

GENE Follow-up Review 2010/11

of the Peer Review of Global Education in Finland (2004)



The European Global Education
Peer Review Process
**Key Observations and
Policy Proposals – Finland**

GENE Follow-up Review 2010/11 of the Peer Review of Global Education in Finland (2004)

Key Observations and Policy Proposals

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GENE
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Abbreviations & Acronyms

DE	Development Education
DEAR	Development Education & Awareness-Raising
ESD	Education for Sustainable Development
FNBE	Finnish National Board of Education
GE	Global Education
GENE	Global Education Network Europe
KEHYS	The Finnish NGDO Platform to the EU
KEPA	Service Centre for Development Cooperation
MoE	Ministry of Education
MFA	Ministry of Foreign Affairs
NGDO	Non-Governmental Development Organisation
NGO	Non-Governmental Organisation
NSC	North-South Centre of the Council of Europe

Section 1

Background to and purpose of the Finland peer review follow-up

GENE (Global Education Network Europe) is the network of Ministries and Agencies with national responsibility for Global Education in Europe. GENE provides the secretariat and expertise for the European Global Education Peer Review Process.¹ Along with Finland, Peer Review processes have been facilitated with Austria, Cyprus, the Czech Republic, the Netherlands, and most recently with Norway and Poland. Peer Reviews with other European countries are ongoing.²

The Peer Review of Global Education in Finland took place in 2003-2004. The process involved a secretariat visit in November 2003, followed by an international peer review team visit in April 2004. The process included desk research conducted by the secretariat with the assistance of a Finnish researcher, and also involved meetings in Finland (in both Helsinki and Oulu) with a broad range of stakeholders involved in Global Education. The process also involved dialogue with and feedback from Ministries, Agencies, Civil Society organisations and those involved in the integration of Global Education into the formal education system.

A key output of the process was a national report on Global Education in Finland, launched in Autumn 2004. The 2004 Peer Review National Report gives an overview of Global Education in Finland at the time. It presents summary Observations and Recommendations³ focused on increasing and improving policy, provision and integration.

In 2010 GENE⁴, at the invitation of the Ministry of Foreign Affairs (MFA), the Ministry of Education (MoE) and the Finnish National Board of Education (FNBE), organized a follow-up process to the Peer Review of Finland. The purpose of the process was to look back at the situation at the time of the Peer Review, to reflect on progress since then, and to briefly assess the current situation of, and future prospects for, Global Education in Finland.

The process of this brief follow-up report involved a partnership approach with key ministries, agencies, and organisations; desk research, and a GENE team visit including meetings with key stakeholders. Feedback from key stakeholders has been taken into account when compiling this report.

1 GENE has provided expertise for the Peer Review process since its inception, from 2003-2005 the North-South Centre of the Council of Europe facilitated the secretariat of the Peer Review process, with support from GENE; since 2006 GENE has provided both peer expertise and Secretariat.

2 Copies of the Finnish and other peer review national reports are available at www.gene.eu

3 As mentioned above, the full national report is available on the GENE website.

4 The GENE visit in March 2010 was composed of Eddie O'Loughlin, Coordinator GENE and Liam Wegimont, Advisor, GENE Board.

The key purposes of the Finland follow-up visit(s) and process by GENE could be summarized as follows:

- To meet with a range of stakeholders to assess the current state of Global Education in Finland today, 6/7 years on from the original Peer Review report;
- To reflect on current challenges and opportunities for Global Education in Finland;
- To put forward observations and policy proposals for further developing Global Education in Finland.

The GENE Peer Review Follow-up meetings took place in Spring 2010, with a number of additional follow-up meetings in October 2010, to further check and clarify issues arising. These included meetings with representatives from the Ministry of Foreign Affairs, Ministry of Education, the Finnish National Board of Education, the Development Policy Committee of the Finnish Parliament, and with a range of Non-governmental Organisations (NGOs) active in Global Education, including with the NGO umbrella organisations, KEPA and Kehys. A list of the organisations concerned is given in the appendices.⁵

The result of this process is the brief report contained herein. This report is also informed by regular reporting between 2004 and 2010 by the Finnish Ministry of Foreign Affairs and Finnish National Board of Education representatives to GENE. Finnish institutions participating in the GENE network report 2-3 times annually, as part of the GENE Multilateral Roundtable process, to their peers from other European countries, about developments and progress in Global Education in Finland.

This report is written, as with the Peer Review process, from the perspective of “critical friends” and peers. GENE provides the external perspectives, reflections and proposals contained in this report in the hope that it can provide an international policy perspective and contribution to the ongoing work in this field among the stakeholders in Finland. The report might be read as an external impetus to processes of evaluation and planning currently under way, including plans for a renewed national strategy. It will also be read with interest by those involved in Global Education in other European countries.

⁵ The Peer Review process in 2004 involved meetings with a wide range of organisations involved in Global Education such as relevant Trade Unions, Local Authorities, NGOs and Teacher Education/Training institutions, along with key Ministries and Agencies. The Peer Review follow-up process is smaller in scale and scope.

