



# Get up and Goals: 2020 Reality Check

PESTLE/SWOT summary

## PESTLE ANALYSIS

Analysing the macro environment to help identify the external **P**olitical, **E**conomic, **S**ocial, **T**echnological, **L**egal and **E**nvironmental factors impacting on our work

## SWOT ANALYSIS

Analysing the **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats to Global Citizenship Education (GCE) / Development Education (DE) generally and within that framework, the Get up and Goals (GUAG) project activities

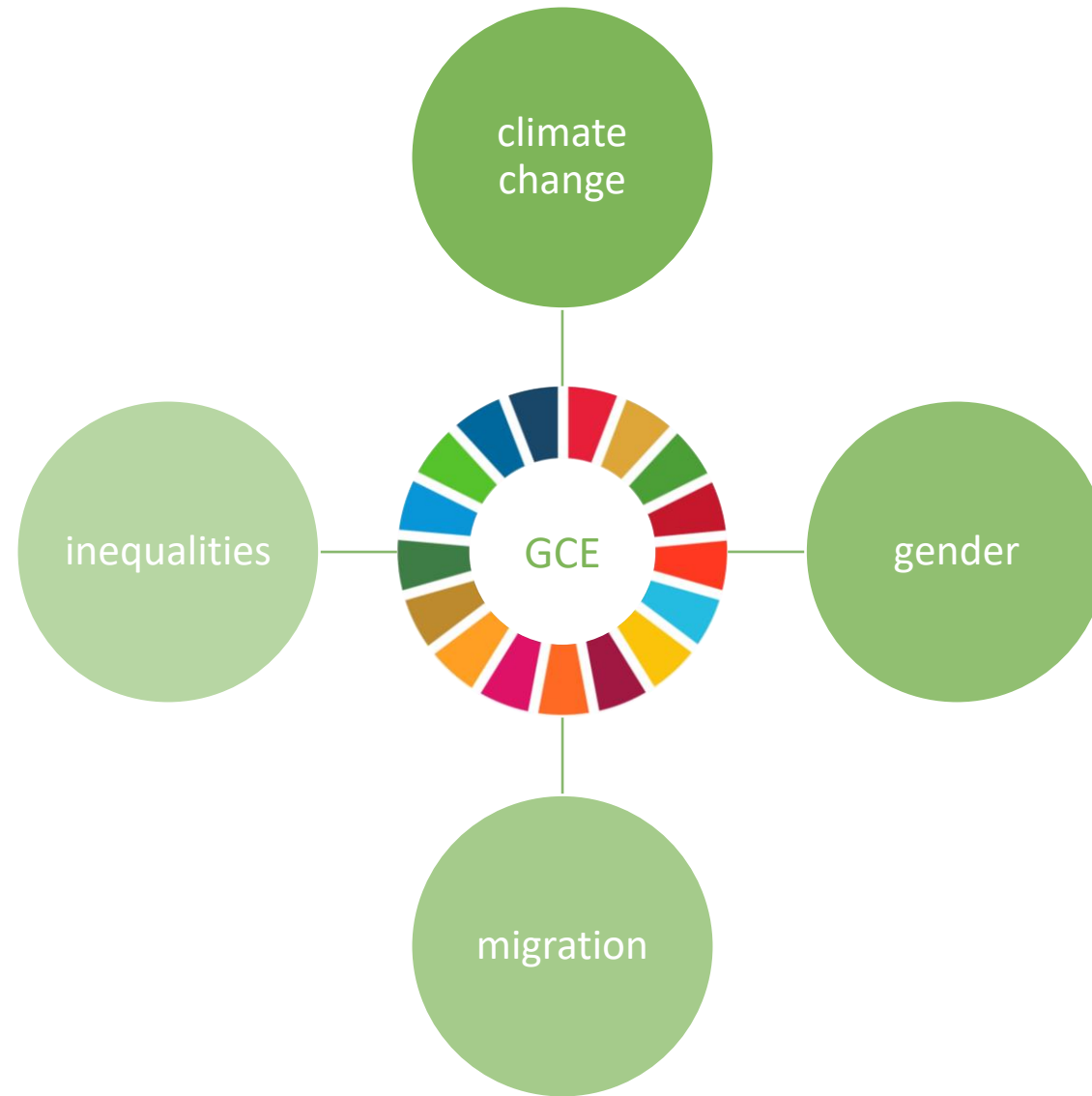
## GUAG General Objective:

To contribute to structurally link formal education to Global Citizenship Education (GCE) and awareness on SDGs

- National level PESTLE/SWOT analysis
- GCE Vision, with key priorities and funding asks

A context for our workshop discussions:

- Workshop 1: student actions
- Workshop 2: whole school approaches
- Workshop 3: teacher capacity building and materials



### Political (COVID-19 highlights only)

- The COVID-19 crisis may lessen governments' focus and resolve on the climate crisis
- The COVID-19 crisis has changed the dynamics of government across a number of European Union member states
- COVID-19 has highlighted and worsened already existing international inequalities
- Lack of political will to invest in long term educational and technological improvements has been made obvious during COVID-19

### Economic (COVID-19 highlights only)

- Increasing cost of COVID-19 education systems will further disadvantage children and young people most likely to be left behind
- COVID-19 will, according to the IMF, lead to the most severe recession since the 1930s, and will result in a world more indebted (especially impacting countries in the Global South)
- COVID-19 is likely to lead to austerity measures across EU countries and beyond
- CSOs and NGOs are facing widespread redundancies because of disrupting to fundraising activities during COVID-19

