

**BOOSTING GLOBAL CITIZENSHIP EDUCATION  
USING DIGITAL STORYTELLING**



**POLICY RECOMMENDATIONS ON  
GLOBAL CITIZENSHIP  
EDUCATION (GCE)**

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## Abstract

This document summarizes the findings from the different piloting experiences at national level gained through the implementation of the [BRIGHTS](#) project methodology as reflected in the *BRIGHTS Project Experimentation Report*, available on the project website.

The final aim is to provide policy recommendations regarding the adoption of Global Citizenship Education (GCE) using digital storytelling technique both at national and European level. The recommendations are based on the project's impact and address:

- (a) firstly educators, trainers and young people (in formal and non-formal educational contexts) and
- (b) at a second level, the educational systems, policy makers and stakeholders.

The results of each piloting experience at national level, as well as the GCE policy-recommendations, aim to contribute to the definition of a European approach to GCE.

## 2. Project Overview

The current global scenario requires education and training institutions and practitioners to assume greater responsibility than ever in helping learners of all ages and backgrounds to develop into informed, critically literate, socially-connected, ethical and engaged global citizens. Nowadays, it is crucial that education gives students the opportunity and competences to reflect and share their own perspective and their role in a globalised society.

Global Citizenship Education (GCE) has been developed in and outside of Europe to address the need to deal with some common everyday challenges. We can say that it employs concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and intercultural education (UNESCO 2014). It enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions and creating links and synergies among them.

The purpose of **BRIGHTS “Boosting Global Citizenship Education using digital storytelling”** project is to promote GCE in formal and non-formal educational contexts in Europe, with the help of Digital Storytelling (DS) techniques.

BRIGHTS’ objectives are:

- To build teachers’ and trainers’ capacity to implement GCE with young people using digital storytelling techniques, and
- To empower young people (13-19 years old) to develop social, civic and intercultural competences as well as critical thinking, media literacy, creativity and digital skills.

BRIGHTS has been implemented in **4 European Countries** (Belgium, Croatia, Greece and Italy) by 7 project partners and directly addressed secondary school teachers and trainers working with young people in formal and non-formal educational settings.

The project adopted a phased approach:

1. In the first phase of the Pilot, the target group composed of teachers and trainers was trained through a **blended course**

- (**MOOC and face-to-face workshops**) on addressing GCE through digital storytelling techniques. Course participants acquired the knowledge needed to meet the global challenges emerging in contemporary society and learned how to engage young people in the production of digital stories on these challenges.
2. In the second phase of the Pilot, teachers and trainers tested the BRIGHTS methodology with young people at risk of marginalisation in schools and in non-formal educational contexts. Young students were engaged in the production of digital stories on GCE topics.

On the policy level, BRIGHTS is raising awareness among policy-makers and the civil society.

The [\*\*BRIGHTS informative kit on Global Citizenship Education for policy makers\*\*](#) has been published in English and all project languages. It aims to equip policymakers with all the necessary knowledge about the role that GCE can play in the contemporary society.

BRIGHTS has also established the first [\*\*European Community on Global Citizenship Education\*\*](#) by involving actors interested in the topic. This is an open group for those willing to support and advocate for the potential adoption of GCE as an inclusive educational methodology in different contexts using digital tools.

All the project results, including a gallery of BRIGHTS [digital stories](#), are available on the project website ([www.brights-project.eu](http://www.brights-project.eu)).

### 3. Overall Assessment of the BRIGHTS Methodology

As stated in the *BRIGHTS Experimentation Report*, the project achieved the objectives set and was generally evaluated positively by its different stakeholders. The BRIGHTS methodology is received as an **innovative and inclusive approach** for education of Global Citizenship, even when working with disadvantaged target groups.

Digital storytelling technique has proven to be perfectly suited to explore Global Citizenship topics. It stimulates participants to:

- do further research;
- approach the information and knowledge from a personal point of view;
- express opinion;
- engage with the topic in a deeper and more critical way;
- be active global citizens.

Teaching GCE through digital storytelling is a methodology where acquisition of thematic knowledge and digital skill are integrated. It is a digital inclusion and media literacy methodology as well as a citizenship education method. It allows teachers or trainers to integrate multiple learning goals. In short, both aspects of the project experimentation phase, GCE and digital storytelling, **turned out to be well suited in the work with young people** and, sometimes, even more effective than traditional teaching.

