

# MALTA

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail ([esd@unece.org](mailto:esd@unece.org)) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country 1 reporting on the implementation of the three “vertical” priority action areas<sup>2</sup>

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

**I. Priority action area (a)**

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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**1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?**

Yes  ✓ No

- *A number of ESD programmes / projects in primary and secondary / post-secondary schools/institutions are intended for whole school approach implementation. These programmes include Unesco Associated Schools Project, Eko Skola by Nature Trust Malta - FEE Malta and Dinja Wahda COORDINATED BY Birdlife Malta.*
- *Unesco Associated schools has been reactivated during scholastic year 2160-2017 and the number of participating schools is growing steadily. School projects currently being implemented in this regard focus mainly on 21<sup>st</sup> century skill acquisition, quality education, cultural identity and multicultural education and inclusion.*
- *Dinja Wahda and Eko Skola programmes have been running for a number of years and about 80% of schools are involved. Dinja Wahda activities are intended to be implemented in a cross curricular approach and embedded in learning. Eko Skola programme is run by a school based student which takes a primary role in the ESD programme. Efforts are continuously made to promote a culture where all students and teachers are actively involved in project / programme decision making processes.*

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• *Please indicate if you wish to make a presentation on*

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1 Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

2 See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

*this topic or if there is an outstanding initiative in your country on this topic*

**2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?**

Yes  ✓ No

- *In collaboration with the UNESCO Science, Education and Culture Centre in Gozo, DLAP re-activated Malta's participation in the UNESCO Associated Schools Project. Through this initiative schools in all cycles and sectors are invited to organise curricular programmes aimed at promoting a culture of Sustainable Development, aligned to UNESCO priorities. Schools that develop and implement such projects in an exemplary manner are awarded the opportunity to join the UNESCO ASPnet network. MEDE sponsors one person to coordinate this project.*
- *The Eko Skola programme has the Green Flag award ( a benchmark international award presented in recognition of steps taken towards making the school increasingly eco-friendly); LEAF (Learning About Forests) awards are presented to schools committed towards tree conservation; YRE (Young Reporters for the Environment) present national and international awards to students for best articles, videos and photos; Dinja Wahda project in primary schools provide specific awards namely the Gold, Silver and Bronze awards to schools adopting ESD in effective ways according to the Action Guide presented as part of the project. In all award schemes, the level of work presented is adjudicated by professionals in the field of ESD according to set criteria. Furthermore a team of support teachers affiliated to the Eko Skola project sponsored by MEDE, visit schools regularly to support teachers and eco-school committees in implementing the action plan devised at a school level.*
- *Likewise, an Action Guidebook ([http://www.birdlifemalta.org/Content/teachers/dinja\\_wahda/AboutDinjaWahda/1059/#.U9dZhOOSyfs](http://www.birdlifemalta.org/Content/teachers/dinja_wahda/AboutDinjaWahda/1059/#.U9dZhOOSyfs)) is available for teachers participating in the Dinja Wahda project. This provides 30 green activities for primary schools. Every primary school class is given an Action Guide. Teachers*

*are free to choose the activities they would like to carry out with students during the scholastic year. The guidebook describes each activity in easy-to-follow, step-by-step instructions and contains a number of appendices to provide background information. For each activity carried out, a school is awarded points. At the end of the year schools have the possibility of winning a gold, silver, bronze or merit award based on conducted activities. A support teacher affiliated to the Dinja Waħda project sponsored by MEDE, visits schools regularly to facilitate the process involved. MEDE sponsors also sponsors a number of teachers specifically to coordinate this programme in schools.*

