

Curriculum case studies

Case Study #1:

At the second stage of primary education (ISCED 2; ages 12–15), Geography is a compulsory subject taught for 240–280 hours over four years (Grades 6–9).

According to the national curriculum, Geography “enables pupils to understand the world in a spatial context—from local to global levels—and supports responsible spatial decision-making and active citizenship.” It addresses contemporary societal and environmental challenges, including natural risks, resource limitations, social inequalities, conflicts, and sustainability. (RVP, 2025:96)

Case Study #2:

Civic Education, compulsory at the second stage of primary education (ISCED 2; ages 12–15), is allocated 160 hours over four years (Grades 6–9).

The curriculum specifies that the subject “develops understanding of society in its diversity and broader contexts, fostering critical and proactive engagement with events and information at local to global levels.”

Together with History, Civic Education constitutes the educational area People and Society, which aims to develop competencies for democratic participation, equality, respect for diversity, and value-based reasoning. (RVP, 2025:93)

Case Study #3:

History, a compulsory subject at the same educational stage (ISCED 2; ages 12–15), is taught for 320 hours over four years (Grades 6–9).

It “develops pupils’ historical thinking and inquiry skills through engagement with historical sources,” emphasizing that history “is not about repeating conclusions but about formulating and addressing key questions concerning causes, consequences, and human experiences.” (RVP, 2025:90)

Main findings Climate Change

- Across subjects, findings reveal clear strengths and persistent gaps in learning outcomes.
- **Civic Education** effectively fosters values, empathy, and active engagement.
- **Geography** provides a solid scientific and systemic understanding of climate change.
- **History** contributes to contextual understanding migration over time – types and processes, causes of migration in different contexts assessing the benefits and challenges (LO1, LO2, LO6).
- However, governance, policy, and global-local interactions (LO3) are insufficiently represented, and critical reflection on a range of values and beliefs (LO5) is underdeveloped in Geography and History. Opportunities for active engagement and assessment the benefits and challenges of individual and collective action (LO6–7) are also limited.
- Addressing these gaps could enhance **interdisciplinary learning**, strengthen **key competencies** (Citizenship and Sustainability), and support **cross-curricular themes** such as Sustainable Environment and Society for All.

Main findings Gender inequality

- **Civic Education** provides the most comprehensive coverage of gender equality learning outcomes, particularly in empathy, critical reflection, and practical engagement.
- **History** addresses gender roles and historical examples (LOs 1, 2, 3, 6), yet demonstrates significant gaps in global governance, critical reflection, and active participation.
- **Geography** gives minimal explicit attention to gender equality, though it holds potential to incorporate gender-based case studies, global inequalities, and local-global interconnections.
- **Cross-curricular themes and key competencies** establish a supportive framework; however, coordinated, cross-disciplinary approaches are necessary to promote systematic integration of gender equality across all educational subjects and practices.

Main findings International inequality

- **Civic Education** demonstrates strong and balanced coverage of empathy, critical reflection, and practical engagement (LO4, LO5, LO7), and moderately addresses root causes and consequences of inequality (LO2) and aspects global governance (LO3).
- **Geography** shares these strengths through cross-curricular themes, though it provides limited attention to measuring inequality (LO1) and assessing the benefits and challenges of individual and collective action (LO6).
- **History** provides weaker explicit coverage; empathy is addressed indirectly, and historical contexts offer partial insight into inequality (LO2). Measurement, governance, critical reflection, and engagement (LO1, LO3, LO5–7) remain insufficiently addressed, indicating a need for stronger interdisciplinary coherence and alignment across subjects.
- **Cross-curricular themes**, including Society for All and Sustainable Environment, alongside **key competencies**, offer a supportive framework across all subjects.

Main findings Migration

- **Geography** and **Civic Education** provide the strongest coverage of migration, particularly in practical engagement (LO7) and understanding contemporary migration patterns (LO1, LO6).
- **History** contributes to contextual understanding migration over time – types and processes, causes of migration in different contexts assessing the benefits and challenges (LO1, LO2, LO6).
- Gaps include LO1 (types/processes), underrepresented in Civic Education, and LO3 (empathy/solidarity), LO4 (governance), and LO5 (critical reflection), which are weaker or absent in History.
- **Cross-curricular themes** (Society for All and Sustainable Environment) and **key competencies**, offer a supportive framework across all subjects; nevertheless, more coordinated, greater interdisciplinary coordination is essential to deepen understanding, enhance empathy, and foster active engagement with migration-related global issues.

Conclusion and recommendations for education stakeholders

1. It is recommended that all Teaching and Learning Units (TLUs) and related materials for teachers be developed in full alignment with the national curriculum to ensure coherence, practical applicability, and time efficiency. (Note: The revised Framework Educational Programme—FEP—was introduced in January 2025 and will be mandatory for Grades 1 and 6 from September 2027.)
2. In response to the revised FEP, learning outcomes of the TLUs/lessons should correspond to the compulsory Expected Learning Outcomes (ELOs). These lessons may be implemented across Geography, Civic Education, and History. It is recommended that TLUs explicitly highlight these curricular connections to support teachers in recognising and applying them effectively.
3. As the new FEP also emphasises key competences and cross-curricular themes, TLUs should aim to include both subject-specific ELOs and those fostering active citizenship and global awareness (ELOs of key competences and cross-curricular themes). Given that schools decide how these outcomes are addressed, integrating them into the 4 Big Ideas framework and all the TLUs within the GET project is strongly encouraged.
4. The integration of global themes into education is not solely a matter of curricular design but also of communication with teachers and sustained pedagogical support. It will therefore be essential to invest in the systematic professional development of educators, to provide them with robust methodological resources, and to foster platforms for the exchange of best practices.

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