

# The State of Global Education in Europe 2020/2021



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# The State of Global Education in Europe 2020-2021

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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 Development Cooperation Agency
AFD	French Development Agency
AICS	Italian Development Cooperation Agency
ANGEL	Academic Network for Global Education and Learning
BMZ	Federal Ministry for Economic Cooperation and Development
CIDAC	Amílcar Cabral Development Intervention Centre
CODEV	Working Party on Development Cooperation and International Partnerships
CSO	Civil Society Organisation
DAC	Development Assistance Committee
DEAR	Development Education and Awareness Raising
DERC	Development Education Research Centre
DG INTPA	Directorate General for International Partnerships
DGE	Directorate-General for Education
ECSI	Education for Global Citizenship and Solidarity
EDUFI	Finnish National Agency for Education
EE	Environmental Education
ENED	Portuguese National Strategy for Development Education
EOP	Evaluation, Organisational development, Project and programme service
EPEV	Education for the Prevention of Extremist Violence
ESD	Education for Sustainable Development
ESPA	Action Plan Subscribing Entities
EU	European Union
FPS	Federal Public Service
GCE	Global Citizenship Education
GDE	Global Development Education
GE	Global Education
GENE	Global Education Network Europe
IDEA	Irish Development Education Association
IEQE	Institute for Education Quality and Evaluation
ITE	Initial Teacher Education
KMK	Standing Conference of the German Ministers of Education and Culture
MCE	Ministry of Climate and Environment

MFA	Ministry of Foreign Affairs
MFEA	Ministry of Foreign and European Affairs
NGDO	Non-Governmental Development Organisation
NGO	Non-Governmental Organisation
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
SDG	Sustainable Development Goal
SDSN	Sustainable Development Solutions Network
SSE	School Self-Evaluation
UCL	University College London
UK	United Kingdom
UN	United Nations
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Social and Cultural Organisation.

## Acknowledgements

This fifth edition of the State of Global Education in Europe has been developed to provide an account of key issues in funding, policy and strategy in Global Education 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 – through regular country reporting. The country reports that Member States share at GENE Roundtables in autumn and spring each year provide background information about policy priorities, conceptual debates, funding and key current issues at national level.

The period 2020–2021 was characterised by a global pandemic that put unprecedented pressure on policymakers in the GENE network. From one week to the next, policymakers in Ministries of Foreign Affairs were being co-opted from units focused on Global Education, to helping repatriate citizens; while officials in Ministries of Education that might usually be spending their working time on curriculum reform, teacher education or international engagement, were suddenly needed to assist the process of moving whole school systems from in-person in-school teaching, to pivoting to support school leaders and teachers to transform education systems to online or other distance forms of teaching and learning.

Meanwhile, all of us had to learn how to work from home offices.

Despite this, GENE managed to continue and even grow the network of policymakers; perhaps because we realised that the GENE Secretariat already had an experience of a virtual office and working remotely and could support members in their journey. This support firstly focused on the transition to working remotely and later expanded to the sharing of experiences across borders. Virtual Coffee mornings became a monthly feature. Webinars and virtual capital visits replaced in-person meetings.

The Roundtable and the reporting tradition carried on during the pandemic, albeit with a significantly different focus during 2020 in particular and with understandably somewhat less priority among ministries and agencies to engage in reporting. We should also note that this is a slightly slimmer volume than usual.

In Summer 2021 GENE celebrated its 20th anniversary and launched the process towards the new European Declaration on GE to 2050. We intend to align future State of Global



Education editions with follow-up to the future Declaration and as such, we consider this to be the last volume in the current series of State of Global Education Reports. Going forward, reports will address key areas that will be identified as priorities in the Dublin Declaration and will be published on a biennial basis.

Our sincere thanks and appreciation are due to all GENE participating organisations for their commitment and for the effort that goes into creating national reports, and for allowing us to learn from, analyse and share some of their information through this publication, while respecting the Chatham House rule under which GENE Roundtables operate.

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## Introduction

GENE is a network of representatives from Ministries of Foreign Affairs, Aid Agencies, Ministries of Education and Education Agencies in European countries. The policymakers who participate in the network are responsible for Global Education (GE) funding, policy or coordination in their respective member states. They come together, in processes facilitated by GENE, to learn, share experiences and work towards more and better Global Education in Europe.

GENE has published State of Global Education in Europe reports since 2015, this being the fifth edition. While the situation in the world has changed utterly, this report continues to offer content in key policy-relevant categories that provide insights into the state of affairs in Global Education in European countries.

As in previous years, the issues in the chapters dedicated to cross-cutting policy themes draw primarily on information reported by participating ministries and agencies in connection with GENE Roundtables from 2019 to 2021, whereas the focus chapter on national strategies is based on additional research and analysis of policy documents.

This volume examines the changed policy landscape of GE in Europe as a result of the pandemic, and the increased urgency in provision in Global Education. It briefly outlines work achieved throughout the pandemic and some of the challenges faced by policymakers and argues for the need for and importance of a renewed Declaration on Global Education to 2050, which is now in progress and will be finalised in November 2022.

The State of Global Education 2020/2021 also outlines the changes in the policy environment for GE at European and global levels.

Based on the concerns expressed and the issues identified by policymakers from GENE member states during the period, the volume also looks at four cross-cutting themes where there was considerable development, giving some national examples in:

- Global Education Evaluation
- Partnerships and cooperation in Global Education
- Legal Frameworks for Global Education at National Level
- Global Education and Digitalisation.

Finally, the volume provides an overview of a range of different examples of National

Strategies in progress in European during 2019-2021 and provides a basic model for the comparative analysis of strategies, which GENE has developed and used for some time in its work of supporting policymakers from member states in their development of national strategies.



# Chapter 1

## Global Education in a Time of Crisis

### 1.1 Introduction

Education that aims to open people's eyes to the realities of the world and encourages them to act in solidarity with others is not something new. Indeed, as long as people have thought about learning there has been a question at the heart of the conversation: how can we ensure that people not only learn how to adapt to the way things are, but also learn how to change things for the better?

Given the current political context in Europe and globally – the challenges to democracy and the rule of law, to multilateralism, human rights, solidarity, justice and truth – and given the ongoing pandemic, conflicts and threat of war, that question seems more relevant than ever. We propose that Global Education is just what the world needs, and what education systems need, right now, to respond to these challenges.

Some of the underlying causes of injustice have been put into sharp focus by the pandemic. Education systems have been under unprecedented pressure to provide for learners in circumstances that do not allow for easy solutions. In many countries months of learning were lost, and the priority recently has been on catching up, on keeping learning alive, on providing support and care.

Following the shock to education systems, change seems inevitable as we build for the future. With the changes, adaptations and new approaches to providing education during the pandemic, there are also significant opportunities to build a local-global justice outlook and promote critical engagement with the world as part of our education systems, formal and non-formal.

Just as the pandemic seemed to slow down and education returned to something resembling normality in Europe, at the time of going to print, a war has just begun on the continent with the Russian invasion of Ukraine. This of course has immense impact on education in general, especially in the countries neighbouring Ukraine, as well as raising demand for peace education and conflict resolution to engage learners about the causes and consequences of conflict.

It is only by learning about the causes and effects of injustice near and far that we can start to make change. Quality Global Education encourages people to reflect critically, as well as providing the knowledge and tools to understand, and then take action. It is clear that people want their voices to be heard. We have seen people rise up, form movements and take action, from Black Lives Matter and #MeToo to Fridays for Future. Young people in particular are standing up and raising their voices. When we mainstream Global Education, we give children and young people – and learners of all ages – an opportunity to have their eyes wide open to injustices near and far, with an understanding of the underlying causes and effects, and with the skills necessary for taking action in favour of human rights, global justice and solidarity.

Over the last 20 years, progress has been made: there is now more and better Global Education in many European countries. There is also better coordination and cooperation at European level, as well as national structures supporting and financing Global Education in more countries. Despite this progress, this kind of education – education about the big global challenges that affect everyone and that can help us make sense of the future – is still not yet available to everyone.

To respond to this challenge, Global Education Network Europe, on the occasion of its 20th anniversary in June 2021, launched an 18-month process leading to a New Declaration on Global Education to 2050. The aim of this process is to build a long-term political vision and strategic frame for Europe to deliver quality Global Education to its citizens. A high-level political event launched the process and brought together Ministers of Education, Foreign Affairs and Development, as well as the EU Commissioner for International Partnerships, Ms. Jutta Urpilainen, and the UN Assistant Director-General for Education, Ms. Stefania Giannini, expressing broad support.

The strong political will that we have seen so far from European leaders to support and recognise Global Education is promising. Global Education needs to be at the heart of education and learning, and at the core of foreign, development policy and other key policy areas, in order to ensure access for all. We are sure that the impetus of a new Declaration on Global Education in Europe to 2050 will lead to real change and will help enable Europeans to be citizens of and for the world.

## 1.2 A Policy Network Learning During Lockdown

When GENE organised its 41st Roundtable in Valletta, Malta, in October 2019, little did we know that we would have to take a break from meeting in person for a long time thereafter. During the opening address, the Minister of Education of Malta, who subsequently became the Minister of Foreign Affairs, Mr. Evarist Bartolo, spoke on the imperative of contextualising our actions in a legal and normative framework of human rights. In the months to come, those words took on new meaning as several momentous crises converged: the public outrage and demonstrations against racial injustices set off by the death of George Floyd in the United States; the consequences of Covid-19 and its impact on families and communities; the wildfires that ravaged many countries in different parts of the world; the escalation of the destruction of rainforests in South America; and contested elections in some countries where democracy itself was under threat and human rights and freedoms were infringed in ways few could have imagined in current times. Political polarisation seemed to intensify further while the public space for debate and dialogue narrowed into opposing, often opinion-based versions of right and wrong, with science and fact undermined by people at the highest levels of power.

