

# The State of Global Education in Europe 2019





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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

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## Abbreviations & Acronyms

ADA	Austrian Development Agency
AECID	Spanish Agency for International Development Cooperation
AFD	Agence Française de Développement
APOSO	Agency for Pre-primary, Elementary and Secondary Education
ASPnet	Associated Schools Project Network (UNESCO)
BMZ	Federal Ministry for Economic Cooperation and Development
CoE	Council of Europe
CCLG	Connecting Classrooms through Global Learning
CICID	Inter-ministerial Committee for International Cooperation and Development
CITIM	Centre d'information Tiers Monde
CONCORD	European Confederation of Relief and Development NGOs
CRS	Creditor Reporting System (OECD)
CSO	Civil Society Organisation
CZK	Czech Koruna (currency)
DE	Development Education
DEAR	Development Education and Awareness Raising
EC	European Community
EDUFI	Education Finland – the Finnish National Agency for Education
ESD	Education for Sustainable Development
EU	European Union
GCE/GCED	Global Citizenship Education
GDE	Global Development Education
GE	Global Education
GLP	Global Learning Programme
GNI	Gross National Income
IEA	International Association for the Evaluation of Educational Achievement
ICCS	International Civic and Citizenship Study
MER	Ministry of Education and Research
MFA	Ministry of Foreign Affairs
MFEA	Ministry of Foreign and European Affairs
MOE	Ministry of Education
MOES	Ministry of Education and Science
NCE	National Centre for Education
NGO	Non-Governmental Organisation

NOK	Norwegian Krone (currency)
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
OECD DAC	Development Assistance Committee
PLN	Polish Zloty (currency)
PVE	Prevention of Violent Extremism
RORG	RammeavtaleORGanisasjon
SAIDC	Slovak Agency for International Development Co-operation
SDGs	Sustainable Development Goals
UN	United Nations
UNA	United Nations Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USD	United States Dollars (currency)

## Acknowledgements

This fourth edition of the State of Global Education in Europe has been developed to provide an updated account of current key issues, policy priorities, funding trends and activities in Global Education in Europe, among the Ministries and Agencies that participate in GENE.

As with previous editions, the report draws on the information provided by GENE participants – Ministries of Foreign Affairs and Ministries of Education, as well as their respective agencies, along with a small number of other bodies with responsibility for co-ordination of Global Education at national level. GENE participants submit country reports to the network every six months in connection with GENE Roundtables. The country reports provide information about policy priorities, conceptual debates, funding and key current issues in the field of Global Education among policymakers in Europe.

Our sincere thanks and appreciation are due to all GENE participating organisations for allowing us to learn from, analyse and share what they do, and for continuing to engage and learn with and from each other through GENE. We are also grateful to Dr Celina del Felice for the contributions to Chapters 1 and 2.

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Head of Peer Review and Research  
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## Introduction

This fourth edition of the State of Global Education offers insights into current policy issues in Global Education that have emerged from the work of policymakers working at national level across Europe. Based on their work in funding, support, policy-making and coordination of strategy and provision, the report examines in some detail the issues that emerge for policy and for practice in Global Education in European countries; and also examines levels of funding for Global Education at national level in Europe.

The information contained in this report comes from the self-reporting mechanism used by those Ministries and Agencies that participate in GENE, and that provide national reports to GENE Roundtables. These Roundtables take place twice a year, in Spring and Autumn. The reports used for this edition of the State of Global Education in Europe pertain to 2018 and early 2019.

Since 2001, GENE has provided a space for policymakers to gather in a multi-lateral, policy learning network dedicated to the increase and improvement of Global Education at national level throughout Europe, and at pan-European level. Policy-makers gather to identify common issues and themes, to discuss matters of improvement and increase, of success and failure, of progress and challenges, in an atmosphere that is conducive to policy learning.<sup>1</sup> These multi-lateral, inter-ministerial Roundtables, which operate according to the Chatham House rule, include a dedicated space for the delivery of national reports. This reporting mechanism, which has a comparative frame, also allows for the critical reflection of policymakers on their own practice and the practice of peers. Roundtables take place twice per year, and each Roundtable is accompanied by a compendium of national reports including summary country updates.

GENE Roundtables include most, but not all countries in Europe, as GENE has always maintained a policy of slow, incremental growth (adding a very few new countries and their Ministries or Agencies every year). In 2018 four new countries started to participate in GENE in 2018: Bosnia and Herzegovina, Bulgaria, Montenegro and Serbia.<sup>2</sup> GENE currently welcomes participation from Ministries of Foreign Affairs and of Development Cooperation and their Agencies; and Ministries of Education and their Agencies – in sum, those ministries or agencies with primary responsibility at national level for Global Education policy, funding, coordination and/or support. In 2018 GENE Roundtables involved over 40 Ministries and Agencies from 25 countries. GENE is

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1 The process of Roundtable policy learning was originally informed by the work of Professor Peter Nedergaard, who researched the effectiveness of policy learning in the Nordic Council and later in European Commission policymaker fora (see for example Peter Nedergaard (2009) Policy Learning Processes in International Committees, Public Management Review, 11:1, 23-37, DOI: 10.1080/14719030802490011. GENE is currently engaged, with Professor Nedergaard, in further comparative research on the nature of policy learning in such fora.

2 See Appendix I for a full list of agencies and countries participating in 2018.

growing incrementally, year on year, to eventually include all countries in Europe, and to involve key policymakers in all the relevant Ministries and Agencies responsible for Global Education, in line with its mission: working towards the day when all people in Europe, in solidarity with people globally, will have access to quality Global Education.

As with previous editions of the State of Global Education in Europe, this report draws on the information contained in national reports and summary updates submitted at Roundtables. They are internal papers and are treated confidentially. GENE uses these reports to compile and analyse information, and then augments and verifies with other sources. GENE also seeks formal permission from participating Ministries and Agencies before publishing any content.<sup>3</sup> We are grateful to the Ministries, Agencies and other co-ordinating bodies that participate in GENE for providing regular updates on the situation in their countries regarding Global Education, and for giving GENE permission to publish some of that information in this report.

The information contained in national reports are used during GENE Roundtables to enable policymakers to learn from one another, and to be inspired by examples of good practice in policymaking, strategy-development, sector-wide approaches, funding strategies and mechanisms, coordination, support and evaluation. The discussion of national reports also leads to participatory processes of issue-identification, as policymakers identify together cross-cutting and cross-border issues that affect the work of increasing and improving Global Education at national level. So, the issues that are contained in these pages are those identified by policymakers as the most important at national level, as well as the issues that are common across national boundaries.

There are two things worth pointing out regarding the delineation and limits of this report. Firstly, GENE is a network of policymakers, and only policymakers. So, the issues and themes identified are policy issues. Secondly, while exclusively policy-focused, the approach taken to identify these issues is a bottom-up approach; these are the most important issues identified at national level. While some of these are pan-European, and while it is crucial that a holistic, pan-European approach is developed in response, nevertheless, they are primarily issues affecting national policymakers and national policy in the field. We hope the report will be useful to all stakeholders, and encourage critical reflection, feedback and augmentation of the information contained herein from other stakeholders, particularly CSOs, Local and Regional Authorities, Youth organisations, researchers and others engaged in the practice, theory and policy of Global Education.

That being said, the process of identification of cross-cutting issues, and the information contained in the national reports, and now presented in this report, do allow for some very focused analysis of issues crucial to the improvement and increase of GE at national level throughout Europe.

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3 The information from country updates used in this report with regard to particular countries has been reviewed for accuracy and approved for publication by GENE participants. In addition to information from GENE participants, we have included data from organisations such as the OECD and a small number of other key sources.

In this report you will find:

- A detailed introduction to the process of identification of themes, and an elaboration of the main issues of importance to GE policymaking in Europe throughout 2018 and into 2019.
- An elaboration of information on a number of areas of focus, identified as crucial by policymakers, including reports on developments in a number of countries in the following areas:
  - GE in curriculum reform
  - Multi-stakeholder and inter-ministerial coordination for GE
  - National strategies in GE and related areas
  - GE and the SDGs
  - Evaluation and assessment
  - Concepts and terminology in GE: moving forward together.
- A “deep dive” into levels of funding for Global Education and DEAR at national level.

The final section of the report contains brief highlights that give a flavour, country by country, of the joys and sorrows; the blood, sweat and tears; the policy and provision and good practice examples; the accomplishments and the policy learning that Ministries and Agencies share with one another and have given us permission to share with the readership of the State of Global Education 2019.

Liam Wegimont  
Director  
GENE

December 2019

# Chapter 1

## Contexts and cross-cutting issues in Global Education

### 1.1 Introduction

This chapter provides an overview of the main themes that were high on the agenda of GENE participating countries during 2018 and into 2019. It introduces the general policy landscape, and then looks at some specific cross-cutting themes that arose from policy and practice and that were identified in 2018 and early 2019 by Ministries and Agencies. The information contained in this chapter is primarily based on the national reports submitted by GENE participants in the context of GENE Roundtables (38 and 39) during 2018, with financial information also from reporting in 2019, supplemented with additional research to contextualise country-specific information.

### 1.2 Political trends and drivers

#### 1.2.1 Extreme ideas and continued shift to the right

The political context and national policy priorities in European countries provide the backdrop for national Global Education policies and activities. A continuing trend in the political landscape in Europe during 2018 and into 2019 was the increase in votes for parties with more narrowly nationalist agendas. At the same time in the public opinion context, support for international development efforts were high (Eurobarometer), while xenophobic and populist tendencies were simultaneously on the rise (Council of Europe, 2018). While the forms of and reasons for these developments are specific to different national contexts, the common overall tendency is that politics became more fragmented and more extreme ideas gained influence. In some countries, anti-establishment, anti-EU or anti-immigration parties gained more support and in others, they became part of legislative and executive institutions or remained in power.

#### 1.2.2 Greta and #MeToo

During 2018, activism among several population groups increased in Europe as well as globally, particularly in the areas of environmental sustainability and gender equality. Both topics have featured in Global Education policy and practice for many years, but in 2018 they emerged more starkly in media, public opinion and debates. Action on climate change took the form of a global wave of activism, particularly among secondary school

students, inspired by the initiative of the 16-year-old Swedish student, Greta Thunberg, who decided to start a “School strike for the climate” outside the Swedish parliament. This sparked a youth-led European and global movement for climate action and environmental sustainability. In the area of gender equality, women all over the world raised their voices to end discrimination and harassment through campaigns and actions that were evidenced in mainstream and social media through the #MeToo movement which became #QuellaVoltaChe (“that time when”) in Italy, or #YoTambien in Spain, to name but a few.

### 1.2.3 Truth and trust

More extreme ideas continued to spread via social media and there was growing concern regarding the phenomenon of news manipulation and of the unchecked spread of false information. For example, in the 2018 Special Eurobarometer survey on Democracy and Elections, respondents most often stated that they were concerned about elections being manipulated through cyberattacks (61%), foreign actors and criminal groups influencing elections covertly (59%), the final result of an election being manipulated (56%) or votes being bought or sold (55%)<sup>4</sup>. Some of these concerns featured in discussions and in country reports from GENE participants during 2018, with a stronger focus on both digitalisation and media literacy within GE at national level.<sup>5</sup>

## 1.3 Global Education responses – celebrating diversity and human rights

Living together in diverse societies remains a challenge and there are both reasons for concern and reasons to be hopeful. We find hope in specific initiatives that celebrate diversity, or which aim, for example, to build on the skills of refugees (see the European Qualifications Passport for Refugees in the box below), and also in more mainstream fora such as when the French (male) soccer team – led by many first and second-generation immigrants - won the World Cup in 2018. The celebrations highlighted the importance of teamwork and togetherness, and one of the players, Blaise Matuidi, said: “The diversity in this team is in the image of our beautiful country. We proudly represent France. For us, that’s superb”.<sup>6</sup>

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4 Special Eurobarometer 477 - September 2018, Democracy and elections - Summary, <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/ResultDoc/download/DocumentKy/84538> (accessed 12 Jan 2020)

5 Though in Global Education these foci are not new: the former having been an area of concern within GE policy and practice for at least two decades, the latter for at least 35 years.

6 Robins-Early, N. and Clavel, G. (2018) For First Time In 20 Years, No French Political Party Attacked The National Team’s Diversity, Huffpost.com, 16 July 2018.

### Fig.1: European qualifications passport for refugees

Several GENE participants have reported on their work with refugees and GE projects, and also on how they recognise and value the skills and qualifications of refugees who lack documentation. An example of such work is a project reported by Greece, developed in collaboration with several other countries and the Council of Europe, which aims to enable the recognition of qualifications held by refugees obtained outside European countries.

The project assesses the person's higher education qualifications. It is based both on any available documentation, as well as on structured interviews and online technologies. The initiative also presents information on the applicant's work experience and language proficiency. The resulting document provides a background picture and information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, including for those who cannot fully document their qualifications.