Before exploring the project impact in each country involved, we summarise our conclusions regarding the use of the methodology.

Concerning the **BRIGHTS MOOC**:

- The tool has proven to be useful in allowing learners to process information at their own pace. The flexibility of remote learning is also much appreciated. At the same time, the MOOC on its own is not considered sufficient; it does not provide the adequate preparation to enable participants to create digital stories with their own group. Therefore, the combination of

online courses and F2F workshops is considered as extremely good.

- Blended learning in general is deemed to be an efficient, low-cost, large-scale format of education and training.
- Most participants already have a high or advanced degree (Bachelor or master's degree). This means that expectations are high, learner seek to obtain more advanced knowledge and have a tendency for life-long learning.

Concerning the **F2F workshops with teachers/trainers and young people**:

- Face-to-face training represented an important added value to the MOOC, as it allowed a direct interaction between tutor and participants. This helped enormously to detect the specific needs and to both give and receive feedback.
- Overall, they were conducted successfully. Unique digital stories have been produced.

However, relevant dropouts during the MOOC and in the following phases have been encountered. The main cause has been identified in the **timeframe**. The end of a school year is a period of increased workload and stress for both teachers and students and this impedes the creation of an environment for creative work in most cases. In each project country, the choice of the implementation period was judged inconvenient and unfortunate.

Another common issue regarding the MOOC was the lack of users' interaction on the platform.

Nevertheless, it is necessary to analyse the impact of the project in each country involved, in order to draw more targeted recommendations.

### 3.1. Belgium

Considering that the GCE promotion in both formal and non-formal educational contexts is the main aim of the project, the situation in Belgium is noteworthy. Compared to the other countries, more



professionals from the **non-formal education sector** enrolled in both the MOOC and the F2F workshops. This shows that in Belgium there is a great interest in GCE topics coming from non-formal training providers.

Participants who enrolled in the MOOC were less enthusiastic than in other countries. They still considered it a good way of learning, but they found it too challenging in terms of time investment. They also found it too theoretical and academic. This is due to the fact that for the main target group of teachers and youth workers, MOOC is still an unknown concept.

Teachers/trainers found that the MOOC and F2F-workshops did not give enough examples of how to work with less motivated students, since they had to deal with a group of less focused and interested youngsters. This is also linked to the tight timeframe, as at the end of the school year there was not enough time to organise the workshops and to establish a proper connection with the youngsters.

However, participants did not experience a lot of technical issues during the workshop due to their high ICT skills of most of the participant and the accessibility to technical equipment.

Moreover, most of the students participating in the project were at risk of marginalization. The workshops started more from the youngster's personal life and from there a connection with GCE topics was easily made and discussions could start and stories were shared..

### 3.2. Croatia

In Croatia, the BRIGHTS methodology had an important impact, as the project was conducted especially in rural areas where young people have less opportunities than others. In these communities, often faced with intolerant behavior, the project methodology has the potential to open dialogues and make a real change.

During the workshops, teachers/trainers encountered mostly **technical problems** as the software used was considered not user-friendly. In some schools/organisations, the lack of required equipment represented a barrier.

Very good feelings have been expressed regarding the MOOC.

In Greece, some concerns arose regarding the potentially small impact that the BRIGHTS project might have in schools, due to the lack of the required equipment.

It is interesting to note that the implementation of the project had a better impact in non-formal education settings, mainly due to logistics reasons.

MOOC was received very positively, while in the F2F workshops teachers/trainers encountered some issue in the production of digital stories and issues related to the use of the software, considered not user-friendly.

Some concerns arose regarding the new GDPR regulations by teachers and trainers.

### 3.4. Italy

In Italy, the digital approach to GCE topics was received positively by the youngsters, who even claimed to prefer it over traditional methods.

Overall, the activities implemented have shown good results. Both the MOOC structure and content seem to be well-designed and the participants expressed satisfaction.

The F2F workshops have been productive, although, like in Greece and Croatia, the production of digital stories was not an easy task. This was due to the fact that teachers/trainers encountered technical problems as the software used was considered not user-friendly. Youngsters found difficult to choose a personal anecdote to be related to one of the GCE topics.

On the side of the teachers/trainers, poor digital skills were noted, and this affected the implementation of the project methodology.