While the world went through upheaval that put pressure on governments and societies, GENE organised its first series of virtual events in spring 2020. For a few months, the focus was not on increasing and improving Global Education in European countries; it was on understanding how GENE could help and support participating ministries and agencies in solidarity, with the policymakers that make up the network. Ministries of Education and their agencies worked under tremendous pressure to pivot education systems to distance learning and to ensure continued access to education for all children, while the policymakers themselves were asked to work remotely.

Some countries had digital solutions available to offer online learning to students, such as Estonia and Finland where online learning and digitalisation were to a degree already part of the system, but many did not. In most countries, ensuring that learners had access to some sort of digital device to access online learning was as much of a challenge as the provision of distance learning. In an effort to reach as many learners as possible, several ministries in the GENE network chose to develop and broadcast educational content via television, including Austria, Bulgaria, Croatia, Germany, Greece, Ireland, Latvia, Lithuania, Montenegro, Portugal, Serbia, Slovakia, Slovenia, Spain, and the UK. Solutions were developed very rapidly, with teachers recording lessons and people and organisations mobilising in ways not done before to offer learning outside the school environment. Many other solutions, including digital platforms and online resources were also developed,

along with distributing digital devices and training teachers to use online and digital tools. The focus was, for most, initially on ensuring that core subjects were continued, and then gradually building up a wider offer.

During the pandemic, GENE organised a series of webinars on topics intended to assist member states in their efforts in Global Education in the national context. In 2020, one webinar on global competences as key to achieving the SDGs was co-hosted with the Belgian development agency ENABEL, and another was organised on the theme Global Education at a time of crises. At the first webinar, an input on global competencies and the SDGs was provided by Prof. Dirk Van Damme, OECD Education Directorate, while the session was chaired by Prof. Elina Lehtomäki of Oulu University, Finland. At the second event, Prof. Divya Diwedi, Professor of Philosophy and Literature at the India Institute of Technology in Delhi shared some of her thinking around the ongoing crises and the role of education (see boxes below).

#### **Webinar: Why Education and Global Competence will be key for the success of the SDGs**

*Keynote speech by Prof. Dirk Van Damme, OECD Education Directorate*

In his keynote, Prof. Van Damme underscored the centrality of SDG 4; quality education for all. Education lies at the heart of progress towards a more just and sustainable world and is a catalyst for achieving advances in other domains. Access to quality education helps people escape poverty, engenders trust in societies, empowers individuals to live more healthy lives, among many positive social benefits. As with other SDGs however, while some targets are within reach, the journey to achieving all by 2030 is fraught with challenges, including disparities between countries. SDG 4.7 is a particularly ambitious target in that it sets out not just quantitative, but qualitative objectives. It is concerned with the acquisition of global competencies, which refer to a transformative set of social and emotional skills such as empathy, meta cognition and responsibility, critical for navigating and shaping an interconnected world. Of course, such skills are more difficult to comprehend and assess than cognitive skills such as numeracy and literacy, but conceptual and assessment frameworks are developing. Schools play a pivotal role in helping to foster global competencies, as research suggests that they can be acquired throughout life. Developing them necessitates a holistic effort that extends beyond the design of explicit curricula to the implementation of innovative pedagogies and the alignment of all components of education, including school culture and the ‘hidden curriculum.’

The presentation is available to view [here](#).



Meanwhile, Ministries of Foreign Affairs and their agencies were working to meet the challenges and needs of citizens and staff abroad, as well as mitigating impacts and engaging in dialogue with programme and project partners, as international cooperation had to be adapted to the pandemic and its effects. At the same time, education and awareness raising programmes at home had to be re-thought to move from face-to-face to virtual activities, as far as this was possible.

At the same time, and more globally, fissures in the nature and extent of our understandings of global solidarity and equity began to come into stark relief in the working out of vaccine diplomacy and distribution; while the nature of policy advice and its relationship to science, research, facts, truth and politics also took on new dimensions and changed course. With all these changing realities, and the transition to a virtual setting, a new array of priorities and challenges arose for GENE policymakers.

### 1.3 Priorities and Challenges for Policymakers

When the policymakers that form the GENE network came together virtually in spring 2020, it was to share perspectives on their national situations, to exchange stories and understand how colleagues in other countries were coping. The conversations focused initially on national realities in the wider European and global contexts, and on adapting and making the best of a difficult situation. It was only after this joint sharing and reflection that the group began to talk about the implications for Global Education and ways forward. Among Ministries of Foreign Affairs and their agencies, the following questions were discussed in-depth:

- How government funding schemes could be made flexible in different ways to enable civil society to adapt to new challenges and circumstances.
- How government funded Global Education carried out by partners and implementing agencies switched to online activities, and the drawbacks as well as unexpected benefits of this transition.
- What the implications might be for Global Education budgets in a near to medium term given the likelihood of forthcoming reductions in government spending.

Among the GENE member states Ministries of Education and their agencies, the discussions focused on:

- The closure of schools and various coping strategies employed to ensure continuous provision of education for all children.

- The differences between countries and between different regions within countries in terms of preparedness, resources and infrastructure.
- What education content to prioritise in a time of crisis and the place of Global Education.
- The long-term implications and learning for the future from the switch to distance learning.

Facilitating these discussions between policymakers from across Europe helped GENE members understand the impact of Covid-19 on GE in Europe and allowed the network to come together and to assist each other, to cooperate and share solutions to the challenges faced by policymakers – not only in GE, but also more broadly. This co-operation and experience also fed into the idea and demand for a renewed Declaration on Global Education that would reflect the growing global challenges of today.

#### **Webinar: Education and the World in the context of the “crises”**

*Keynote by Prof. Divya Diwedi, Professor of Philosophy and Literature at the India Institute of Technology in Delhi*

Prof. Diwedi offered a stimulating critique of some of our commonplace understandings. Taking aim at the mischaracterisation of COVID-19 as an unforeseeable crisis, she argued that on the contrary, the pandemic should have been both predictable and manageable. Rather than teaching us anything new, it primarily revealed our failure to act on existing knowledge in order to mitigate its worst effects. This failure is a symptom of what Prof. Diwedi identified as a deep-seated global stasis, which itself is the product of some elements of the complex system that is our world dictating to the other elements, rather than existing in a “balance to maintain reciprocal relationships between all components.” To fix the system, we must look beyond the narrow boundaries of our “ethnocentric identifications, nationalisms, and regionalisms” and recognise our mutual responsibilities to one another. Education has a vital role to play in helping us understand the complex system to which we all belong, in all its interconnectivity. However, understanding alone will not remedy the problem, which is why education must be “a perpetual training to exercise reason and imagination in such ways as to be able to exceed the given world and to shape a new and better one.” Prof. Diwedi urged a reconceptualisation of education to empower global citizens to create new freedoms and reshape the world democratically – one which embraces global interconnectivity, upholds responsibility, and is committed to averting future failures.

The full input is available [here](#).

## 1.4 A New Declaration on Global Education - A Forward Looking Perspective

In GENE we have been clear for over a decade now, based on the perspectives of policymakers and researchers in education, that education without Global Education cannot be considered quality education. The concerns of Global Education are always, already, necessarily, at the heart of education. The pandemic has brought huge challenges to education systems but has also brought awareness of the links between local and global issues, and of the need for truth-based and research-informed policies, as well as greater potential for public awareness of the need for global solidarity.

Global Education is a necessary foundation for the achievement of European ambitions for global solidarity. National Ministries and Agencies are strongly engaged in strategic initiatives, national strategies and interministerial cooperation for greater policy coherence in the field of GE. They come together at European level to share policy learning, committed to increasing and improving policy and provision, showing how international networking and learning produce a whole which is greater than the sum of its parts.

Global Education is becoming more mainstream, more integrated, more central to concerns expressed also by those not yet specifically involved in Global Education, but rather in mainstream education policy, research and practice. There is strong consensus among member states that GE is now more important than ever. This consensus needs to be reflected in coherent and solid programming as well as financial allocation for GE in the coming period.

Almost 20 years ago, the Maastricht Congress brought together Government Ministries and Agencies from across Europe with stakeholders to grow political and policymaker support for Global Education. Now we're doing it again. During the 18 months leading up to November 2022, a process of consultation and cocreation with policymakers, stakeholders, academia, partners and global critical friends is taking place, that will culminate in a European Congress and a new Declaration on Global Education to 2050.

The aim of the process is to build a long-term political vision for how Europe will educate its citizens in schools, communities, youth organisations and other learning venues, through life-long and life-wide learning, to be citizens for and with the world. The strong political will that we have seen so far from European leaders to support and recognise

Global Education is promising. Global Education needs to be at the heart of education and learning, and at the core of foreign, development and other key areas of policy, in order to ensure access for all.

We are sure that the impetus of a new Declaration on Global Education in Europe to 2050 will lead to real change and will help enable Europeans to be citizens of and for the world.

The work towards the new Declaration builds on collective efforts towards implementing the SDGs. However, 2030 is only a few years away, and education systems change slowly. The children born today will be leaving school around 2040; those who go on to university will be at the start of their working lives in 2050. Through the emerging Declaration on Global Education in Europe to 2050, there is an opportunity to strengthen policy coherence and political consensus in the field, so that children born today in Europe will be educated to become global citizens. The ambition with a new European Declaration to 2050 is to provide a commitment to ensure quality Global Education provision and also a framework for implementation. Monitoring, along with policy sharing on challenges to progress will also be integral parts of implementation and it is intended that The State of Global Education in Europe will be one of the vehicles in this regard, along with national reporting by GENE policymakers as well as seeking out cooperation and building on existing joint work with international partner organisations to enable useful monitoring of how the implementation of the Declaration on GE to 2050 is progressing.