This project ran as a pilot in 2017, and then became an established project running from 2018-2020. Partners include the Greek Ministry of Education, Research and Religious Affairs, the Italian Ministry of Education, Universities and Research, the Conference of University Rectors of Italy, the Norwegian Ministry of Education and Research, the Government of Flanders, Belgium and qualification recognition centres in Armenia, Canada, France, Germany, Greece, Italy, the Netherlands, Norway and the UK. The UNHCR Representation in Greece and the UNHCR Representation in Strasbourg also support the project.

For more information, please visit:

<https://www.coe.int/en/web/education/recognition-of-refugees-qualifications> (accessed 20 Oct 2019)

Though almost all actions reported to GENE adopt a human rights and holistic approach to Global Education, some trends are more explicit than others. The recognition of diversity as a resource and the promotion of equality ran like a thread through the Global Education work among GENE participants during 2018. Countries reported on work to mainstream tolerance and respect and the celebration of diversity in multicultural societies as a focus both in formal and non-formal education. For example, in Belgium, efforts were made to involve diaspora communities in Global Education. In Cyprus, the Ministry of Education, Culture, Sport and Youth continued to promote a culture of peace and non-violence. In Finland, resources were developed to help prevent radicalisation and violent extremism, while Greece continued to work on the integration and education of children of migrant background.

Related to the theme of diversity, there were several initiatives that aimed to promote equality from a GE perspective. For example, Estonian NGO Mondo started a two-year project with a thematic focus on women's and children's rights, while the Finnish National Agency for Education published a guide for secondary education institutions to support the implementation of equality principles in everyday school life. Belgium and Greece also undertook efforts not only to raise awareness of gender equality, but to bolster gender mainstreaming across Global Education initiatives. Belgian CSOs developed a charter and a best practice guide to mainstreaming gender in Global Education, while Greece developed a Guide to Gender Mainstreaming in Education. Along with these trends, country reports frequently linked national policy and activities with global social justice dimensions, poverty eradication, and growing and persisting inequalities both within countries as well as between countries of the "Global North" and the "Global South".

### **Fig.2: Gender mainstreaming in Greece**

*A Guide to Gender Mainstreaming* in curricula and educational material was designed and published in February 2018 in Greece. The Institute of Educational Policy also aims to strengthen the gender perspective in education through teacher training and revisions of the curricula.

The Co-operation Agreement between the Ministry of Education, Research and Religious Affairs and the General Secretariat for Gender Equality on gender issues was implemented by the Institute of Educational Policy. In addition, with the cooperation of the Ministry of Education and the General Secretariat for Gender Equality, several awareness raising campaigns for gender mainstreaming in education were carried out in many cities in the country.

In a multi-dimensional and sometimes contradictory context of political realities, activism and international solidarity, Ministries and Agencies participating in GENE approached their work in Global Education strategically, based on their own national situations. In the following chapter, we delve deeper into some core work, commonalities and developments in European countries, with a selection of themes from national Global Education policy in European countries.

## Chapter 2

# Delving deeper: Global Education policy themes at national level

### 2.1 Introduction

Each year, Ministries of Foreign Affairs, Ministries of Education and their agencies engage with each other, and with a range of specialised agencies and non-governmental actors around Global Education in their countries and at European level. From the wealth of this work and among the many issues covered in country reports submitted to GENE, the following trends and themes from the national level are highlighted in this report:

- Global Education in curriculum reform
- Inter-ministerial co-operation and multi-stakeholder engagement
- National strategies
- Global Education and the Sustainable Development Goals
- Evaluation and assessment in GE
- Conceptual developments and terminology

### 2.2 Global Education in curriculum reform

Several countries reported on their national processes of curriculum reform during 2018, and especially on efforts to strengthen the global education dimension within emerging curricula. This was particularly evident in countries that reported for the first time during 2018, for example *Bosnia and Herzegovina*. Here, the Agency for Pre-primary, Elementary and Secondary Education (APOS) developed a Common Core Curriculum for the subject “Democracy and Human Rights” with a focus putting on global learning outcomes at the heart of curricula.

*Austria* and *Germany* organised a joint learning event at which the German agency Engagement Global presented the German Curriculum Framework on “Education for Sustainable Development: its genesis, structural context and the implementation and integration into the German education system”. Twenty-two stakeholders from the Austrian Development Agency, the Austrian Ministry of Education (including those responsible for cross-curricular matters and for Austria’s own upcoming curriculum reform, as well as those responsible for the development of an Austrian Reference Framework for School Quality), the Austrian Global Learning Strategy Group and the Advisory Committee on Transformative Education at the National Commission for UNESCO took part. The inspiring

German example encouraged the participants to discuss options and ways of creating an Austrian framework for the purpose of implementing of SDG target 4.7 into the formal education system. There was consensus among the participating experts and researchers that a practice-oriented framework was desirable.

In **Finland**, the National Agency for Education (EDUFI) is preparing a new core curriculum for senior secondary education, with implementation set for autumn 2021. The Agency is using this as an opportunity to strengthen its work for Agenda 2030 and Global Education in senior secondary schools.

In **Montenegro**, the new curricula in VET schools include recently developed modules aimed at achieving Global Education competencies. For example, the module ‘Social networks and globalisation’ focuses on the position of young people in the process of globalisation of society and includes, for example, understanding and applying basic human rights and freedoms, the social context of gender roles in culturally diverse societies, the importance of developing political awareness and the achievement of sustainable development goals.

In **Norway**, the Ministry of Education established new core curricula for primary, secondary and high school, as well as for teacher education. It was the result of an open process involving people from the school sector and civil society, including a public hearing on the learning objectives in the new national curricula. The United Nations Association of Norway gave its comments emphasising global citizenship, sustainable development and human rights based on SDG 4, target 4.7, aiming to ensure a Global Education perspective in the national curricula.

In **Sweden**, work has been ongoing to make Education for Sustainable Development into a more holistic concept, by bringing together actors from the social, economic and environmental fields. A new in-service training for teachers on ESD has also been launched. The in-service training is in the format of a “module” that is meant to be used within schools, often without external assistance.

### 2.3 Inter-ministerial cooperation and multi-stakeholder engagement

Many of the Ministries and Agencies that participate in GENE coordinate and collaborate at national level, with each other and with other governmental institutions, as well as with relevant stakeholders involved in Global Education from the civil society sphere. Collaboration ranges from regular meetings to specific projects and joint working.

For example, in **Czech Republic**, the Ministry of Foreign Affairs, Czech Development Agency and the Ministry of Education, Youth and Sports meet regularly with other actors (NGOs, academia) in the framework of a Working Group for Global Development Education (GDE) to discuss the state of play of the Global Education agenda and particularly to move forward with the GDE Strategy and its Action Plan.

In 2018, **France** reported that the Inter-ministerial Committee for International Cooperation and Development (CICID) recognised the need to promote citizens' awareness of sustainable development goals and development and global solidarity education in France and abroad. In this context, the Government decided to launch, with all relevant stakeholders, an inter-ministerial roadmap to better coordinate initiatives and to give citizens, particularly young people, the keys to understanding sustainable development and global solidarity issues and to help build national consensus on development policy.

In **Luxembourg**, a close collaboration is reported between the Ministry of Foreign and European Affairs and the NGO umbrella Cercle de Coopération des ONG. They worked together to develop the “General Terms and Conditions for Development Education and Awareness-raising” which came into effect in September 2018.

The GENE launch seminar in **Malta** in 2018 provided a platform to align current efforts in Global Education by different stakeholders such as schools, NGOs and Ministries. The Directorate for Learning and Assessment Programmes of the Ministry of Education collaborates with researchers from the University of Malta and other local stakeholders working in Global Education, including NGOs, to understand perspectives embraced by local educators, identify training opportunities and also promote a whole school / institution approach towards addressing global themes. The launch also provided networking and partnership-building opportunities to strengthen links between the community of stakeholders interested and engaged in GE initiatives and policy development in the country.

In **Poland**, where multi-stakeholder working is well established, the Ministry of Foreign Affairs in cooperation with the Ministry of National Education and the Ministry of Science and Higher Education conducted a joint call for proposals regarding Global Education projects (further details in chapter 4). There is also collaboration in place regarding teacher education (see box).

### **Fig.3: Poland: Collaboration on GE in-service learning for teachers**

In 2018, the Centre for Education Development in Poland implemented a two-year Global Education project with financial support from the Ministry of Foreign Affairs. This project follows up on previous activities and includes training for a network of 16 regional GE coordinators and 210 GE school leaders (teachers implementing GE activities with their pupils and teacher colleagues).

The aim of the project is to improve the competences of teachers in GE and encourage them to design and implement projects in their schools, especially during Global Education Week. They participate in courses, methodological workshops and classroom trainings. A special online platform has also been launched, where teachers can design their own educational projects using fieldwork and a concept of so-called gamification. A concluding conference served to sum up and take stock of the activities taking place during the two years of the project.

## 2.4 Trends in GE/DEAR and ODA funding

During 2018, several countries reported working on a national strategy for Global Education in some capacity, including Austria, Czech Republic, France, Germany, Ireland, Malta, Norway, Portugal, Slovakia and Spain. Work on national strategies varied in approach, but could broadly speaking be categorised as follows:

- Developing and implementing new strategies
- Aligning existing, related strategies with GE and prioritising or affirming GE in existing related strategies
- Updating or renewing strategies
- Monitoring and evaluating strategies

In **Austria**, the Global Learning Strategy was updated through a participatory process. The Strategy Group organised several stakeholder workshops to bring in views and recommendations from representatives from the youth sector, teacher education, schools and adult education. The participating teacher trainers and adult educators made various strategic recommendations. The workshops also served the purpose of bringing stakeholders together for valuable networking and opportunities for dialogue among educators who, in many cases, consider themselves “lone warriors”. The results from the workshops were used in the formulation of the new strategy.

In **Czech Republic**, the new Strategy for Global Development Education (2018-2030) was drafted by the Working Party for Global Development Education (an inter-ministerial and multi-stakeholder working group) and endorsed by the Ministry for Foreign Affairs. Based on good experiences with the previous strategy, the new edition has a similar structure (focused on the main GDE themes and principles, goals and targets, supporting measures, and including budgetary measures). It is aligned with Agenda 2030 and the National Development Cooperation Strategy 2018 – 2030. It is accompanied by bi-annual Action Plans (currently 2018 – 2020) to ensure coherent implementation.

The **French** approach was outlined in the new strategic framework for the development agency AFD’s activities in partnership with civil society organisations. The framework was validated in early 2018 for the period 2018-2023 and reiterates the importance of development education. It also underlines the AFD’s aim to support local development education actions in order to promote the roll-out of actions in all French territories.

In **Ireland**, the National Strategy on Education for Sustainable Development is integrated across the educational spectrum, including in curriculum design and delivery. For example, when a process of developing new curricula for primary and post-primary level was initiated, ESD was integrated and emphasised to a far greater degree than before. This operates in tandem with Irish Aid strategy on Development Education, which is national in reach and participatory in approach (linking with several government departments and with a strong emphasis on partnership with civil society), design, assessment and evaluation.

**Malta** started participating in GENE during 2017, and in 2018, a high-profile launch event took place in Valetta, where the intention to develop a national policy and strategy was expressed by Maltese stakeholders, including at political/Ministerial level.

In **Portugal**, the National Strategy for Development Education (2018-2022) was approved by the Council of Ministers (Resolution of the Council of Ministers no. 94/2018) and presented and signed by an impressive array of Ministries, Agencies and organisations representing all involved stakeholders during the GENE Conference in Lisbon on 23 November 2018. It was also published in the Official Journal of the Portuguese government. The Development Education Strategy aims to contribute to strengthening commitment towards Development Education (DE) as well as the capacity of the actors involved. It is noteworthy that the strategy is the result of a long-term, participatory dialogue process involving a wide range of stakeholders.

In **Slovakia**, the Ministry of Education established a working group in September 2018 to lead the preparation process for a new National Strategy for Global Education (the previous strategy was valid from 2012 until 2016). Slovakia engaged with the GENE Increase Programme during 2018 and several meetings and events were organised for the increase and improvement of Global Education in Slovakia.

In addition to specific strategies on Global Education, Development Education, ESD etc., some countries include Global Education in broader national strategies. For example, **Luxembourg's** new General Development Co-operation Strategy, *The Road to 2030*, presents development education and awareness raising as a key priority for Luxembourg, aiming to develop a stronger sense of world citizenship through engaging with the public, helping the population understand and reflect on the root causes of poverty, and highlighting how Luxembourg works to address these challenges. In Slovenia, the new Strategy on Development Co-operation and Humanitarian Assistance dedicates one chapter explicitly to Global Education.

