questions; and when facing complexities, we need plural complex methodologies: training methodology, research methodology, communication methodology. When there is a combination of different methodologies and activities, something remains in people.
- **Maria Bottiglieri**, *Comune di Torino*

" Quality comes also from capacity to be transformative; it has to have the objective to change things. Not just to inform or have the knowledge but to make some change. The transformative capacity comes from participation, developing the identity, empathic activities where the person can develop not just the knowledge, the feelings, and work on the identity. Working at three levels.
- **Sara Garrido**, *Government of the Province of Barcelona*

" …is to implement DEAR activities from a coherent and integral approach respecting the cultural context of the target.
- **Vanesa Corrales Argumánez,** *Fons Mallorquí de Cooperació*

" Global education should be at the heart of all education. It is a dialogue; it is a process of construction. When I refer to the Maastricht definition of Global Education, I often make a mistake. It says that GE is education that opens people's eyes and minds to the realities of the world, globally and locally. I often get it wrong and say "the minds and hearts". Because I believe that GE needs to involve understanding and recognition, as well as the emotional dimension. Global Education needs to touch hearts - it is not only a thought process.
- **Ditta Trindade Dolejsiova**, *GENE*

" …always contains an element of **reflection**, inviting people to revisit their assumptions, their roles, their contributions to society. This connects to an element of **action**. There is also an assumption behind that awareness and knowledge alone is not enough but we need to engage on a deeper level to provoke and create space for that reflection so that it can translate into **action**."
- **Nora Forsbacka**, *Bridge 47*

? OFFICIAL DEFINITIONS

"Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship."[13]

"This definition from the "Maastricht Global Education Declaration" has been used for 20 years and still remains a key reference. Global Citizenship Education is an approach supposed to support the integration of the SDGs. UNESCO defines it in the following way: *"Global Citizenship Education (GCE) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies."*

The European Union uses the 'DEAR' (Development Education & Awareness Raising) as overarching framework to encompass all the above-mentioned approaches. What brings these terms and concepts together in the EU's 'DEAR' terminology is that they give attention to awareness raising, development of understanding and skills, and public engagement with global development issues and processes.

8 United Nations Official Document
   https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E
9 Transformative Change | Knowledge for policy (Europa.eu)
   https://knowledge4policy.ec.europa.eu/biodiversity/topic/eu-biodiversity-strategy/transformative-change_en

10 A European Green Deal | European Commission (Europa.eu)
   https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

11 Bridge47: Second cycle of the Transformative Learning Journey has begun!
   https://www.bridge47.org/news/10/2019/second-cycle-transformative-learning-journey-has-begun

12 The Maastricht Global Education Declaration.doc (coe.int)
   https://rm.coe.int/168070e540

13 The "Maastricht Global Education Declaration" was the first broadly agreed-on policy document on global education within a European context

1.3 DEAR/GCE IN THE CONTEXT OF THE SDGS

Why can DEAR/GCE act as a compass for the implementation of the SDGs?

Several informants highlighted the importance of DEAR/GCE for meaningful implementation of the SDGs, true to the intentions of the 2030 Agenda. A useful parallel may be drawn with the concept of the "spirit of the law", where lawyers' ethical responsibility is to go beyond the letter of the law and to comply with the spirit or purpose of the laws. Because it helps acquiring missing knowledge on global interconnections and creates spaces for enquiries, DEAR/GCE methods and topics can cultivate the spirit of SDGs (universality, multidimensionality, transnational coherence, partnerships, etc) and maintain a compass when delivering on each one of them.

Indeed, the risks when localising SDGs may be to lose the systemic approach they entail and their global dimension, and fall into a technical implementation that delivers locally but loses sight of the long term and far-away effects, and induces harm elsewhere. That can happen when the way of conceiving and delivering on them falls into a strictly linear or analytical approach. With a great number of indicators for each target, risks of overlooking the bigger picture exist. Contrary to that, the 2030 Agenda requires to keep at all time a mindset tuned to synergies, policy coherence and collaboration across sectors and actors.

> International cooperation without the lenses of Global Citizenship Education can do real harm. So, it's really important to connect these.
> - **La Salete Coelho**, *Instituto Politécnico de Viana do Castelo*

In other words, pursuing local actions with global aims requires a capacity to engage with several local and global issues at the same time, with a high degree of social and ecological accountability. That means ethical responsibility towards both local and global communities and ecosystems. Without such an approach, it is unlikely that sustainable development conceived in one part of the world guarantees sustainability for other parts. Too often, it has been the contrary. Needless to say that until today, the level of consumption of resources by the economically developed countries has been largely subsidised by social, economic and environmental harm inflicted on people in other parts of the world and to the ecosystems of the planet.

In cultivating a systemic understanding of the interconnectedness of diverse societies and ecosystems on the planet Earth,

and in deepening the sense that it is not just a metaphor, but a very real constellation with consequences that can turn dystopian if we don't take it seriously, DEAR and GCE have an essential role to play.

> With the localisation of the SDGs, the risk is real to see the global dimension vaporising. DEAR and GCE provide a focus on global interdependencies and inequities in the localisation of SDGs. This focus is necessary for a real change.
> - **Sara Garrido**, *Province of Barcelona*
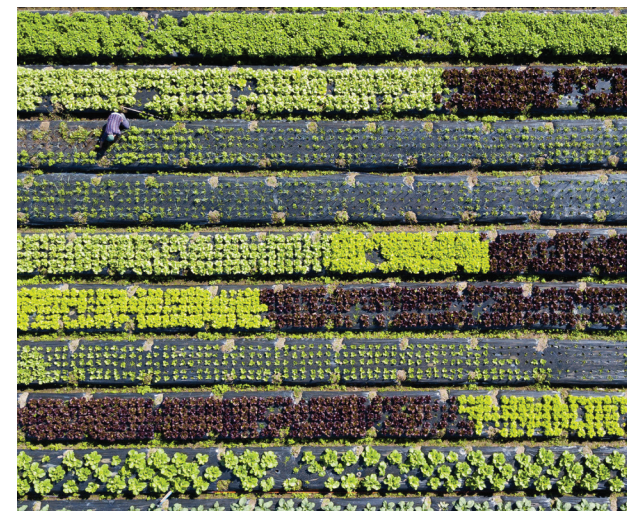
GCE RECOGNISED AMONGST THE SDGs

The importance of GCE is even recognised as an SDG target in itself. It is the target 4.7 under SDG 4 on inclusive and equitable quality education for all.

"4.7 - By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through 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."

Results of DEAR/GCE actions for SDGs

In its 2020 review of the DEAR Programme that co-financed many actions of LAs and CSOs in that area, the European Commission reports that, as a result of previous DEAR projects:[14]

✓ Over 240 Local Authorities have included the 2030 Agenda into their action plans.

✓ Hundreds of schools have included learning units on the SDGs into their educational plans and their teaching.

✓ International policies that impact poverty eradication, sustainable production and consumption and climate change have been positively influenced, and transparency of supply chains has been critically improved.

✓ Young people have joined existing movements and numerous local actions have been organised across Europe in support of the SDGs, motivated by project activities.

✓ Consumers have shifted towards more ethical and sustainable consumption.

> In many countries around the globe, we are seeing similar trends. The rise of far-right politics, toxic nationalism, defunct and non-responsive public institutions and rapid deterioration of the environment are some of the most striking problems we are currently facing.
>
> Global Citizenship Education provides us with new possibilities to envision a world, where such problems are systematically resolved and transformed into new possibilities for reaching humanity's potential.[15]
>
> - *Bridge 47 project*
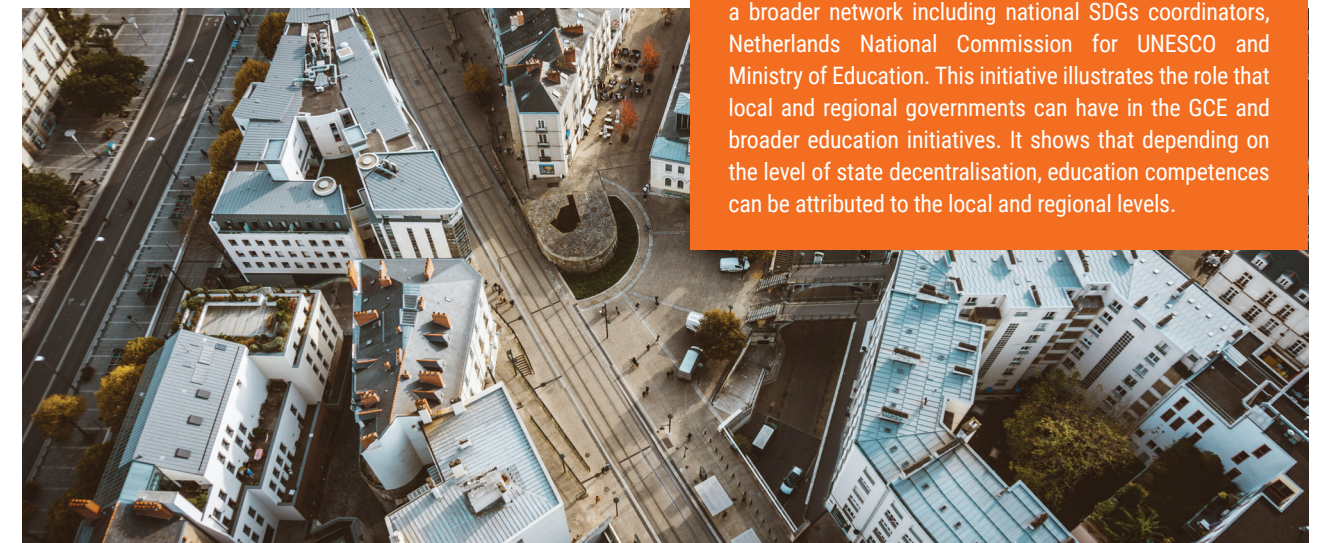
Competences of LRGs in education

LRGs' role and competences in education differ across the EU, with differences based on the legislative frameworks and the level of decentralisation. In many Member States (e.g., Germany, Spain, Italy, Belgium), regional (not national) authorities are responsible for the formal and non-formal education curricula. This is not the case in centralised countries (e.g., Portugal, Poland), where municipalities are responsible only for school buildings, maintenance and the non-formal education part of the curricula (after-curricular classes).

The LRGs' engagement in DEAR depends on the LRGs' autonomy and funding. The informants observed that in countries where LRGs have high autonomy and own budgets, they can develop the partnerships they want, whereas in more centralised countries where there is not necessarily this autonomy, it can be difficult to even engage with other non-traditional partners for the LRGs.

All this influences the way that LRGs do DEAR/GCE. From the informants' perspectives, if the LRGs were able to allocate funding to what they believe is a priority and if DEAR/GCE was their priority, then through cooperation with other actors, CSO, schools, and education systems, they would make a difference.

THE LOCAL EDUCATION SIDE OF DEAR

In the Netherlands, the national project "primary education and Global Goals 2030" was set up in 2019, based on the previous work done in primary education and on the existing local education agendas between local and regional governments and boards of umbrella organisations for primary education.

The main goal is to structurally include the Global Goals 2030 into the education curriculum in the period until 2030. The three main cities involved across the Netherlands (Tilburg, Zoetermeer and Maastricht) created a base for a broader network including national SDGs coordinators, Netherlands National Commission for UNESCO and Ministry of Education. This initiative illustrates the role that local and regional governments can have in the GCE and broader education initiatives. It shows that depending on the level of state decentralisation, education competences can be attributed to the local and regional levels.

