

Policy Learning for Global Education in Challenging Times – Signs of HOPE

By Liam Wegimont, GENE Chairperson

We live in challenging times. In Global Education this is nothing new - our Maastricht definition of Global Education is based on the notion that we are engaged in opening people’s eyes and minds to the causes and effects of these challenges – challenges to justice, to human rights, to sustainability, to human flourishing. Nevertheless, it is impossible to be engaged in Global Education and policy learning in Europe without recognising the nature of the challenges today – which are many, while we may seem to be few. In GENE we are clear that policy learning for increased and improved GE is needed now more than ever. We will not list the challenges here – instead, we will be dealing with them in depth and in detail as we facilitate policy learning in forthcoming Roundtables and GENE conferences; while you can see more of how Ministries and Agencies deal with these issues in these pages and associated links.

In GENE during 2019 we have embarked on a new three-year programme which is focused on consolidation and growth of Global Education in Europe – continuing to work, incrementally, towards the day when all people in Europe, in solidarity with peoples globally, have access to quality Global Education. In this Newsletter you will read about some of the progress that has been made in a number of GENE initiatives, and in broader processes effecting Global Education in Europe and globally.

The GENE Peer Review process is currently working with Estonian colleagues and international peers on the 1st Peer Review of Estonia – see below, watch this space for further news! The Support programme continues to successfully support Ministries and Agencies in countries relatively new to GE, countries with political will and policymaker support for increase and improvement in the field of GE.

The GENE Global Education awards are currently testing something new, bold and adventurous; we have tended to recognise those initiatives that have a proven track record. In 2019, GENE, in consultation with partners involved in previous years in our Innovation Awards have developed a scheme to highlight and award new IDEAS – untried, as yet untested, Global Education quality initiatives. We look forward to learning from this process.

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Save the date

GENE Roundtable 41
17-18 October 2019
Valletta, Malta

Contact us



As part of the 2019-2021 programme, GENE embarked on a Joint Initiatives programme, aimed at supporting GENE participating institutions pursuing common initiatives in bilateral networking for policy learning. The first bilateral exchange between Slovakia and Portugal, led by the respective Development Agencies, is reported here. From the diverse topics explored through the exchange, we outline one that is of relevance to many countries: GE mapping. Those organisations presenting as part of the exchange have kindly summarised the diverse experiences of GE mapping from both countries.

You will also read here of the exciting development of ANGEL – an initiative of GENE in partnership with the Development Education Research Centre, Institute of Education, London and other academic institutions (Bamberg, Oulu). Thanks to GENE's involvement and the support of our funders, a small existing and nascent network of researchers in the field of Global Education, has been able to develop into a growing network that builds bridges between policymakers and researchers in the field – so that research can be more policy relevant, and policy more research-informed.

The support of our funders has also meant that this network is now moving across borders and languages and becoming more pan-European and global; while GENE's continuing involvement will ensure that it remains policy-focused, while respecting academic freedoms. The very successful ANGEL conference in May of this year is reported here; while access to research is also available on the GENE and ANGEL websites.

GENE and others involvement in international policy processes of relevance to GE is also reported here. Here we might mention the recent UNESCO Global Forum on GE. This important initiative sought to look at issues around measuring attainment of a variety of types of GE (in this case ESD and GCED). GENE was honoured to be invited to facilitate one of the main parallel sessions.

However, the focus of the study on which the Forum was based (with its limited division of learning dimensions, and the insistence on dividing ESD and GCED - distinctions which those working at national level, or on the ground in schools and other educational settings, may find irrelevant or do well to resist) meant that GENE's participants, as many others, expressed clearly the need to unite rather than divide.

While GENE supports UNESCO's initiative to ensure that SDG 4.7 is politically recognised on the road to 2030, GENE will also continue to work on the basis of an understanding of Global Education that unites a diversity of differing national and international constructs, in line with the Maastricht definition of Global Education.