## Chapter 2

# The Policy Environment for Global Education – Important Advances and Concrete Progress<sup>1</sup>

At the time of writing, the policy environment regarding GE and DEAR in Europe and globally is being re-written, and there are many signs of significant advance, based on years of policy dialogue and stakeholder engagement. This section outline some of the policy perspectives and recent processes, initiatives or policy documents that give rise to hope for more solid policy support for GE/ DEAR.

At **European Union (EU)** level and at national level in Europe there have been several promising developments during 2020 that suggest a very specific focus on strengthening GE/DEAR within the EU's broader foreign policy:

- The Council of the EU's Working Party on Development (CODEV), meeting in Brussels on the 6 February 2020, reached a strong consensus on the centrality of GE/DEAR to the EU's aspirations regarding the global goals and the Green New Deal. 14 countries spoke strongly in favour of strengthened support and coherence between national and EU policies and initiatives in GE/DEAR (Wegimont, 2020).
- This consensus was built upon in the Council meetings that led to the adoption of the Council Resolution on Youth in External Actions on 6 June 2020. This put GE/DEAR at the core, calling on the Commission and member states to: *“Enhance active global citizenship through strengthened global education, development education and awareness raising (DEAR) with youth including training, youth work activities and awareness-raising in human rights, sustainable development and good governance – and to support young people’s active engagement in responding to global challenges and efforts to build democratic, peaceful, inclusive, equitable, tolerant, secure and sustainable societies across the world...”* (EU Council, 2020).

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1 Editors' note: A version of this chapter appeared as an article in the journal Policy and Practice: A Development Education Review in 2020: Wegimont, L (2020) 'The Policy Environment for Global Education, Development Education and Awareness Raising: Reasons to be Cheerful While the Future is Unwritten', Policy and Practice: A Development Education Review, Vol. 31, Autumn, pp. 1-11.

Along with this strengthened recognition of the need for support for GE/DEAR at European level, a growing number of European countries also have their own national strategies, policies or coordinating mechanisms for GE/DEAR (Lee, McAuley and Wegimont, 2020). These national strategic initiatives have consciously learnt from one another through GENE (Ibid; GENE, 2020). Examples of such learning can be seen in the European Global Education Peer Review process of GENE, now in its 17th year, and the State of Global Education in Europe reports. They provide both country-based and Europe-wide policy, data, narratives, and research on countries across Europe. When read in tandem with the work of the growing Academic Network on Global Education Learning (ANGEL, 2020) and its annual digest of GE related research in a growing number of European countries and languages, and the work of a small but growing number of academic journals in the field, we now see a growing body of policy-related research that augers well for the future of the field.

At the OECD (Organisation for Economic Co-operation and Development), there have also been developments over time that have influenced the policy environment for GE/DEAR in a number of ways.

These are mostly two-fold:

- with regard to the growing focus on GE/DEAR within the OECD Development Assistance Committee (DAC) Peer Review Process; and
- in the increasing influence of PISA (Programme of International Student Assessment, 2020) and other large-scale assessments and policy-focused research initiatives of the Education Directorate of the OECD.

In regard to the former, it is clear that Overseas Development Assistance (ODA) administrations at national level are exercised by the periodic, comparative and quality enhancement focus of the DAC Peer Reviews. The strength of focus in each Peer Review regarding GE/DEAR has varied (Nygaard, 2020). The DAC has periodically reviewed its guidance for peer reviewers in this regard. This process has strengthened the focus on GE/DEAR over time, and there are some hopeful signs that the guidance manual for reviewers may in future include a stronger and more consistent focus on GE/DEAR.

Meanwhile, the OECD Education Directorate has engaged in dialogue regarding the importance of Global Competencies and, since 2018, has included the measurement of global competencies in its PISA assessment (OECD, 2018). While this development is not, and should not be, uncontested; it does provide opportunities for policy dialogue regarding

the nature of education, the importance of the global dimension and the necessary defence of the centrality of the struggle for justice, equity and human rights in GE/DEAR (Van Damme, 2020; Connolly, Lehtomäki and Scheunpflug, 2019).

At **United Nations** (UN) level the work of UNESCO and UNECE in ESD (Education for Sustainable Development) (UNESCO, 2020a), of UNESCO in GCE (Global Citizenship Education), EPEV (Education for the Prevention of Extremist Violence) (UNESCO, 2020b) and more broadly the focus on SDG 4.7 (SDSN, 2020) have all enhanced the policy environment for GE/DEAR.

On the civil society side, we might also mention here the strong work of **Bridge 47** (2020) – a group of civil society organisations (CSOs), umbrella bodies and individuals that have managed, through a singular focus on SDG 4.7 and a commitment to coalition building, to move the GE/DEAR agenda significantly in unusual ways and with previously untapped partners.

Finally, while the scope of this brief outline is predominantly European, there are a number of **national, regional and interregional initiatives emerging** among and between policymakers and researchers in the global South. These progressive approaches give rise to hope.

So, in spite of the dark clouds gathering on the horizon – in the shape of extremism and fascism; challenges to truth, human rights and multilateralism; and in our failure to change the narrative and to welcome those fleeing violence and persecution – there is, nonetheless, hope.

If one believes in the ability of people, through critical education – particularly through GE/DEAR – to create a world of greater justice and human rights for all; if one believes that the wealthy and powerful must act in solidarity for social justice with peoples across the globe, and particularly with those who are excluded, locally and globally, to overturn things; then there are in the current policy environment for GE/DEAR reasons for grounded hope.

There is currently a congruence of forces within the policy environment aligned in support for strengthened GE/DEAR (Wegimont, 2020; Hartmeyer and Wegimont, 2016). We believe this is a result of many factors, some of the more prominent of which include:

- Decades of strategic activist and practitioner engagement.
- Along with growing recognition by policymakers – in development and foreign policy and in education – of the importance of GE and DEAR.

- A strong policy focus in the recent, burgeoning field of research in GE/DEAR (Bourn 2020; ANGEL, 2020).
- More recently, a growing recognition emerging from within the recent crises that all current challenges require local/global responses.

This, to us suggests that there are indeed reasons to be hopeful regarding trends in the policy landscape in favour of Global Education.



## Chapter 3

# Cross-cutting Issues and Themes

### 3.1 Introduction

This chapter provides an overview of some of the main cross-cutting themes that were high on the agenda of GENE participating countries between 2019-2021. It introduces the general policy landscape, and then looks at several specific themes in more depth while providing relevant national examples. The material in this chapter is drawn from the national reports submitted in connection with GENE Roundtables in 2019-2021, which have been anonymised in keeping with GENE's convention of observing the Chatham House rule and are based on publicly available materials.

The political context and national policy priorities in GENE participating countries provide the backdrop for national Global Education policies and activities. Given the wide array of crises and challenges facing humanity today, there is a heightened need to empower people to tackle these issues, which has significantly increased the importance of GE. The past two years have seen important progress on a range of topics; GE in curriculum reform, aligning policy with Agenda 2030, non-discrimination and equality, partnerships with civil society and the development of peace education resources. This publication will cover the progress made by member countries on the issues of; monitoring and evaluation in GE, Partnership and co-operation, GE and legislation, and GE and digitalisation.

### 3.2 Global Education Evaluation

Since its beginnings in 2001, GENE has been clear that in order to achieve universal access to quality Global Education, an emphasis on increasing access and reach must be accompanied by a robust focus on improving quality. This has been a constant focus for over 20 years more.

While evaluation is not the only means of enhancing GE – with implementation, practice, reflection on practice, the accumulated wisdom, experience, know-how, and research of practitioners taking precedence, and while there is nothing more damaging to the increase and improvement of GE than the predominance of inappropriate or inadequate models

of evaluation, drawn from elsewhere (like development cooperation or emergencies planning!), nevertheless, for those involved in Global Education, evaluation, properly understood and adequately researched and resourced – can act as a lever for increase and improvement.

### Quality and Impact in Global Education

*Bergmuller et al.*

This timely study, commissioned by the BMZ in cooperation with CSOs, seeks to enhance understanding of the impact of Global Education and to improve impact measurement methods. The authors examine the impacts of various GE interventions, including short-term activities, school campaigns, educator training, and educational material development, and conclude that there is a need for complex evaluation models to capture the layered nature of GE impacts, which they classify as first order, second order, and third order impacts.

These “impact-orientation” studies are in increasing demand in the field of Global Education, and the authors acknowledge that when properly formulated and interpreted, they can be useful. However, they caution that their critical, nuanced use is required for enhancing GE, while also pointing out their limitations. Additionally, the authors advocate for realistic impact expectations, given the highly non-linear process by which knowledge is translated into action, and the significant role of external factors in shaping this process. They emphasise respect for learner autonomy, suggesting that the education process should be more open-ended and should remain cognisant of the learners right to form their own judgments. As such, NGOs and funders should support teaching and learning without imposing strict expectations.

GENE supported the translation of this study into English, available to download [here](#).

Evaluation on public policy fundamentally contributes to sound and effective public governance (OECD, 2020). GENE member states have continually carried out thorough evaluations of their Global Education policies along with their development co-operation and education policies. The following section provides an overview of some of the ongoing

evaluation practices which GENE members are carrying out at a variety of levels. These levels include:

- Evaluation of particular projects, programmes and policies
- Evaluation of national strategies and strategic initiatives
- Evaluation of support mechanism for civil society initiatives
- Long-term evaluation of national policy, support and engagement
- Evaluation of the political and policy effects of GE support

Here we outline a few different initiatives at national level:

In **Austria**, KommEnt, together with regional partners and the umbrella organisation for NGOs in development cooperation and education, organised a national workshop on “Impact Orientation and Self-Evaluation in Education” for CSO representatives, educators and other stakeholders in the field of Global Education. The workshop presented an impact model and covered ways of working with impact models to plan interventions and support self-evaluation.