## 4. Policy recommendations

The implementation of the BRIGHTS project has proven to be fruitful and therefore the methodology is suitable for replication elsewhere.

The following recommendations are based on the results of GCE implementation in both formal and non-formal educational settings, as reflected in the *BRIGHTS Experimentation Report*.

- GCE is a multidimensional subject. The combination of experience in multiple backgrounds and **synergies among different actors** (formal and non-formal education and training providers, civil society and grassroots organisations, experts, practitioners, researchers and policy makers) **should be encouraged** to cover extensively all its aspects and achieve high quality education.
- GCE will have big impact in society. All relevant stakeholders have to become aware. Systematic and continuous effort is required in order to keep them informed about the developments in the domain and their possible impact. Policy makers have the responsibility of **raising awareness on GCE** through an organised plan of action, including campaigns and other activities.
- The EU should encourage **exchange of best practices on GCE** in formal and non-formal education.
- GCE can be a factor of change and education and training play a key role. Among all stakeholders, **teachers / trainers and students** serve as the change actors and therefore **must be the primary targets of training activities**. The BRIGHTS project primarily targets exactly those groups, offering an arsenal of training possibilities: MOOC, face to face training, digital content, online community and platform.
- Training programs for GCE practitioners should **include key competences such as searching for new developments and learning how to learn**. GCE is a dynamically evolving subject. Relevant content is published frequently, rendering old content obsolete. Continuous effort is required to keep up-to-date.

- The use of **digital skills in teaching activities should be embedded in the didactics programs of schools**. Especially in Italy it was found that teachers have low digital skills.
- **A well supported community is needed** to ensure high impact and long-time sustainability of results. The BRIGHTS approach (training national tutors who will train teachers / trainers who will train students) ensures scalability of impact. The continuous support of the online community members leads to increased numbers and participation. Trained teachers / tutors and students themselves act as multiplication agents.
- Online learning, in the form of **MOOCs**, should be promoted in formal and non-formal education as an opportunity for efficient, low-cost, large-scale training and education.
- **Practical activities leading to tangible outcomes should be part of the training to increase interest in GCE activities**. Increased interest and participation increase impact and sustainability. The BRIGHTS training focuses on everyday societal issues affected by GCE and offers practical training using Digital Storytelling. In the end, teachers / trainers and students produce real digital stories.
- **Investment in digital technologies and training is needed**. New technologies can become the catalyst of inclusive education. During the BRIGHTS training, teachers / trainers and students are trained in using powerful modern digital technologies in simple ways. These technologies, being mostly visual, allow for a large interaction bandwidth and support the development of digital and 21st century skills.
- **It is advisable to use digital storytelling technique in promoting GCE and to provide specific training on it**. Digital storytelling has proved to be very effective in implementing GCE.
- Young people involved in digital storytelling workshops must have the ability to make informed choices about the use of their work. They should be provided with the information they need to make informed decisions. Teachers/trainers must offer guidance in this decision-making process in a way that protects the dignity and safety of participants. Since the new General Data Protection

Regulation (GDPR) has recently been adopted, **it is important to provide teachers/trainers with the right knowledge on the GDPR requirements.**

- There is a need to **ensure new long-term funding opportunities and instruments** whose goal is to promote GCE in both formal and non-formal education and to stimulate multi-stakeholder and cross-sectoral partnerships.

The following are practical recommendations to training providers for the transferability of the BRIGHTS methodology.

#### 4.1. Recommendations to training providers

- To ensure success of the training it is recommended to **engage an adequate number of stakeholders** interested in using project outcomes. To attract them, project partners applied a combination of techniques e.g. involving associated partners and experts through structured interviews and focus groups, organising project multiplier events, creating an online working group on GCE, organize meetings with policy makers etc.
- It is important **not to underestimate the planning of the training period**. Flexibility is a plus. The end of the school year is strongly discouraged. September/October is considered a more convenient period to start the implementation of the workshops with young people. In formal education, digital storytelling can also be a very good methodology to develop a group dynamic in the classroom at the beginning of the school year.
- **Ensure impact evaluation**. Practices to enable the collection of direct feedback from teachers/trainers and students should be promoted in order to further inform decision-makers to formulate policies in the field. The completion of a post-evaluation questionnaire should be a mandatory step after the training to make sure to receive feedback from the participants.
- **Frequent communication and interaction between users and tutors during online training activities** is highly recommended. There is a need to identify an effective and regular

way of communication fitting users' features and needs. In the BRIGHTS implementation phase, personalised emails to users seemed to be an added value to keep the level of interest high throughout the online course.