During 2018, evaluation of national strategies was reported by several countries, including Spain, Norway, Ireland and Portugal. In **Spain**, the evaluation of the previous national strategy on Development Education was used to inform future work, while in **Norway**, the Department of Education and Skills conducted a mid-term review of its *Strategy on Education for Sustainable Development 2014–2020* for the formal education sector. In **Ireland** and **Portugal**, the current national strategies on Development Education feature very strong provisions and built-in mechanisms for monitoring and evaluation. The Irish Aid *Development Education Strategy 2017-2023* is accompanied by a Performance Measurement Framework that includes flexible indicators aligned to five output areas of work towards envisaged change. Irish Aid worked closely with partners, providing individual feedback to support them in aligning their results frameworks and to generate data that can be captured by this framework. Over the course of 2018, results were collated from partners' reporting in order to generate a comprehensive dataset on the diversity, reach and impact of Development Education delivery in Ireland and to assess the effectiveness of

the strategy. The new Portuguese *National Strategy for Development Education (2018-2022)* underlines the notion that it is important to develop a culture of evaluation and evidence-based decision making throughout the implementation cycle.

## 2.5 Global Education and the Sustainable Development Goals

Most countries have expressed their commitment to the Sustainable Development Goals (SDGs), including to SDG 4, target 4.7. GENE participating countries have reported on their plans, coordination, progress and activities in this area over the last few years. From an initial focus on co-ordination and division of responsibility at national level, work has shifted toward aligning funding strategies, curriculum integration and measuring progress. A wealth of activities and projects were reported to GENE in this area, and in the following paragraphs some of this work is described.

**Austrian** colleagues reported that the CSO network SDG Watch Austria by now involves more than 180 members. Its goal is to hold the government to account for the implementation of the 2030 Agenda. The Austrian network is a member of SDG Watch Europe – an EU-level, cross-sectoral CSO alliance of NGOs from development, environment, social, human rights and other sectors.

In **Cyprus**, a Special Unit for Environmental Education and Education for Sustainable Development has been established at the Ministry of Education, Culture, Sport and Youth. The Unit, in cooperation with other stakeholders (e.g. the Office of the Commissioner for Volunteerism and Non-Governmental Organisations, the Office of the European Commission in Cyprus) is implementing multiple programmes for raising awareness and action among pupils, teachers and citizens on environmental and sustainable development issues, and for the incorporation of these issues into the teaching and learning process. Additionally, some NGOs are also implementing programmes regarding SDGs, in collaboration with schools, local authorities and civil society organisations.

In **Finland**, The Prime Minister's office developed indicators for how to report on the SDGs from the national level. Finland has also aligned its calls for proposals from the NGO sector with the SDGs.

**Germany** developed its approach to Education for Sustainable Development through an ambitious curriculum framework. In view of the UN 2030 Agenda on Sustainable Development, the German government decided to make its National Sustainable Development Strategy a key framework for achieving the Sustainable Development Goals in Germany (the National Action Plan on Education for Sustainable Development forms part of that strategy).<sup>7</sup> Germany invited an international Expert Group to conduct a Peer

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7 For further information on the German Sustainable Development Strategy please see [https://www.bundesregierung.de/Content/EN/StatistischeSeiten/Schwerpunkte/Nachhaltigkeit/2017-04-18-die-nationale-nachhaltigkeitsstrategie\\_en.html?nn=393722](https://www.bundesregierung.de/Content/EN/StatistischeSeiten/Schwerpunkte/Nachhaltigkeit/2017-04-18-die-nationale-nachhaltigkeitsstrategie_en.html?nn=393722) (accessed July 2019).

Review of its National Action Plan. The International Expert Group agreed on key issues for investigation, such as digitalisation, future of work, financial markets, the interface between science and politics, social inequality, and the business case for the SDGs, as well as Germany's international responsibilities.

In **Ireland**, an innovative online public platform was launched - <http://irelandsdg.geohive.ie/> which brings together publicly available data relating to the SDGs and allows for this data to be explored and downloaded by the public.

#### Fig.4: Sustainability in vocational education in Latvia

Latvia reported on the organisation of activities focused on integrating sustainability principles into vocational education. First, the expert discussion on innovation, cooperation and strengthening of entrepreneurship skills in vocational education gathered policymakers, representatives of municipalities, higher education institutions, entrepreneurs, and schools to discuss the innovations and cooperation that could bring sustainable and systematic change. Second, the professional development seminar for school administration and teachers was organised on the involvement of vocational education institutions in solving the challenges of sustainable development.

## 2.6 Evaluation and assessment in GE

A majority of countries reported on various efforts related to evaluation and assessment. These efforts ranged from competences assessments to more macro level evaluation activities of policies and practices in both formal and non-formal Global Education. Below follow some further details related to the work at national level.

### 2.6.1 Programmes and funding

In **Belgium**, an evaluation of Annoncer la couleur/Kleur Bekennen was carried out during April-June 2018. The evaluators concluded that the programme was relevant and effective. The main challenges identified were to increase the efficiency (e.g. collaboration between the provinces) and the synergy/complementarity of activities and programming vis-à-vis CSOs.

In **Finland**, the Ministry for Foreign Affairs continues to engage in rounds of evaluations on its funding instruments. Discussions on the evaluation of the funding instrument on development communication and Global Education are being advanced. More specifically, the Unit for Civil Society within the Ministry strengthened and clarified its requirements

on systematic monitoring and evaluation on Global Education projects, expecting more outcome- and results-oriented annual reports from its partner CSOs.

**Germany** undertook a comprehensive evaluation of the extracurricular exchange programme “weltwärts”, which is administered under the umbrella of Engagement Global. This programme focuses on the changes experienced by volunteers, due to their participation and voluntary engagements in countries of the Global South. The evaluation showed that volunteers learn and change in the course of their participation in the country, with regard to the host land and its people. They acquire knowledge about the country of deployment, develop the ability to adapt to the perspective of local people and gain empathy and positive attitudes towards them. However, the lessons learned are specific to the country context; the knowledge of other countries, competencies or attitudes towards people from other cultures do not change in general. Another important effect was evidenced in that returnees alter the content of their voluntary activities upon return. The evaluation is significant, as more than 30 000 young adults have participated in the programme since 2007.

In **Norway**, the independent evaluation unit in Norad launched an evaluation on Norad’s Practice of Results-Based Management (RBM) in March 2018, which is noteworthy as it guides most of the activities of Global Education and DEAR funded by the Norwegian Ministry of Foreign Affairs. The conclusions of the evaluation showed that there is political commitment to results-based management, but that this needs to be clearly articulated and spelled out in a vision and strategy. The report<sup>8</sup> states: “If the goal of the aid administration is to enable the Norwegian funds to have the biggest contribution to development outcomes as possible, it needs to move beyond simply asking partners for more and better results evidence so as to satisfy reporting requirements, to clearly articulating how it wants to use this data to learn and inform decisions about what and who it funds”. Norad in 2018, as part of its follow-up of the 2017 evaluation of development communication (*Monolog eller dialog? Evaluering av informasjons- og kommunikasjonsvirksomhet i norsk bistands- og utviklingspolitikk*<sup>9</sup>), commissioned an external organisational review of ForUM, Global.no, LNU and RORG, that was carried out by the consultancy Swedish Development Advisors (SDA) in 2018. Among the notable conclusions from the evaluators were suggestions to reconsider results frameworks and adapt requirements to fit with the size and timeframes of the funded work in order to be clearer and more realistic around impact and outcomes.

### 2.6.1 Programmes and funding

**Finland** undertook a systematic evaluation of the outcomes of their in-service teacher training at the University of Helsinki on skills to prevent violent radicalisation, with positive participant feedback.

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8 The report is available in English: <https://norad.no/contentassets/8d8b2cbc48dd4a29872580a4845ed3d1/4.18-evaluation-of-the-norwegian-aid-administrations-practice-of-rbm.pdf> (accessed Feb 2020)

9 <https://norad.no/globalassets/publikasjoner/publikasjoner-2017/evaluering/monolog-eller-dialog-2017---norads-evalueringssavdeling.pdf> (accessed Feb 2020)

In **Serbia**, the Institute for Education Evaluation is currently developing the concept of evaluating general cross-curricular competencies. In 2017, a pilot survey was carried out, which involved about 1000 pupils of primary and secondary schools. In the first round, an assessment was made of the achievement of four cross-curricular competencies: problem solving; responsible attitude towards the environment; entrepreneurship and entrepreneurial competency; digital competency. In 2018 and 2019, research was carried out regarding other functional competencies. The general goal is to raise awareness about the importance of developing functional knowledge, to strengthen efforts to implement common cross-curricular competencies and to empower teachers for their monitoring and formative assessment.

In **Slovenia**, a systematic and comprehensive overview of knowledge and activities in the field of Global Education and Education for Sustainable Development is planned in the context of a special development project called *The establishment, completion and pilot testing of the model of quality assessment and assurance in education (2016-2019)*, and the establishment of the analytical centre within the ministerial development unit with the aim of supporting the establishment of a comprehensive and systematic monitoring of the quality of education.

### **Fig.5: Skills gained from Global Education in Belgium**

In Belgium, several NGO actors undertook an impact study of their Global Education activities in schools, in collaboration with the Belgian development agency Enabel. The initiative started from the perspective of teachers' perceptions of the impact that GE actions had had on their students (change of behaviour, commitment, etc.).

The results showed that Global Education interventions in schools had a real positive impact on students. The study also showed that GE activities are well distributed geographically throughout the country (especially for secondary education). In terms of determinants of success, the quality of the support services and tools was underlined (e.g. project support, extra-curricular activities, interactive methods) as well as the skills of the facilitators (to include an external person or organisation represented a real added value for most). Global Education interventions had a positive to very positive effect on skills in seven Global Education thematic areas:

1. Learn about the world and its interconnections
2. Feel concerned (understand the importance of solidarity, equality between humans, develop empathy)
3. Develop a positive and non-discriminative thinking
4. Be aware of your local and global responsibility
5. Build a free critical opinion
6. Carry out a useful action
7. Adhere freely to the values of education for global citizenship

The **Swedish** National Agency for Education presented an overview of research into how the levels of knowledge of ESD in the Swedish school system. It concluded that ESD is widely recognised and that most teachers have a good knowledge of it and actively include it in teaching. However, it is less common for special resources to be allocated or invested in skills development in this area, and there is an increasing demand for support materials and training. It also appears that the awareness of Agenda 2030 and the global goals is relatively low and that only a small proportion of pre-schools and schools actively work to disseminate knowledge about them.

The Swedish Higher Education Authority (UKÄ) was tasked by the Swedish government to conduct an evaluation of efforts by universities and university colleges to promote sustainable development, pursuant to the provisions of the Higher Education Act (1992:1434). The provision in the Higher Education Act that higher education institutions should promote sustainable development was introduced in 2006. UKÄ concluded that three quarters of the institutions do not meet the criteria set, suggesting that universities develop institution-wide goals for sustainable development, a more systematic follow-up of these goals, and in-service training on sustainable development for teachers.

The Swedish Society for Nature Conservation presented a report with an updated view on how Swedish municipalities implement ESD and the work with the SDGs within primary schools. The report concluded that there are several positive examples on how municipalities and schools work with ESD that could be spread widely to other municipalities in the country. At the same time, municipalities primarily ask for in-service training on sustainability issues from an interdisciplinary perspective, to support each municipality's work with sustainable development.

In the **United Kingdom**, the results of an impact study were published during 2018. Across a three-year period running from 2015 to 2017, Ulster University carried out research to investigate the impact of one of the UK's key development education programme – the Global Learning Programme (GLP) – on schools in Northern Ireland. The research included an examination of the programme's effect on the capacity of teachers to deliver global learning. It also explored the extent to which the GLP has helped pupils achieve global learning outcomes. Professor Linda Clarke led the research, supported by Dr Lesley Abbott. One primary school teacher exclaimed: "A fantastic programme that has been extremely well received by staff and pupils."

With both the Global Learning Programme and DFID's other key development education programme (Connecting Classrooms) coming to an end in July 2018, DFID carried out an extensive consultation exercise on the future of development education and global learning in the UK (for details, see Chapter 4). The consultation led to the design of a single consolidated programme – [Connecting Classrooms through Global Learning \(CCLG\)](#).

## 2.7 Conceptual developments and terminology

Different terms are used in different European countries, and there are continuing discussions about their meanings and use, including as part of processes of national strategy development (on the basis of the simple policy-making principle: How do we know what to do, unless we are clear together about what we mean and what we wish to achieve?). While GENE celebrates this diversity and fecundity of national conceptual development, at the same time, the Global Education umbrella term continues to act, and be consciously used, as an overarching concept within GENE participating Ministries and Agencies, as this allows for different terminologies from national levels to come together. For many years now, policymakers from various traditions and understandings of GE, such as Development Education, Education for Sustainable Development, Global Citizenship Education, Human Rights Education, Intercultural Education, etc. have sat at the same table to discuss and share information and learning across countries and concepts.