In **Finland** the Ministry of Foreign Affairs undertook an external evaluation of its funding instrument on Global Education and development communication (Ministry for Foreign Affairs of Finland, 2020)<sup>2</sup>. The evaluation report was finalised in September 2020 and involved national stakeholders and international partners, including GENE. The MFA has implemented a large part of the short-term recommendations of the evaluation. The long-term, strategic recommendations of the evaluation relate especially to improved internal and external coordination related to Global Education, strengthened dialogue with civil society, improved follow-up on results and impact of Global Education work, and a potential strategy on Global Education and related fields. The evaluation and its results were presented and discussed with the different stakeholders, such as civil society, other ministries and agencies.

In **France** the MFA and the AFD launched a shared evaluation in 2021, to identify all the funding channels from the French institutions benefiting GE activities. This evaluation reveals how the beneficiaries are co-funded, and how well this “ecosystem” is articulated. This evaluation process included a national oversight committee, to which GENE was kindly invited to participate as a “critical friend”, and the use of an external consultant team. The report is due in 2023.

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2 A summary in English is available on pages 8-10.

In **Ireland** the Department of Education has commenced a project examining how the inspection processes and models can consider, value and report on ESD. Resources are also being developed for schools to support them to engage in self-evaluation of their provision for ESD using the existing School Self-Evaluation (SSE) process. The project is grounded in the Departments strategy for ESD (2014–2020) and is guided by the 17 UN Sustainable Development Goals and is being driven by target 4.7 of the SDGs. Meanwhile, Irish Aid has engaged in a reflection process with following its own use of a result-based process developed in tandem with Irish stakeholders.

**Italy**, acting under the legal framework (No.90/2019), introduced the teaching of civic education in schools from September 2020. The objective of the Agency is to work together with the Ministry of Education on a single method aimed at evaluating learning outcomes in order to find out common aspects of civic education and global citizenship education. Luxembourg have just launched a call for proposals for three-year programmes, in which it was announced that a great focus would be placed on reflections around the intended and desired impact. Luxembourg during this period initiated a more in-depth discussion and exchange with civil society on measuring impact in Global Education, leading to a strong process which reflects on the nature of evaluation appropriate to GE.

In **Poland** an evaluation of MFA Global Education and volunteering programmes was carried out in 2020. The study was aimed at assessing the course, results, and effects of actions in the field of volunteering and Global Education carried out between 2012 and 2020. The conducted evaluation, presented conclusions, and implemented recommendations shall improve the effectiveness and efficiency of planned initiatives, support decision-making processes on issues related to Polish development cooperation, as well as increase social recognition of development actions carried out by the Polish government.

In **Portugal** a process of implementing the recommendations of the 2018-2022 mid-term evaluation of the National Strategy for Development Education (ENED), completed in the first half of 2021, was initiated, in partnership with the Action Plan Subscribing Entities (ESPA). The final report recommends: diversifying actors and financial sources, strengthening collaborative work and peer learning, improving the monitoring system, increasing territorial scope, reinforcing capacity building and research activities, developing visibility and communication procedures and continuing to make efforts in order to generate and to capture the impact and sustainability of results. Portugal has responded to the need to work on the dimension of Education for Development in the various “educations for”, deepening the work of Education for Development in its conceptual dimension, partnerships between public entities and civil society and sharing

of practices, an Initiative Support Mechanism was created in the framework of the ENED for the ESPA, which is currently being operationalised.

**Serbia's** process of curriculum reform at both primary and secondary education levels looks set to bring several changes in terms of how Global Education is approached in Serbian schools. New subjects are being introduced<sup>3</sup> as well as new approaches to learning. The aim is to move towards a project-based, holistic approach and an outcomes-based curriculum rather than one focused primarily on content. To that end, the Institute for Education Quality and Evaluation (IEQE) has developed standards for general cross-curricular competences intended to create a more dynamic combination of knowledge, skills and attitudes relevant to different contexts. There are eleven cross-curricular competences for primary level, and eleven for secondary, including responsibility for the environment, co-operation and responsible participation in democratic society. The reform also introduces elective subjects with a new approach to competences, including for example Media and Culture; Individual, Group and Society, and Education for Sustainable Development.

In **Slovakia** the Ministry for Foreign and European Affairs has initiated an evaluation of 14 projects that were part of several funding rounds since 2017. The purpose is to assess the projects, on the basis of OECD/DAC criteria, which were aimed at strengthening GDE in formal education in Slovakia, particularly at university level.

The evaluation of the projects of GDE has been the first of its kind under the auspices of the MFEA SR. An external evaluator was contracted and the overall process took approximately 5 months. The projects were evaluated on the basis of OECD criteria – relevance, coherence, effectiveness, efficiency and sustainability and impact. The process included interviews with the relevant project managers and other representatives of the partners of the particular projects, focus groups as well as secondary data collection and desk research.

**Sweden** conducted an evaluation of its Global School programme in 2018, a government programme providing in-service training for school staff and pre-service training for teacher students in Education for Sustainable Development. The Global School<sup>4</sup> organises seminar, conferences and workshops across Sweden<sup>5</sup>. The results show that the training

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3 The new curricula have been introduced in grades 1 and 5 of primary school and 1st grade of high school in the school year 2019/2020. The following school year, it will be introduced in classes 2 and 6 of primary school and class 2 of secondary school, and so on successively.

4 The Global School is operated by the Swedish Council for Higher Education with financial support from the Swedish International Development Cooperation Agency.

5 For more details on the Global Schools see Palmgren, V. (2016)

is largely perceived to be of very high quality and also that the extent to which ESD is integrated within schools and its impact on the development of students' competencies to act for global sustainability depend greatly on the organisational pre-conditions in schools. The training should thus be viewed as one step in a larger process of ESD implementation.

### 3.3 Partnership and Co-operation

Within GENE several members have amplified their work through co-operating and partnering with domestic and international partners, as well as across departments and ministries. Aid agencies and ministries have worked with CSOs, NGOs and international institutions in order to increase the reach of their work and to receive crucial critical feedback on their projects. Below are some examples which have been reported to the GENE secretariat.

In **Austria** the Austrian Development Agency (ADA) welcomed 60 participants from 50 CSOs to an online dialogue event with a thematic focus on inequality in preparation for its call for proposals. KommEnt organised the annual conference Global Learning – Potentials and Perspectives, funded and supported by the Ministry of Education and ADA.

In **Czechia**, co-operation between the Ministry of Foreign Affairs and the Ministry for Youth, Education and Sports has been re-established in joint pursuit of Global Education in the context of the Strategy for Education 2030.

In **Finland** the MFA is organising series of breakfast meetings to involve multiple stakeholders in planning, strategy and content discussion, following the GE evaluation.

In **France** the Multi-Stakeholder Advisory Group on GCE/ECSI released a joint report detailing the reasons why GCE should be a priority for public policies and play a key role in initiatives led by organisations from public, associative, cultural or private sectors.

In **Hungary** is currently examining the possibility of taking part in GENE activities in the year of 2021, which could be an opportunity to identify possible areas for further collaboration; and has worked with GENE and UNECE ESD Committee to develop mechanisms for strengthening the links between ESD and GE at school and formal education system levels.

In **Italy** the review of the Italian National Strategy for Sustainable Development is ongoing. AICS is working with the Ministry of Ecological Transition, which leads this work, in order to include GCE as a vector of sustainability and a cross-cutting issue for reaching the Sustainable Development Goals. AICS have opened a dialogue with the Ministry of Education (MoE) to highlight the close relationship between Civic Education and Global Citizenship Education.

In **Malta** the second phase of the GENE school-based project initiative is underway with a total of 12 schools and educational entities participating.

In **Poland** climate education initiatives are developing fast with the great support of the Ministry of Climate and Environment (MCE). There is an active cooperation between Ministry of Education and Science and MCE.

In **Slovakia** the MFA and MoE signed a cooperation agreement with GENE in Dec 2020 to strengthen cooperation, support strategic goals and create a co-financing mechanism for GE with CSOs and other stakeholders.

This snapshot of partnership initiatives in GE, led by policymakers in member states, gives a sense of the areas of cooperation and types of partnerships happening around Europe, insights into stakeholder engagement and approaches to building ownership and sustainability.

### 3.4 Legal Frameworks to strengthen GE

20 years ago, those advocating for strengthened policy focus and support for GE at national level could only dream of the possibility of a legal framework which might mention GE. To our knowledge, Germany was the only country in Europe with a “Konzept” note on GE that had a legal basis when GENE began in 2001.

As policymakers from GENE member states instigated national strategies and action plans in the intervening years, it became increasingly apparent that the effectiveness of their work hinged on the robustness of the underlying policy and legal frameworks.

Some countries have strengthened GE focus in national policy documents – in education, in foreign policy, in development cooperation policy – so that they now highlight GE in ways hitherto only aspired to. And while in some countries the legal basis is not as

important as the institutional ownership across many ministries and agencies or even the whole of government, several countries have codified the importance of GE in their countries through the creation of legally binding instruments, or legal provision or basis, ensuring the provision of quality GE for years to come. Below follow just a few examples:

In **France** a new Development Aid Law, called planning law on solidarity development and the fight against global inequalities, was adopted 4 July 2021. Article 4 of the law provides that Education for Citizenship and International Solidarity is an important element of the French development policy, notably in terms of transparency and in terms of the consistency of public policies. The law provides for actions to boost the general awareness of the public about global solidarity issues, but also of sustainable development issues and to provide access to international volunteer programs.