14 EU DEAR Programme – Briefing Package | DEAR Programme
https://dearprogramme.eu/eu-dear-programme-briefing-package/

15 https://www.bridge47.org/global-citizenship/textonly

The multiple facets of DEAR/GCE

For most informants of this review, universality, multidimensionality and transnationality of global challenges and partnerships, all of these being principles encompassed by the SDGs, are well present in their work. Yet, in their communication, the SDGs framework may not be the predominant one. Several people added that they ensure SDGs are understood within the frameworks of social justice, human rights, international solidarity and more rarely planetary boundaries. It is frequent critics are raised about technical approaches to SDGs that ignore the connection between the 2030 Agenda and these frameworks. Explaining the linkages is part of their work.[16]

However, such incorporation of systemic principles in GCE is not mainstream. As the Government of the Province of Barcelona (DIBA) reported: "in practice, some local governments still maintain an "aid approach" to development education or an approach focused on reporting development cooperation projects in other countries."

In fact, as for many sectors, there exists a diversity of practices in the field of DEAR/GCE, that relate to how global citizenship and international cooperation are conceived. While it is not the aim of this publication to describe them, it is important to realise that diverse currents exist and evolve and to evaluate one's own positioning amongst them. This exercise has been fed in recent years too, through several papers.[17]

> "
> When we move from the MDGs to the SDGs, one of the key shifts was this universality principle underpinning the whole agenda, and the fact that there is not a developed and developing world but one world where we are all developing towards a more sustainable model. That should also be reflected in our partnerships and in our rhetoric regarding the European Green Deal. We should acknowledge that sometimes other regions already had solutions well before us.
> - **Lonne Poissonnier**, *CONCORD*

A large range of topics have been addressed in DEAR/GCE work in 2020. However, it was observed across all countries involved in this review that climate change had stood as a top priority issue before the Covid-19 crisis hit. Informants shared that the challenge was no more to mobilise youth on this burning issue but how to work well with the high level of mobilisation.

16 Recommended website to draw links between SDGs and Human Rights: The Human Rights Guide to the Sustainable Development Goals | Linking human rights with all Sustainable Development Goals and targets https://sdg.humanrights.dk/en/targets2

17 See GCE for unknown futures and The many faces of Global Citizenship Education https://www.bridge47.org/sites/default/files/2019-07/bridge47_gce_for_unknown_futures_report-compressed_0.pdf https://www.enabel.be/sites/default/files/issue-paper-1-ang-9.12.2020.pdf

CHAPTER 2

GLOBAL GOALS, LOCAL ACTION IN 2020

TEN YEARS TO IMPLEMENT THE 2030 AGENDA

At the SDG summit in September 2019, world leaders called for a Decade of Action, pledging to accelerate efforts to achieve the SDGs by 2030. Local and regional governments have for long been recognised as key actors by the UN on the path towards sustainability.

Many LRGs have already proved their role as pioneers on sustainability and ability to influence the national position on certain issues, as in the case with curbing CO2 emissions. It was the city of New York that was the first to declare a state of climate emergency. Since then, about 1,900 local governments in more than 30 countries have made climate emergency declarations.[18]

Other examples of LRGs as pioneers are the cities of Barcelona, Berlin, Copenhagen, Cambridge, the Brussels region, the city of Amsterdam and a few others that are tuning their strategy to the so-called Doughnut model of social and planetary boundaries, holding SDGs at its centre.[19]

The implementation of the 2030 Agenda thus depends in large part on the ability of LRGs to learn and foster changes; and this even more in a context of socio-economic recovery plans post-Covid-19. In this chapter we have summarised a diversity of actions linking SDGs, DEAR/GCE and decentralised cooperation from LRGs alone or in collaboration with CSOs.

WHICH PROGRESSES TOWARDS THE SDGs IN EU COUNTRIES IN 2020?

According to the EU 2020 Sustainable development monitoring report,[20] it is reported that the EU as a whole has made progress on several goals from peace and justice (SDG16), poverty (SDG1), health (SDG3) to quality of life in cities (SDG11) while slow or no EU progress has been made regarding goals dealing with environmental aspects of sustainability. Climate and energy targets (SDG7 and SDG13) have in part stalled, as has the shift towards a circular economy (SDG12).

Pressures on ecosystems and biodiversity (SDG15) have therefore been increasing in some areas. Other goals such as education (SDG4) and innovation (SDG9) or global partnerships (SDG17) showed a mixed picture. Gender equality (SDG5) and the reduction of inequalities (SDG10) showed the slowest progression.

LRGs, SDGs AND THE DOUGHNUT

When planning how the cities will rebuild in a post-Covid-19 world, Amsterdam is amongst the European cities going beyond a circular economy strategy. In April 2020, its municipality announced the launch of the Amsterdam Doughnut Coalition, aiming to fully integrate social considerations into the city's sustainability strategy according to The Doughnut of social and planetary boundaries model. The model is created by Kate Raworth from Oxford University's Environmental Change Institute to guide reflection of countries and cities about how to thrive in balance with the planet. The doughnut's inner ring sets out twelve dimensions of the social foundation, derived from minimum social standards, as identified by the SDGs. The outer ring represents the environmental ceiling consisting of nine planetary boundaries, as set out by Rockström et al.[21] (environmental SDGs) beyond which lies unacceptable environmental degradation and potential tipping points in Earth systems. Between social and planetary boundaries lies an environmentally safe and socially just space in which humanity can thrive. For economic activities this implies a necessity to meet everyone's core needs within the means of the planet.

2.1 ACTIONS SUPPORTING THE LOCALISATION OF THE SDGs: GUIDANCE, PEER LEARNING AND MONITORING

Although stemming out of a global agenda, it is eventually close to, with, and for the citizens that the SDGs are being implemented. Nearly two-thirds of the 169 targets need to be implemented at the local level, meaning LRGs' role is key. Out of the 17 goals, SDG 11 specifically targets cities and local communities: "make cities and human settlements safe, resilient and sustainable". The other 16 goals also do possess a significant territorial dimension.

In the last five years, the ownership of sustainability issues by LRGs has risen. Year after year, local and regional governments and their associations have taken steps to integrate the 2030 Agenda into their territorial realities. According to the 2020 study from PLATFORMA and CEMR,[22] it appears that out of the 34 associations of towns and regions responding from 28 European countries, 82% are aware of and make reference to SDGs and use them as an important reference in their strategies, compared to only 31% in 2019.

Depending on the context, several challenges may remain: the perception of the 2030 Agenda as externally imposed, the difficult systematic translation of policy statements into plans, the empowerment of local urban governments, the mainstreaming of SDGs across sectoral departments or the need to enhance awareness raising and participation of citizens.

BACKING UP MUNICIPALITIES IN DELIVERING THE SDGs

In 2020 Union of Towns and Municipalities of the Czech Republic (SMO ČR) mapped the engagement of the Czech municipalities with the 2030 Agenda. They screened what concrete work and actions the municipalities engaged in, what support they needed, and what obstacles they faced. With the data collected from 400 municipalities, SMO ČR has set a strategy for more systemic support on SDG implementation at the municipal level.

"We realised that for many small villages, some of the goals are theoretical and abstract, and they struggle to relate them to reality and daily life of their communities. But we were pleased to realise how many municipalities are aware of the importance of the SDGs. And how many even small municipalities are engaged in exciting activities. In 2020, we organised an introductory webinar presenting successful examples and good practices of implementation of the SDGs from the Czech Republic. And we will continue in this direction because municipalities value it as one of the key sources that inspire their own actions."
- Gabriela Hůlková, SMO ČR

Local Agenda 21 - a methodology for increasing the quality of public administration

In the Czech Republic, Local Agenda 21 is an instrument that provides systematic support and methodological guidance in the gradual implementation of the SDGs at a local level. The implementation process has several steps. After completion of one step, the municipality receives an independent evaluation and feedback supporting their improvement in the following step.

"Those who are not afraid to open their municipality to external experts can receive meaningful and inspiring feedback.

- Jan Lehejček, SMO ČR

18 Cediama https://www.cedamia.org/

19 Introducing the Amsterdam City Doughnut | Kate Raworth https://www.kateraworth.com/2020/04/08/amsterdam-city-doughnut/

20 Sustainable development in the European Union: overview of progress towards the SDGs in a EU context (2020 edition) (europa.eu) https://ec.europa.eu/eurostat/documents/4031688/11010788/KS-01-20-192-EN-N.pdf/ae63aff0-a6f3-1d47-da83-c6886b9daaab?t=1592486268000

21 Specials : Nature https://www.nature.com/collections/dcqxgqxfws

22 https://platforma-dev.eu/wp-content/uploads/2020/09/CEMR-PLATFORMA-SDGs-2020-EN-Final.pdf

To support LRGs, many guides and toolkits have been published to support the localisation of SDGs.[23] As a proof of the process of localisation getting real, it is to be noted that these guides once developed at UN level are nowadays more frequently developed by LRG associations themselves based on their research, experience and lessons learnt, such as e.g. the Association of Flemish Cities and Municipalities (VVSG);[24] or United Cities Local Governments (UCLG); but also by cities, institutes or universities.[25]

The importance of learning from peers was often raised by the informants. Gatherings remain preferred spaces. Since 2018, AICCRE, an Italian member of PLATFORMA, has been organising Venice City Solutions 2030,[26] a yearly event that became the first "Local4Action Hub" by UCLG (bringing together representatives of LRGs, National Governments, 3 UN Agencies, Academia, Private sector, NGOs from all over the world) to advance in the local implementation of the SDGs by identifying and sharing existing tools available to local and regional governments and their part-ners. In 2020 the focus was on how the 2030 Agenda can be a long-term planning instrument for the city and how the SDGs play a role to assess, analyse and create a future vision for territories.

Regarding monitoring, the 2030 Agenda encourages UN Member States to "conduct regular and inclusive reviews of SDG progress at the national and sub-national levels, which are country-led and country-driven". It calls on major stakeholders, including local authorities, to report on their contribution to the implementation of the SDGs. Since 2018, local and regional governments have actively engaged in such sub-national reviews through so-called Voluntary Local Reviews (VLRs). Helsinki and Bristol were amongst the first ones, and many others followed. While the VLRs hold no official status, they hold multiple benefits for the entities undertaking them and for SDG implementation at large: they reinforce partnerships and vertical coherence and can contribute to national reviews of SDG implementation. In 2020, the EU published a handbook on SDG Voluntary Local Reviews.[27]

Public awareness on SDGs largely differs from country to country. It tends to be higher in northern European countries where there have been more public campaigning and active SDG multi-stakeholder platforms early on, but everywhere SDG awareness continues to rise. While awareness is not an indicator of the level or achievement of SDGs, it is an important component to its materialisation.

It was highlighted by the informants that DEAR/GCE activities involving LRGs or sub-granting schemes play an important role in increasing public awareness in local areas, especially in countries such as France, where there has been no to little national public financing for the promotion of SDGs otherwise.