- *The Eco Gozo project also provides a teacher’s resource pack with a range of lesson plans related to specific environmental topics. MEDE sponsors one teacher to promote this material and to coordinate ESD related activities in Gozo schools.*
- *Wasteserv (Malta) also sponsors funding that is managed through Eko Skola programme and which is used to fund exemplary waste management initiatives carried out in selected schools.*
- *MEDE will during scholastic year 2018 launch GENE (Global Education Network Europe) project in the local context. This Programme will sponsor various stakeholders including NGOs offering to develop and implement in the formal, informal and non-formal sector activities that raise awareness regarding various global issues addressed by Agenda 2030, alongside the development of related skills, competences, attitudes and responsibilities.*
- *The Directorate for learning and Assessment programmes, within MEDE, also offers training to educators, both on a compulsory and voluntary basis. The training focuses on various aspects of ESD including the nurturing of skills, competences, attitudes and behaviours required for a sustainable future and also regarding the successful embedding of ongoing school based projects / programmes in the curriculum.*
- *DLAP also supports schools wishing to develop school development plan action plans that focus*

*different aspects of ESD.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?**

Yes  ✓ No

- *A number of schools engaged in the above mentioned projects demonstrate good awareness of environmental sustainable behaviour. In certain instances the overall culture appears to be rather strong, also with physical school decorations intended to promote environmentally sustainable behaviour. Yet, a very positive physical culture, is not always necessarily a good indication that all students are fully aware and appreciative of the need for environmentally sustainable behaviour. Once again, it is important to state that for this to be achieved, all students and staff members need to be involved in the decision making processes related to ESD initiatives, projects and action plans. Involving only selected students may have visually large and seemingly appealing results, yet with no solid authentic foundation.*
- *On the other hand, there are schools who are not involved in projects, yet their action plans, teaching methodology and overall school policies reflect a strong alignment to goals promoted by AGENDA 2030. This is not necessarily restricted to goals strictly related to the natural environment.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  ✓ No

- *The Eko Skola programme provides adequate guidelines to schools to facilitate the implementation of the seven-step process. The information is available online( <http://www.ekoskola.org.mt/>).*
- *Dinja Wahda Action Guidebook ([http://www.birdlifemalta.org/Content/teachers/dinja\\_wahda/AboutDinjaWahda/1059/](http://www.birdlifemalta.org/Content/teachers/dinja_wahda/AboutDinjaWahda/1059/))*

- *#U9dZhOOSyfs*) is available for teachers participating in the Dinja Waħda project.
- The Eco Gozo project also provides a teacher's resource pack with a range of lesson plans related to specific environmental topics. The resource pack has been distributed as a hard copy in schools and is also available online.
- KOPIN Kooperazzjoni Internazzjonali) Malta also has online ESD resources, namely the Global learning Units (GLU) related mainly to responsible food consumption available for educators at: <http://www.kopin.org/food-for-thought/>
- SKOP (Solidarjeta u Kooperazzjoni) Malta is has also recently launched a number of ebooks in both English and Maltese, namely E4SDGs, which feature children's stories focusing on the UNESCO Sustainable Development Goals. These can be found at: <http://skopmalta.org/our-projects/e4sdgs-childrens-e-book-sdgs/> Teacher training material related to the SDGs is also available at: <http://skopmalta.org/our-projects/teacher-training-sdgs/>

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  ✓ No

- The Directorate for Quality and Standards in Education (DQSE) conducts evaluation and external audit of every school to ensure that the curriculum is being adhered to, that good practices are being promoted, that the quality in and the coordination of each part and at every level of the educational system are ensured; that students are achieving the set learning targets and necessary skills. Tertiary education institutions have internal and external methods to ensure quality of their courses.
- Following the compilation of ESD Learning Outcomes Framework, a rudimental assessment of ESD implementation now forms part of the above mentioned audit. This segment of the audit is still to be formalised and structured to reflect ESD criteria in a holistic manner.
- The UNESCO Associated schools Award is awarded to schools performing well in the respective project following thorough observation and assessment of the processes and outcomes attained during implementation.
- The Green Flag (of the Eko Skola

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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*programme) is awarded after a rigorous quality assessment procedure involving ESD experts external to the school.*