- Some **efforts and time should be devoted to the recruitment of training participants**. Specifically regarding the MOOC, it would be advisable to provide the trainees with **detailed information** on what a MOOC is and what time investment is to be expected.
- Teachers/trainers are advised to **start digital storytelling workshops with young people by focusing on personal subjects** (hobbies, dreams etc.) rather than GCE topics. This approach can easily allow young people to make connections between their everyday life and a GCE topic.
- It is advisable to **explore user-friendly video software** in the production of the digital stories during the training.
- **Organising an awards competition for the best digital story** gives youngsters a final goal to look forward to and the right motivation to do a good job. They realise the importance and the wide impact that their work might have.

## 5. Annex I: National policy framework about GCE in the BRIGHTS project countries

As it has been reported in the *BRIGHTS Training Need Analysis*, **Global Citizenship Education (GCE)** it is a practice, which has been developed in Europe and in several non-European countries starting from the need to deal with some common challenges. These include the social, political, environmental and financial crisis, increased migration flows, acts of radical violence and violation of human rights, climate change, to name a few. These "global" problems have led many countries, with different procedures, timing and objectives, to try certain practices and implement certain actions that can be placed under the expression "Global Citizenship Education". GCE is an extremely relevant topic for Europe as already pointed out in the research phase of the BRIGHTS project resulting in the abovementioned BRIGHTS Training Need Analysis.

The current global scenario, as it has been depicted above, requires

- 1) Education and training institutions and practitioners (i.e. educators themselves) to assume greater responsibility than ever to prepare everyone for the global challengers.
- 2) Education and training policies to provide **the necessary framework and support** to enable those educational institutions and practitioners to live up to this challenge.

In the "***Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education***" (also known as the **Paris Declaration**) adopted in March 2015 by the Education Ministers and the EC, it is stated that: "*the primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society*". The concrete policy objectives identified in the Paris Declaration for the mobilisation of the education sector at European, national, regional and local level are clearly anchored in the "**New**



**priorities for European cooperation on education and training” (ET2020)**, and were adopted in November 2015.

The BRIGHTS activities and results, including the training course on GCE for teachers, trainers and young people and the European Online Community on GCE, contributed to the development of the national policies on enhancing GCE in accordance with the objectives of the Paris Declaration.

### 5.1. National policy developments about GCE in the BRIGHTS project countries

In the leaflet produced by Eurydice Network “**Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015**” (EACEA, 2015), there is evidence that policies contributing to the objectives of the Paris Declaration to various degrees are in place in all countries.

The types of policies that were developed since the Paris Declaration – both those already implemented as well as those still under discussion – are varied. They include national strategies or action plans, new regulations or changes to existing regulations (e.g. national curricula), large scale programmes or projects, as well as the setting up of new expert groups or specialised bodies.

As it has been stated in study “**Global Citizenship Education in Europe: how much do we care?**” conducted by CONCORD, formal and non-formal learning are the two main ways to deliver GCE.

GCE being part of the **formal education** process can ensure its systemic implementation and sustainability.

GCE is part of the national curriculum at each level of education in nearly all European countries.

However, GCE is not a traditional school subject acknowledged consistently as a topic on its own right, but it is usually linked to many subjects across the whole curriculum. As a result, citizenship education has not been integrated into national curricula in the same way as traditional subjects.

According to Eurydice report “**Citizenship Education at School in Europe 2017**”, across European countries three main approaches



are used in general education for integrating GCE in national curricula:

1. **GCE as a separate subject:** GCE objectives, content and learning outcomes are contained within a distinct subject primarily dedicated to citizenship;
2. **GCE integrated into other subjects:** GCE objectives, content and learning outcomes are included within the curriculum of wider compulsory subject or learning areas, often concerned with the humanities/social sciences;
3. **GCE as a cross-curricular theme:** GCE objectives, content and learning outcomes are designated as being transversal across the curriculum and all teachers share responsibility for delivery.

Moreover, when taking into account the implementation of GCE in formal settings, we should consider not only the place of GCE in the national curriculum, but also the critical role of teachers in delivering a quality GCE, emphasising both their preparedness and resource availability. It is important to stress that even if GCE subjects are included in the national curriculum, how they are taught is also important. The teacher is the person who “activates and unlocks” concepts existing only on paper.