Informing about the sustainability agenda can happen on diverse occasions. In the Netherlands, LRGs smartly make SDGs visible on the occasion of mass events, such as annual fairs or runs. In 2020, actions aiming at raising awareness on development cooperation and SDGs were also implemented in the Eastern Partnership (EaP),[28] a joint initiative involving the EU, its Member States and six Eastern European Partners: Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova and Ukraine. Local campaigns geared by decentralised cooperation between EU member cities and regions and EU partners' peers offered an interesting occasion to work together on the 2030 Agenda.

THE EUROPEAN DAYS OF LOCAL SOLIDARITY (EDLS) 2020 CAMPAIGN BY PLATFORMA PARTNERS

The EDLS campaign calls on cities and regions to raise citizens' awareness regarding the role played by LRGs in global sustainable development through positive messaging on the added value of decentralised cooperation. The 5th edition of the EDLS[29] that covered 2 weeks in November 2020 involved 70 municipalities, regions and provinces with more than 60 events. Some Eastern Partnership countries, such as Georgia, also participated in the 5th edition of the campaign in cooperation with their peers in the EU.[30]

Raising awareness on the SDGs through decentralised cooperation in the Eastern Partnership

The Eastern Partnership also counts with organised and regional CSO such as the Civil Society Forum (EaP CSF)[31] which is a unique multi-layered regional civil society platform aimed at promoting European integration, facilitating reforms and democratic transformations in the six Eastern Partnership countries. In this context, it is important that all stakeholders, including local governments of the EaP are structurally involved in setting the agenda of the global citizenship dimension of the Forum.

LRGs MAKING USE OF ALREADY EXISTING MASS EVENTS FOR AWARENESS RAISING

" For a long time in the Netherlands, people organised activities and asked the population to come to their activity. So, with the local authorities, we turned that around and are acting where people are.
- **Ronald van der Hijden**, LBSNN

Global Goals cities aim to localise the SDGs' through multi-stakeholder partnerships. Utrecht is an example of a municipality that, facing growing urbanisation and sustainability challenges, views the SDGs as an opportunity to guide its mission to achieve healthy urban living for everyone. Their approach to localise the SDGs focuses on two areas: activating and cooperating with local stakeholders and connecting local initiatives and expertise with international developments.[32]

Local authorities of Global Goals Cities have incorporated into their policies the strategies for big existing events to stimulate the local organizers to include the SDGs.

Awareness raising activities held at events such as the Fair in Tilburg, the biggest street fair in Benelux organised by the municipality, can bring a mass exposure to the SDGs' content, as this 10-day long mainstream event receives daily 100,000 visitors across all age and population groups. Similar example can be the Run of Tilburg for Global Goals, an event attended by 15,000 runners where the participants were invited to select their SDGs priority before the run.

" The public of 50,000 spectators is there… We don't need to mobilize them. So, we plan to hold Global Goals events there with all the schools, local city linking groups and CSOs.
- **Ronald van der Hijden**, LBSNN

23 Local 2030 - Localizing the SDGs https://www.local2030.org/library/tools/raising-awareness

24 Inspiration guide: Integrating the SDGs into your multi-annual policy plan (local2030.org) https://www.local2030.org/library/707/SDGs-in-policy-plan.pdf

25 Many resources to be found on www.local2030.org

26 Home - VCS 2030 - Venice City Solutions 2030 https://venicecitysolutions.com/

27 European Handbook for SDG Voluntary Local Reviews | EU Science Hub (Europa.eu) https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-handbook-sdg-voluntary-local-reviews

28 A specific dimension of the European Neighbourhood Policy https://eeas.europa.eu/headquarters/headquarters-homepage/330/european-neighbourhood-policy-enp_en

29 https://localsolidaritydays.eu/

30 https://localsolidaritydays.eu/events/development-cooperation-and-sdgs-in-preili-ozurgeti-and-nizhyn/

31 https://eap-csf.eu/

32 https://use.metropolis.org/case-studies/utrecht--a-global-goals-city#casestudydetail

2.3 ACTIONS TRANSLATING THE SDGs INTO LOCAL REALITIES

Several LRGs invested in awareness raising tools and campaigns on SDGs.

Change the Power – (Em)Power to Change: Local Authorities towards the SDGs and Climate Justice project focuses on localising the SDGs, engaging local authorities towards climate justice and questioning our consumption of energy. Led by Climate Alliance,[33] a network of more than 1,800 members including cities, municipalities and local authorities across Europe. 20 partners from 11 countries participated in the DEAR project that brought together cities and local and regional governments and 9 partner communities in the Amazon Basin of South America to encourage cooperation and achieve the SDGs. The Coordinator of Indigenous Organizations of the Amazon River Basin (COICA) also participates.

Change the Power – (Em)Power to Change tried to propose gradual steps to make a change and transformation possible. The first step is increased awareness.
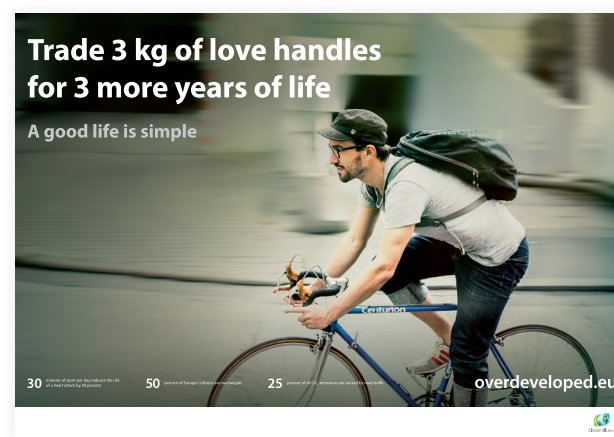
PUBLIC CAMPAIGN "A GOOD LIFE IS SIMPLE"

"How can life in cities and towns be made into a good life both for individuals and entire communities,[34] in a way that spares resources of our planet?"

The campaign "A good life is simple" addresses urban dwellers with simple[35] yet provocative statements: "There are countries in the world that we call under-developed. So, what do they call us? Correct: over-developed. Although all we want is a good life. But the only way of achieving a good life today is by cutting out things, doing things differently. Not the quantity makes us happy, but the quality."

Besides presenting suggestions for better live (together) while consuming less, the campaign offers also a more progressive approach that urges people to integrate climate action into their lives and become active in the fields of mobility, nutrition, consumption and energy.

To reach out to citizens and make a change, Climate Alliance created digital materials (posters, postcards, adverts in buses, etc.) available for free in 12 European languages.

Swap new junk for old values
A good life is simple
overdeveloped.eu

Trade 3 kg of love handles for 3 more years of life
A good life is simple
overdeveloped.eu

HOW FIT FOR THE FUTURE IS YOUR MUNICIPALITY?

The online Climate Compass[36] tool helps municipalities to assess their level of sustainability and improve it. "It helps to track local activities in the field of energy, procurement, transport, climate justice or public relations. It also suggests complementary actions. As a result, the online tool presents a comprehensive picture of the local work and an overview of the overall local commitment to the 17 SDGs."

ONLINE TOOL TO ACTIVELY HELP SHAPING YOUR CITY

The "Change the Future"[37] tool offers 24 different suggestions, every time deepening further the transition towards a good life for all in the fields of mobility, consumption, nutrition and energy. It goes from switching off the standby mode of an electronic device towards helping in planning of local cycling infrastructure. Each activity is worth some points. Participants, alone or in groups, or even municipalities are invited to choose activities that they like and specify the period in which they will carry them out.

"The vision is not to stop at individual commitment, though, but rather to highlight opportunities to work together. This collective component operates like a game, as municipalities have the opportunity to enter into a friendly competition with their partner city or a neighbouring municipality". Authors of the tool assume that within municipalities, groups can then come together in a very colourful mix – with colleagues, fellow students or friends. Individuals can also join existing groups, create their own group or participate exclusively as individuals.

Change the Future
Start today!

Swap fast food for time with the kids
A good life is simple
overdeveloped.eu

The following online tools were designed to deepen the awareness raising process. They aim to empower cities and towns in localising the SDGs and foster a growing awareness and understanding of global interdependencies among their residents.

LOCALISE THE SDGs ON A CITY STROLL

In towns and cities, a guided walk proves to be a great tool to help re-thinking models of consumption and production. City Transition Tours[38] showcases local initiatives and projects on the subject of sufficiency, circular economies and sustainable lifestyles. The tours, organised jointly by municipal governments and local actors, give interested residents insight into how their city or town is transitioning towards new forms of sustainable living, be it consumption or social innovation. It shows also how conviviality can change the atmosphere in an urban neighbourhood and be a fertile soil for new collective ideas.

" We visited a church community that has transformed its outdoor space into a common urban gardening project, having bees in the church tower. We passed open bookshelves where anyone can share a book with others and get a new (second hand) one. Our tour took us to a no-plastic store, second hand shop or a local bakery that just uses organic products and products coming from the area.

- **Silke Lunnebach** on a meeting of the Change the Power – (Em)Power to Change project partners in Frankfurt.

Why opt for a **bumper pack** when you can enjoy **tasty one-offs?**
A good life is simple. overdeveloped.eu

33 Climate Alliance - Home https://www.climatealliance.org/home.html

34 http://overdeveloped.eu/en/good-living-is-easy.html

35 http://overdeveloped.eu/en/downloads.html

36 http://www.climate-compass.net

37 https://www.change-the-future.eu/en

38 https://www.climatealliance.org/newsroom/news/news-detail/city-tours-into-the-future-manual-for-transition-tours-available.html

2.4 ACTIONS HOSTING ENGAGEMENT OF LOCAL COMMUNITIES

The transition towards sustainable ways of living requires a critical mass of stakeholders and citizens to join in. Several informants believed a key role for LRGs is to act as enablers or host of engagement of other local actors. Municipalities can foster the engagement of the local communities, and this through many ways, thanks to their obvious central position or to qualities they can develop.

The informants of this research explained that municipalities are generally well placed to work as an umbrella and to bring together the local community stakeholders. Concretely, municipalities have the means to gather stakeholders and the tools to engage in medium term that CSOs do not have, such as access to schools or other institutions, public libraries, financing, etc. They are thus well positioned to act as relay points for particular stakeholders to reach out to the larger community or as hosts and gatherers.

> " The municipality is quite often well geared towards being an umbrella, where we don't necessarily do events, but we can take the time to coordinate other people who don't necessarily talk to each other otherwise. And ask them if they want to do an event together.
> - **Olov Källgarn**, *Malmö Fairtrade City Office*

In direct contacts with local communities, it was noticed that local actors, and particularly youth groups in DEAR/GCE activities, are more likely to engage if they trust that LRGs have genuine commitment and an intention to establish equal relationships. Educators from different projects and countries provided testimonies of shift of behaviour at young people's side when they feel that local representatives are serious in their commitment to social and ecological responsibility. What also contributes to building that atmosphere of trust is the sense that the municipality's engagement is stable over time beyond political interests and constellations.

Looking together for solutions to local issues can thus benefit the quality of relationships between students and local authorities. Moreover, DEAR/GCE activities provide youth with a first positive exercise of democracy and civic virtue. With true opportunities to influence what is around them, youth energy is taken seriously, and channelled in civic and democratic processes.