In **Greece** a legislative framework for ESD has recently been put in place to integrate ESD in the formal education sector as part of reforms in the education system both at administrative and structural level. “The new law integrates all related thematic areas (Environmental Education, Health Education and Cultural Issues) into a common sustainable whole-school approach, with the aim to provide schools with an overall unified framework equally applied to all sectors of education, under which any specific activity is carried out in a concerted way” (Law 4547/18).

In **Italy**, the region of Marche adopted Law no. 23/2020 “Initiatives for the promotion of global citizenship education and culture of sustainability”. The first Law on Global Citizenship Education (GCE) in Italy recognises global citizenship education as “the essential tool for the sense of belonging of each to a large and inclusive community, local and global.” This Law represents an important step towards the acknowledgement of Global Citizenship Education. In a perspective of policy coherence, the Law refers to both the National Strategy of Global Citizenship Education and the Strategy of Sustainable Development.

In **Spain** the Spanish Cooperation Agency (AECID) and the Ministry of Education and Vocational Training have been working together for years to promote global citizenship education. The recently approved Organic Law 3/2020 on Education incorporates, for the first time, explicit references to Education for Sustainable Development and Education for Global Citizenship reflected in the 2030 Agenda. In doing so, it takes into account what was subscribed to in the Action Plan for the implementation of the 2030 Agenda Towards a Spanish Strategy for Sustainable Development, and meets target 4.7 of the SDGs and the 2030 Agenda, as well as the objectives set by the European Union.



### 3.5 Global Education & Digitalisation

Digital technology presents new opportunities as well as challenges for Global Education, and education more broadly, especially in this new reality of distance learning. Many Ministries and Agencies within GENE are working with different digital tools and solutions, often involving other educational actors from civil society and this workshop will consider how digital technology can be used in Global Education, including sharing policy perspectives and the recent experiences in the pivoting process.

One of the effects of lockdowns is the move to digital forms of learning. Social distancing has forced the classroom to move online, with it have come both challenges and opportunities for teaching Global Education.

At GENE's 44th roundtable in April 2021, members discussed the effects of digitalisation on Global Education. GENE members have experienced both some of the challenges of technology and many of the benefits, especially in the context of remote learning. Among the challenges identified were: the selective nature and often one-sidedness of topics (echo-chambers) and exchanges on various social media platforms sometimes spreading false information (fake news) and increasing divisions; some technologies being used in an educational setting despite not being developed for educators and learners, but to generate business and profit; and the risk of leaving some audiences behind. Among the opportunities identified, policymakers highlighted the extended reach of digital tools and their use in overcoming geographic distances; the ability to continue learning through digital tools when in-person teaching is not possible; an opportunity to understand gaps (e.g. access to digital devices and fast internet) and begin to address them; and opportunities to include media and digital literacy directly in the learning experience.

**Belgium** has been at the forefront of using digital technologies in Global Education in recent years, organising hackathons, gaming events and games development, film festivals, and digital youth work to engage young people with global issues. An interesting example is the online game *Bury me my love*, which focuses on a story about refugees leaving Syria (Hoguet, 2018). It aims to help students to empathise with complex situations, fight stereotypes and stay engaged.

**Estonia** and **Finland** had progressed digitalisation of education before the pandemic began, with extensive availability of learning materials and online tools for digital and remote learning. Both countries had prioritised improving digital competencies among students, teachers, school leaders and staff. In Estonia for example, more than 85% of schools had

organised their communication with students and their parents using specially designed applications prior to the pandemic. To close gaps and promote equal access, the Ministry of Education and Research supported schools financially to provide fast internet access and devices to students.

In **Germany** digitalisation of educational programmes has meant a widening of the education infrastructure as well as opportunities to internationalise and include a global lens in teaching and learning. One of the observed risks was that smaller organisations who, prior to the pandemic primarily ran projects and activities that worked directly with learners, then had to reorient their work away from activism and face-to-face, and toward a focus on digital competencies.

In **Portugal** the third Development Education Days in the frame of ENED 2018-2022 took place in November 2021, under the theme “Digitalisation: looks from Education for Development” with two work dimensions: one open to a wider audience that included the youth perspective and another specific session with ESPA, which will allow to deepen the reflection on how the Education for Development approach regarding digitalisation can be integrated in the various thematic areas.

Digitalisation presents both challenges and opportunities. GENE members have responded well to the challenge of the Covid-19 pandemic using digitalising to ensure continuity in education more broadly, and in Global Education specifically. Through communicating and reflecting on this experience with colleagues from European countries, the network considered risks and opportunities and approached the various aspects of digitalisation on their own merit, as tools alongside others. Key takeaways from conversations among GENE members also include the notion that digital tools should accommodate teaching and learning, not define them; that it is important to recognise the difference between synchronous and asynchronous learning and to use both. Digitalisation can both include and exclude but with a justice and equity approach as a starting point, it is an essential complement to in-person learning.

## Chapter 4

# National Strategies

### 4.1 Introduction

In this section, we have gathered together some of the information available on national strategies in Global Education that exists within European member states, based on information that the ministries and agencies in the network share with us. While this chapter gives an overview of strategies in GE and related areas developed in European countries, it focuses primarily on the thematic areas that are the responsibility of the ministries and agencies that participate in GENE. There are many other valuable strategies and strategic documents in addition to the ones explored here, such as specialised thematic strategies (e.g. human rights) that also pertain to Global Education, a number of strategies developed by non-governmental actors, as well as strategies that reach across borders and sectors developed by international actors or networks. These documents are not included here; this section looks at the policy documents elaborated under the leadership or coordination of the ministries and agencies that participate in GENE.

There is a wealth of national strategies that make up some of the policy landscape in Europe with regard to Global Education. In addition to thematic or conceptual variation, strategies vary greatly in terms of who co-ordinates and how other stakeholders are involved, how far they reach in terms of sectors and how much cooperation and resources are dedicated to implementation. The diversity of national situations is reflected in the diversity of the concepts, actors, constituencies, the ways of working, as well as the resources connected with particular strategies. Most importantly, as the strategies differ in terms of process, scope and reach, they have to be understood within the specific context of each country (Hartmeyer & Wegimont, 2016).

In this regard, as part of policy sharing and learning within GENE, it has become clear that while for many countries a national strategy process, document or strategic note can be crucial in harnessing efforts and gathering energies; not all countries need a national strategy. For some countries it is sufficient to have national strategies in related fields. For example, some countries have a strong GE component as part of national development co-operation strategies, while others have placed Global Education at the heart of learning and at the core of curricula, without formulating a separate strategy.

In many countries with specialised strategies on the other hand, some of the key benefits can be: the leadership and resources that come with a politically prioritised strategy; the potential for inter-ministerial and multistakeholder cooperation; and the ability to identify synergies and gaps that can be addressed during the implementation of a strategy. In countries where strategies have been particularly useful policy tools (in terms of improving and increasing GE), they have often been based on a theoretical as well as action-orientated framework, while the leadership of the process has been facilitative and been able to mobilise actors across sectors, as well as ensuring adequate resourcing.

## 4.2 An Overview of National Strategies

Several European countries have developed Global Education strategies of different types and using different national concepts. In a few cases, governments have introduced laws specifically on different aspects of Global Education (see Section 3.4 above). Others have introduced Global Education in overarching strategies (e.g. development co-operation or life-long learning) and some have complemented existing education strategies such as environmental Education and Education for Sustainable Development (ESD) with global learning and social justice elements.

Traditionally there has been a thematic focus on Development Education among the strategies developed by Ministries of Foreign Affairs and Agencies for Development Co-operation within GENE, while Ministries of Education have mainly developed strategies related to Education for Sustainable Development (particularly in connection with the UN Decade on ESD 2005-2014). While this can still be observed as a pattern across ministries and agencies, since the emergence of Agenda 2030, there has been a clear trend towards Global Citizenship Education and ESD, and initiatives to link the two through inter-ministerial co-operation.

In terms of reach among stakeholders, strategies led by ministries of foreign affairs and their agencies tend to consult a broad range of civil society actors, for implementation in both the formal and non-formal education sector, while ministries of education often draft their own strategies, mainly intended for the formal education sector, but often involving civil society actors.

In the last few years, several countries reported updates to their existing Global Education

strategies, while others developed new ones. Some countries used the final phase of their strategies to reflect on evaluation findings, draw learnings and plan for the future. Below is a short overview of some national work on Global Education strategies among GENE members.

## **Austria**

The first Austrian Global Learning Strategy was published in 2008. In 2015, it was evaluated by KommEnt and EOP and, following the recommendations of the evaluation, the process of updating the strategy was triggered.

In 2019, the Global Learning Strategy Group<sup>6</sup> presented the new **Austrian Global Learning Strategy** (Global Learning Strategy Group, 2019), which places Global Learning and Global Citizenship Education in the context of Agenda 2030. Overall, the strategy aims at integrating Global Learning and Global Citizenship Education into the Austrian education system and contains recommendations regarding how to strengthen global learning in key strategic areas: education policy, as part of learning in school, in teacher education, in youth work and adult education. The update took place through a participatory process involving representatives of various strategic areas (schools, teacher education, public administration, youth and adult education), under the leadership of the strategy group (see also McAuley, 2018).

The Global Learning Strategy Group (established in 2003) is a strategic partnership for Global Learning in the formal and non-formal education sectors. Chaired by the NGO KommEnt, it consists of the Austrian Development Agency, representatives of school practice and the teacher training sector as well as representatives of CSO, academia, youth platforms and the Austrian commission for UNESCO. The Ministry of Education, Science and Culture attends in an observer capacity.

Key concepts: Global Learning, Global Citizenship

Process lead: Joint strategy group, chaired by NGO KommEnt

Nature of process: Multi-stakeholder

Ministries involved: Austrian Development Agency, Ministry of Education and Research (observer)

Focus sectors: Education policy, schools, teacher education, youth work, adult education, tertiary level education.