With regard to teachers’ training, the leaflet produced by Eurydice Network states that, when analysing the aspects of education systems covered by the policy developments related to the objectives of the Paris Declaration, it becomes evident that almost all countries with developments since March 2015 cover “Initial teacher education (ITE) and continuing professional developments (CPD)”.

With regard to resource availability, the NESET II report “**Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU**” (2016) mentions the need of promoting the use of educational materials that deal with migrant histories and that can lead to a better understanding of the experiences of migrants. This aspect is particularly relevant for the European countries that are hosting a huge number of newly arrived migrants, such as Italy and Greece as well as for countries, like Croatia, that are on the Balkan migrant route and for those with increased percentage of migrant population,

such as Belgium. This aspect has been proven in the BRIGHTS project by the fact that three of the four digital stories which have been qualified as national winner stories address the problem of migration and related issues.

In **non-formal education**, NGOs and civil society have a large role and influence as to whether GCE topics are included in teacher training (Bourn, 2017). They are indeed actively engaged in teacher training and put GCE on their educational agenda.

As it has already been mentioned before, the BRIGHTS project aims to promote GCE in both formal and non-formal Educational contexts in Europe. Therefore, the project has been implemented in both contexts.

It is interesting to delve into the policy framework of each country involved in the BRIGHTS project. The Eurydice report "**Citizenship Education at School in Europe 2017**", provides a comprehensive picture of GCE delivery in school in Europe and has been taken into account for this comparative analysis as well as the already mentioned study "**Global Citizenship Education in Europe: how much do we care?**" conducted by CONCORD on the level of investment in GCE by national governments between the years 2011 and 2015.

## **BELGIUM**

In **Belgium**, where education is a regional matter, it is important to make a distinction between BE – French Community, BE – Flemish Community and BE – German Community.

- In BE – French Community: since 2017/18 a compulsory separate subject has been taught in schools that offers a choice between different courses in religion and moral studies at secondary level. In the other schools, 'philosophy and citizenship education' which could be developed to include GCE, must be acquired through all subjects.
- In BE – Flemish Community: Citizenship Education is integrated into other compulsory subjects in primary school and it is taught as a cross-curricular theme at secondary level. However, the practical implementation of objectives related to

citizenship education (e.g. taking responsibility, showing respect, being critical, etc.) is determined at school level.

- In BE – German Community: the integrated approach is combined with some teaching as a cross-curricular theme.

Both BE – French and German Communities offer the subjects ethics and/or religious education, which integrate elements of citizenship education, as core curriculum options throughout the whole general education pathway.

In BE – French Community, a teacher specialisation in citizenship education has been introduced as well. Teachers specialised in GCE can facilitate its provision as separate subject as well as support knowledge and capacity building in the school, in particular by helping non-specialists to teach the subject.

In general, in Belgium aspects of GCE are present in ITE and CPD.

It is also emphasised the country's involvement in providing teaching materials. They are developed through both NGO programs and the "official program for GCE in formal education" but are used for both formal and non-formal education.

In non-formal education, an active role has been carried out by those development NGOs accredited by the Ministry of Development Cooperation which is co-financing a large number of educational projects and programmes for development that are being implemented. **Annoncer la Couleur/Kleur Bekennen** (Speaking Out), respectively the French and Flemish speaking government organisations working around GCE, is an educational programme designed to promote and support worldwide training and world citizenship for young people. Speaking Out helps teachers and youth trainers to gain a critical understanding (skills, values and attitudes) of globalisation processes and global development issues.

Significantly, both national, regional and local-level investment is perceived to be greater than the international (European) funding and this indicates a strong level of NGO involvement in GCE policy processes.

It is interesting to notice that austerity measures have had a negative impact on GCE investment. Conversely, concerns regarding

radicalisation due to national terrorist attacks, the perceived international issue of migration, have had a positive effect on GCE investment in the country.

### **CROATIA**

According to the **Croatian** law, teachers are obliged to implement activities in their curricula, aimed at education of youth about citizenship. Consequently, whereas GCE is taught as a cross-curricular theme in both primary and lower secondary level, recently it has been introduced as a compulsory separate subject in upper secondary level without being integrated into other compulsory subjects.