> " We noticed that many times young people hear "you have to make this and that" to change the world situation that they have not created. It's important that they can feel that Local Authorities also have this commitment, that they want to be involved and create a dialogue. It feels important and it motivates.
> - **Lisa Nozzoli**, *Tuscany Region*

> " When pupils feel commitment from local authorities, they are more active, they are trying to use the right words, find the right approach. They are coming with realistic requests; they can dialogue and they are at the same level. It was astonishing for me to see.
> - **Daniela Volpi**, *Tuscany Region*

In return, the active engagement in DEAR/GCE can equip or reinforce municipalities with skills of communication and processes of co-creation with the local community. Moving away from the "tick box exercise" is a positive and enriching experience for all the parties involved, setting the base for a local civic culture based on conviviality and efficacy. Such anchorage of democratic processes locally at times of no major direct challenge or threat prove invaluable for handling crises when they hit and when responsible collective actions are required.

> " It stops being what we would call a "tick box" exercise, and becomes a more dynamic and engaging process for everybody concerned.
> - **Polly Seton**, *Carmarthenshire County Council*

WALK THE GLOBAL WALK, THROUGH GLOBAL CITIZENSHIP EDUCATION

This GCE project connects local governments, and regional and local communities (school communities and civil society organisations) from 11 European countries. Sustainable Cities and Communities (SDG11), Climate Action (SDG 13), Peace, Justice and Strong Institutions (SDG 16) are the three SDGs to be addressed over the course of this project as they were considered burning issues relevant to young people but ones with which they were not well-acquainted.

NETWORKING EVENTS FOR LOCAL COMMUNITY

Working in partnership with Dolen Cymru Lesotho, Carmarthenshire held a networking event bringing together 100 participants representing youth, teachers, local councillors, municipality officers, and NGOs in one hall for a "marketplace" devoted to climate action. There the council presented its work related to SDG 13 (transportation, waste minimisation, biodiversity, carbon reduction). The pupils were invited to visit the different "stalls" and discuss problems regarding key issues: e.g. what obstacles prevent them from biking to school.

The councillor responsible for sustainable development shared the authority's new carbon reduction action plan with the pupils, who used this learning and discussion as a prompt for planning actions in their school and community.

Pupil ambassadors for Walk the Global Walk shared their concerns and priorities and came together with county councillors, council officers, NGOs to begin planning appropriate actions for their local communities.

> " The richness of the dialogue attracted very good feedback from this event. Having made personal contact with the people in charge of different sectors and understanding that there were common priorities helped all concerned to establish relationships. The contacts we made were key to the production of our Climate Action manifesto. That is going to lead to transformative change or action here. Because the key players were involved from the start and the council has endorsed it, everyone is getting to know about it.
> - **Polly Seton**, *Carmarthenshire County Council*

> " Great opportunities to make links with like-minded people to develop future projects across different departments. A fantastic day.
> - *Education Support Officer*

> " It was great speaking to multiple schools in one location, there is no time to visit them otherwise.
> - *Waste Minimisation Officer*

CLIMATE ACTION MANIFESTO

Young people in Carmarthenshire have become acutely aware of the dangers to their own generation and to future generations posed by inaction in the face of climate change.

They have also realised that if there is to be a meaningful impact, doing lifestyle changes as individuals and leading actions in their schools and communities to adapt to and mitigate climate change is not enough.

So, in discussions with young people from other project partner countries, councillors and council officers, teachers and CSOs, they put together recommendations for a climate plan and have asked the local council to pledge its commitment to the climate action.[39] The recommendations include:

✓ Promote development of green spaces and support native tree species planting of a minimum of 10 trees in each school, and ensure their ongoing protection.

✓ Set up a climate action consultation body consisting of a representative group of young people, councillors, council officers, and local businesses which meets every 3 months to ensure progress on this manifesto.

✓ Provide support for developing countries to combat the impact of climate change e.g., by supporting the Size of Wales initiative.
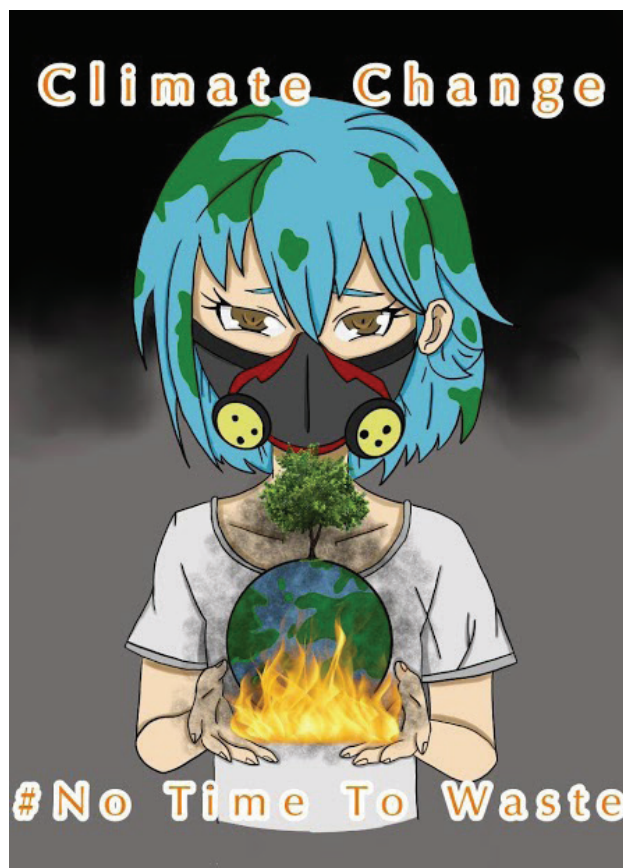
Poster by Sophia Kwan

HANOVER: BUILDING ON THE ACTIVE PARTS OF THE LOCAL COMMUNITY

Silke Lunnebach from the Climate Alliance pointed out the municipality of Hanover, Germany (Climate Alliance member city) to illustrate how building up trust and staying in contact with the local community can look like.

In Hannover, regular **Agenda 21 meetings** take place in the town hall, and all local community stakeholders are invited for discussion. These meetings' format varies from breakfast to an evening event focused on a specific topic or a presentation of a new interesting project in the city.

An example of good practice from DEAR project **GET UP AND GOALS! Global education time: an international network of learning and active schools for SDGs**, that involves a partnership of 14 entities and 39 associates, including Local Authorities, civil society organisations, Universities and Research Centres, in 12 European countries.

STUDENTS' AWARENESS ACTIONS: FOCUS ON MIGRATION

Comitato Internazionale per lo Sviluppo dei Popoli (CISP)[40] cooperated with the municipality of Castelnuovo di Porto to facilitate communication about migration issues to the local community and integration of migrants hosted in the community. The community had different reactions to the sudden closure of the local reception centre for migrants and expressed different opinions and questions about the closure, its reasons and the consequences of this situation for the hosted migrants.

CISP approached this process as a moment of "learning community" on a 'controversial issue'. Teachers at the local school tested teaching and learning units on migration and gave space to pupils' questions. These revealed the extent to which the children/students and also local community lacked clarity on what the reception centre represented and on what happened as a consequence of the new Security decree of 2019.

" We invited some experts, the municipality, local children and citizens. And there was a moment of a "learning community" together. Local authority (the municipality) were answering, replying to real questions from the children with the help of experts.

- **Giordana Francia**, *CISP Sviluppo dei Popoli, Italy*[41]

The informants expressed an opinion that engaging in DEAR/GCE work can contribute to initiating concrete changes of policies or practices that would not have taken place otherwise, for instance in the field of gender equality or migration.

Inspiring LRG's examples of policy and advocacy work also show how social responsibility to communities in Europe can be held tightly together with accountability to communities in the Global South. This means to acknowledge our interconnectedness with people and places that may seem far away and to focus on equity and regeneration in places of injustice and depletion.
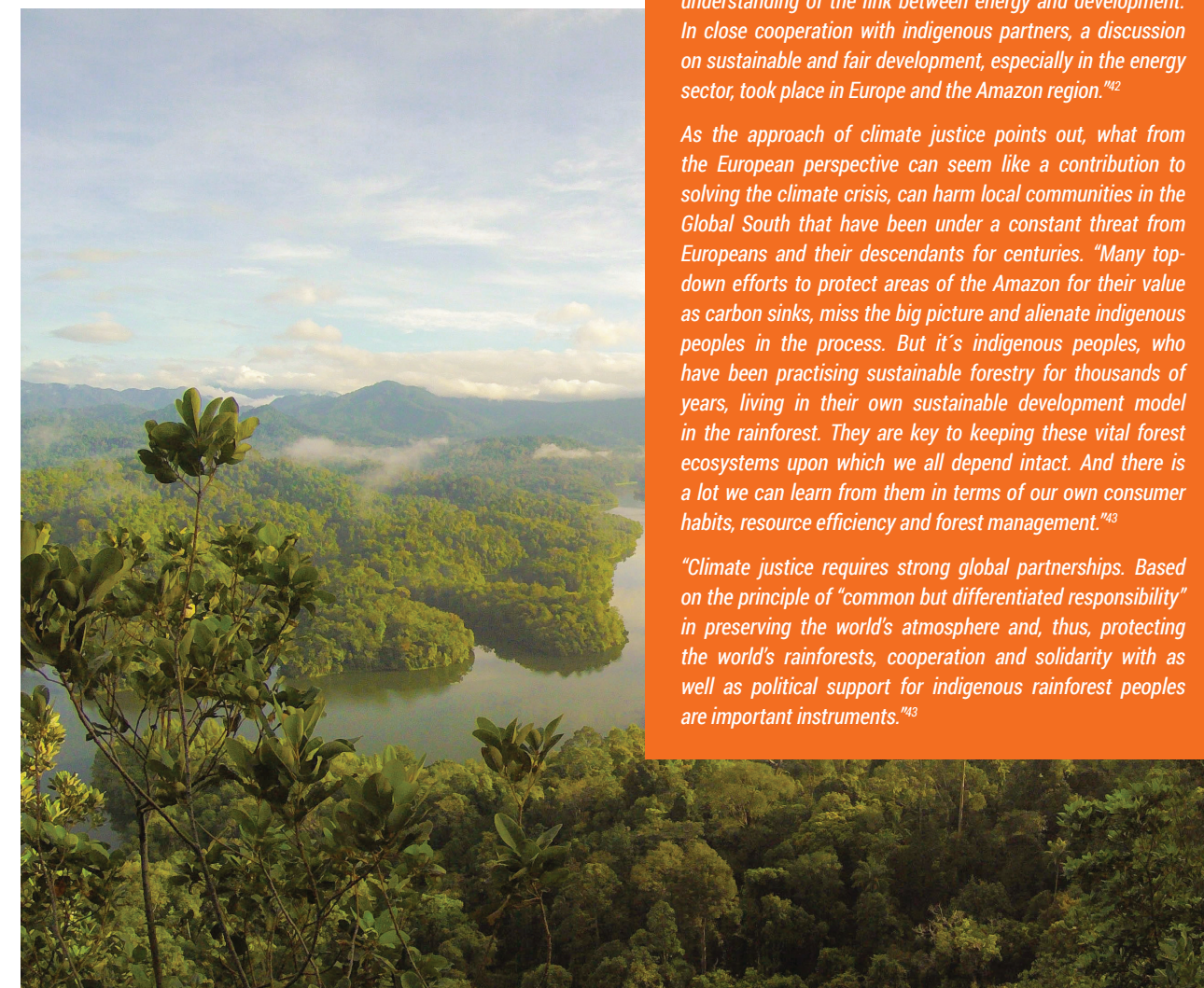
COMMITMENT TO CLIMATE JUSTICE