In Spring of this year GENE held its 40th Roundtable, in Berlin, with support from Engagement Global and from BMZ, and took the opportunity to look back and look forward. Information about the 40th Roundtable is provided briefly below. For GENE, our purpose is to support and enhance the work at national level of GENE associated Ministries and Agencies in this field, and to work with partners such as the European Commission. We are glad that an increasing number of Ministries and Agencies in most – but not yet all – European countries are joining us so that together we can increase and improve GE.

It is instructive that at the end of Roundtable 40, and following very positive feedback from participants both new and not so new to GENE, in the face of huge challenges – political challenges, challenges to policymaking processes, challenges to policy change in international organisations, to multilateralism, even challenges to the foundation of education and to truth – one common word emerged: HOPE.

We look forward, in Roundtable 41 in Malta in October, and in Brussels in April 2020, to supporting Ministries and Agencies as they continue to sow seeds of hope in Global Education.



Approaches to Mapping of Global Education by the Slovak NGO Platform, CIDAC and FGS

Policymakers from Portugal and Slovakia recently had the opportunity to exchange and discuss experiences at a meeting in Lisbon within the framework of [GENE Joint Initiative Programme 2019-2021](#).

One of the issues discussed was mapping. Due to the growing interest in mapping of Global Education at national level, in this article, the Slovak NGDO Platform and two Portuguese NGOs - [CIDAC](#) and [FGS](#) - share the experiences about mapping in their countries.

National Global Education mapping in Slovakia

In Slovakia, two consortia of NGOs participated in a nationwide mapping of Global Citizenship Education (GCE) last year under the umbrella of the [Slovak NGDO Platform](#). One consisted of the People in Peril Association, Zivica and PDCS. The other consisted of AI Nova, eRko, ADRA Slovakia, Pontis Foundation and Comenius University.



The first consortium mapped the state of GCE in the formal education sector, with regards to density of GCE practice as well as themes in Slovak primary and secondary schools and universities.

The key findings showed that GCE has not yet been systematically implemented within the Slovak formal education system, but that numerous GCE and value-based education topics and methods are integrated in the education process of the Slovak schools. GCE thus becomes somewhat of an umbrella term for value-based education.

The findings of the second consortium provided insights into GCE practice among the non-formal education actors, such as civil society

organisations (CSOs), youth organisations, social businesses etc. Among these, GCE and value-based education is quite frequent and the extent to which it is practiced goes much beyond the GCE bubble of the capital city.

"The world has changed. Schools together with students must change too. We have to prepare our students for life in the world, which is wide open."

Teacher at primary school in Slovakia, with 38 years of experience

The mapping also pointed out that some of the most pressing needs of GCE practitioners in this sector are related to lack of funding at national and EU level, lack of (e)learning opportunities, lack of accredited programmes for GCE and weak networking and cooperation infrastructures.

The mapping exercise had the financial support of [SlovakAid](#) and GENE. The Slovak version can be found [here](#).

An exploratory study on GE in Portugal

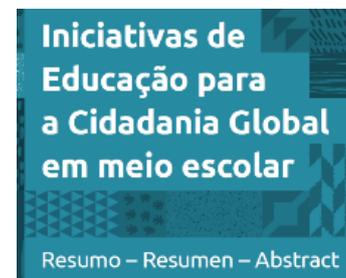
In Portugal, two NGOs (CIDAC and FGS) decided to conduct an exploratory study to survey and explore which practices in the field of GE are carried out in schools in the country.



The mapping took place within the framework of a project supported by [Camões](#) – Institute for Cooperation and Language. The research process went through different phases over a two-year period, and finally an online questionnaire was sent to all schools in the country. 124 responses were validated for the analysis (98 participating educational institutions, 92% of which were public schools).

Answers were analysed both quantitatively and qualitatively, through content analysis. The starting point for the analysis was that Global Citizenship Education, Global Education, Development Education (DE) are

polysemic expressions materialised in many different experiences and formats, according to people's views, spaces, and stances. The research investigated how teachers talked about the initiatives and compared it with positioning regarding GCE, namely through four dimensions considered as central: political, pedagogical, ethical and collaborative.