- *The Dinja Wahda Award is also presented to following an adjudication process linked to set criteria.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):**

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**II. Priority action area (b)**

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

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**1. Has there been any significant advancement made with regard to introducing or extending ESD as a part of educators' initial training?**

Yes  ✓ No

- *The Faculty of Education (University of Malta) is a main teacher training institution in the country. CEER (through the Faculty) offers mandatory and optional study units in ESD as part of the undergraduate B.Ed (Hons) for students to become early childhood, primary and secondary school teachers. The Institute of Education is also offering ESD training to newly qualified teachers.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?**

Yes  ✓ No

- *Various voluntary educator training opportunities related to ESD are offered. One typical example is 'Reshaping our Practices in Education' (ROPE). This opportunity focused on facilitating a better understanding of ESD as a methodology that promotes the embedding of opportunities for skill and competence acquisition in daily learning as a means for nurturing active and responsible citizens and promoting fulfilment of United Nations 17 SDGs.*
  - *A similar training opportunity where trainees will have the opportunity to observe and discuss existing instances of good practice is scheduled for November 2018.*
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- *Schools in all cycles of the formal education sector are offered individual support and also opportunities for educator continuous professional development focusing on the broader perspective of ESD, including the need for creating the right learning environment and opportunities for the fostering of skills, competences, attitudes, behaviours and values. Should a school opt for a professional development session, the latter would be compulsory for educators forming part of that institution.*
- *The Directorate for Learning and Assessment programmes in collaboration with Kopin organised a two day training seminar entitled TEAM-SD – Training Educators about Migration and Sustainable Development. The training funded through FOPSIM under its Europe Aid programme of the European Commission entitled Rural DEAR Agenda – EYD 2015 was addressed to teachers, education officers, head of departments, Learning Support Assistants and SMT.*
- *The Directorate for Learning and Assessment Programmes also re-activated Malta’s membership in the GLOBE Programme to promote further teaching and learning of science while enhancing environmental literacy and stewardship and fostering scientific discovery. Educators from all cycles had an opportunity to undergo training focusing on the implementation of this programme in schools.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?**

Yes  ✓ and No

- *Newly qualified teachers are equipped with a baggage of skills and modern cutting edge physical and online resource repertoires. They possess the necessary tools to deliver modern learning experiences based on sound ESD philosophy to nurture the necessary skills, competences, attitudes and values. They are also continuously encouraged to refer to themes promoted by Agenda 2030 to contextualise learning for more relevant and meaningful student experiences that are aligned by the needs of current and future world scenarios. Yet, the narrow vision still held by the majority of teachers in all cycles,*

*focusing primarily on exam oriented drilling, reduces potentially positive learning opportunities to mere coaching. This automatically excludes experimentation with innovative pedagogies and resources. This way, investment in thinking and preparation time towards skill-based learning and ESD oriented learning opportunities is left at the side. For such educators it is considered sufficient to address ESD through fragmented and extra projects and initiatives that are detached from daily learning. The Directorate for Learning and Assessment Programmes promotes sound ESD embedding incessantly and also offers continuous professional development opportunities and school-based one-to-one support and co-teaching opportunities. They are also supported by DLAP through the ongoing guidance received by Education officers including EO of ESD.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  ✓ No

- KOPIN Kooperazzjoni Internazzjonali) Malta also has online ESD resources, namely the Global learning Units (GLU) related mainly to responsible food consumption available for educators at: <http://www.kopin.org/food-for-thought/>
- SKOP (Solidarjeta u Kooperazzjoni) Malta is has also recently launched a number of ebooks in both English and Maltese, namely E4SDGs, which feature children's stories focusing on the UNESCO Sustainable Development Goals. These can be found at: <http://skopmalta.org/our-projects/e4sdgs-childrens-e-book-sdgs/>
- Teacher training material related to the SDGs is also available at: <http://skopmalta.org/our-projects/teacher-training-sdgs/>
- MEDE in partnership with the Ministry for Sustainable Development, Environment and Climate Change has embarked on a new project entitled 'Exploring the treasures of the Sea with Roger the seagull'. This children's publication, complemented by an eBook and related video will be online in a timely manner or access by all students and educators in the primary cycle.