Local authorities are key actors in shaping climate and energy policies and building a sustainable energy future for Europe. The Climate Alliance European Secretariat advocates the important role of LRGs in climate and energy policy in cooperation with a strong network of allies. An important aspect of the Climate Alliance's work is building bridges between indigenous communities and European municipalities. "The question of the future of energy in relation to energy justice is enhancing a critical understanding of the link between energy and development. In close cooperation with indigenous partners, a discussion on sustainable and fair development, especially in the energy sector, took place in Europe and the Amazon region."[42]

As the approach of climate justice points out, what from the European perspective can seem like a contribution to solving the climate crisis, can harm local communities in the Global South that have been under a constant threat from Europeans and their descendants for centuries. "Many top-down efforts to protect areas of the Amazon for their value as carbon sinks, miss the big picture and alienate indigenous peoples in the process. But it's indigenous peoples, who have been practising sustainable forestry for thousands of years, living in their own sustainable development model in the rainforest. They are key to keeping these vital forest ecosystems upon which we all depend intact. And there is a lot we can learn from them in terms of our own consumer habits, resource efficiency and forest management."[43]

"Climate justice requires strong global partnerships. Based on the principle of "common but differentiated responsibility" in preserving the world's atmosphere and, thus, protecting the world's rainforests, cooperation and solidarity with as well as political support for indigenous rainforest peoples are important instruments."[43]

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39 https://www.carmarthenshire.gov.wales/home/council-democracy/net-zero-carbon/climate-action-manifesto/#.YC6VfDKg82w

40 http://developmentofpeoples.org

41 https://www.facebook.com/CISP.sviluppodeipopoli/

42 http://overdeveloped.eu/en/background/dear-project-change-the-power.html

43 Climate Alliance - Climate justice https://www.climatealliance.org/about-us/climate-action/climate-justice.html

RESOLUTION OF 1,800 EUROPEAN CITIES AGAINST THE EU-MERCOSUR TRADE AGREEMENT

One of the main successes of the Change the Power – (Em) Power to Change project was a resolution on the protection of the Amazon rainforest and its indigenous peoples by the Climate Alliance constituency.

Analysis shows that the trade agreement between the European Union and the so-called Mercosur states[44] would greatly bolster industries that are already key contributors to the climate crisis.[45] The EU-MERCOSUR free trade agreement would fuel further deforestation, in particular in the Amazon region. Its ratification would endorse the Brazilian government's continuous undermining of environmental policy, human rights, and land rights of indigenous peoples as well as its efforts to destroy both indigenous livelihoods and our chances to keep global warming under +1.5 °C.[46]

Climate Alliance members called on the European Council and Members of the European Parliament to oppose the EU-MERCOSUR free trade agreement in its current form, and any similar free trade agreement putting the climate at risk. The resolution counts for all members, but actively voted was much lower during the general assembly being against this trade agreement was submitted by the municipality of Ober-Grafendorf, Austria.

The Climate Alliance shared that their Brazilian partners asked for their support to find really good reasons not to get this trade agreement coming through. The Climate Alliance then held workshops and webinars on the issue with more than 100 participants, including MEPs.

" Why is this resolution so important? The consequences would affect both the people in Brazil and in Europe. It was really important to make this direct link and it was a strong message not only for the EU, but also for the Local Authorities to understand why this is a topic for the European cities. - **Silke Lunnebach**, *Climate Alliance*

THE WELLBEING OF THE FUTURE GENERATIONS ACT

An inspiring legislation, the Well-being of Future Generation Act, focuses on 7 goals that are closely linked to the SDGs. Since 2016, Local Authorities in Wales have been responsible to the Welsh government for meeting the targets in this act, which supports their work with the SDGs.

"The act requires public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change."[47]

The website of the office of the Future Generation Commissioner puts an emphasis on a need to keep continually learning. In this line, there is an open call for ideas and innovative suggestions that citizens believe are worth being adopted, shared and advanced across Welsh public services. In May 2020 the first Future Generations Report that included citizens' inputs was launched.[48]

MALMÖ: EXPLORING SOCIAL AND ECOLOGICAL DIMENSION OF CLIMATE TRANSITION

In 2020 the city of Malmö was awarded the EU Cities for Fair and Ethical Trade Award. Malmö received a grant that the municipality will use for deepening their knowledge about possibilities of a climate transition. The primary focus will be on analysing the sustainability aspects of the batteries for electric vehicles that the city purchases.

" An electric car battery can contain 50kg of minerals (cobalt, lithium, nickel), and it's well known that there are high sustainability risks related to these minerals. We are moving into a period where we will buy lots more of these batteries, so there is so much knowledge to be gathered. What's the carbon footprint of the e-bike and car batteries? What are the ethical and social sustainability aspects? And what can we do about that? Our ambition and main focus are set on climate-neutral and ethical batteries. - **Olov Källgarn**, *Malmö Fairtrade City Office)*

2.6 ACTIONS BACKING INNOVATIVE PRACTICES

From the GCE perspective, innovative projects and actions would be those that enable people to think, relate and work together to address the root causes of systemic global problems while attempting to alleviate their symptoms in ethical and historically accountable ways. This approach invites learners to unpack their common assumptions and deepen their intellectual, affective, and relational capacities to enable new understandings of the global interconnections and a sense of accountability to the planet and each other.

The following good practice examples came from DEAR projects engaging LRGs that explored innovative methodologies with young people and the wider public.

In the **Culture and Peer Learning for Development Education** (CULPEER4change) DEAR project, municipalities and NGOs in seven EU countries as well as projects in Tanzania and Bolivia have been working together to use the innovative concept of cultural peer learning to integrate the Sustainable Development Goals (SDG) into local and regional curricula and to create more public attention in the participating cities and municipalities for socio-ecological transformation.

CREATIVE WORKSHOPS TO CREATE PUBLIC ATTENTION FOR SOCIO-ECOLOGICAL TRANSFORMATION

CULPEER4change is based on creative exchange between groups of young artists from El Salvador, Peru, Bolivia, Tanzania, Kenya, Ethiopia and South Africa and young people in schools and youth centres in the European municipalities. Through cultural creative methodologies such as political theatre, music and dance they have developed stage performances on the following SDGs: combating climate change, protecting children rights and managing migration. The learning was mutual. Young people in Europe got a chance to participate in the workshops, and changed their perspectives in the process, while the artists gained new experiences for their further work.

44 Brazil, Argentina, Paraguay and Uruguay

45 Climate Alliance - News Detail https://www.climatealliance.org/newsroom/news/news-detail/climate-alliance-joins-coalition-to-stop-mercosur.html

46 CA-Resolution_EUMercosur https://www.climatealliance.org/fileadmin/Inhalte/1_About_us/Resolutions/CA-Resolution_EUMercosur_EN.pdf

47 Well-being of Future Generations (Wales) Act 2015 – The Future Generations Commissioner for Wales https://www.futuregenerations.wales/about-us/future-generations-act/#:~:text=The%20 Well%2Dbeing%20of%20Future%20Generations%20Act%20requires%20public%20bodies,health%20inequalities%20and%20climate%20change

48 Future Generations (futuregenerations2020.wales) https://futuregenerations2020.wales/

MURAL PAINTINGS - CREATIVE AND SUSTAINABLE CONTRIBUTIONS TO TOWNS AND CITIES

CULPEER4change engaged municipalities of Nova Gorica (Slovenia), Plovdiv (Bulgaria), Kigamboni (Tanzania), Wrocław (Poland), and Sonderborg and Kalundborg (Denmark) in creation of large mural paintings situated on a central wall in each of the cities. Each mural was developed over a period of six weeks by three artists from Europe, the Global South and the respective country together with local young people. The theme of the colourful and meaningful murals was "together for humans and the planet".

As the experience with a mural creation in Wrocław illustrates, before the painting process started, pupils took part in a series of workshops discussing the loss of biodiversity and climate change in Poland and the world. Their knowledge then informed the vision of the mural.

Malika Murzagali from the Polish project partner organisation Brave Kids pointed out that in the Covid time, a clear advantage was that the painting was taking place outside, and participants could keep their distance. So even the pandemic could not stop students and artists from bringing to life their visions about a sustainable and equal world.

> The murals will be the result lasting for ages here, hopefully. Schools where we painted them in Slovenia are so proud. And so are the students. Because it was a collaborative action. They are reminded every day when they walk into the school that this is something that they created. It's their own narrative, this is what changes the world, what focuses their actions.
> - **Manca Šetinc Vernik**, *Humanitas, Slovenia*

Municipality Nova Gorica stated that they were very proud to be part of this project, because the work on SDGs with young people through cultural and peer-learning concepts contributed to the vision of Nova Gorica 2020+ as a young and green centre of creative energies.[49]

Manca Šetinc Vernik from Humanitas added that when the municipality shared the mural painting on its official Facebook page, this post received much more positive responses from the citizens than most of their posts from before. As she concluded: "That comes when you are including people, collaborating with them and co-creating something. Young people were co-creating the mural and their parents were also proud, so there were waves of circles vibrating from the children across the municipality."

49 Municipality Nova Gorica | CULPEER4change (culpeer-for-change.eu) https://culpeer-for-change.eu/en/node/13
Many other murals have been created in the CULPEER4Change project in Denmark, Slovenia, Bulgaria, Tanzania, and Poland.

ARTS AS A DRIVER FOR SOCIAL CHANGE

CULPEER4change project brought together a synergy between cultural education and education for sustainable development.

" Art is usually known as a rule-breaker that gives us, and young people and children, the possibility to create visions, to have fantasies, to dream, and to build conceptual worlds. Which in education is not so much established. Because what we teach in education is material that is old for hundred years. So, one of the biggest challenges is to leave the old narratives and ideas. We need a daily practice of questioning the old narratives, which doesn't necessarily happen in our education system. Art gives you different access to this. As people are searching for their way of expression, they are also searching for a way of action, therefore it is important to think of these components together. It's a key factor for social participation and integration. And this synergy can as well constitute a social change.
- **Antonia Vogelgsang**, *Institute Equalita, Germany*

" If we talk about transformative education, we cannot only talk on a rational level. Art is a tool where you can also include emotions. These are missing from almost 90% of formal education in our schools where education is only rational methods based. So, if we speak in terms of "the head, hands and the heart", CULPEER4change project is really focusing on the heart level.
- **Manca Šetinc Vernik**, *Humanitas, Slovenia*

Peer education concept

The transformative element of peer-to-peer learning concept is that children or teenagers can teach each other. Peer learning includes informal learning strategies based on the principle that peers are more willing to accept messages given by peers because they can relate to them easily and feel more like equals. Peer to peer learning is known as an area of education with the most sustainable results.[50] As Malika Murzagali from the Polish organisation Brave Kids explained, the shift to virtual learning during the pandemic revealed that the schools working with peer learning groups could better manage the learning process than those where it was not much integrated. She concluded that students who understand how to manage themselves could take advantage of their potential and integrate what they know in the entire learning process.

Inclusivity with the Global South

Manca Šetinc Vernik from the Slovenian organisation Humanitas emphasised that including partners from the Global South in a collaborative process of co-creation meant including them from the start of the project's development and on an equal footing. She shared an observation that co-creating the project on an equal level with their partners from the Global South was something that children, for example, in Slovenia, rarely see. Even for the teachers, it was an innovative experience.