There are also strong indications among participating policymakers representing European ministries and agencies that they actively look for the common ground among these various concepts and traditions. They seek out that which brings them together, such as a global justice perspective, a focus on how the local relates to the global, and the aim to enable learners to take action to make the world more just, more sustainable, and more supportive of solidarity. Examples of this can be seen in several country reports, such as (but not limited to) Malta and Poland. A report received from Malta illustrates the linking of concepts: *“The ongoing national initiatives in the field of Education for Sustainable Development towards the implementation of all SDGs are aligned to the Global Education discourse. This facilitates the convergence of the concepts, aims and processes of Global Education within the learning process.”* One of the Polish reports to GENE explains that in Poland, Global Education is *“defined as educational activities that target Polish society and deal with global development problems and challenges. A part of civic education, it is concerned with building awareness of global phenomena and interdependencies (...) Interdependencies should be understood as mutual connections between and the mingling of cultural, environmental, economic, social, political and technological systems.”*

In terms of language used in the country reports, the most common term is “Global Education”, used either as the national term or to refer to one or more strands of education for social change (e.g. ESD, DE or HRE). “Education for Sustainable Development” is widely used, particularly among Ministries of Education, while “Global Citizenship Education” is becoming increasingly common. Also, the term “Development Education” remains in use by several countries (e.g. Belgium, Ireland, Portugal, Spain, the UK) while “Global Development Education” (e.g. Czech Republic, Slovakia) and “Global Learning” (e.g. Austria, Germany, UK) feature in a few.

It is common for two or more terms to be used simultaneously within countries and in a few cases, for terms to start becoming strategically connected. For example, Austria is

creating links between Global Learning and Global Citizenship Education, Portugal is connecting its Global Citizenship Education with its Development Education Strategy and in Irish reports to GENE Roundtables, Global Education is used as an umbrella term encompassing Irish Aid's work (using the term Development Education) and the work of the Department of Education and Skills (using the term Education for Sustainable Development). Meanwhile in Belgium, French-speaking civil society organisations have introduced the word "solidarity" in their terminology, using the expression: "global and solidarity citizenship education" (*ECMS: éducation à la citoyenneté mondiale et solidaire*).

In some reports, more specific terms are used in combination with Global Education to denote the different dimensions of it and different thematic emphases. Some of these have a clear global dimension, such as human rights, peace and intercultural education, while this is not necessarily the case with others. Terms and subjects such as citizenship education, values education and environmental education are examples of terms that are sometimes covered in reports from new participants in the network. It is unclear whether they equate these terms with Global Education, or, if Global Education is only beginning to emerge at national level, these are the terms that are considered most related.

So, from the perspective of GENE, it is clear that while there is a diversity of terminologies, the Global Education umbrella<sup>10</sup> serves two distinct but interrelated policy functions:

- The term acts as an overarching policy narrative, or "imaginary", serving to bring together diverse and sometimes competing policy or practice areas and languages. This policy imaginary serves to strengthen and secure policy coherence by providing a common policy language. Stronger policy coherence in turn diminishes the competition among competing "adjectival educations" for the attention of educators, school leadership, curriculum reformers, etc.
- It does also, and at the same time, act as a policy quality control mechanism, ensure that core values such as a focus on global justice, on economic development and equality, on solidarity, on the relationship between local and global dimensions of justice, on action for greater human rights for all, and on planetary sustainability are not neglected, as they sometimes can be; so that, building on whatever tradition is strong or in vogue in a particular country, there can nevertheless be "sine qua nons", bottom lines, quality criteria, and movement in the direction of greater integration of core concepts, non-negotiables and GE values.

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10 For a more detailed exposition of the genesis, development and theoretical foundations of the Global Education concept see Wegimont, L. (forthcoming) *Global Education in Europe: From Genesis to Theory and a New Model for Critical Transformation* in Bourn, D. (2020) *The Bloomsbury Handbook on Global Education and Learning*, London: Bloomsbury, pp.23-39.

For an outline of the importance of the concept to educational research, see Bourn, D (forthcoming, 2020) *The Emergence of Global Education as a Distinctive Pedagogical Field*, idem, pp 11-22.

For a critical comparative reflection on the Maastricht definition of Global Education and the UNESCO concept of Global Citizenship Education see Suša, R. (2019) *Global Citizenship Education (GCE) for Unknown Futures*, Bridge47 [https://www.bridge47.org/sites/default/files/2019-07/bridge47\\_gce\\_for\\_unknown\\_futures\\_report-compressed\\_0.pdf](https://www.bridge47.org/sites/default/files/2019-07/bridge47_gce_for_unknown_futures_report-compressed_0.pdf) (accessed Jan 2020)

## Chapter 3

### Funding trends

#### 3.1 Introduction

This chapter explores funding trends across European countries with regard Global Education, primarily in the context of allocations from development co-operation budgets. The chapter first looks at net flows of Official Development Assistance (ODA) and at spending on promotion of development awareness among GENE participating countries, both using data from the OECD. It then looks at specific Global Education funding, as reported directly to GENE by participating ministries and agencies. The tables and data sources are very different, and not directly comparable. Nevertheless, they are linked by the fact that DEAR and GE allocations most commonly come from ODA budgets, and so it is useful to see both numbers in terms of context. There is a section that provides more detail on specific GE funding in GENE countries, and lastly, a short section looking at funding for GE outside of ODA budgets, primarily by Ministries of Education.

We have included notes on Ministry of Education spending because in recent years, Ministries of Education increasingly participate in GENE along with their colleagues from MFAs and Aid Agencies. They frequently highlight the fact that significant resources are spent on various strands of Global Education (particularly Education for Sustainable Development) in formal education systems throughout Europe, but that these resources, while in absolute volume certainly dwarf the volume of ODA that is devoted by MFAs and their agencies to GE and related areas (including Awareness raising) are nigh on impossible to calculate in monetary terms. However, a few Ministries of Education have specific amounts allocated to Global Education and during 2018, saw an increase in reporting in this regard. For that reason, this chapter includes a section on GE funding from Ministries of Education. This is so far very small and does not include the bulk of Ministry of Education funding (salaries, schools, universities, non-formal youth work, adult education, etc) that is focused on GE, but rather focuses on ring-fenced project monies specifically for GE initiatives. We hope that reporting will continue and grow in the coming years, so that we can begin to build a better picture.

#### 3.2 Development co-operation budgets

The table below outlines data on Official Development Assistance among GENE participating countries during 2018 and 2017 (this is, at the time of writing, the latest available data for those countries where data was available from the OECD). It shows ODA

levels as total volume (in million USD) for the two years, and also includes an indication of whether levels have been increasing or decreasing year on year since 2016. This data is intended to give an overview of how large the overall pot of funding from which DEAR and GE is most commonly drawn is in each country that participates in GENE, and also to illustrate how different the ODA budgets are across countries in terms of size/total volume.

**Table 1: Official Development Assistance among GENE participants** (OECD figures, million USD)

Country	Volume 2017 (million USD)	Volume 2018 (million USD)	Change 2017-2018	Change 2016-2017
Austria	1 251.27	1 096.79	Decrease	Decrease
Belgium	2 196.17	2 218.50	Increase	Decrease
Czech Republic	304.12	294.32	Decrease <sup>11</sup>	Decrease
Estonia <sup>12</sup>	43.01	48.76	Increase	Decrease
Finland	1 083.79	925.25	Decrease	Decrease
France	11 330.86	11 831.75	Increase	Increase
Germany	25 005.06	24 265.58	Decrease	Decrease
Greece <sup>13</sup>	313.58	290.44	Decrease	Decrease
Ireland	838.03	890.67	Increase	Decrease
Latvia	31.92	31.24	Decrease	Increase
Luxembourg <sup>14</sup>	426.01	473.18	Increase	Decrease
Malta	24.99	31.58	Increase	Increase
Norway	4 124.98	3 952.03	Decrease	Decrease
Poland	679.46	716.06	Increase	Decrease
Portugal	380.74	321.53	Decrease	Increase
Slovakia	119.20	124.42	Increase	Increase
Slovenia	75.79	77.94	Increase	Decrease
Spain	2 560.30	2 442.39	Decrease	Decrease
Sweden	5 563.25	5 815.44	Increase	Increase
United Kingdom	18 103.40	18 428.93	Increase	Increase

Table 1: Net ODA total volume 2017-2018 among GENE participating countries and indication of year-on-year change since 2016. Figures in million USD (current prices). All figures rounded to two decimal points.

Data: OECD (2020), Net ODA (indicator). doi: 10.1787/33346549-en (Accessed on 13 January 2020).

Note on the data: In some countries, the amount allocated to the ODA budget increased between 2017 and 2018, but fluctuations in the exchange rate to USD may indicate a reduction rather than an increase (see details in the footnotes).

11 The Czech Republic increased its ODA allocation in its own currency CZK in 2018, but because OECD ODA figures are converted to USD, the relative value of the currencies between years shows a slight decrease in the USD amount.

12 2018 figure updated by GENE participating Ministry.

13 2018 figure updated by GENE participating Ministry.

14 Figures also submitted in million Euro by GENE participating Ministry (2017: 377 million, 2018: 401 million).

In terms of the bigger picture, Official Development Assistance from the 30 members of the OECD's Development Assistance Committee (DAC) in 2018 totalled USD 153 billion, which represented a 2.7% decline.<sup>15</sup> Continuing the trend from 2017, the reduction was largely due to less in-country spending on refugees,<sup>16</sup> which in 2018 was affected both by less people arriving and by stricter rules as to what costs can be covered by ODA funds. Contrary to the previous year, aid to the poorest countries declined.

The table above shows a different picture from the 2018 edition of the State of Global Education, with eight countries again increasing their ODA budgets after previously reducing them. Overall, ODA levels rose in twelve GENE participating countries, whilst dropping in ten. Eight of the countries that decreased their ODA commitments did so two years running, while four increased their commitments two years in a row.

### 3.3 Promotion of development awareness

When countries report their ODA allocations to the OECD they do so according to a specific set of categories and codes, one of which indicates spending from ODA on promotion of development awareness at home. Development awareness is identified as “Funding of activities designed to increase public support in the donor country for development co-operation efforts, and understanding of development needs and issues”.<sup>17</sup> While this category of spending is broader in remit than Global Education, it overlaps with Global Education and is included here to give a comparative figure between countries in a “parent” category of spending. The table below shows the amounts allocated in 2017 and 2018 in total volume (USD – current prices).

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15 According to the “cash-flow basis” methodology used in the past, 2018 ODA was USD 149.3 billion, down 2.7% in real terms from 2017. Excluding aid spent on processing and hosting refugees, ODA was stable from 2017 to 2018. It should be noted that from 2018 onwards, the OECD is using a new “grant-equivalent” methodology as a more accurate way to count the donor effort in development loans, and as a more realistic comparison between grants, which made up 83% of bilateral ODA in 2018, and loans, which were 17%. Whereas previously the full value of a loan was counted as ODA and repayments were progressively subtracted, the grant-equivalent methodology means only the “grant portion” or the amount the provider gives away by lending below market rates, counts as ODA. The loan parameters are set so that donors can henceforth only provide loans to poor countries on very generous terms. The new grant-equivalent figure is not comparable with historical ODA data and so the 2018 figures starts a new grant-equivalent ODA series. See more at: <https://www.oecd.org/development/development-aid-drops-in-2018-especially-to-neediest-countries.htm> (last updated 10 April 2019)

16 In 1988, the OECD established a rule that allows donor countries to count some costs related to refugees as ODA in the first year after they arrive in the country.

17 OECD (2018) *Converged Statistical Reporting Directives for the Creditor Reporting System (CRS) and the Annual DAC Questionnaire*, p.93 Available at: [https://one.oecd.org/document/DCD/DAC/STAT\(2018\)9/ADD1/FINAL/en/pdf](https://one.oecd.org/document/DCD/DAC/STAT(2018)9/ADD1/FINAL/en/pdf) (accessed 15 Jan 2020)

**Table 2: Development Awareness allocations, GENE participating countries 2017-2018**

(OECD figures, USD, current prices)

Country	Volume 2017 (USD)	Volume 2018 (USD)
Austria	9 135 063	9 091 822
Belgium <sup>18</sup>	7 171 704	5 496 863
Czech Republic <sup>19</sup>	1 143 129	900 841
Estonia	163 454	94 417
Finland	5 539 243	7 038 893
France	11 815 660	25 519 530
Germany	146 327 800	170 133 800
Ireland	4 538 263	5 222 273
Latvia	42 656	85 111
Luxembourg	3 489 348	3 362 042
Malta	38 040	
Norway	12 557 260	13 796 250
Poland	1 081 421	576 680
Portugal <sup>20</sup>	1 127 252	1 016 975
Slovakia	60 730	361 350
Slovenia	152 853	262 851
Spain	35 327 200	42 807 910
Sweden	16 537 110	23 163 560
United Kingdom	3 565 504	30 277 260

Source: Excerpt from the OECD's Creditor Reporting System (CRS) Datasets are available at <https://stats.oecd.org/qwids/>

18 This figure refers to government awareness programmes and communication only. Belgium allocates more than 80% its Global Education spending to NGOs who also operate in the Global South, which means that when this funding is reported to the OECD, it is reflected in budget lines other than promotion of development awareness. For the full allocation to GE, see Table 3.

19 The Czech allocation remained the same in the national currency between the two years, but because of the conversion to USD and fluctuations in exchange rates, the table shows a slight reduction.