The results showed that the main topics addressed generally correspond to what we consider to be GCE's principles: responsible citizenship, social justice, co-responsibility, a global and integrated vision of the world, and an awareness of global interdependence.

Words like solidarity, equity, social transformation are, however, less mentioned. In what critical thinking and self-questioning are concerned, they seem to apply mainly to students more than to teachers themselves.

Collaborative work occurs especially during the implementation of the initiatives and is relatively absent in the planning and evaluation phases. Initiatives seem to have created new forms of relationship between teachers and learners. Apparently, they lack strategies promoting a deeper understanding of the relations of power and domination. They especially target individual transformation, where there may be a lack of vision of another society.

It is assumed that these are loose assumptions and conclusions due to the limits of the study. The questionnaires did not enable the assessment of complex dimensions as the ones triggered by GCE. Still, it offered good clues to further research and to improve research scope and approaches. Find English and Spanish summary [here](#) or [here](#). Find the full report in Portuguese [here](#) or [here](#).

GENE Activities

Roundtable 40 Berlin

GENE's 40th Roundtable (RT) took place in Berlin from 4 to 5 April 2019 and was co-hosted with the support of Engagement Global and the Federal Ministry for Economic Cooperation and Development (BMZ).

The 40th Roundtable was a special anniversary and an opportunity to celebrate the achievements in Global Education among Ministries and Agencies participating in GENE, as well as to reflect on the past, present and future of GE.

Participants in previous Roundtables and GENE emeriti were invited to contribute to the reflexion.

The RT was an opportunity to learn and exchange at several workshops. The German partners organised three parallel workshops on mainstreaming GE in the curricula, embedding GE into the education system and measuring change.

New methodologies such as the open space were also tested and much appreciated by most participants.



Using the 'mentimeter' application, participants were asked to choose one word that most characterised the RT: **Hope** was the abiding word with which participants left the Roundtable.

Learning from Increase - RT40 Side Event Berlin

A Side Event focusing on "Learning from Increase Programme: Towards the Programme of National Support" took place in Berlin one day prior to RT40.

GENE partners from Cyprus, Latvia, Malta, Slovakia, Slovenia that participated in GENE Increase Programme 2016-2018 were invited to share experiences and reflect on lessons learned.



Participants discussed the importance of mapping of Global Education, as illustrated by the experiences of Slovakia, Slovenia and Malta. They also discussed challenges they face, such as the high turnover of people responsible for GE, challenges of interrupted institutional memory and of limited structural support to GE.

The new Programme of National Support 2019-2021 provides GENE participants with an opportunity to strengthen their structures, coordination and funding mechanisms for Global Education. It also provides an opportunity for sharing national policy learning experiences on Global Education.

For more information see the [Increase leaflet](#).

Estonia Peer Review Tallinn

A Peer Review of Global Education in Estonia was launched in May 2019.

GENE put together an international team composed of peer experts from Finland, Poland and Slovakia with the support of GENE secretariat. Helmuth Hartmeyer chaired the international team, as a representative of GENE Board.

The team visited Tallinn from 7 to 9 May for three days of meetings, interviews and learning.



The core partners in Estonia, the Ministry of Education and Research and the Ministry of Foreign Affairs, hosted the review and enabled the team to meet with key governmental actors in Global Education. Meetings were also held with NGOs, universities and teacher training institutes.

A wealth of information was gathered on the Ministries' and Agencies' roles in GE, integration of GE in the formal education system and the role of civil society organisations. The report is currently being drafted and will be ready for publication in the autumn.

For more information about GENE Peer Reviews, please see the [Peer Review leaflet](#) or the [GENE website](#).

Global Education Ideas Award

The Global Education Ideas Award was launched at GENE RT40. The award seeks to recognise new ideas for Global Education initiatives that facilitate transformative learning and open peoples' eyes and minds to the realities of the world.



By the deadline on 4 June, GENE had received 68 applications from 32 countries.

The first phase of the selection process involves a peer review, where applicants review each other's applications. This enables applicants to offer a critical feedback and learn with the process.