Non-Eurocentric perspective

"We are trying to move beyond the ethnocentric and Eurocentric views, because we are touching upon the aspects of decolonisation of our own educational systems. This is something transformative also for us as NGOs." (Manca Šetinc Vernik, Humanitas, Slovenia)

What is Transformative Change? Quotes from practitioners form CULPEER4change

" Change comes from personal experiences. When we are also starting to ask questions about who we are, where we are from, where we are going or where we want to go. When we have so much complex information, it easily goes in and out. But personal experience connects us to our feelings, and from there, we start to ask questions… We should not neglect this. Because we always focus on external change, on what we can change in this world. But you can't change the outside without having an internal change. These processes need to be happening at the same time.
- **Antonia Vogelgsang**, Institute Equalita, Germany

" Sometimes, in these times of the global crisis when we see so much apathy and so much silence, change can already be speaking up. To see the children who were silent before for example, and then the teacher is saying - now they are really speaking up. This is a big change to me.
- **Manca Vernik**, Humanitas, Slovenia

" Change is visible when a young person takes up the responsibility for the whole process, in our case for the workshops. When they understand that the responsibility is theirs, and at the same time that they share it, I think that's when the change happens.
- **Malika Murzagali**, Brave Kids, Poland

" Change happens when you feel like you are part of something bigger than yourself, when you understand that your actions right here, right now, being in Europe, might affect the life of a person somewhere else in the world. But this kind of realisation comes with a responsibility. So, for us we could see it in this process of learning and peer learning. When a person meets someone else from a different part of the world, manages to communicate and create something together, this person would feel responsible for everything, for the situation in the country even. And this is what we call global citizenship. And this is what I think is happening in CULPEER4change.
- **Malika Murzagali**, Brave Kids, Poland

THE FIRST GLOBAL GEO-HISTORY TEXTBOOK FOR STUDENTS ACROSS EUROPE

A global geohistorical textbook "**A Global History of Humanity**"

The textbook aims to renew educational practices and contents, making them suitable for a global and open society, attentive to the rights of all human beings, other living species and the whole ecosystem. It is intended as an instrument combining the methods and principles of Global Citizenship Education with the contents of the UN Sustainable Development Goals (SDGs) in school curricula.
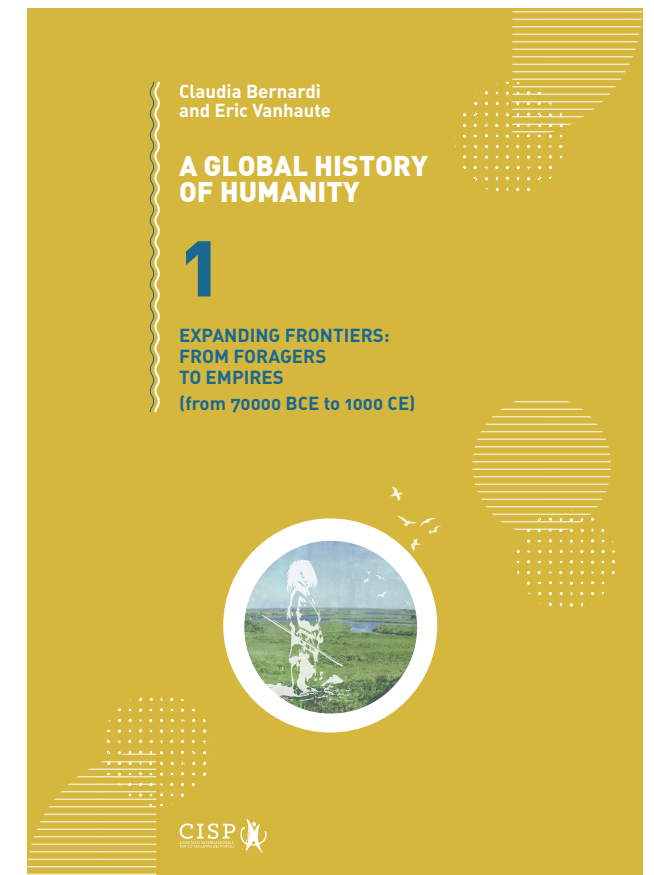
"This book tells a story about the planet upon which we were born and live. It is a story about planet Earth and the humans who have inhabited it. Above all, it's about their fascinating and often troublesome relationships."[51]

The educational approach aims at overcoming ethnocentrism and enhancing students' ability to place specific issues in a broader and more global dimension.

" We have tried to enter into the origin of prejudice. All the textbooks all over the world, not only in Europe, are mostly nation centric. So, we have decided to work with the global history approach to create a common basis in all the project countries. We think that it could create a sense of common identity not only in the pupils and students, but also in the local community.
- **Massimiliano Lepratti**, *CISP, Italy*

" The original idea is that school is the place where you can reason about your culture, your identity, your action. You don't only learn but you reason on your learning. And it´s very important. So school and local authorities can have a bilateral relationship. School could bring to the local authorities and territories the issues. And the LAs could facilitate the coordination of different groups towards the schools.
- **Massimiliano Lepratti**, *CISP, Italy*

Development and testing of this textbook took place in the secondary schools of 12 European countries: Austria, Bulgaria, Czech Republic, Hungary, Ireland, Italy, the Netherlands, Poland, Portugal, Romania, Spain, and the United Kingdom. A French version is coming soon.

Claudia Bernardi and Eric Vanhaute

A GLOBAL HISTORY OF HUMANITY

1

EXPANDING FRONTIERS: FROM FORAGERS TO EMPIRES (from 70000 BCE to 1000 CE)

CISP

Claudia Bernardi and Eric Vanhaute

A GLOBAL HISTORY OF HUMANITY

2

CONNECTING FRONTIERS: FROM EMPIRES TO A CAPITALIST WORLD ECONOMY (from 1000 CE to 1870 CE)

CISP

Claudia Bernardi and Eric Vanhaute

A GLOBAL HISTORY OF HUMANITY

3

INTENSIFYING FRONTIERS: FROM A WORLD OF NATIONS TO GLOBAL CAPITALISM (from 1870 CE to 21st CENTURY)

CISP

Example of innovative methodology from DEAR project GET UP AND GOALS! Global education time: an international network of learning and active schools for SDGs, that involves a partnership of 14 entities, including Local Authorities, civil society organisations, Universities and Research Centres, in 12 European countries.

50 CULtural PEERlearning | CULPEER4change (culpeer-for-change.eu) https://culpeer-for-change.eu/en/31/cultural-peerlearning

51 Bernardi, Claudia & Vanhaute, Eric. (2020). 'A Global History of Humanity': a high school textbook to change the world. https://biblio.ugent.be/publication/8670460

2.7 ACTIONS IN DECENTRALISED COOPERATION

Whilst old constraints still remain and new challenges are appearing, LRGs continue to innovate, experiment and work hand in hand with key partners, including with their peers across the globe, to find new solutions and achieve their ambitions.

Decentralised cooperation shows the importance of peer to peer learning and support, as municipalities are coming together to learn from each other, or transfer know-how and collaborate as much as possible on an equal level. Some of the following examples from 2020 illustrate that even though the pandemic has restricted travelling and in-person meetings, municipalities have shifted to virtual gatherings and found ways to carry on with their activities.

When it comes to the link between activities in decentralised cooperation and DEAR/CGE activities, the experience of the informants differed. Several scenarios were presented. For some LRGs, the two areas were still approached separately while for others a link was made, for instance through exhibitions about cooperation for sustainable development or SDGs based upon experience of decentralised cooperation. A few informants even showed that it is possible to fully integrate decentralised cooperation and DEAR/GCE activities. For the municipality of Turin for instance, the engagement in global education work stemmed out of their programs of decentralised cooperation and merged in several instances. This integration was found to bring higher coherence in LRGs action. Another example is the large Festival of Solidarities (Festisol) that has spread from France to establish itself also in Benin, Burkina Faso, Cameroon, Guinea, Togo, also with the support of LRGs.

> To speak about African problems amongst us Europeans, is partial. That is why it was important for us, as lead of a project, to welcome in the project partner cities of other European cities.
> - **Maria Bottiglieri**, *Municipality of Turin*

HOW DECENTRALISED COOPERATION AND GCE/DEAR CAN MAKE ONE

The various LRGs (cities, municipalities, provinces) from the Project Recognize and Change[52] have chosen to work with their long standing non-European partners on the issue of discrimination related to gender and migration. That is how the cities of Praia in Cape Verde, Fortaleza in Brazil joined in 2017 with Turin but also Dunkerque and 7 other European partners in an EU financed DEAR project (all located on different migration routes). The cooperation between the Brazilian, Cape Verdean and Italian cities started already many years ago with several decentralised cooperation projects (showing institutionalised cooperation between cities), one of which on fight against human trafficking and sexual violence. That project was tackling sexual tourism in Fortaleza and Praia, directly at the points of departure, e.g., at the Italian and European airports.

In Recognize and Change, focusing on youth peer learning to fight discrimination, several international exchanges before Covid-19 allowed youth to work together: young Italians went to Dunkerque, youth from Brazil to Portugal, and Greeks and Bulgarians to Romania. As Maria Bottiglieri from Turin, project leader, expressed: "When young people work together, it is there the heart of decentralised cooperation and global citizenship education". Young people stood as young educators for other students in high schools and all actively produced short videos to create an inclusive, non-discriminating culture.

In addition, the project worked with university researchers in each country, in order to better document and define how violence based on gender and migration manifest. As the project leader explained, it was necessary to lead a reflection on what is migration. This collaboration with academia was very beneficial to the project.

THE INTERNATIONAL FESTIVAL OF SOLIDARITIES (FESTISOL)

Under the umbrella of Festisol, every November more than 2,400 associations, schools and cities and thousands of people organise events with a serious purpose but a fun and friendly atmosphere in order to celebrate local and international solidarity. These two weeks of events bring people together, encourage them to reflect on issues of common concern, and work to create a world that is more equitable, united and sustainable. In this way, Festisol helps to raise awareness and mobilise people to achieve the Sustainable Development Goals (SDGs).[53] In the last 4 years, the festival has developed in 5 Western African countries (Benin, Burkina Faso, Ivory Coast, Guinea, Togo) and 3 Central African countries (Cameroon, Central African Republic and Congo). The establishment of the festival in these partner countries shows that the old frame of "in the South, we develop; in the North, we raise awareness" is evolving towards another understanding of joint challenges and interdependence as Jean-Marc Delaunay, coordinator of the festival underlined.

MALLORCA BOLSTERING SOUTH TO SOUTH EXCHANGE OF EXPERIENCE

The Mallorcan Fund for Solidarity and Cooperation (Fons Mallorquí de Cooperació) is a non-profit organisation set up as an instrument of coordination and support for decentralised cooperation in Mallorca.[54] In 2020, Fons Mallorquí realised a series of workshops enabling exchange among actors from different parts of the South on what challenges are related to implementing the SDG 6 (Ensure availability and sustainable management of water and sanitation for all) at their local level.

> During the lockdown, we realised that we had new ways to reach local authorities in third countries and organise workshops together. To give them the floor and voice to discuss the 2030 Agenda, and share with their local actors (NGOs, associations) what are the priorities and challenges at the local level.
> - **Vanesa Corrales Argumànez**, *Fons Mallorquí de Cooperació*

Fons Mallorquí facilitated such an exchange between a cluster of NGOs and municipalities from Nicaragua, Peru and Bolivia, and from Tunisia and Tenado (Burkina Faso).