Type of document: National Strategy

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6 For more information about the group, see <https://bildung2030.at/globales-lernen/globales-lernen-strategie/>

## Belgium

Belgium's **Strategic Note on Development Education** was formulated in 2011 and an update is planned for 2022-2023, focusing on Global Citizenship Education. The Ministry of Foreign Affairs is the lead agency, and the strategic note is linked to the ministry's mandate and funding, rather than being a cross-governmental or multi-stakeholder strategy. Nevertheless, a process prior to the development of the strategic note involving a wide array of stakeholders and other relevant ministries, to develop consensus, ensures that the Strategic note is very broadly recognised and appreciated. Prior to commencing drafting of the new Strategic note, the ministry also commissioned research to inform the formulation of the new strategy and to reflect on the conceptual basis and is consulting partners and relevant stakeholders on the draft, which is due for completion in late 2023/early 2024.

Key concepts: Global Citizenship Education

Process lead: Ministry of Foreign Affairs

Nature of process: Ministry-led, consultative

Ministries involved: Ministry of Foreign Affairs, Development Agency

Focus sectors: Non-formal and formal education

Type of document: Ministerial Strategy

## Cyprus

The **National Strategic Plan for Environmental Education with a focus on Sustainable Development**, is the main policy text of the Republic of Cyprus for the promotion of environmental education and sustainable development in formal and non-formal education. The work is led by the Environmental Education Department of the Pedagogical Institute. The strategic plan aims at developing the knowledge and skills among learners needed to promote target 4.7 and more specifically sustainable development – including human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity. The text mandates the Centres for Environmental Education to support schools in the design and implementation of activities.

Key concepts: Environmental Education, Education for Sustainable Development

Process lead: Ministry of Education and Culture/Pedagogical Institute

Nature of process: Ministry-led

Ministries involved: Ministry of Education and Culture, Ministry for the Environment

Focus sectors: Formal and non-formal education

Type of document: National action plan

## Czech Republic

The first Czech Strategy on Global Development Education was implemented between 2011 and 2015. Two monitoring reports and a final self-evaluation allowed a look back at the main achievements as well as limitations and formed the basis on which a new strategy was built.

The new **Strategy for Global Development Education 2018-2030** was approved in 2018 by the Ministry of Foreign Affairs and the Ministry of Education (Ministry of Foreign Affairs of Czechia, 2018). The two ministries also developed an Action Plan for the new strategy. The strategy was developed by an inter-ministerial, multi-stakeholder Working Group for Global Development Education. The group met two to three times per year during the development process and was composed of representatives from the Ministry of Foreign Affairs, CzechAid, the Ministry of Education, Youth and Sports, NGOs and academia.

The new Czech strategy follows a similar structure as the previous strategy defining main GDE principles, themes, goals, targets and supporting measures, including budgetary provisions. It is aligned with Agenda 2030 and aims to integrate Global Development Education into life-long learning and education at all levels, as well as in awareness raising. The strategy elaborates specific sub-objectives for formal education, non-formal education, awareness activities, capacity building and for linking GDE with other policies and areas.

Key concept: Global Development Education

Process lead: Joint working group

Nature of process: Multi-stakeholder

Ministries involved: Ministry of Foreign Affairs, CzechAid, Ministry of Education, Youth and Sports

Focus: Formal and non-formal education and awareness raising

Type of document: Action Plan and National Strategy

## Estonia

In 2018, the Ministry of Environment and the Ministry of Education and Research prepared a joint **Implementation Plan for Environmental Education and Environmental Awareness 2019-2022** (Ministry of Environment of Estonia, 2019), which included the creation of a quality standard for EE and the formation of a network of agencies to lead implementation, including the National Commission for UNESCO. The plan was prepared by environmental education experts, school directors, representatives from environmental institutions and NGOs, as well as representatives from municipalities. The implementation

plan covers formal as well as non-formal education, and awareness raising with the wider public. It encompasses a self-assessment tool for schools, as well as an e-platform for resources on EE and ESD (Hartmeyer et al., 2019).

Key concept: Environmental Education, Education for Sustainable Development

Process lead: Ministry for the Environment, Ministry of Education and Research

Nature of process: Ministry-led, consultative

Ministries involved: Ministry of Environment, Ministry of Education and Research

Focus: Formal and non-formal education and awareness raising

Type of document: Implementation Plan

## France

In France, an inter-ministerial **Roadmap for the Sustainable Development Goals** has been in place since 2018 (Ministry for the Ecological and Inclusive Transition/Ministry for Europe and Foreign Affairs, 2018), developed and defined with key stakeholders as an instrument to coordinate the policy framework on the 17 SDGs. Education for Citizenship and International Solidarity (ECSI is the acronym in French) has been successfully identified as a tool for promoting citizens' awareness of the sustainable development goals and education in France and abroad. The ECSI Programmes, financed by the Ministry of Foreign and European Affairs and the AFD, support organisations (e.g. NGOs and local authorities) that engage the French public in worldwide issues of social, economic and environmental development and enable people to make positive contributions to global development. The roadmap identifies the strengthening the link between ECSI and ESD as a key goal for improving France's progress towards the SDGs.

Key concept: Education for Citizenship and International Solidarity (ECSI)

Process lead: Ministry of Foreign Affairs and AFD

Nature of process: Ministry-led, consultative

Ministries involved: Ministry of Foreign Affairs and AFD, Ministry of Environment, Ministry of Education and Research

Focus: Formal and non-formal education and awareness raising

Type of document: Parent strategy with sub-section on Global Education

## Germany

In Germany, the Ministry for Economic Cooperation and Development, BMZ, has



initiated a programme to anchor Education for Sustainable Development in the school systems of the 16 State Ministries of Education ('Länder') via a **Curriculum Framework on Education for Sustainable Development** and a network of coordinators. The process of developing the curriculum framework was carried out by Engagement Global. The aim was to implement the **National Action Plan on ESD** (Federal Ministry of Education and Research (2019) and contribute to SDG implementation. Coordinators focus on the implementation of ESD in school curricula, initial and in-service training of teachers, and in support of exchange programmes. Engagement Global is strengthening the network of coordinators with workshops and meetings, while focusing on issues such as the whole school approach.

Key concept: Education for Sustainable Development

Process lead: Engagement Global (curriculum framework), Federal Ministry of Education and Research/ESD National Platform (national action plan)

Nature of process: Ministry/Agency-led, consultative

Ministries involved: Federal Ministry of Economic Cooperation and Development (BMZ), Standing Conference of the German Ministers of Education and Culture (KMK), Federal Ministry of Education and Research

Focus: Formal and non-formal education

Type of document: Curriculum Framework and National Action Plan

## Greece

A **legislative framework for ESD** has recently been put in place in Greece to integrate ESD in the formal education sector as part of reforms in the education system both at administrative and structural level. "The new law integrates all related thematic areas (Environmental Education, Health Education and Cultural Issues) into a common sustainable whole-school approach, with the aim to provide schools with an overall unified framework equally applied to all sectors of education, under which any specific activity is carried out in a concerted way" (Law 4547/18).

Key concept: Education for Sustainable Development

Process lead: Ministry of Education

Nature of process: Ministry-led

Ministries involved: Ministry of Education

Focus: Formal education

Type of document: Legislative framework

## Ireland

The Irish Aid Development Education Strategy 2017-2023 was launched after a collaborative and consultative process involving a wide range of actors (Irish Aid, 2017). Irish Aid worked closely with the Irish Development Education Association (IDEA) and also drew on the 2015 GENE Peer Review of Global Education in Ireland (Hartmeyer & O’Loughlin, 2015). It was accompanied by an ambitious Performance Measurement Framework set up to gather data from the implementing actors and partners.

During 2020, Irish Aid began reflecting on the future of its strategic work and started engaging in review and stock-taking for the coming years, including a reflection on terminology. This process resulted in a new **Global Citizenship Education Strategy 2021-2025** developed by Irish Aid/Development for Foreign Affairs, with inputs from a broad range of actors (Irish Aid, 2021). The new strategy aims to build a broader sense for global citizenship in Ireland, encouraging the public to engage with and learn about the issues that will define the 21st century – including climate change, hunger, peace, global inequality and injustice. It considers all formal, non-formal and informal education sectors.

Key concept: Global Citizenship Education

Process lead: Irish Aid/Department for Foreign Affairs

Nature of process: Ministry-led, multi-stakeholder

Ministries involved: Irish Aid, Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs and the Department of Housing, Planning, Community and Local Government

Focus: Formal education, non-formal education (youth, community, adult) and life-long learning.

Type of document: National Strategy

The Global Citizenship Education Strategy, like the previous Development Education Strategy, operates in tandem with the second **Irish Strategy on Education for Sustainable Development to 2030**, launched in June 2022 (Department of Education of Ireland, 2022). The new strategy references the 2022 Dublin Declaration and focuses on five action areas: advancing policy, transforming learning environments, building capacity of educators, empowering and mobilising young people and accelerating local level actions. The implementation plan emphasises the need for monitoring and evaluation as well as creating partnerships across government to reach the strategy’s objectives and is accompanied by an implementation plan for 2022-2026.

Key concept: Education for Sustainable Development

Process lead: Department for Education and Skills

Nature of process: Ministry led, consultative

Ministries involved: Ministry for Further and Higher Education, Research, Innovation and Science, Ministry for Education, Minister for Children, Equality, Disability, Integration and Youth

Focus: Formal education, non-formal education (youth, community, adult) and life-long learning.