The second phase will involve the International Selection Committee composed of representatives of GENE participants from the Czech Republic, Finland, France, Slovenia as well as academics, CONCORD, Platforma and external experts.

The third selection will be made by the GENE Board and the results will be announced on 15 September 2019. Awardees will be invited to participate in a ceremony that will take place on 18 October during Roundtable 41 in Malta.

Find out more in the [Award leaflet](#) or on the [GENE website](#).



Joint Initiative Slovakia - Portugal

An exchange visit between Portugal and Slovakia took place from 20 to 22 March. The objective of the exchange was to share experiences in GE and to learn from each other's specific experience in areas of common interest.

The exchange gathered representatives from Slovak Ministry of Foreign and European Affairs, Ministry of Education, SlovakAid, Slovak Youth Institute, NGDO Platform and National Youth Council from the Slovak side.

From the Portuguese side, there were representatives from Camões - Development Cooperation, Ministry of Education and Youth Institute, NGO Platform and several NGOs.



The sessions were divided into working sessions at Camões and bilateral meetings with counterparts.

The two countries shared experiences and reflections regarding the processes of building national strategies and how to engender cooperation between different stakeholders. They also shared concrete experiences about mapping processes in the two countries, working with youth and teachers' learning.

The exchange ended with a reflection on lessons learned and prospects for the future of GE development in both countries. The exchange visit was part of GENE Joint Initiative Programme 2019-2021, co-funded by the European Commission.

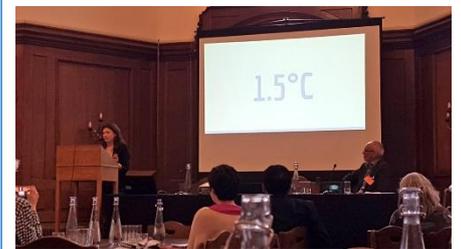
ANGEL Conference by Doug Bourn

The Second ANGEL Conference (Academic Network on Global Education & Learning) was organised by the Development Education Research Institute in London with support from GENE on 9 and 10 May 2019.

171 people attended the event and saw presenters from 15 different countries. This makes ANGEL 2019 the largest ever academic conference solely focusing on GE.

The range and quality of the presentations demonstrated that Global Education is not only alive and well but is making an important contribution to broader educational research.

All of the keynotes were well received, with the input from the young people from the 'Youth Strike 4 Climate' campaign perhaps having the biggest impact, with a standing ovation from all participants.



Among the conference's many achievements were the raising of the profile of GENE, the value of research-policy dialogue and the need to address current topical issues be they climate change or migration or rise of populism.

Considering this, the conference marks a very significant turning point not only for the ANGEL network but also for GE in general.

ANGEL is a collaboration between GENE and the Development Education Research Centre at the Institute of Education in London, which aims to connect policy makers with the research community in Global Education. It has now 385 members from 61 countries. More information is available on the [ANGEL website](#).

Global Education Events

Participants from the GENE network, the Secretariat and Board took part in several GE events in recent months to learn, exchange and present ideas and current work.

DEAR Programme Exchange Hub Brussels, 13 February 2019

GENE participated in an interesting meeting on how to complete interim reports to the EC on DEAR projects. The discussions focussed on how to make the completion of narrative report easier and more meaningful and on how to present information in a way that can be collated and compared.



Participants shared reflections on the difficulties of finding evidence and reporting it, as well as on involving target groups/ participants. An "Unofficial Guide" on completion of narrative reports was produced as a result. Find it [here](#).

14th Meeting of the UNECE Steering Committee on ESD Geneva, 2-3 May

GENE was invited to the 14th Meeting of the UNECE (United Nations Economic Commission for Europe) Steering Committee on ESD. It was a good occasion to present the work of GENE and to hear from representatives of European Ministries of Education and Environment about achievements and challenges in the field of ESD.