> We realised as well a workshop bringing together local authorities from the North of Peru and small towns around Lima. They have an interesting model of functioning as a multi-actor platform, so this was an intersectoral table discussing various issues around education and reduction of poverty.
> - **Vanesa Corrales Argumànez**, *Fons Mallorquí de Cooperació*

UKRAINIANS LEARN FROM CZECH EXPERIENCE WITH DECENTRALISATION

Experience with the shift from a central planning system into a decentralised system is still alive in the Czech Republic. The history of the transition from the communist to the capitalist economy is relatively recent there. A project of Czech-Zacarpathian twinning cities was realized by the Union of Town and Cities of the Czech Republic (SMO ČR) initially to celebrate 100 years of the foundation of Czechoslovakia, which used to include Zacarpathia at the time. For the Zacarpathian partners, the year 2020 was a peak year of public administration reform. Many municipalities were merging into more extensive areas, with their budgets depending on how well their strategic plans would reflect their needs. A decentralization workshop tailor-made to the needs of Zacarpathian municipalities was carried out online to support this process.

As Jan Lehejček from SMO ČR explained, the content focused on strategic planning and the experience from the period of transformation when Czech cities had to start taking care of much more tasks and at the same time gained more freedom in their own decision making. The next step was a virtual round table with five pairs of Czech and Zacarpathian towns and villages focused on exchanging experience, sharing struggles, and offering support areas.

52 https://recognizeandchange.eu

53 www.festivaldessolidarites.org

54 www.alda-europe.eu/partner-socio/fons-mallorqui

CITIES IN SOLIDARITY WITH INDIGENOUS PEOPLES FROM AMAZONIA

The consequences of the Covid-19 crisis highlighted inequalities across the world. Among communities who were put into an extremely vulnerable position were indigenous peoples of Brazil, who faced "high intensity struggle" long before the pandemic, with their rights not being ensured or even respected by the national government.

The European city network, Climate Alliance, put in place support to such groups.[55] They co-funded the Amazon Emergency Fund, and together with a coalition of 30+ indigenous federations and non-governmental organisations mainly from Latin America and the United States they work in partnership to offer direct rapid response grants to indigenous peoples and grassroots organisations in 9 countries across the Amazon basin.[56]

" It was important to really join forces and find ways to support our partners in the Amazon region as quickly as possible without bureaucratic burdens because it's needed now, we don't have time to waste. Let's hurry up and support them as best as possible.
- **Silke Lunnebach**, *Climate Alliance*

The PLATFORMAwards 2020

Every two years, PLATFORMA rewards projects on decentralised cooperation between municipalities across the globe.[57]

Here are the laureates of 2020:[58]

1st Prize: "Support to local and participatory democracy in Morocco," Barcelona province (Spain) – Marrakech-Safi region (Morocco)

2nd Prize: "Waste for employment," Bornem (Belgium) – Nquthu (South Africa)

3rd Prize: "Decentralised Cooperation for Sustainable Energy," Lille (France) – Oujda (Morocco)

Special Prize: "UNEBUS: towards an intermodal transport system in the Guanajuato State," Bordeaux Metropole (France) – Guanajuato State (Mexico)

55 https://www.climatealliance.org/home.html
56 https://amazonemergencyfund.org/english/
57 http://platformawards.eu/
58 https://www.coe.int/en/web/congress/-/platformawards-ceremony-decentralised-cooperation-a-valuable-tool-for-better-coordination-of-multilevel-governance

CHAPTER 3

DEAR/GCE AT TIMES OF COVID-19

The year 2020 was (and probably most of 2021 will be, too) extremely challenging in the field of education, and DEAR/GCE has made no exceptions. With schools closed, and limited possibilities for gathering, practitioners had to quickly adapt and reinvent ways of educating, raising awareness, advocating and mobilising for change mostly through online tools. This chapter covers DEAR/GCE adaptations to social distancing.

Impact of Covid-19 on education[59]

Before Covid-19, the progress on SDG4 was estimated too slow. In 2020, the Covid-19 situation has exacerbated the inequalities in education:

✓ School closures kept 90% of all students out of schools, reversing years of progress in education.

✓ Remote learning remains out of reach for at least 500 million students

3.1 ADAPTING TO LOCKDOWNS: GOING ONLINE AND OTHER ALTERNATIVES

The measures related to the Covid-19 pandemic have entered our lives and dramatically restricted our social interactions. Experience of the informants shows that activities of global education and awareness-raising mostly switched into the virtual model, with many municipalities and project actors braving the subsequent technological challenges and finding ways to carry on with their activities in different formats. As one informant put it: "some municipalities made just a frog leap from being in their office to going online, making seminars and taking part in a network".

> For our 1st webinar on MERCOSUR, which we held in cooperation with other organisations, we had high-profile guests, such as the former Minister of Environment of Brazil. At short notice, we were joined by the first indigenous member of parliament. That was a really nice surprise, to have this not planned support from people joining meetings in a way that wouldn't be possible if we were in Brussels.
> - **Silke Lunnebach**, *Climate Alliance*

Amongst the main observations: an encouraging and genuine willingness to cooperate and find ways to get virtually together across countries, institutions, and organisations. This observation applies to both LRGs and CSOs but also in the case of target groups. In many cases, participants in educational and awareness raising projects that started before the pandemic showed a significant motivation to continue their work over the time of the pandemic. What stands out as a distinctive element of the DEAR/GCE online learning is the active and creative engagement of learners in the process, as the following examples illustrate.

Many informants spoke about their quickly gained capacity to organise quality events online, but also about the virtual fatigue

of participants, with sometimes (but not always) less stamina for engagement. Although people registered for an online event, it was not rare to face a situation where a much smaller number joined or where participants would leave the meeting when divided into groups. In order to better take into account this fatigue but also not to overwhelm target groups with events requiring to sit in front of a screen for long hours, formats were sometimes adapted to podcasts or video animation. For instance, DIBA created a video to highlight the value of decentralised cooperation in times of the pandemic with the title "I'm your neighbour too". Partners in the Mediterranean countries and Latin America participated in the video.[60]

CLIMATE CHANGE CONFERENCE FOR CARMARTHENSHIRE SCHOOLS

During the first lockdown, the Walk the Global Walk project carried out a series of events online. For example, a model UN debate on climate change organised with Wales Centre for International Affairs as well as an international summer school involving pupils from different countries who collaborated on recommendations for the Climate Manifesto.

> It was truly inspiring to see so many young people take an active interest in climate change and being so aware of the potential harm that our current social, economic and industrial practices are having on the future of our planet.[61]
> - **Cefin Campbell**, *Councillor*

> Some of the loveliest feedback we have had from our pupils came during this lock-down phase: "Thank you for connecting us to the outside world". We are incredibly proud of that, because this has been a time when pupils' wellbeing is really at a low level; there's a lot of depression, they feel very isolated. So, to be able to connect them virtually with other young people from different countries, although technologically challenging, has been very beneficial and enjoyable. It's been educational - without them even realising it! I think it has been a fantastic and unexpected highlight of the last year.
> - **Polly Seton**, *Carmarthenshire County Council*

EUROPEAN MANIFESTO FOR CLIMATE ACTION: A CALL OF YOUNG PEOPLE FROM 10 EU COUNTRIES

Due to the pandemic, the project Walk the Global Walk could not implement its long-awaited event, a summer school for participants from all the 10 EU countries. It was replaced with ten national virtual winter schools and one international winter school. The last event brought together more than 80 students, teachers, and local and European authorities. Despite what project coordinators described as a substantial technological, logistic, and language challenge, participating students managed to agree on a final version of the European Manifesto for Climate Action. Its preparation process involved over 470 students from 10 European countries who participated in a series of workshops within the project, 53 teachers, and 24 local governments.

The recommendations in the Manifesto concern all three dimensions of SDG 13: human, environmental and economic. Students urgently and strongly recommend all Local Authorities throughout Europe to carry out concrete actions such as promoting sustainable food consumption in schools, integrating coursework on global citizenship in the curriculum, raising awareness on recycling and sustainable waste management, and promoting workshops on object repairing and repurposing.

The Manifesto will be presented not only to local regional governments who are partners in the project but also to national and European-level authorities to secure their commitment to act on these recommendations and insert them as a priority in political agendas at every level.

59 Goal 4 | Department of Economic and Social Affairs (un.org) https://sdgs.un.org/goals/goal4

60 Davant la pandèmia, més cooperació que mai amb les nostres veïnes i veïns del món - YouTube https://www.youtube.com/watch?v=FRBc5iV8Aqo

61 Model UN Climate Change Conference goes virtual! - Walk the Global Walk https://walktheglobalwalk.eu/en/news/1392-Model-UN-Climate-Change-Conference-goes-virtual

COMPENSATE PASSIVE ONLINE LEARNING WITH CREATIVITY

" We realised that the kids who lie the whole day in front of the computer don't need more cognitive information, they need to be creative. The stop animation movie technique[62] is a good example of how we can be creative during corona.
- **Malika Murzagali**, *Brave Kids, Poland*

Children created a short movie "Only Together We Can Save the Earth"[63] about the importance of taking care of the planet by small daily actions.[64]

" If we don´t care about the planet, the Earth will die, coronavirus will grow, and children will have to look for another planet.
- **Brave Kids for the Earth**, *Poland*

REDUCING MEAT CONSUMPTION ONLINE

In Poland, students in lockdown met with vegan chef Daniel Jaroć online. They talked together about veganism, activism and the impact of meat production and consumption on the climate. Dobrawa Aleksiak, coordinator of the project Get Up and Goals! explained that following this, she and her colleagues delivered ingredients to the doorsteps of the students' houses, respecting all required sanitary rules. The students got to try out cooking vegan meals at home. Their pictures and their recipes of vegan dishes were collectively turned into a creative e-book, full of information about the potential of veganism to fight climate change. The e-book is available on the websites of the project, the school and the restaurant.
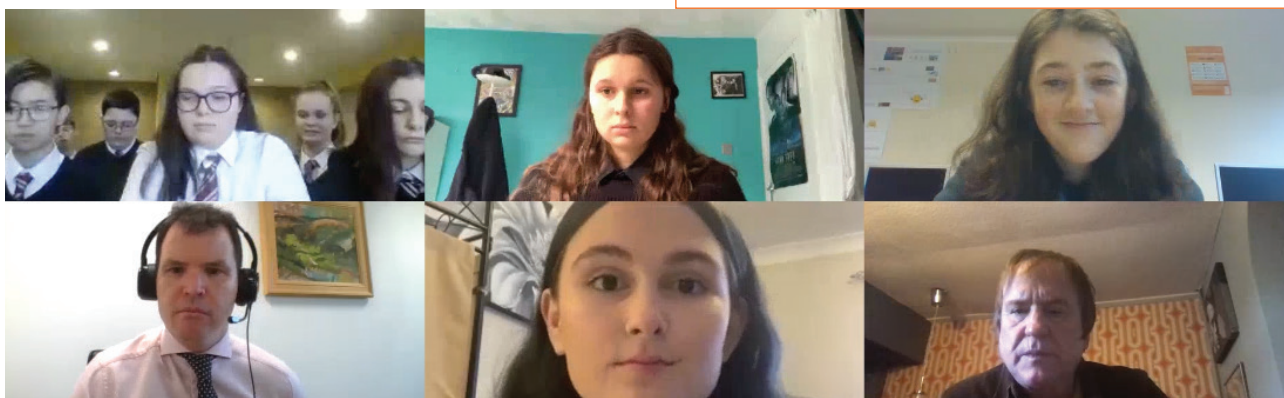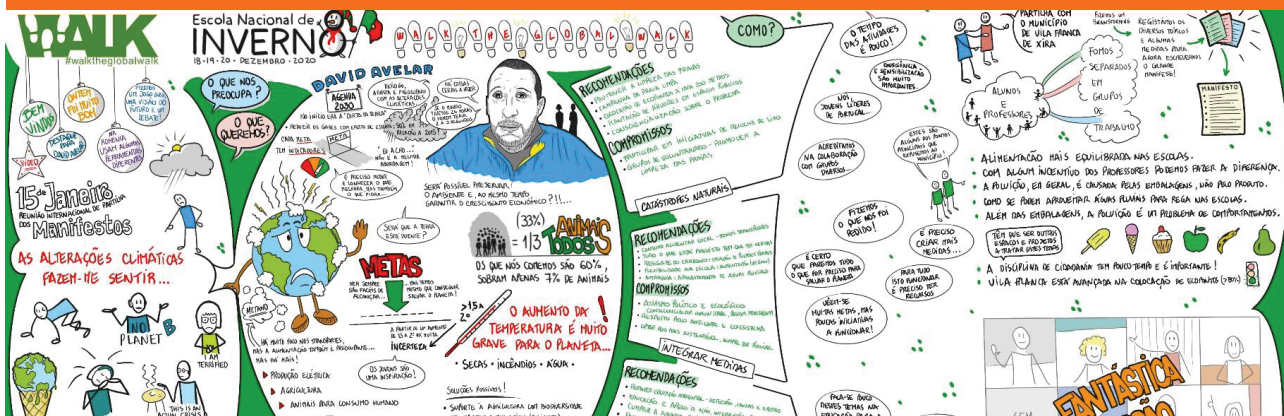