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**5. Have you implemented or are you planning to implement any**

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**assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  ✓ No

- *The Directorate for Quality and Standards in Education (DQSE) conducts evaluation and external audit of every school to ensure that the curriculum is being adhered to, that good practices are being promoted, that the quality in and the coordination of each part and at every level of the educational system are ensured; that students are achieving the set learning targets and necessary skills. Tertiary education institutions have internal and external methods to ensure quality of their courses. Following the compilation of ESD Learning Outcomes Framework, a rudimental assessment of ESD implementation now forms part of the above mentioned audit. This segment of the audit is still to be formalised and structured to reflect ESD criteria in a holistic manner.*
- *The UNESCO Associated schools Award is awarded to schools performing well in the respective project following thorough observation and assessment of the processes and outcomes attained during implementation.*
- *The Green Flag (of the EkoSkola programme) is awarded after a rigorous quality assessment procedure involving ESD experts external to the school.*
- *The Dinja Wahda Award is also presented to following an adjudication process linked to set criteria.*

*Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

- *A specific fund has been allocated from National Budget for the development of the National ESD Strategy. This newly compiled strategy is well founded on principles promoted by UNECE Strategy for ESD with additional considerations intended to make the document relevant for the local educational scenario. The final version of the National ESD Strategy, following the consultation period needs to be endorsed and adopted.*

### III. Priority action area (c)

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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#### **1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?**

Yes  ✓ No

*ESD cross curricular outcomes within VET areas still needs to be enhanced. Currently SD/ESD outcomes are still sporadic. However, this facet of ESD calls for major developments both on an international and national level. Effective liaison and coordination between ESD experts and VET policy makers is indispensable at this initial developmental stage. The publication of the National ESD Strategy will further sustain the implementation of the process outlined above and extend it to the non-formal and informal sectors.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

#### **2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?**

Yes  ✓ No

- *The recent compilation of the Learning Outcomes Framework commissioned by MEDE promotes specific ESD outcomes that are embedded in each and every curricular area in formal education. The Learning Outcomes framework in going through the final proofing phase to ensure frequency of ESD outcomes across all areas including TVET.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

#### **3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?**

Yes  ✓ No

• *TVET areas stipulated by the Learning Outcomes Framework include Agribusiness, Artisanship, Construction, Engineering Technology, Health and Social Care, Hospitality and Information technology. All these areas are firmly related to goals promoted by Agenda 2030 and lead to careers that intend to help in the fulfilment of the SDGs. Yet, specific ESD learning outcomes embedded in curricular areas including TVET make specific reference to skills, competences, attitudes and values that enable students to acquire a high degree of responsibility towards being fully active, creative, innovative, socially & economically conscientious and entrepreneurial citizens.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  ✓ No

- VET Learning outcomes and embedded ESD outcomes can be accessed through the following link:  
<http://www.schoolslearningoutcomes.edu.mt/en/dashboard>

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  ✓ No

- The endorsement, publication and dissemination of the newly compiled National ESD strategy will give way to more structured and formal implementation across the formal, informal and non-formal educational sectors.
- The Directorate for Quality and Standards in Education (DQSE) conducts evaluation and external audit of every school to ensure that the curriculum is being adhered to, that good practices are being promoted, that the quality in and the coordination of each part and at every level of the educational system are ensured; that students are achieving the set learning targets and necessary skills. Tertiary education institutions have internal and external methods to ensure quality of their courses. Following the compilation of ESD Learning Outcomes Framework, a rudimentary assessment of ESD implementation now forms part of the above mentioned audit. This segment of the audit is still to be formalised and structured to reflect ESD criteria in a holistic manner.
- Through the LOF teachers can gauge performance in ESD related outcomes for all students.

• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

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**IV. Monitoring SDG 4 (Targets 4.7 and 4.a)**

**SDG 4:** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

**Target 4.7:** “By 2030, ensure that all learners acquire the 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.”

**Target 4.a:** “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According to the UNESCO methodology (see report "Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

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**1. Does your country have a stand-alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable development" language?**

Yes  ✓ No

- *The National Curriculum Framework 2012 / Learning Outcomes Framework*
- *Transgender, Variant and Intersex Students in Schools Policy (2015)*
- *A Whole School Approach to a Healthy Lifestyle: Healthy Eating and Physical Activity Policy (2015)*
- *Special Needs and Inclusive Education in Malta: External Audit Report*
- *Malta National Lifelong Learning Strategy (2020)* ☒ *Respect for All Framework (2014)*
- *A National Literacy Strategy for All in Malta and Gozo (2014 – 2019)*
- *National Employment Policy (2014)*
- *Framework for the Education Strategy for Malta (2014 – 2024)*
- *Waste Management Plan for the Maltese Islands (2014 – 2020)*
- *Sustainable Development Act (2012)*
- *Malta's National Biodiversity Strategy and Action Plan (2012 – 2020)*
- *National Environmental Policy (2012)* ☒ *National Climate Change Adaptation Strategy (2012)*
- *Environmental and Development Planning Act (2010)*
- *National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008)*
- *Sustainable Development Strategy for the Maltese Islands (2007-2016)*
- *Environmental Protection Act (2001)*
- *Other sectoral environmental policy documents include an educational/awareness component.*

• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Is ESD reflected in your country's current education policy/ies and frameworks?**

Yes  ✓ No

- *In the National Curriculum Framework 2012 ESD is clearly stipulated and promoted as a cross-curricular theme that is to permeate all*

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- *other curricular areas.*
  - *The Learning Outcomes Framework also promotes ESD outcomes that permeate all learning areas / subjects.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Is ESD reflected in your country's current school curricula?**

Yes  ✓ No

- *The Learning Outcomes Framework also promotes ESD outcomes that permeate all learning areas / subjects.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?**

Yes  ✓ No

- *In initial teacher training ESD is reflected through specific modules. In CPD ESD is reflected through tailor-made courses / training sessions that are attended either on a mandatory or voluntary basis. This training is generally coordinated by DLAP.*

**5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)**

(a) Knowledge

Yes  ✓ No

- *The new LOF specifies ESD outcomes focusing on knowledge, skills & competences, values & attitudes and behaviours across all learning areas.*

(b) Skills and competencies

Yes  ✓ No

- *Refer to above*

(c) Values and attitudes

Yes  ✓ No

- *Refer to above*

(d) Behaviours

Yes  ✓ No

- *Refer to above*

(e) None

Yes  No  ✓

- *Please specify*

(f) No information available

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Yes  No

• Please specify

1. Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**6. Are the other core elements of the Target 4.7 part of education in your country?**

1. Sustainable lifestyles

Yes  No

2. Human rights

Yes  No

3. Gender equality

Yes  No

4. Promotion of a culture of peace and non-violence

Yes  No

5. Global citizenship

Yes  No

6. Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes  No

Yes  No

• The LOF together with a range of policy documents (as specified before) highlight all of the areas listed.

• Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):**

The GENE (Global Education Network Europe) that was launched during this scholastic year further emphasises the SDGs as pointed in 4.7. Furthermore one of the planned outcomes of GENE programme is the compilation of a GLOBAL education policy to be implemented in schools.

**8. Is Target 4.a (see above) part of education policy in your country?**

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Yes  No

- *A number of schools have been upgraded or newly constructed to facilitate safe and inclusive environments for all students and staff.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**9. Is climate change education/environmental awareness mandatory at any level of education in your country?**

Yes  No

- *Not mandatory, however recommended in LOF as part of different subjects/areas.*
  - *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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