The Steering Committee on ESD coordinates the implementation of the [UNECE Strategy for ESD](#). The strategy was adopted at a High-Level meeting in 2005 and its main aim is to encourage the 56 member-states in Europe to integrate ESD into their education systems. Documents and presentations from the meeting can be found [here](#).

Development Education Days Portugal

Lisbon, 18 May 2019

GENE was also invited to share a reflection on GE at the first edition of the DE Days, organised in the framework of the Portuguese Strategy on Development Education 2018-2022.

The event jointly prepared by eight institutions (public and civil society) focused on "DE in the school" and aimed at discussing the challenges and opportunities of the recent education reform for the implementation of GE.

The DE Days are a space for sharing of experiences and DE materials, and for debate on concepts, methods and practices. Ultimately, they aim to be a space of co-learning and co-production of knowledge. Find the programme [here](#).

GDE Visegrad Seminar Follow Up Meeting

Budapest, 23 May 2019

This Regional Follow Up meeting of the Global Development Education Visegrad Seminar was organised by the North-South Centre (NSC) of the Council of Europe. GENE was invited to participate in this meeting to present its activities and also to discuss the recent [ANGEL briefing paper on Global Education Competences](#).

The meeting brought together the key stakeholders in Global Education in the region, including ministries, academia, and civil society representatives. Representatives of the Hungarian Ministry of Foreign Affairs and Ministry of Human Capacities, State Secretary for Education, were also present.

For more information, check the [NSC website](#).

2019 UNESCO Forum for ESD and GCE

Hanoi, 2-3 July 2019

GENE participated in the 2019 UNESCO forum in Hanoi and facilitated one of its workshops.

GENE participants from Engagement Global (Germany), Finnish National Agency for Education (Finland) and Enabel (Belgian development agency) also attended the forum. Massimiliano Tarozzi, coordinator of ANGEL, was also present.

UNESCO organised this forum to exchange experiences and approaches to ESD and GCE. Read more [here](#).

UN High Level Political Forum on Sustainable Development

New York, 9-18 July 2019

GENE was delighted to be present at [High-level Political Forum](#) (HLPF), the UN platform for monitoring progress toward the Sustainable Development Goals (SDGs). GENE participated at the invitation of the Slovak Republic as part of the Slovak delegation.

The 2019 HLPF explored progress toward six of the 17 goals in more depth, including Goal 4: Quality Education. Several GENE participants were in attendance as part of national delegations.



Theme: Empowering people and ensuring
inclusiveness and equality

GENE Recent Publications

ANGEL Briefing Paper: Measuring Global Competencies: a Critical Assessment

There is growing interest from policy-makers and educationalists to measure global competencies to ensure that formal education systems develop as necessary for the future.

This brief draws on research to map and evaluate the different approaches to Global Education and their impact on its assessment.

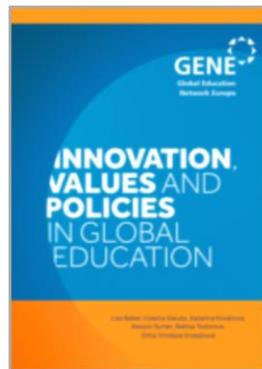
The briefing paper was produced by Joffy Conolly, Elina Lehtomäki and Annette Scheunpflug as part of the activities of ANGEL. Download it [here](#).



Innovation, Values and Policies in Global Education

This publication was based on the experience of GENE 2017 Global Education Innovation Award. It is a reflection by different authors on how Global Education is understood.

It includes the mapping of the concepts of GE used by international organisations and their critique. It also includes interviews with 4 Women Leaders of the awarded initiatives. Download it [here](#).



The State of Global Education in Europe 2018

This publication is an annual analysis of the state of GE in Europe. It is based on the country reports submitted by GENE participants and contains: (1) an analysis of key policy issues, (2) funding trends, (3) monitoring and evaluation and (4) highlights of the main developments in GE in GENE participating countries. Download it [here](#).



Global Education Digest 2018

This publication, compiled by the Development Education Research Centre (DERC) in London, on behalf of GENE, is a bibliography of academic publications and other research published in 2018 in the field of Global Education



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