20 Figure updated by GENE participating Ministry.

### 3.4 Global Education and DEAR funding

In this section, we present figures from participating countries regarding funding for Global Education, and in some cases for Development Education and Awareness Raising, depending on how countries choose to report to GENE. The funding data comes primarily from Ministries of Foreign Affairs and Aid Agencies and, in most cases, represents a proportion of Official Development Assistant allocated to GE.

The table below shows reported levels of funding for Global Education among GENE participating countries. In some cases, these figures represent overall figures for Development Education and Awareness Raising (DEAR), whilst in others they show specific spending on Global and Development Education. In a few cases, the figures show Global and Development Education funding disbursed by a specific agency, rather than the total GE budget. As in previous editions, with such different types of reporting, the figures are not comparable between countries. They are, however, in most cases comparable for each individual country over time (i.e. the same type of funding reported for different years) and the table provides such a year-on-year comparison of funding levels within individual countries.

The figures also come with an important caveat: they are not official records of Global Education funding and they may be subject to adjustment or correction by national governments. They are simply an indication of what some Global Education budgets looked like in 2017 and 2018 and they serve to illustrate how amounts within individual countries changed between those years.

For a small number of countries, no funding data was available. This was either a result of a country not reporting figures during a particular year, or because the ministry or agency participating in GENE does not have this remit (i.e. the few countries where no MFA or aid agency is represented within the network).

**Table 3: Global Education and DEAR funding** (OECD figures, USD, current prices)

Country	GE/DEAR Volume 2017 (€)	GE/DEAR Volume 2018 (€)	Change from 2017
Austria <sup>21</sup>	4 200 000	4 200 000	No change
Belgium <sup>22</sup>	29 973 620	26 761 517	Decrease
Czech Republic <sup>23</sup>	555 000	550 000	Decrease No change <sup>24</sup>
Estonia <sup>25</sup>	196 000	240 100	Increase
Finland <sup>26</sup>	5 000 000	5 000 000	No change
France <sup>27</sup>	3 939 198	5 980 686	Increase
Germany <sup>28</sup>	32 105 000	37 097 000	Increase
Greece <sup>29</sup>	14 353 334	8 983 828	Decrease
Ireland <sup>30</sup>	4 376 324	4 726 324	Increase
Latvia <sup>31</sup>	37 845	72 114	Increase
Luxembourg <sup>32</sup>	2 260 000	2 391 000	Increase
Norway <sup>33</sup>	9 750 303 91 000 000 NOK	9 471 902 91 000 000 NOK	Decrease No change <sup>34</sup>
Poland <sup>35</sup>	960 000	470 000	Decrease

21 GE funding, Austrian Development Agency.

22 GE/DE funding, Belgium Ministry of Foreign Affairs.

23 GDE funding, Czech Development Agency.

24 The Czech GE allocation remained at the same level in the national currency CZK between the two years, but because of the conversation to Euro and fluctuations in exchange rates, the table shows a slight reduction.

25 GE funding, Estonian Ministry of Foreign Affairs.

26 The figure for 2018 shows the combined GE spend by the Finnish MFA, including a renewal of the CSO grants for 2019-2020 of 1.4 million EUR. This latter category of grant funding was quoted on its own in last year's edition.

27 GE/DE funding, French Development Agency and MFA.

28 GE funding, BMZ, Germany.

29 DEAR allocation, Greek Ministry of Foreign Affairs. Amounts converted from USD: 10 610 000 in 2018; 16 220 000 in 2017.

30 GE/DE funding, Irish Aid. The 2017 figure includes approximately EUR 879 000 provided through Programme Grant partners. The 2018 figure includes approximately EUR 870 000 provided through Programme Grant partners.

31 GE funding, Latvia Ministry of Foreign Affairs, Ministry of Education and Science.

32 DE/GE funding, Luxembourg Ministry of Foreign Affairs.

33 Indicative DEAR allocation, Norad (Norwegian Aid Agency). Amounts converted from Norwegian Kroner (NOK) using 2018 and 2017 average exchange rate.

34 Norwegian DEAR funding is disbursed in NOK and the nominal amount was projected to remain the same between 2017 and 2018. However, due to exchange rate differences between 2017 and 2018, converted amounts are different.

35 GE funding, Polish Ministry of Foreign Affairs.

Portugal <sup>36</sup>	999 985	861 683	Decrease
Slovakia <sup>37</sup>	235 000	100 000	Decrease
Slovenia <sup>38</sup>	135 593	106 542 222 713	Decrease New data
Spain <sup>39</sup>	3 842 955	8 230 749	Increase
Sweden <sup>40</sup>	14 525 234 (140 000 000 SEK)	14 518 223 (149 000 000 SEK)	Decrease (Increase) <sup>41</sup>

Source: Unless otherwise specified, the funding figures are taken from the 2018 and 2019 country reports submitted by GENE participants in connection with GENE Roundtables. For a few countries where the nominal amount stayed the same between two years, “No change” is indicated, although this represents a small real term

The reporting from GENE ministries and agencies indicate more money was available for GE and DEAR in 2018 in Estonia, France, Germany, Greece, Ireland, Latvia, Luxembourg, Slovenia, Spain and Sweden compared to the previous year. Meanwhile, allocations to GE and DEAR from ODA budgets was reduced in Belgium, Greece, Poland, Portugal, Slovakia and Slovenia. Five countries reported that funding was maintained at the same level (Austria, Czech Republic, Finland, Germany, Norway) in nominal terms (representing a slight real-term reduction). In the Czech Republic, Norway and Sweden, GE and DEAR spending is disbursed in the national currency (rather than Euro), which means that fluctuations in the exchange rate to Euro plays a role when looking at trends in funding between years (see details in the table footnotes and the country notes below).

In percentage terms, movements within country budgets were in some cases quite drastic, both in positive and negative terms. For example, the Spanish proportion of ODA spent on the promotion of development awareness rose as did its allocation to Global Education from the Global State Administration (the latter is reflected in the tables in this chapter). France added significantly to its GE funding allocation from ODA, in part to compensate for a shortfall from other funders, such as local and regional authorities. Poland and Slovakia on the other hand reduced funding for Global Education projects by more than 50%, while ODA budgets simultaneously rose.

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36 GE & DEAR allocation, Portuguese Ministry of Foreign Affairs.

37 Global Education funding, Slovak Agency for International Development Cooperation.

38 The 2017 figure refers to allocation to GE from ODA by the Slovenian Ministry of Foreign Affairs only. That budget allocation was 106 542 Euro in 2018, representing a reduction. The higher figure also reported in 2018 includes the MFA funding, as well as funding from the Ministry of Public Administration and the Office for Development and European Cohesion Policy.

39 Global Education funding, Spanish Global State Administration.

40 Information and communications strategy disbursements, Swedish aid agency (Sida) 2018. Figures obtained from <https://www.sida.se/Svenska/Om-oss/Budget/> (last updated 24 April 2019). Amounts converted from Swedish Krona (SEK) using 2018 and 2017 average exchange rate.

41 Funding is disbursed in SEK. Amounts in SEK increased between 2017 and 2018, but due to a weaker SEK in 2018, amounts converted to Euro show a lower figure in 2018.

**Table 4: Increases and decreases in funding for DEAR and GE in percentage terms between 2017-2018.**

Country	Increase	Country	Decrease
Spain	114.18%	Slovakia	-57.45%
Latvia	75.66%	Poland	-51.04%
France	51.82%	Greece	-34.59%
Estonia	22.50%	Slovenia	-21.41%
Luxembourg	9.99%	Belgium	-10.72%
Ireland	8.00%	Portugal	-9.78%
Sweden	6.43%		

As alluded to previously in this chapter with regard to funding volumes, it should be noted that the overall volume in the broader spending area which includes Awareness Raising (as opposed to Global Education specifically), is typically much higher per country than the amounts indicated in the table above. While a small number of countries choose to report total spend in this area to GENE, most report specific Global Education funding only.

The way reporting is done for Global Education and DEAR (to GENE by participating ministries and agencies) differs between countries. It also often differs from how countries report on “promotion of development awareness” (to the OECD). This funding, with a broader scope than Global Education, would presumably be a parent category (and in many cases, it is). However, there are cases when, for various reasons to do with the modalities of reporting, Global Education funding figures are not reflected fully in this parent category and can be higher. For example, as illustrated above, Belgium’s Global Education-specific funding is significantly higher than its figure for promotion of development awareness (more than 26 million Euro was spent on GE in 2018, while the OECD figure on promotion of development show just under 5.5 million USD). The reason for this in the Belgian case is that the 5.5 million USD only reflects spending from the government’s own programmes delivered in Belgium, while the proportion spent on GE by NGOs who also operate in developing countries, is allocated to a different funding category.

In order to provide a little more detail on the figures above, short country notes are included below to offer insight into the way Global Education budgets are spent or structured, or where changes have happened recently.

## Belgium

Cuts in funding for GE have taken place in Belgium, both in the area of NGO co-operation and for the government’s own programmes, in the context of a broader rationalisation programme. In the latter category, one programme closed at the end of 2017 (Infocycle), while the other (Annoncer la couleur/Kleur bekennen) has had funding for its five-year programme (2019-2024) reduced by 40%. Belgium has been at the forefront of prioritising

Global Education in both policy and funding terms for several years and has in many ways been one of the leaders in the field of Development and Global Education, but has more recently made changes in a different policy direction.

## **Cyprus**

Cyprus reports no separate budget for Global Education projects. However, ERASMUS+ is cited as a source for funding for GE nationally, and Cyprus NGOs also continue to attract funding from European sources.

## **Czech Republic**

The inter-ministerial initiative to collaborate in funding terms between the Ministry of Foreign Affairs/Czech Development Agency and the Ministry of Education, Youth and Sports continued, with a transfer of 150 000 Euro from the MFA budget for Global Development Education for use in formal education with a focus on teacher training.

The Czech Global Development Education budget was stable in the original currency CZK but appears reduced in the tables because the value of the currency relative to Euro changed between 2017 and 2018.

## **Estonia**

Estonia's Ministry of Foreign Affairs, as well as its Ministry of Education and Research (MER) provide financial support for Global Education. The MFA is the main funder of NGO projects both in terms of calls for proposals and in terms of co-funding organisations who have successfully attracted EC funding. Its allocation to Global Education projects increased between 2017 and 2018.

It is also noteworthy that the Ministry of Education and Research (MER) as well as the Ministry of the Environment make funding available, primarily in the field of Education for Sustainable Development. An example of MER funded work is the UNESCO ASPnet school network, which combines two key strands of Global Education – Education for Sustainable Development and Global Citizenship Education.

## **Finland**

Finland's annual spend on GE has averaged around 5 million Euro per annum for the last few years. That figure is an estimated sum spent on GE through three different funding instruments. The first is calls for GE project proposals from the CSO community which are allocated every two years, with a current budget of 1.4 million Euro for the two-year period 2019-2020. In this funding round, projects were for the first time funded in three categories: development communication, Global Education and corporate responsibility. The second is the estimated GE component of the programme-based CSO funding, amounting to approximately a little over 4 million Euro per annum as part of the overall programme-based funding. The third is support to Finnish UN-affiliated CSOs that carry out GE and development communication efforts in Finland.

Notably, Finland has switched to two-year project funding cycles for NGOs in the field of Global Education rather than the previous annual calls (although some organisations receive grants with a duration of one year).

## France

In 2018, the Ministry for Foreign and European Affairs financed a number of actions to help raise public awareness and engagement around sustainable development issues. The Ministry funded so called multi-stakeholder regional networks at an amount of 845 200 Euro for the purpose of providing support at the regional level for international projects, and to organise sustainable development education actions with local government, citizens and other stakeholders. The Delegation for Relations with Civil Society (Ministry for Europe and Foreign Affairs) also provided 30 000 Euro in funding to the Global Education Network in Europe in the framework of the GENE Innovation Award.

In 2018, the French development agency Agence Française de Développement (AFD) funded eleven development education projects led by civil society organisations, totalling 5 900 000 Euro. This represents a significant increase in funding motivated by an increasing emphasis on GE themes among CSOs, as well as a response to a decrease in local government funding for GE programmes.

The funding is used for a variety of Development Education organisations, both for a range of project activities and, importantly, also includes support for salary costs and training of staff in 45 organisations across France. A key target group is young people across project areas. Several of the funded initiatives were also co-funded by the European Union, by other French government ministries, and some received co-funding from local and regional authorities.

## Germany

In the federal budget for 2018, 35 million Euro were allocated to Development Education, distributed through the Ministry for Economic Co-operation and Development and the Engagement Global implementing agency. While the funds support a vast array of programming from the federal level in co-operation with the states, there are other GE-related activities which are funded separately. For example, support for exchange and voluntary services like the *weltwärts* programme, as well as the civil peace service.

Budget-data for Global Education is neither made available by the Federal Ministry of Education nor by the state ministries of education (*Länder*), as the constitutional authority for governing and financing education is distributed to Germany's 16 state ministries of education.