### Social (COVID-19 highlights only)

- COVID-19 has generated a societal aspiration to 'something bigger' than just meeting of physical needs
- Strong social solidarity evident in Europe in response to COVID-19
- COVID-19 has led to reinvigorated public support for investment in public services
- COVID-19 will further disadvantage children and young people who were also most affected by the 2008 financial/economic crisis
- Intolerant and racist attitudes to newcomer or minority populations have been heightened through stigmatization about the causes and spread of COVID-19, for example through new media platforms

### Environmental (highlights)

- Our climate is at risk of breakdown, with potentially catastrophic consequences for our ecology and humanity
- Decline in water resources is likely to generate a scramble for water with increasing conflicts over access
- There is growing evidence of links between environmental degradation and pandemics
- Global human movement is increasing as a result of the climate crisis
- People are unclear about mitigation/adaptation measures in response to climate breakdown and other environmental issues (what they can do, the effectiveness of individual actions etc)
- COVID-19 lockdowns gave people an opportunity to reconnect with local environments

# Strengths

- SDG 4.7 gives a formal standing to GCE as an SDG target and also as a key enabler of the achievement of the other SDGs
- Policy infrastructure for GCE in the EU has progressed in recent years
- GCE values of justice, equality and solidarity can play a pivotal role during this era of unprecedented change in creating a more equal and sustainable model for the society of the future
- The GUAG project activities are of a high standard
- The GUAG network is strong and interconnected and is an important part of the GCE infrastructure in our countries
- The GUAG project has achieved significant gains in formal education subjects and with some national level donors
- GUAG has provided an opportunity to learn about GCE in other European jurisdictions, to share ideas about what works and to adapt each other's resources for local context

# Weaknesses

- Current funding levels are not adequate to deliver Target 4.7
- There is a lack of coherent, integrated government approach to GCE that reaches across relevant ministries
- GCE is not a high enough strategic priority in our recent government policy agendas
- Lack of state mandated curriculum opportunities mean that GCE is regarded by teachers as 'additional'
- Schools do not provide enough opportunities for democratic experiences/student voice
- Teachers and practitioners are often skilled in GCE pedagogy, but weaker in critical analysis & knowledge, or visa versa
- A lack of substitute teachers is a barrier to teachers engaging in GCE related training
- Public awareness of GCE and the SDGs (and their purpose) is low
- GCE is not well established in the informal and non formal education sectors
- There is not enough focus on GCE action and limited connections to activists/campaigns seeking change consistent with GCE values
- In the GCE sector, there is a high focus on education processes, whilst the applied aspect suffers
- Multiple definitions of GCE create difficulties in terms of communication of clear purpose
- The sector struggles to clearly demonstrate its impact and progress
- High level of dependence on government funding risks excessive state influence and creates financial vulnerability
- A high proportion of GCE staff are on low pay and short term contracts
- A large portion of the time and resources of GCE projects is consumed with meeting the impact measurement requirements of funders
- GCE staff in some of the larger NGOs are peripheral to the core focus and operations of those organisations

Govt policy/support

Formal Ed

Public engagement  
and other sectors

GCE issues

Organization and  
staffing

# Threats

Govt policy/support

- COVID-19 may weaken the international and local commitment to SDGs and to reaching 0.7% ODA/GNI
- Lack of funding hinders the effectiveness of GCE/DE and impairs each country's ability to deliver Target 4.7 and the other SDGs
- Funding for GCE may be linked to political and policy priorities that are inconsistent or in conflict with GCE values and ideas
- The growing awareness of the threat of climate breakdown may result in other GCE issues losing policy/funding focus

Formal Education & public and other sectors

- The number and scale of challenges facing the planet and humanity may lead to despair and disempowerment.
- Societies may respond to COVID-19 by rejecting international solidarity and withdrawing into more insular and nativist ideologies
- Reducing empathy in society for people seen as 'other' or outsiders impairs the key GCE value of solidarity
- Young people are empathetic, but have low engagement in pro-social or civic behaviour

GCE issues

- Lack of clarity and coherence around the measurement of Target 4.7 is problematic



# Opportunities

- Seek a coherent, integrated whole of government approach to GCE
- Leverage the legitimacy provided by Target 4.7 and the role of GCE in delivering all the SDGs
- Lobby to make GCE a strategic priority in government policy agendas and in relevant ministries/funders management and strategic approaches, with clear actions associated with this prioritisation
- Advocate for GCE in key government strategic planning processes
- Develop/strengthen links between GCE, intercultural education, human rights education, education about and for sustainable development etc across subjects/courses, with more investment in building capacity and supporting whole institutional approaches
- Build higher public awareness levels of development issues and GCE
- Capitalize on the sudden move to online learning to migrate GCE topics and resources online
- Rapid political, social & economic change provides opportunities for GCE, in terms of working with policy makers, civil society and social movements (climate, antiracism etc), to be an important actor and agent to challenge unsustainability/unequal models of production/consumption and in the design of a just, equitable and sustainable world
- Increase focus on key cross cutting issues such as climate justice, inequality, risk reduction etc
- Develop/strengthen dialogue and active links with GCE and civil society actors in the Global South
- Scale up civil society's position in GCE
- Develop funding diversification and new sources that share our vision and support our mission

Govt policy/support

Formal Ed

Public engagement  
and other sectors

GCE issues

Organization and  
staffing