Type of document: National Strategy & Implementation Plan

## Italy

The Italian Strategy for Global Citizenship (Surian et. al eds. 2018) was finalised in 2018 after a six-month consultative process. In June 2017, the National Council for Development Cooperation (CNCS) called for the establishment of a multi-stakeholder working group to draft a national strategy on GCE. In response, the Ministry of Foreign Affairs and International Cooperation brought together a working group (see figure below), coordinated by the Autonomous Province of Trento and with the assistance of CSO networks and Concord Italia, to create the Italian GCE Strategy. The strategy involves stakeholders at national and sub-national levels and across sectors to ensure coherence in terms of both policy and implementation.



Following the development of the strategy, the multistakeholder process continued to promote implementation. At governmental level, there have also been efforts to connect the strategy with the national strategy on sustainable development, in order to create cross-linkages and achieve coherence.

Key concept: Global Citizenship Education

Process lead: Joint strategy group

Nature of process: Multi-stakeholder

Ministries involved: Ministry of Foreign Affairs and International Cooperation, Italian Agency for Development Cooperation, Ministry of Education, Ministry of the Environment, National Youth Agency

Focus: Formal, non-formal and informal education

Type of document: National Strategy

## **Luxembourg**

In Luxembourg, an inter-ministerial committee supports the national work around ESD. The committee engages with other actors through a national platform for Education for Sustainable Development, particularly NGOs. All participating agencies have signed up to the **ESD Charter** (Le Cercle de Coopération des ONG de développement et al., n.d.), as well as working toward the realisation of the **National Strategy for ESD** (MENFP et al., 2011). The charter and strategy cover ESD in formal education as well as non-formal education.

Key concept: Education for Sustainable Development

Process lead: Joint platform

Nature of process: Multi-stakeholder

Ministries involved: Ministry of National Education, Children and Youth, Ministry of the Environment, Climate and Sustainable Development, the Ministry of Foreign and European Affairs, Ministry of Higher Education and Research, Ministry of the Family, Integration and the Greater Region, Ministry of the Economy, Ministry of Housing, Ministry of Equality between Women and men, Ministry of Culture, Ministry of Health, Ministry of Agriculture, Rural Development and winemaking.

Focus: Formal and non-formal education

Type of document: National Strategy

## Portugal

The 2018-2022 **National Strategy for Development Education** replaced the previous national strategy that was in operation from 2010-2016 (Camões, 2018; IPAD 2009). The strategy was developed through a multistakeholder process and approved in 2018 and an Action Plan was signed up to by 16 public and civil society stakeholders at the 2018 GENE Lisbon Global Education Conference. A mid-term review was carried out in 2020-21 which recommended, among other things, strengthening the collaboration and peer learning processes among the 16 institutions signatories of the Action Plan and to increase allocation of resources (human, material and/or financial) for the implementation of the national strategy. These recommendations inspired the creation of the Support Mechanism for ENED Initiatives 2021. An online platform dedicated to Development Education has also been developed, with support from the University of Porto and the Higher School of Education of Viana do Castelo, intended to improve the monitoring aspects of the strategy and to increase citizen's knowledge and understanding of global development topics. The platform also offers access to learning opportunities on Development Education and features ongoing programmes and projects.

Key concept: Development Education

Process lead: Strategy Monitoring Commission/Camões IP

Nature of process: Multi-stakeholder

Ministries involved: See table

Focus: Formal, non-formal and informal education

Structure: National Strategy

Public Institutions	Civil Society Organisations
Camões- Language and Cooperation Institute,	Portuguese Platform of NGOs
Directorate-General for Education	CIDAC Amílcar Cabral Centre for Intervention on Development
Portuguese Environment Agency, IP	Portuguese Confederation for Environmental Protection
High Commission for Migrations, IP	Teachers' Association for Intercultural Education
Commission for Citizenship and Gender Equality	Portuguese Platform for Women's Rights
Portuguese Institute for Sport and Youth, IP	National Youth Council
UNESCO National Commission	Association of Higher Schools of Education
Inter municipal Network for Development Cooperation	ANIMAR Portuguese Association for Local Development

Table: Signatories to the Portuguese Development Education Strategy

## Slovakia

Slovakia's first **National Strategy for Global Education** was developed for the period 2012-2016. The process surrounding the strategy was explored in the GENE Peer Review of Global Education in Slovakia 2013 (O'Loughlin & Wegimont, 2013). A decision to develop a new strategy was taken in 2021, in cooperation between the Ministry of Education and Ministry of Foreign and European Affairs. It was agreed for the Ministry of Education to lead the process of strategy development and five working groups with members from government ministries and agencies, teachers' organisations and civil society. Input from the groups served as the basis for preparing a comprehensive recommendation for the strategy from the stakeholders and the draft strategy is awaiting government approval which is expected in 2023.

Key concept: Global Education

Process lead: Ministry of Education, Science, Research and Sport

Nature of process: Ministry led, consultative

Ministries involved: Ministry of Foreign and European Affairs, the Slovak Agency for International Development Cooperation, Government Office of the Slovak Republic

Focus: Formal and non-formal education

Type of document: National Strategy

## Slovenia

In Slovenia, the Development Cooperation and Humanitarian Aid Strategy to 2030 was adopted in December 2018. One chapter is devoted explicitly to Global Education (Ministry of Foreign Affairs of the Republic of Slovenia, 2018). It states that "Global education involves a lifelong process of learning and action, reflecting the complex interdependence of global actions and developments and the individual's inclusion in these developments. As it consequently constitutes a significant element of development cooperation, the National Coordinator will continue to foster and enhance this concept in close cooperation with the ministry responsible for education. By doing so, Slovenia will implement SDG target 4.7 ..."

Key concept: Global Education

Process lead: Ministry of Foreign Affairs

Nature of process: Ministry-led

Ministries involved: Ministry of Foreign Affairs, Ministry of Education

Focus: Non-formal education, formal education

Type of document: Parent strategy with sub-section on Global Education

## Spain

A Spanish Development Education Strategy was formulated by the Ministry of Foreign Affairs and the development cooperation agency AECID in 2007, closely aligned with the Spanish development cooperation plan at the time (Ministry of Foreign Affairs, European Union and Cooperation of Spain, 2007). Its purpose was to raise awareness of the responsibility of all in the eradication of poverty and in achieving sustainable and human development. It also served as an information platform for sharing the principles of Spanish Development Co-operation and its priorities. The strategy was evaluated during 2017-2018, but not updated or replaced with a new strategy (see Hartmeyer & McAuley, 2017, pp. 62–63). Among several findings, the evaluation identified the strategy as a useful policy and action reference framework for all stakeholders, and highlighted the need for adequate, multi-annual funding and opportunities to improve the way the strategy was used as an operational tool.

Key concept: Development Education

Process lead: Ministry of Foreign Affairs, AECID

Nature of process: Ministry-led

Ministries involved: Ministry of Foreign Affairs, AECID, Ministry of Education

Focus: Non-formal, formal and informal education

Structure: National Strategy

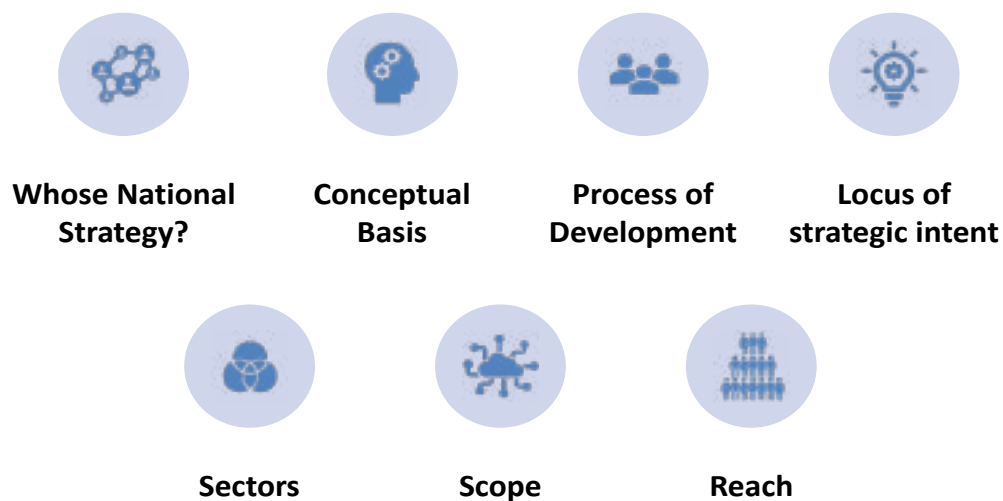
### 4.3 A Framework for Comparative Analysis of National Strategies

This chapter outlines an array of national strategies, action plans and implementation plans that have been developed by the ministries and agencies that participate in GENE. As many GENE policymakers from members states have increased the emphasis they place on Global Education in national policy, in response to rising societal challenges, the number of national strategies and action plans has grown over two decades.

The GENE Secretariat has had the privilege of accompanying, advising and supporting the development of national strategies in some of the countries listed, over the last decade and a half. This has entailed facilitating brainstorming for policymakers about strategy content, providing feedback to text drafts, giving advice regarding process development and advising on monitoring and evaluation mechanisms or acting as “critical friends” accompanying the process from start to finish. While a modest and minor role in comparison to the hard work done by national policymakers together with partners and

stakeholders, nevertheless, in working with national strategy development, evaluation, review, re-design and re-development of strategies, GENE has begun to develop a toolbox for analysis.

Looking at a national strategy from the perspective of a universalist, rights-based approach to quality Global Education, and also understanding GE as an inter-disciplinary, inter-sectional learning process, we see that national strategies can be approached and analysed along a number of dimensions:



Looking at each dimension of a national strategy in turn, we can see a number of questions emerge, based on a continuum related to each dimension.