## **Ireland**

Irish Aid provides multi-annual funding for five Development Education strategic partnerships programmes. The programme areas include capacity building for DE practitioners, the integration of DE into primary initial teacher education, the integration of DE into post-primary schools, delivery of DE to students in the non-formal sphere of higher education institutions and the online dissemination of DE resources. Support to strategic partnership programmes in 2018 amounted to 1 915 000 Euro, which represents an increase of 132 000 Euro compared to the funding provided in 2017.

In 2018, the Irish Aid Development Education Annual Grants Scheme provided 1 170 000 to 26 organisations to implement innovative, results-focused initiatives. The funding is mainly focused in the non-formal education sector where strategic partnerships are not yet in place. This funding represents an increase of 90 000 Euro or 8% on the 2017 scheme and includes co-funding of approximately 12 000 Euro for three EU DEAR projects.

## **Latvia**

The Ministry of Foreign Affairs of Latvia funded Global Education activities to the amount of 72 114 Euro in 2018, which represented an increase compared to previous years.

## **Luxembourg**

Luxembourg continues to increase its allocation to Global Education from the ODA budget. The country spends 1% of its GNP on ODA, and 0.60% of its ODA on Global Education. In 2018, the amount allocated to GE projects and activities was 2 485 000 Euro.

## **Norway**

The Norwegian government maintained the same levels of Development Education and Awareness Raising funding for civil society in 2018 as in 2017, after some initial uncertainty (for the first time since funding started in the mid-1970s, the government budget proposal for 2018 did not specify funding for DEAR).

Similar to a few other countries who disburse ODA in the national currency, the amounts in the table above tells a slightly different story after conversion from Norwegian Kroner into Euro (budgets stayed the same in NOK, but appear reduced in Euro between years).

## **Poland**

The Ministry of Foreign Affairs in cooperation with the Ministry of National Education and the Ministry of Science and Higher Education in 2018 conducted a joint call for Global Education projects for a range of actors, including NGOs, universities, research institutes, and local and regional authorities. The call aimed at enhancing the presence of GE in

formal and non-formal education, as well as increasing the awareness of citizens about global interdependencies and inequalities in the world. The offers were submitted in four different categories:

1. Proposals for conducting the regranting procedure for Global Education initiatives aimed at raising awareness of global problems as well as the SDGs among the general public, implemented by non-governmental organisations in towns with less than 500 000 inhabitants. The actions aimed at increasing awareness of global problems addressed to the general public, including activities aimed at popularising the Sustainable Development Goals.
2. Actions aimed at increasing awareness of global problems addressed to the general public, including activities aimed at popularising the Sustainable Development Goals.
3. Actions aimed at introducing and increasing the presence of Global Education in school and academia. The projects could provide organising educational initiatives in the field of global system education with the effect of multiplication, with particular emphasis on the education of teachers starting to work in this profession. Such activities should be addressed to individuals and professional groups involved in activities in the field of Global Education in the formal, non-formal and informal education system, including key target groups, such as children, schoolchildren and parents, teachers, academic staff, students (in particular pedagogical faculty), authors and publishers of textbooks.
4. Co-financing of projects in the field of Global Education already financed from sources other than the budget of the Republic of Poland.

As a result of the call of proposals, eleven projects received funding totalling PLN 1 500 000 (348 884 Euro). This included ten two-year projects with the first modules completed in 2018 and second modules in 2019, as well as four three-year projects to be implemented in 2018-2020.

## **Portugal**

Portugal's official DAC spend on Promotion of Development Awareness in 2018 was 1 017 000 USD. The overall indicative amount made available in the 2018 call for proposals was 550 000 Euro.

## **Serbia**

The Ministry of Education is considering specifying indicators to identify spending on GE in the education budget. At the moment, separate funding for Global Education related initiatives exists mainly in the youth sector. For example, the Regional Youth Cooperation Office of the Western Balkans financed 12 projects in 2018, amounting to 304 000 Euro in total. These projects promoted youth participation in the decision-making process, social inclusion, improvement of the European spirit of cooperation, and understanding and

tolerance. A second call for projects was launched in late 2018 for six eligible countries and with a total grant sum of 1 000 000 Euro available. 30% of applicants were from Serbia.

## **Slovakia**

For the year 2018, a total amount of 150 000 Euro (of which 50 000 were contributed by GENE in the context of the Increase Programme) was allocated to Global Education projects. The Slovak Agency for International Development Cooperation (SAIDC) announced the first call for proposals in March 2018 and three projects were approved. The second call was announced in August with two further projects approved.

## **Slovenia**

The Slovenian Ministry of Foreign Affairs spent 106 542 Euro on Global Education and awareness raising out of the ODA budget, representing a reduction from the previous year. However, despite this reduction in GE funding from the country's ODA budget, Slovenia reported additional GE funding by other ministries and agencies, representing a significant increase in the overall amount dedicated to GE in the country. Specifically, the Ministry of Public Administration allocated 80 000 Euro and the Government Office for Development and European Cohesion Policy spent 36 170 Euro in this area, bringing the total government spend on GE to 222 713 Euro.

## **Spain**

The Spanish allocation to the promotion of Development Education and Awareness from ODA (DAC spending) during 2018 was 34 306 243 Euro, increasing from 34 055 243 the previous year. The allocation to Global Education from the Global State Administration was 8 230 749 Euro, a significant increase from the previous year (3 842 955 Euro).

The AECID (Spanish development agency) budget for Global Education programmes and projects was 1 880 000 Euro, which financed two main components:

- 80 000 Euro for AECID's own programme Teachers for Development (80 000 Euro)
- Global Education NGO projects: 1 100 000 Euro for programmes and 700 000 Euro in project funding.

### **3.3.1 Funding for GE and DEAR in formal education systems**

In the majority of cases, Global Education in formal education systems does not have separate budget lines allocated from Ministries of Education and cannot be defined or calculated in financial terms with any degree of certainty (e.g. how can classroom hours spent on GE be calculated and a financial value attached? This is a question to which GENE may return in future editions of the State of GE). For that reason, the reporting above pertains primarily to funding disbursed by Ministries of Foreign Affairs and Development Aid Agencies. However, GENE has started to receive reporting evidence of additional

funding allocated to GE by a small number of Ministries of Education. A few examples – Estonia, Finland, Latvia and Malta – follow below.

### **Estonia**

The Ministry of Education and Research supports the activities of the Estonian UNESCO ASPnet (which also includes schools that are part of the Baltic Sea Project) with funding, as well as the coordination of the international ESD project GLOBE (Global Learning and Observations to Benefit Environment) with small project funding.

The Ministry of Education and Research also collaborates with the Ministry of the Environment in the area of Education for Sustainable Development, and the Ministry of Environment is also providing project funding in this area.

### **Finland**

The Finnish National Agency for Education, EDUFI, offers internationalisation state grants for school projects. The amount 2018 for general education is 250 000 Euro.

### **Latvia**

Through the Ministry of Education and Science (MoES), Latvia joined the GENE Increase Programme in 2018, which entailed a co-financing component. This more than tripled the GE volume in the education budget (see table below). Advance payments 80% or 80 000 EUR in the context of the GENE Increase Programme were paid out to projects during 7-20 November 2018, where 50% consisted of GENE co-funding and 30% MoES co-funding. The final payments of 20% (from MoES co-funding only) was paid upon receipt of final reports.

<b>Year</b>	<b>Education budget</b>	<b>Global Education %</b>
2016	734.4 million Euro	0.0016%
2017	673.4 million Euro	0.0019%
2018	745.5 million Euro	0.0061%

### **Malta**

The Ministry of Education in Malta allocated 40 000 Euro to specific Global Education work during 2018. Malta joined GENE the same year and embarked on an ambitious programme of increasing and improving Global Education in the formal education system, linked to ongoing efforts in related areas such as Education for Sustainable Development.

## Chapter 4

# Spotlight on GE policy, provision and funding in Europe

### 4.1 Introduction

The following pages contain a selection of highlights taken from the Global Education Country Updates submitted by GENE participants in connection with GENE's 2018 Roundtable meetings. GENE Roundtables bring together Ministries, Agencies and other bodies with national responsibility for Global Education in European countries. The highlights outline some of the main developments and Global Education policy news in GENE participating countries and they are outlined by country in the two phases in which they were reported – spring and autumn. They are provided here to give a flavour of the details of national policymaker highlights in GE during 2018.

### 4.2 Country highlights

#### Austria

##### Spring

“... The MoE and ADA are organising a dialogue event with fellow GENE member Engagement Global (Germany) as a kick-off for the development of a potential Austrian Framework for Transformative Education.

In May 2018, Engagement Global will present the (German) Curriculum Framework “Education for Sustainable Development” (in German: Orientierungsrahmen für den Lernbereich Globale Entwicklung) to Austrian stakeholders. Since its publication in 2007, the Curriculum Framework, “... *has had considerable influence on the development and practice of Global Learning and hence on Education for Sustainable Development.*” (Gerd Müller, German Federal Minister for Economic Cooperation<sup>42</sup>).

Our dear GENE fellow Sabine Seiffert will be accompanied by one of the editors of the Curriculum Framework and discuss the implementation, challenges and opportunities of a strategic instrument for the implementation of SDG 4.7 with Austrian stakeholders (members of the advisory committee on Transformative Education and of the Global Learning Strategy Group). Depending on the Global Learning budget, talks towards an Austrian Framework for Transformative Education will commence.”

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42 Curriculum Framework, p. 10. Available at <https://www.cornelsen.de/produkte/9783062300639> (accessed 10 Dec 2019)

## Autumn

“... As announced in the last country report, a dialogue event between GENE members from Germany and Austria took place in Vienna last May. Sabine Seiffert from Engagement Global together with Hannes Siege presented the German Curriculum Framework “Education for Sustainable Development”: its genesis, structural context and the implementation into the German education system. The gathering was well attended with 22 stakeholders representing the ADA, the Austrian MoE (including those responsible for cross-curricular matters, the upcoming curricula reform and for the development of an Austrian Reference Framework for School Quality), the Austrian Global Learning Strategy Group and the Advisory Committee on Transformative Education. The inspiring German example encouraged the participants to discuss options and ways of creating a corresponding Austrian framework for the implementation of SDG 4.7 into the formal education system, while considering the diverging contexts/determining factors. There was consensus among the participating experts and scientists that a practice-oriented framework was desirable.”

## Belgium

### Spring

“... Each year, Belgian cooperation finances movies and television series with North-South relations as a central theme. An evaluation of the impact of such instrument is taking place for the first time. The provisional conclusions are very interesting on the level of impact, but also on the level of methodology.

We are beginning an important internal study about the potential of digital tools in GE. At this stage, we are very disappointed about the very few innovative experiences from NGOs in this area. We are going to promote the link between GE professionals (NGOs) and digital professionals. Any experience or advice on this subject is very welcome!

Belgian CSOs are developing a charter and a best practice guide to mainstream gender in GE interventions. The next two steps for the sector are a reflection on the integration of local (south) partners in GE and the integration of diaspora in GE.”

### Autumn

“... A hackathon was organised in April 2018 to ask young people, start-ups, private sector and passionate about digitalisation, what digital innovation would make them actors of global citizenship. This first GE hackathon in Belgium was a real success and led to an online game on the theme of sustainable development for children aged 10 to 12 (in production). This hackathon: “Hack2Act” will represent Belgium in the international competition of hackathons on the theme of SDG’s launched by Enabel, our Agency.

Together with a few committed CSOs and some formal education actors Kleur Bekennen produced a brand-new brochure on coaching of schools on GCE within a whole school approach. The brochure has also been translated into English.”

## Bosnia and Herzegovina

### Autumn

“... The Council of Ministers of BiH has appointed the Directorate for Economic Planning of BiH as the technical body. BiH is in the process of implementing Agenda 2030 and the Goals of Sustainable Development. The two-year project ‘Support for Preparation for Implementation of the Sustainable Development Goals (SDGs)’ has as its goal to prepare private and public-sector partners in Bosnia and Herzegovina to implement the largest global plan of today: Agenda 2030, which was adopted in September 2015. This project is funded by the Government of Sweden and should last 24 months, from November 2017 until October 2019. One of the aims of the project is to raise awareness of Agenda 2030 (Incheon Declaration) and further select or prioritise specific indicators for the Education sector in Bosnia and Herzegovina.

However, it is important to highlight the efforts in Bosnia and Herzegovina on civic education, human rights education, the creation of an inclusive society and the development of a democratic culture. Democracy and Human Rights has been introduced as a subject, and civic education in Bosnia and Herzegovina is being studied at all educational levels, from pre-school to higher education.

In 2015, the Agency for Pre-primary Elementary and Secondary Education (APOSO) developed a Common Core Curricula for subject “Democracy and Human Rights “based on learning outcomes.”

## Cyprus

### Autumn

“... The Ministry of Education, Culture, Sport and Youth has rationalised its structures for preventing and combating violence in schools. The Observatory on School Violence offers school-based programmes, information and educational material. The School Violence Intervention Team has become more flexible and is taking decentralised action to respond directly to instances of violence in schools.