However, in the study conducted by CONCORD, it has been pointed out the lack of strategy and funding regarding GCE programmes on the part of governmental entities.

This has an impact on NGOs activities. In non-formal education, there are several actors (NGOs, CSOs, libraries, etc.) which work at local, regional, and national levels and carry out activities aimed at promoting citizenship, human rights, multiculturalism, etc. For example, **Centre for Peace Studies** has been engaged in Civic Education (CE). During the last five years they have been active in the area of GCE within the GOOD Initiative (The Initiative for the Introduction of Systematic and Quality Education for Human Rights and Democratic Society). The goal of the Initiative is the quality introduction of CE into formal education in Croatia.

In addition to these organisations, the CONCORD report states that the church and right-wing organisations are listed as having mid-level influence, protesting and negatively impacting attempts to introduce civic education into the curriculum.

Although NGOs are perceived as the most significant investors and actors in GCE delivery in the country, they are described as having low-level influence since their recommendations have “mostly been ignored by institutions.”

In short, the lack of long-term, systematic financial support from the government is one of the main obstacles to GCE in Croatia.

## GREECE

In **Greece**, in formal education, GCE is delivered through a cross-curricular theme approach. However, the latter is combined with the compulsory separate subject at upper secondary level.

GCE is also included in teachers' continuing professional developments (CPD).

The Ministry of Education has approved the introduction of "some" NGO-led programmes in schools. Action Aid, Fair Trade Hellas, and WWF Hellas are examples of NGOs involved in these projects.

Regarding GCE delivery through non-formal education, NGO-led GCE activities and campaigns aimed at both adults and young people have been carried out in Greece.

One of the most important realities in Greece is **AIESEC** an NGO for youth. It consists of 128 member-committees administered by youth from all over the world. Each committee manages and implements projects for youth with the contribution of thousands of partner-institutions all over the world. These projects give the opportunity to young people to work on a volunteer basis all over the world.

However, a low level of NGO involvement in all stages of GCE policy processes has been encountered as well as no national public funding has been provided to GCE delivery in Greece where the EU is perceived as the only and, therefore, most significant investor. The government's lack of financial support has been linked to the public spending cuts following the 2008 financial crisis.

## ITALY

In **Italy**, curriculum reforms have been initiated by the Ministers of Education. **Law 107** was passed by the Italian Parliament **on 13 July 2015**. It emphasises the importance of citizenship education and the acquisition of social and civic competences throughout education. Specific areas addressed by this law include citizenship curricula that have objectives not only in terms of the knowledge students should acquire, but also in terms of the skills, attitudes and values to be developed.

In formal education, GCE is included within the curriculum of wider compulsory subjects. This integrated approach is combined with the cross-curricular theme where GCE delivery is transversal across the curriculum and is used throughout the whole education pathway.

Moreover, teachers are provided with guidance materials and other types of resources to support the teaching and learning of citizenship education in the classroom.

Concerning other formal education programmes, it is worth to mention the “Competences and Learning Environments” a program of the Ministry of Education (2014-2020) relating to the promotion of GCE, which aims to develop “social and civic competences, covered by the broader concept of promoting global citizenship, in order to form conscious and responsible citizens in a modern connected and interdependent society.”

In non-formal education, there is a high level of NGOs involvement in most GCE policy processes, primarily in the agenda setting and consultation regarding the ongoing development and implementation of a National Strategy for GCE.

Regarding the wider political context for GCE investment in Italy, the 2010 **DE Watch Report** highlighted the significant negative impact of the change of in 2008 on funding and the governmental approach to GCE more generally (Krause, European Development. Education Monitoring Report: “DE Watch” 2010), and it should be noted that the country experienced multiple changes of government during the period of 2011 and 2015.

## Conclusions

The overall picture that can be drawn from the analysis carried out in the previous paragraphs, shows how since the Paris Declaration in 2015, progresses in promoting GCE in formal and non-formal contexts have been made in each project country.

However, more efforts and a better coordination between national governments and the activities implemented by NGOs could be envisaged, especially in those countries where GCE is less present such as Croatia and Greece.



In this context the BRIGHTS project seems perfectly in line with the above-mentioned policies and contributes to further develop education and training policies with the main aim of fostering GCE into formal and non-formal settings.

The project results have been gathered in the ***Final Experimentation Report*** which contains data from each project country. These results have the potential to reinforce the implementation of the actions foreseen in the national action plans.

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