### Who leads the national policy - level of strategic and political ownership?

Here we see that the question of who leads and who develops and who owns the national strategy is answered in different ways. These range from:

- A CSO-only strategy; or CSO calls for strategy; to
- A ministry-only strategy... this is the ministry strategy on GE, no need to consult; to
- A ministry-owned and led strategy with some consultation with stakeholders; to
- A ministry-led strategy with a broad (and often long!) consultation process; to



- An inter-ministerial/interagency/whole of government strategy, led by one ministry or agency, but involving multiple ministries, agencies, and with sign-up also by stakeholder representative groups.

## The Conceptual Basis of the National Strategy

It is well-nigh impossible to have a clear strategy without some clarity and consensus regarding terms and concepts. How do we know where to go and how to get there unless we have a common language and understand the same meanings. However, given that Global Education has emerged from differing discourses and sometimes competing concepts and communities of practice, the process of arriving at conceptual clarity as the basis for national strategy is not always simple.

Again, a number of positions along a continuum characterise different national strategies in GE in European countries: as the role of definitions and concepts as the basis for the national strategy can be seen to veer:

- From pragmatic – mapping what exists; to
- Conceptual reflections which develop theory-from-practice; to
- Broadly consensual/agreed definition based on actors' agreement; to
- Conceptual framing that encompasses differing schools of thought; to
- Strong theoretical and conceptual bases informed by research, theory, policy and practice, including policy and practice from elsewhere.

While in some countries the issue of conceptual foundations for a national strategy are now met with a certain weariness – “how long must we sing this song?” – it is also apparent that there are both trends, and developments, in terminology over time and that revisiting the conceptual conversation is essential from time to time.

## Process of Development

The process of development of the national strategy is an important dimension of the strategy. In some countries, much thought has been put into the design of the strategy, based on experience of both successful and failed strategies elsewhere in the public policy domain. It is clear that consultation, engagement and participation of stakeholders will be key to the successful implementation of any strategy. Nevertheless, it is also true that the number of GE stakeholders in any country in Europe, while growing, are both relatively

small (particularly compared to general education, and also to general international cooperation stakeholders) and relatively under-resourced. There is a valid argument that drawing stakeholders in such a sector into continuous participative processes around policy may leave them with less time and resources to devote to actual implementation, research, and their own learning and organisational processes. Different national situations call for different levels of participation and engagement around the process of national strategy development.

Looking at differing national strategies, we again see a continuum in regard to the process of national strategy development, from:

- From Fully Stakeholder Participative
- Strategic leadership following detailed consultation to
- Some engagement by stakeholders
- Policymaker formulation of strategy, in consultation with other policymakers
- To Ministerial Directive or Decree

### Locus of Strategic Intent

Strategies are there for a reason – to guide action and direct policy in the face of uncertainty. However within national strategies in Global Education, there are various dimensions of strategic intent – where do we want to get (increasingly the language of access for all people in the country to quality GE is embedded in the national strategy, in line with the Maastricht Declaration); how do we want to get there (should we focus first on teacher education and curriculum reform in schools, to get to all children; or should we focus on youth organisations, where the structured non-formal education process may lead to greater commitment? Should we do both at the same time, or sequentially in subsequent annual or multi-annual plans? And if we decide to focus first on formal education, should we go early towards primary school teacher ITE. And what are the current opportunities in curriculum reform – what crests might we ride in the coming years.

These and other questions, and the answers that appear in national strategies, are often undergirded by assumptions regarding the nature of strategic intent, which again, along a continuum, can be analysed in terms of whether they assume that we will “get there” by:

- “Supporting existing and emerging initiatives” i.e. building on what is already strong in particular sectors; or,

- based on the presumption that the competition of the NGO marketplace will lead to innovation and spread, allow fairly scattergun approaches by calls for proposals which, while they may have fairly stringent criteria, assume the “right of initiative” of CSOs to develop what they know to be responses to need; to
- Strategies that are based on clear strategic intent – we analyse the situation, see where the strengths and weaknesses lie, and based on the need for more and better GE, we decide what is needed – not leaving it to chance.

### Sectors involved or prioritised

Every National Strategy must include some decisions in regard to what sectors are involved/prioritised by the strategy in the given timeframe. In cases where there is a strong element of ministry leadership, this is often related to traditional constituencies and sectors. In other cases, the sectoral focus can be broader and intentionally cross-cutting. Again, we can consider the range of sectors involved using a continuum as strategies tend to vary:

- From focus on a narrow range of sectors.
- To sector-specific coordinated approaches (per sector – e.g., youth – national youth councils, trade unions – national trade union councils, private sector – national business and small umbrella organisations).
- To particular priority sectors.
- To inter-sectoral policy learning.
- Sectors involved or prioritised

Every National Strategy must include some decisions in regard to what sectors are involved/prioritised by the strategy in the given timeframe. In cases where there is a strong element of ministry leadership, this is often related to traditional constituencies and sectors. In other cases, the sectoral focus can be broader and intentionally cross-cutting. Again, we can consider the range of sectors involved using a continuum as strategies tend to vary:

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- To sector-specific coordinated approaches (per sector – e.g., youth – national youth councils, trade unions – national trade union councils, private sector – national business and small umbrella organisations).
- To particular priority sectors.
- To inter-sectoral policy learning.

## Scope of the strategy

The scope of the strategy varies from country to country and is largely dependent on the resources available to implement the strategy. Again, national strategies can be viewed through the lens of the scope of the actions, which can vary along a continuum:

- From “chosen-few projects”; to
- “Projects, programmes and pilots” where there is the possibility of moving from annual and un-coordinated initiatives, towards better coordination; to
- Sector-wide coordinated approaches → working slowly to include all groups, organisations and people involved in a particular prioritised sector through projects, programmes and sector-wide and sector-led initiatives; and
- The scope of the strategy focusing on many “learning sectors of society”.
- The ambition of the scope of the strategy includes “all sectors of society”.

## Reach

How many people should a strategy aim to engage in any country – how far is the reach of the strategy. GENE has advocated an approach over the last 20 years that has been adopted by many national strategies – to work towards the day when all people in Europe, country by country and sector by sector, will have access to quality GE. This was the ambition of the Maastricht Declaration and should based on current drafts, be the continued ambition of the Dublin Declaration. What does this mean for national strategies? We consider the continuum as follows:

- From a focus on building on the work of “committed individuals”, who as Margaret Mead famously quipped, are really the only starting point for any necessary change. At the same time, it has been clear for some decades that GE integration strategies were over-reliant on the work of committed individuals.
- To “influencers/multipliers”; as strategies moved, for example, from a focus on providing teacher education days, or modules; to the training of and networking teacher educators.
- To many/most people: as strategies move from the few to the many.
- To a universalist, rights-based approach: “the right of all people in a particular country to access to quality GE”.

In summary, the following graphic outlines these elements of a comparative framework:

## Framework for Comparative Analysis of National Strategies



**Whose national strategy?**  
CSO... Whole of Government



**Definitions and Concepts:**  
From strong conceptual to anti-theoretical.



**Process of development:**  
Participative vs directive



**Locus of strategic intent:**  
From "right of initiative" through strategic intervention.



**Sectors:**  
From narrow range of sectors... to inter-sectoral policy learning



**Scope:**  
From pilots and projects to sector-wide coordinated approaches



**Reach**  
From the few to some to most to the many to all people.



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## Appendix II GENE Participating Ministries and Agencies 2020/2021

Country	Institution
AUSTRIA	Federal Ministry of Education ADA - Austrian Development Agency KommEnt
BELGIUM	FPS Foreign Affairs, Foreign Trade and Development Cooperation Enabel – Belgian Development Agency
BOSNIA AND HERZEGOVINA	Ministry of Civil Affairs
CYPRUS	Ministry of Education and Culture Pedagogical Institute/Cyprus Observatory on Violence
CZECHIA	Ministry for Foreign Affairs Ministry of Education, Youth and Sports Czech Development Agency
ESTONIA	Ministry for Foreign Affairs Ministry of Education and Research
FINLAND	Ministry for Foreign Affairs Finnish National Agency for Education
FRANCE	Ministry for Europe and Foreign Affairs
GERMANY	Engagement Global
GREECE	Ministry of National Education, Research and Religion
HUNGARY	Ministry of Human Capacities Ministry of Foreign Affairs and Trade
IRELAND	Irish Aid, Department of Foreign Affairs and Trade Department of Education & Skills
ITALY	Italian Development Cooperation Agency

LATVIA	Ministry of Foreign Affairs Ministry for Education and Science
LITHUANIA	Ministry of Education
LUXEMBOURG	Ministry for Foreign Affairs
MALTA	Education Malta Foundation Ministry for Foreign Affairs Ministry for Education and Employment
MONTENEGRO	Ministry of Education
NETHERLANDS	Nuffic
NORWAY	Una Norway RORG-network
POLAND	Ministry of Foreign Affairs Ministry of National Education
PORTUGAL	CIDAC Camões – Institute for Cooperation and Language Ministry of Education
SERBIA	Ministry of Education, Science and Technological Development Institute for Education Development/Institute for the Improvement of Education Institute for Education Evaluation
SLOVAKIA	Ministry of Foreign and European Affairs Ministry of Education, Science, Research and Sport SAIDC - Slovak Agency for International Development Cooperation
SLOVENIA	Ministry of Foreign Affairs
SPAIN	AECID - International Development Cooperation Agency Ministry of Education and Vocational Training
SWEDEN	Swedish Council for Higher Education Sida - Swedish International Development Cooperation Agency

# Appendix III 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 2020/2021

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 fifth edition looks at how the pandemic influenced Global Education policymaking and priorities - a network during lockdown. It explores the policy landscape for Global Education, identifies cross-cutting issues and explores some of the national strategies that exist on various Global Education themes in European countries.



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)



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