The Ministry also continues the implementation of its Antiracist Policy.”

## Czech Republic

### Spring

“... Cooperation with the Ministry of Education (MoE) seems to be moving slowly at the moment. Part of the DEAR budget is available for the MoE, but the implementation has to be supported by the MFA. There is limited capacity on the side of MoE, but in the end, they managed to arrange six teacher trips to more experienced DEAR countries.”

## Autumn

“... The new Strategy for Global Development Education (2018 - 2030) was drafted by the Working Party (Inter-ministerial and multi-stakeholder Working Group) for Global Development Education (GDE) from April to September. Based on good experiences with the previous Strategy (valid until the end of this year), this new Strategy has a similar structure (main GDE themes and principles, goals and targets + supporting measures, including budgetary measures).”

## Estonia

### Spring

“...UNESCO Associated Schools network (ASPnet) in Estonia is being renewed and reformed. The main thematic focus will be the SDGs and the main activities related to GCED and ESD. By September 2018 about 8% of general education schools in Estonia will be UNESCO ASPnet members.”

### Autumn

“... In spring 2018, the Estonian Ministry of Foreign Affairs (MFA), Ministry of Education and Research (MER) and National Commission for UNESCO decided to pursue the possibility of conducting a GENE Peer Review in Estonia. Together with GENE, it was agreed to schedule the Estonian peer review for 2019.”

## Finland

### Spring

“... Finnish National Agency published a guide, ‘Constructive Dialogue’, based on the materials from the Council of Europe. As a continuation to support schools, the leaflet ‘Prevention of Violent Radicalisation in Schools and Educational Institutions’ was published. It can be found here:

[http://edu.fi/download/189578\\_OPH\\_Ekstremismi\\_esite\\_210x210\\_englanti\\_VERKKO.pdf](http://edu.fi/download/189578_OPH_Ekstremismi_esite_210x210_englanti_VERKKO.pdf)”

### Autumn

“... EDUFI general education department launched a campaign in form of ‘morning oatmeal’ briefings for schools to discuss ways to implement Agenda 2030. The campaign started in April and events have been organised in five cities around Finland. It is envisaged to close in Rovaniemi in November where schools meet in the annual internationalisation conference for general education.”

## France

### Spring

“... On 30 November 2016, the Inter-ministerial Committee for International Cooperation and Development (CICID) recognised the need to ‘promote citizens’ awareness of sustainable development goals and development and global solidarity education in France and abroad’. In this context, the Government ‘decided to launch, with all of the stakeholders, an inter-ministerial road map to better coordinate initiatives, to give citizens, particularly young people, the keys to understand sustainable development and global solidarity issues and to help build national consensus on development policy.

This road map is being drawn up and will aim to define an overall approach focusing on the concept of sustainable development education. It will thus be a part of the revitalized framework of the 2030 Agenda and the Sustainable Development Goals (namely SDG Target 4.7). Sustainable development education will increase knowledge, via individuals and children, in particular of modern-day issues and of their interdependence. It will facilitate citizens’ individual and collective commitment to a more sustainable and equitable future at local and international levels and will encourage the emergence of new sustainable development approaches. It will be part of formal education but also present in informal frameworks and personal learning. Sustainable development will explicitly be taught across subjects along with other cross-cutting themes such as nature and the environment, development and international solidarity, health, art and culture, peace and human rights.”

### Autumn

“... President Macron assigned National Assembly Deputy Hervé Berville with updating France’s partnership-based development and international solidarity policy aiming in particular to achieve:

1. Better citizens’ ownership of official development assistance issues;
2. Greater mobilisation of those working in the private sectors to support public policies. This will contribute to preparing new legislation on development and international solidarity that could thus define a fully renovated framework for development education.

This report has been submitted to the Prime Minister Philippe on 24 August 2018. It makes 36 recommendations, one of which was the citizens’ individual and collective commitment to international solidarity actions and the understanding of partnership and international solidarity issues.

The report proposes to create a program called ‘Pass Engagement-Solidarité’ (a pass for involvement and solidarity) to allow the payment of public funds to organisations proposing projects containing three main issues: international volunteering, global education and mobility opportunities for young foreigners engaged in a civic service in France.

The report states that the ‘Pass Engagement-Solidarité’ would enable a greater alignment of volunteering and global education issues in projects and partnerships led by civil society organisations.”

## Germany

### Spring

“... As reported, the Ministry for Economic Cooperation and Development, BMZ, initiated a programme to anchor Education for Sustainable Development, ESD, into the school systems of the 16 state Ministries of Education (‘Länder’) via coordinators. By April 2018, five ministries will have joined the programme. The predominant aim is to implement ESD in curricula and school curricula, to integrate ESD into the pre- and in-service training of teachers, and to support exchange programmes.”

### Autumn

“... The National Action Plan Education for Sustainable Development (NAP) was adopted as Germany’s contribution for the UNESCO Global Action Programme on ESD. The NAP calls for the utilisation of the opportunities and the identification of risks of digital applications in education. In this spirit, the newly drafted discussion paper ‘ESD in a digital world’ – which will be launched in autumn this year – deals with the guiding question of how the mutual complementarity of ESD and Digital Education can be structured and organised. Engagement Global coordinates this discussion in the context of the advancement of the Curriculum Framework Education for Sustainable Development.”

## Greece

### Spring

“... the goal of the curricula at all levels of formal Education is raising awareness on diversity, tolerance, gender equality, multicultural societies and migration. Issues related to Global Education are approached upon in schools in a cross-curricular way, in the subjects of ‘Social and Citizenship Education’, ‘Social and Political Education’, ‘Environmental Study’, ‘Environment and Sustainable Education’ and ‘School and Social Life’ ... Programmes are implemented in secondary schools, which are divided in Career Education Programmes, Health Education, Environmental Education and Cultural Subjects.

... The Ministry of Education is taking part in a pilot project for the recognition of qualifications held by refugees ... It is aimed at refugees who claim to have completed or partially completed studies at the level of upper secondary school and above, including qualifications for which there is insufficient or missing documentation.”

## **Ireland**

### Spring

“...The Department of Education and Skills (DES) is currently finalising a review of its National Strategy on Education for Sustainable Development. One of the core revisions that has been prioritised is the integration of the UN Sustainable Development Goals into as many areas of the Strategy as possible. This is important in its own right, but also necessitated by the fact that the Strategy pre-dated the Sustainable Development Goals by a year, so alignment is now called for.”

### Autumn

“... The Department of Education and Skills has recently completed a mid-term review of its National Strategy on Education for Sustainable Development 2014 – 2020. It is the Department’s intention to publish the mid-term review towards the end of 2018.”

## **Latvia**

### Spring

“... North-South Centre of the Council of Europe with the support of the European Commission and in cooperation with partners (Eesti People to People (Estonia), the Latvian Platform for Development Cooperation (LAPAS), the Lithuanian Children’s and Youth Centre, and the Ministry of Education and Science of the Republic of Lithuania) organised the Baltic Regional Seminar on Global Development Education – follow up meeting on 9th April, 2018 in Riga, Latvia.”

### Autumn

“... On 14 August 2018, the Cabinet of Ministers of the Republic of Latvia approved Latvia’s participation in the GENE Increase Programme by granting co-funding for the implementation of the Programme. On 12 September 2018, in Programme was launched with the opening of a public call for global education projects for general education institutions in cooperation with NGOs and an opening seminar ‘Global Education in the General Education Curricula’.

A series of related events are planned in the Global Education Week in Latvia in November and the Ministry of Education and Science of the Republic of Latvia (MoES), the National Centre for Education (NCE), UNESCO National Commission and NGOs have stated discussions on possible cooperation opportunities in this framework.”

## Luxembourg

### Spring

“... At the beginning of the year, the Ministry confirmed the co-financing of:

- 14 multiannual DEAR programmes implemented by NGOs and covering the period 2018-2020 for a total amount of 5 547 459.69 Euro
- 10 annual DEAR projects implemented by NGO's for a total amount of 343 767.56 Euro (two annual projects are still under assessment).

The Ministry also approved nearly 1.03 million Euro of funding over three years (2018-2020) for the ‘Centre d’information Tiers Monde’(CITIM), which makes specialised information on development available to the general public, organisations and institutions. The Centre also makes its premises available to NGOs, especially to those active in the field of development education, for the organisation of conferences, workshops, readings, etc.

Finally, in March 2018, the Ministry officially launched an awareness campaign, which aims to provide information on the challenges in the textile and garment industry and to promote the improvement of the living and working conditions of cotton producers and workers in the textile sector of production and supply. The campaign which is implemented by two Luxembourg NGOs will focus on i) the social and ecological issues of the garment sector, ii) the social and ecological alternatives and iii) the responsibilities of citizens, politicians, companies and trade unions.” Budget 2018-2019: 499 000 Euro.”

### Autumn

“... Presentation of the Luxembourg’s new General Development Cooperation Strategy ‘The road to 2030’ on 19 September 2018:

- Reaffirming Development education and awareness raising as a key priority for Luxembourg, aiming to developing a stronger sense of world citizenship through engaging with the public, helping the population understand and reflect on the root causes of poverty, and highlighting how Luxembourg works to address these challenges.
- Acknowledging the continued participation of the Luxembourg MFA in the Inter-Ministerial Committee on Education for Sustainable Development, led by the Ministry in charge of Sustainable Development, spearheading ongoing work to integrate education for sustainable development into Luxembourg’s education system and coordinating efforts of key institutional stakeholders and civil society.
- Reaffirming Luxembourg’s commitment to increase financial support for development education and awareness raising to deepen public understanding and support for development action.
- Reaffirming Luxembourg’s strategy to build upon National NGOs to implement of development education and awareness raising, via its broad and diversified NGO community to develop and implement development education and awareness raising

initiatives and programmes. To further stimulate citizen engagement, Luxembourg will seek to promote enhanced joint NGO action on specific development themes and sustainable development in general.”

## Malta

### Spring

“... Education Malta hosted a GENE visit to the island, during which a meeting was held with the Hon. Minister for Education and Employment. Among other items, the importance of GENE’s Innovation and Increase Programme and its positive impact on Global Education was discussed. Following this visit, a Memorandum of Understanding was signed in December 2017, so that now Malta is part of this project for the year 2018.

Our colleagues at the Ministry for Education and Employment are in the initial stages of projects concerning migrants’ inclusion in education and broader dialogue with different stakeholder groups with the aim to create as many opportunities for inclusive education as possible. Discussions about the implementation of these projects are still ongoing.

Another interesting highlight is the sponsorship of a number of postgraduate degree scholarships, thanks to the Ministry of Foreign Affairs and Trade Promotion and the University of Malta, whereby a total worth of 118 000 Euro in scholarships are being offered to students from Ghana, Nigeria, Palestine and Tunisia as part of the Government of Malta’s commitment towards development through education. Scholarships at Master Level are offered in Humanitarian Action; Cultural Heritage Management; Conflict Resolution and Mediterranean Security (in collaboration with the George Mason University in USA).

This initiative echoes the Maltese commitment, made at the Valletta Summit on Migration in 2015 and also meets Malta’s obligation as a Commonwealth country and Chair-in-Office. It is an excellent opportunity for the selected students to acquire deeper understanding on a range of issues related to humanitarian action, conservation and management of built heritage.”

### Autumn

“...The National Curriculum Framework published in 2012 promotes Education for Sustainable Development in its broad perspective and also embraces Global Education Principles as a cross-curricular theme. In this context, schools are encouraged to address ESD and GE not only through various whole school initiatives and projects, but also to ensure that these themes permeate all curricular areas across all cycles.

More recently, the GENE programme has been officially launched in the local context. The launch seminar was held on Tuesday 19th June 2018. For the seminar, stakeholders representing the primary, secondary, post-Secondary and tertiary cycle, in state, non-

state schools and sections and other participants including NGO representatives and Ministry for Education and Employment officials from various departments (including the Directorate for Learning and Assessment Programmes and the Quality Assurance Department). The Minister for Education and Employment, Hon. Minister Evarist Bartolo, delivered the official opening speech and highlighted the need of Global Education in the complex dimensions of multiculturalism. Apart from presentations delivered by GENE representatives, the launch seminar provided participants with an opportunity to participate in the three workshops, namely: Policy Development, Information and Capacity Building and Implementation and Visibility.

The GENE launch seminar provided the right platform to align current efforts in GE and to strengthen practices by embracing schools, NGOs and other Ministries. During the coming years, GENE will consolidate this collaboration towards the compilation of a national policy that acts as guidance towards increased school-based holistic curricular, embedding of GE philosophy and further related educator training. Participation in the GENE programme will also offer MEDE networking opportunities to benefit from peer learning and advice with regards to training, capacity building, research, funding and policy support. This ensures a streamlined support structure to sustain Malta's efforts in maintaining GE as national priority. The GENE launch also provided the right networking and partnership building opportunity to strengthen the community of stakeholders interested and engaged in GE initiatives and policy development.”