Carmarthenshire pupils join WCIA Youth Climate Ambassadors and Welsh Government for Climate Conference

VIRTUAL GLOBAL WALKS FOR THE CLIMATE ACTION

In 2019 Global Walks were organised by thousands of young people in cooperation with local authorities and regional and local communities from 11 European countries, raising awareness of the SDGs and global issues related to climate change.

In 2020 the pandemic compromised this format but did not weaken students' motivation to follow-up with Global Marches virtually. In Portugal, young people arranged a live stream that encouraged citizens to share pictures, register videos, or create posters with messages for climate action and hang them at their windows during the Climate Walk day. Students offered even an online Flash Mob choreography for more ease and fun, tempting participants to record and contribute with their performance to this virtual global march.

The Italian Global Walk 2020 brought onboard, virtually, schools from all around Tuscany. The aim was to build on the importance of the moment and start a social dialogue among students, teachers, civil organisations and institutions, as a base for further joint activities.

3.2 COVID-19 AS GCE ISSUE

The pandemic crisis highlighted significant health, social, and political problems and revealed many contradictions related to environmental issues. It also sparked some debate about the (re-) localisation of certain economic activities and questions on what is essential to wellbeing. Consequently, a number of DEAR/GCE stakeholders took the Covid-19 crisis as an opportunity to call for a new model of functioning locally and globally. Since the start of the pandemic, there have been calls to "Build Back Fairer"and "Build Better".

Such a call was made by the Fair-Trade movement, which in 2020 shed light on the cancelled orders in global supply chains and the negative impact this has had on disadvantaged producers in the Global South. As a reaction, the Fairtrade system set up an emergency relief fund for immediate needs as well as a resilience fund for medium and long term support to help small farmers and workers to economically recover. In its statement "Build Back Fairer", the Fair Trade movement and its allies are calling for the transformation of the economy and of the trade system for a just and sustainable recovery, as returning to "business as usual" post pandemic would reinforce the inequalities and unsustainability of the current system. The alliance calls for a transformation of the governance of global supply chains, not only in the interest of small producers and farmers but also in the interest of present and future generations.[65]

CONCORD, the European confederation of relief and development NGOs commented further about the post Covid-19, that building back is not an option and that the world needs building better, forward and new. As an exercise of imagining another future, they launched the postcards from the future.

"LET'S IMAGINE THAT WE'VE REACHED THE MIDDLE OF THE CENTURY. IT'S 2050, AND THE WORLD LOOKS VERY DIFFERENT…"

Postcards from the future: [66] a storytelling exercise created by CONCORD in 2020 opens up an imagination of what happened in 2020 that forged paths to a more equal future. It is a set of postcards sent by people from San Sebastian, El Salvador; Jamrud, Pakistan or Marsabit, Kenya (but it could be from anywhere else) in 2050 to the leaders of today, thanking them for the courageous decisions they took in 2021 to rebuild better.

62 Stop motion animation consists of taking pictures of static objects to make them look like they are moving. The objects are shifted between each of the frames during the whole process.

64 Kids bring out their own animation movie together with partner organisation Brave Kids in Poland | CULPEER4change (culpeer-for-change.eu) https://culpeer-for-change.eu/en/article/85/kids-bring-out-their-own-animation-movie-together-partner-organisation-brave-kids-poland

65 Build Back Fairer - fairtrade-advocacy.org (fairtrade-advocacy.org) https://fairtrade-advocacy.org/ftao-publications/build-back-fairer/

66 Postcards from the future - CONCORD (concordeurope.org) https://concordeurope.org/resource/postcards-from-the-future/

63 Only Together We Can Save the Earth" - Stop Animation Movie - YouTube https://www.youtube.com/watch?v=I2d7m4G9gWU

ON THE ROAD AWAY FROM COVID-19 AND TOWARDS 2030

2020 was a tough year and so has been the beginning of 2021, as the world still finds itself in the midst of a global pandemic. The informants of this review told how in the spring of 2020, they were taken by surprise by the sudden outbreak of Covid-19 and after moments of consideration or disbelief, had to rethink how to carry on meaningful work while not being able to meet in person anymore. Their stories demonstrated capacity to mobilise energy and creativity, allowing collective work to keep unfolding. The honourable results they obtained despite distance, virtual fatigue and unpredictability showed that high quality work stems out of the commitment of people.

Within the diversity of actions presented in this review, from formal and informal education, advocacy or decentralised cooperation, several commonalities can be found.

For all, ongoing reflection on how to do DEAR/GCE in a way responding to the complexity of the world issues is alive, with questions on narratives, partnerships and transformative methodologies. As regards to the localisation of SDGs, an overarching need is to deepen the understanding of the interconnections between the local levels here, and the local levels there in order to increase the overall ethical responsibility towards all communities in the world and ecosystems.

Further, learnings by LRGs reflect the multiple benefits of building partnerships with local communities. However, it was also found that critical self-reflexivity and sensibility is necessary in developing partnerships with other than European partners, if these are to be equal and balanced and not dominated by Eurocentric perspectives. Peer learning also appeared as a great tool for moving on faster towards the implementation of SDGs, be it for LRGs through exchanges within associations and platforms, or through decentralised cooperation or for youth or educators in projects.

Amidst the ongoing global health crisis, increasing inequalities, climate change, political polarisation, and economic instability, the awareness that the foreseeable future will likely be volatile is very acute. The challenge ahead of all is finding ways to regenerate mental and physical health as well as the social and economic systems while caring for our planet. With the global health crisis of 2020 turning into a socio-economic crisis, several economic relaunch plans have been negotiated. While the local impact of the Covid-19 crisis differed from place to place, LRGs were often at the forefront of the crisis management, and so will be for the recovery plans. These plans represent the occasion to direct public financing in favour of sustainable development with the involvement of all. The energy stemming out of the examples of actions by LRGs in 2020 give hope that this opportunity can be seized.

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PLATFORMA

PLATFORMA is the pan-European coalition of towns and regions – and their associations – active in city-to-city and region-to-region development cooperation. All are engaged in international cooperation for sustainable development. PLATFORMA is a hub of expertise on local and regional governments' international action, gathering towns and regions, their European and global networks, and regional and national associations.

With its partners, PLATFORMA defends the role of towns and regions in EU development policies, promotes international cooperation between cities and regions across the world and facilitates knowledge exchanges and peer-learning between towns and regions and their associations.

In 2015, PLATFORMA signed a Framework Partnership Agreement (FPA) with the European Union. Its signatories commit to take action based on common values and objectives to tackle global poverty and inequalities, while promoting local democracy and sustainable development.

The PLATFORMA secretariat is hosted by the Council of European Municipalities and Regions (CEMR).

www.platforma-dev.eu

AEXCID: Extremadura Agency for International Cooperation for Development
www.juntaex.es/aexcid

AFCCRE: French Association of the Council of European Municipalities and Regions
www.afccre.org

AICCRE: Italian Association of the Council of European Municipalities and Regions
www.aiccre.it

AIMF: International Association of French-speaking Mayors
www.aimf.asso.fr

ALAL: Association of Local Authorities in Lithuania
www.lsa.lt/en

AUC: Association of Ukrainian cities
www.auc.org.ua/en

Région de Bruxelles-Capitale: Brussels-Capital Region
https://international.brussels/

CALM: Congress of Local Authorities of Moldova
www.calm.md

CEMR: Council of European Municipalities and Regions
www.ccre.org

CLGF: Commonwealth Local Government Forum
www.clgf.org.uk

CUF: Cités Unies France
www.cites-unies-france.org

DIBA: Province of Barcelona
www.diba.cat

EUSKADI - Basque Country: Basque Agency for Development Cooperation (Basque government) and Euskal Fondoa/Basque Local Authorities Cooperation Fund
euskalankidetza.hegoa.ehu.eus

Famsi: Andalusian Fund of Municipalities for International Solidarity
www.andaluciasolidaria.org

FEMP: Spanish Federation of Municipalities and Provinces
www.femp.es

Fons Mallorquí de Cooperació: Majorcan Fund for Solidarity and Cooperation
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Generalitat de Catalunya: Autonomous community of Catalonia
www.gencat.cat

LALRG: Latvian Association of Local and Regional Governments
www.lps.lv/en

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LBSNN: National Town-Twinning Council Netherlands-Nicaragua

NALAG: National Association of Local Authorities of Georgia
www.nala.ge

NALAS: Network of Associations of Local Authorities of South-East Europe
www.nalas.eu

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RGRE: German Association of the Council of European Municipalities and Regions
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SMO ČR: Union of Towns and Municipalities of the Czech Republic
www.smocr.cz

SKR: Swedish Association of Local Authorities and Regions
www.skr.se

UCLG/CGLU: United Cities and Local Governments
www.uclg.org

Ville de Paris: City of Paris
www.paris.fr

VNG International: International cooperation agency of the Association of Netherlands Municipalities
www.vng-international.nl

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www.vvsg.be

Development Education and Awareness Raising (DEAR)/Global Citizenship Education (GCE) can cultivate the spirit of the 2030 Agenda because it helps acquiring missing knowledge on global interconnections and creates spaces for enquiries.

Whilst old constraints still remain and new challenges are appearing, local and regional governments continue to innovate, experiment and work hand in hand with key partners, including with their peers across the globe, to find new solutions and achieve their ambitions.

Discover in this publication how local and regional governments are active in supporting learning and fostering changes in a context of socio-economic recovery plans.

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