## Montenegro

### Spring

“... ESD goals and principles have been implemented in the past decade as part of reform processes and solutions and are in line with Montenegro's national education and SD strategies and priorities. In our formal education the ESD content is introduced in compulsory subjects, elective subjects, cross-curricular topics and extracurricular activities in all education levels (pre-primary, primary, general secondary and IVET education).”

### Autumn

“... We have been implementing education for an active social life in democratic communities through compulsory subjects, elective subjects and cross-curricular topics. Global Education takes place at schools (elementary, secondary, VET schools) and non-formal education, which is organised with licensed education providers. All programs are adopted by the National Council for Education.

All information about citizenship education we published through the web sites [www.zzs.gov.me/naslovna/naslovna-medjunarodna/demokratsko\\_gradjanstvo](http://www.zzs.gov.me/naslovna/naslovna-medjunarodna/demokratsko_gradjanstvo), and [www.cso.gov.me](http://www.cso.gov.me) as well as in hard copy.”

## Norway

### Spring

“... DEAR funding for civil society through Norad in 2018 will be maintained at the same level as in 2017. However, for the first time in decades, the government budget proposal for 2018 did not specify funding for DEAR. Thus, there was uncertainty as to whether the level of funding would be maintained or not, as the current government in recent years has made several attempts to cut funding.”

### Autumn

“...This autumn the learning objectives in the subject curricula in the new national curricula will be developed. Sustainable development, democracy and citizenship and health and life skills will be interdisciplinary themes in the new curriculum for primary schools, as well as the teacher training programmes.”

## Poland

### Spring

“... The Foundation Education for Democracy has created a multifunctional database for teachers - E-globalna, that contains materials concerning global education themes. The materials can be searched by issue, school subject or age of students. The project started in 2013 and is being constantly expanding. Financed entirely by MFA.”

## Portugal

### Spring

“... Following the final evaluation of the National Strategy for Development Education 2010-2016, the drafting process of the National Strategy 2017-2022 took place using again a participative approach. The new Strategy paper was sent to the Government to be approved by the Council of Ministers. The Strategy aims to contribute to strengthening the commitment towards Development Education (DE) and the capacity of the actors.”

### Autumn

“... The National Strategy for Development Education 2018-2022 was approved by the Council of Ministers (Resolution of the Council of Ministers no. 94/2018). The document was published in the Portuguese Official Journal. The Strategy aims to contribute to strengthening the commitment towards Development Education (DE) and the capacity of the actors.”

## Serbia

### Autumn

“... There is a curricular reform going on at the moment in Serbia, which aims for new curricula in primary and secondary education as well. The Institute for the Evaluation of the Quality of Education has developed the standards of general cross-curricular competencies. The goal of cross-curricular competencies and key competences is a more dynamic and more engaged combination of knowledge, skills and attitudes relevant to different contexts that require their functional application.

There are eleven cross-curricular competencies in primary, and eleven in secondary education, among which there are several that are complementary with Global Education: Responsible participation in a democratic society; Communication; Responsibility towards the environment; Responsibility for healthy living; Entrepreneurship and entrepreneurial affinity; Competences for lifelong learning; Working with data and information; Digital competence; Problem solving; Cooperation; Responsible participation in a democratic society, etc.

Within the reforms of secondary education, new subjects are introduced that pupils can choose from, which present a new approach towards competences. Some of these subjects are complimentary with GE: Language, media and culture; Individual, group and society, and in terms of GE, the most important of all is the subject Education for Sustainable Development.”

## Slovakia

### Spring

“... In cooperation with Mrs. Ditta Trindade and Mrs. Katarina Kováčová, we are trying to involve the Ministry of Education in the joint organisation of a National Seminar on Global Education in Slovakia. It would be an opportunity for networking among individual GE actors in Slovakia and the start of a discussion which could lead to the creation of a national strategy of Global Education for the period of the next four years.”

### Autumn

“... The most important challenge in front of us is the creation of a new National Strategy for Global Education (the last strategy was valid from 2012 until 2016). In September, the Ministry of Education has established a working group, which will lead the preparation process and shall organise the National seminar on Global Education, which is expected to take place in late October.”

## Slovenia

### Spring

“... Within the Global Education Increase and Innovation Programme supported by GENE, the cooperation between the Ministry of Foreign Affairs (MFA), the Ministry of Education, Science and Sport (MESS) and other stakeholders has strengthened.”

### Autumn

“... Within GENE’s Global Education Increase and Innovation Programme, the MFA focused more attention on the field of Global Education in 2018. The Memorandum of Understanding signed by GENE and the MFA defined three main activities for implementation. The cooperation between the MFA, the MESS and other stakeholders strengthened. In May 2018, the MFA in cooperation with the MESS organised a National Forum on Global Education and Education for Sustainable Development. It brought together many different stakeholders and revealed a great interest in this field.”

## Spain

### Spring

“... Besides continuing the work we had been developing in the previous years (a national prize for schools that work in global education, NGOs funding, etc.), we have just published materials for teachers that want to incorporate global education issues at their schools. The project has been led by the AECID. They have worked together with the Spanish Education Minister. A group of teachers have developed and elaborated all the materials, including the graphics, texts and the didactic guides. At this time, we are promoting the materials, so they can be used in schools throughout Spain.”

### Autumn

“... We provided financial support to NGOs channelled through specific agreements wholly focused on Development Education or including some DE actions within the scope of cooperation for development agreements (these agreements are for four years with a minimum amount of 1 million Euro per agreement). Financial support was also given to NGOs through grants for projects with a shorter implementation period (maximum two years) and for amounts less than 300 000 Euro.

Leadership and implementation of the Educators for Development Programme took place, in collaboration with the Ministry of Education and Vocational training, including the National Award for Development Education ‘Vicente Ferrer’ and other training actions. Furthermore, a new collaboration agreement was signed between AECID and the Federation of Municipalities and Provinces, which includes projects on social coexistence and cultural diversity at the local level. Finally, AECID is also exploring the possibility of partnership with UNESCO and the OIE (Organization of Ibero-American States) and other possibilities for projects in Latin America.”

## Sweden

Spring/Autumn

“... The Swedish National Agency for Education has launched an in-service training for teachers in ESD. The in-service training is in the format of a module that is meant to be used within schools, often without external assistance.

Modules contain web texts, scientific articles, in-depth questions and often films as a basis for discussion and reflection on teaching or activities. There is also support for joint planning and follow-up. The goal is that the participants, supported by the content in the module, will continuously be able to reflect on what they do, and together develop the teaching or the activities. The module on ESD will, when completely finalised, contain eight parts:

1. Introduction – Didactic perspectives on sustainable development
2. Representation – How do we view the world?
3. School and students – Recipients of knowledge and participants in change
4. It has to work – Intergenerational responsibility and democratic pluralism in education for sustainable development
5. Sustainable development – Who is and should be responsible?
6. Sustainable creativity
7. Sustainable development for all? And locally
8. The school as a change agent

The module was not accompanied by financial support to the communities and schools to allow time for teachers to work with the module. Despite this fact, the module is an important tool for ESD to be more widespread in Sweden and The Global School will use the opportunity the module gives to involve more communities, schools and teachers to get engaged with ESD.”

## United Kingdom

Spring/Autumn

“... With DFID’s two development education programmes (Global Learning Programme and Connecting Classrooms) due to come to an end in July 2018, DFID carried out an extensive consultation exercise on the future of development education and global learning in the UK.

Key findings from the consultation were the following:

- Strong support for the reinstatement of reciprocal visits in the Connecting Classrooms programme, and for school partnerships to be fully equitable (i.e. not a donor-recipient approach).

- The need for global learning to be rooted in or strongly linked to the curriculum.
- The importance of involving the local community and building on and utilising existing global learning expertise. For example, encouraging pupils to get involved in local volunteering efforts in line with “think globally, act locally”, and encouraging links between schools and local Development Education Centres, higher education institutions, civil society organisations, and businesses.
- Ensuring that the programme does not place a burden on busy teachers, and that its processes are as streamlined as possible.
- The need to raise awareness of the programme in more remote/less affluent areas and find ways to enable such schools to access the training and partnership offers.
- The importance of using the programme to increase the quality of teaching and learning, and to help pupils gain the skills (e.g. entrepreneurship), knowledge and values necessary for participation in both their local labour market and the global economy.
- Ensuring that the offer is flexible, offering a menu of options to schools, and tailored to the needs of different country contexts.

The consultation led to the design of a single consolidated programme – [Connecting Classrooms through Global Learning](#) (CCLG) – in line with this feedback. Launched in August 2018, CCLG builds long-term relationships between schools and communities in the UK and developing countries, equipping pupils in both the UK and developing countries with the knowledge, skills and attitudes to live and work in a global economy and to take action on global issues. Since launching the programme has reached over 10 600 schools including over 1000 schools in the UK; and trained over 43 000 teachers and school leaders.

Working across all four nations in the UK, the programme:

- Develops school partnerships that i) give children the opportunity to increase their awareness and understanding of global issues and different cultures; and ii) give children the opportunity to have their voices heard on development issues by working on a Global Goal project important to them and their community, from climate change to gender equality.
- Develops a plethora of free global learning resources suitable for both a school and home-learning environment to help bring themes around global learning to life and educate and inspire students to take action.
- Provides teacher training on global citizenship education and topics related to education for sustainable development through a blended learning model (online and face-to-face).”



# Appendix I

## GENE Participating Ministries and Agencies

European Ministries and Agencies that contributed country reports in connection with GENE Roundtables in 2018

<b>AUSTRIA</b>	ADA – Austrian Development Agency Federal Ministry of Education, Science and Research, Austria
<b>BELGIUM</b>	Enabel – Belgian Development Agency FPS Foreign Affairs, Foreign Trade and Development Cooperation
<b>BOSNIA and HERZEGOVINA</b>	Ministry of Civil Affairs
<b>BULGARIA</b>	Ministry of Education and Science
<b>CYPRUS</b>	Ministry of Education, Culture, Sport and Youth
<b>CZECH REPUBLIC</b>	Czech Development Agency
<b>ESTONIA</b>	Ministry of Foreign Affairs Estonian National Commission for UNESCO
<b>FINLAND</b>	Finnish National Agency for Education Ministry for Foreign Affairs
<b>FRANCE</b>	Ministry for Europe and Foreign Affairs AFD – French Development Agency
<b>GERMANY</b>	Engagement Global
<b>GREECE</b>	Ministry of National Education, Research and Religion
<b>IRELAND</b>	Irish Aid, Department of Foreign Affairs
<b>LITHUANIA</b>	Ministry of Foreign Affairs

	Ministry of Education and Science Lithuanian Children and Youth Centre
<b>LATVIA</b>	Ministry of Education and Science
<b>LUXEMBOURG</b>	Ministry of Foreign and European Affairs
<b>MALTA</b>	Ministry for Education and Employment Education Malta Foundation Ministry for Foreign Affairs and Trade Promotion
<b>MONTENEGRO</b>	Ministry of Education Centre for Vocational Education and Training Bureau for Education services
<b>NORWAY</b>	The RORG network United Nations Association Norway
<b>POLAND</b>	Polish Aid, Ministry of Foreign Affairs
<b>PORTUGAL</b>	Instituto Camões CIDAC Directorate-General for Education, Ministry of Education
<b>SERBIA</b>	Ministry of Education, Science and Technological Development
<b>SLOVAKIA</b>	The Ministry of Foreign and European Affairs Slovak Agency for International Development Cooperation National Institute for Education
<b>SLOVENIA</b>	Ministry of Foreign Affairs Ministry of Education, Science and Sport
<b>SPAIN</b>	AECID – International Development Cooperation Agency Ministry of Education and Vocational Training
<b>SWEDEN</b>	Swedish Council for Higher Education
<b>UK</b>	Department for International Development

## Appendix II

# Maastricht Global Education Declaration (2002)

### A European Strategy Framework

#### For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

#### 1. Recalling:

- International commitments to global sustainable development made at the recent *World Summit on Sustainable Development*, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- The Council of Europe's North-South Centre definitions of Global Education (2002)

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.

#### 2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### 3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

### 4. Agreeing that...

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right. This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms.
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in co-operation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

## The State of Global Education in Europe 2019

The State of Global Education in Europe reports on policy, strategy and funding for Global Education in European countries, based primarily on information submitted by the ministries, agencies and national co-ordinating bodies that participate in GENE (Global Education Network Europe).

This fourth edition looks at some of the contexts that influence Global Education policymaking and identifies thematic trends and cross-cutting issues across Europe. The report explores, in some detail, funding levels for Global Education in European countries and concludes with a selection of highlights from the network. There are examples of national policy and practice throughout the report.



Global Education Network Europe (GENE) is the network of ministries, agencies and institutions with national responsibility for Global Education. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education. GENE works to increase and improve Global Education towards the day when all people in Europe - in solidarity with people globally - will have access to quality Global Education.

For more information, please visit [www.gene.eu](http://www.gene.eu)