Section 2

Revisiting observations and recommendations made in 2004

As part of the Peer Review National Report of Global Education in 2004, some of the key recommendations made at the time could be summarised as follows:

- The proposed development of a national strategy for Global Education in Finland.
- Strengthening cooperation and coordination between Ministries and Agencies, especially the MFA, MoE and the FNBE.
- Strengthening cooperation and coordination across the sector generally, including between Ministries, agencies, NGOs and other key stakeholders.
- The desirability of strengthening MFA and NGO funding commitment to Global Education.
- The suggestion to develop multi-annual funding from the MFA scheme to NGOs.
- The value of the then teacher education/training initiative by MFA and FNBE was recognised, as was the need to strengthen the initiative.
- The role of the NGO Global Education Network initiative was highlighted and (at the time it was unclear how it might continue as its then EC project funding came to a close), the need for this process to continue in some form and to be strengthened was highlighted.
- There were also a number of specific suggestions and recommendations. These included the proposal that a Chair of Global Education might be established at one of the universities.

The next section looks at major advances in Global Education in Finland from 2004-2010, some of which were related to the 2004 peer review recommendations.

Section 3

From 2004 to 2010: Major advances

In the ongoing work of the key stakeholders in Finland in the Global Education field, it is noted by GENE that significant steps were taken related to several of the recommendations made by the Peer Review report in 2004. There have also been major strides forward in areas unrelated to the recommendations. At the same time, some weaknesses, bottlenecks and missed opportunities also emerge.

3.1 Significant Advances Related to the Peer Review 2004 Recommendations

Turning first to the recommendations of the Peer Review 2004, there are a number of clear areas where follow-up has led to strong progress. We focus below on the five main areas where significant progress can be observed since 2004:

- ***The Development of a National Strategy***, and its accompanying preparatory process. As Finland's first national strategy on Global Education, and as one of the first in Europe, this has become both a model and reference point for subsequent national strategies.⁶ At the same time there are as always lessons to be learnt from both the successes, and the *failures/missed opportunities/unrealized possibilities*, associated with the strategy.
- ***Increasing Funding for Global Education*** – the Peer Review recommendation was acted on, with significant increases in government funding for Global Education in the first years after the Peer Review.⁷
- ***Strengthening Global Education in the Education System*** – there is evidence of strong progress in certain areas, but still with immense potential for further integration.
- ***Strengthening Global Education Networking in Finland and Europe***: Finland has shown leadership in networking in Europe, both at the level of inter-ministerial/interagency networking, with strong engagement in GENE and strong involvement in debate on these issues with the European Commission; there is also strong Finnish NGO engagement in European NGO networking focused on Global Education. While there has been improved co-ordination at national level, there is also room for continued work in this area nationally and internationally.
- ***Creating a Chair of Global Education***. At the time of the Peer Review in 2004, only one country in Europe – Germany – had a university chair with a focus on Global Education (Fredrich Alexander University, Erlangen-Nurnberg)⁸. Following the recommendation of the Peer Review, the University of Oulu, in Northern Finland, moved to create such a chair, based in the Faculty of Education. This leadership in the field means that a number of other countries are continuing to follow suit, and networking of academic institutions with chairs or lectureships in Global Education is emerging.

6 See the Finnish National Strategy for Global Education, published in 2007 and titled - Global Education 2010 http://www.minedu.fi/OPM/Julkaisut/2007/global_education2010?lang=en&extra_locale=en

7 Note in Autumn 2010, there were some indications that a reduction in governmental funding for GE initiatives through NGOs was being considered. GENE recognises the fact that it was eventually decided not to reduce such funding.

8 Some Universities in the UK have chairs in closely related areas.

3.2 Advances in Other Areas

Along with strong movement related to the Peer Review recommendations, Finland has also made significant strides in other areas which were not highlighted in the recommendations of the original Peer Review report, but which emerged either from discussions following on from the report, or from Ministry, Agency or other stakeholder initiatives unrelated to the Peer Review.

These included

- *The development of greater conceptual clarity*, with significant initiatives focused on the development of the concepts, research, and coherence;
- *A strong focus on Global Education in third level* – an area which may have been under-emphasised in the original Peer Review report, but which has had strong emphasis in subsequent work, led by the Ministry of Education, inspired by the National Strategy, and entitled “Education for Global Responsibility”.⁹
- *An emphasis on education for global responsibility within related areas* – such as the development of ICT in schools; world citizenship and media education; in particular subject areas (such as mother-tongue); in matriculation exams, and in pre-schools;
- *Initiatives which moved beyond teacher education/training in Global Education* to also include head-teacher education/training and whole-school planning processes;
- *Forward-looking initiatives regarding the integration of Global Education into forthcoming curriculum reform*; and ground-breaking reflection regarding this work, including questions regarding a move from the promotion of GE-related cross-curricular themes, to a more profound embedding of core competencies of GE throughout subject learning.

3.3 Developing Finland’s National Strategy for Global Education

Discussions undertaken with key stakeholders during the Peer Review process in 2003 and 2004 – and particular discussions with core partners and the national reference group of the Peer Review process – the MFA, MoE, FNBE, and NGOs – led to strong stakeholder support for the proposal to develop a National Strategy for Global Education, contained in the national Report. The launch of the National Report, and follow-up discussion, meant that there was also strong political support for the development of such a strategy.

See Box 1 for a brief overview of the key steps in the National Strategy Development process.

⁹ See Education for Global Responsibility; T. Kaivola, M. Mélen-Paaso (eds), Ministry of Education 2007: 31, also summary on the web www.minedu.fi/OPM/Julkaisut/2007/Education_for_Global_Responsibility.html?lang=en&extra_locale=en

Box 1: Steps in the development of the Finnish Global Education National Strategy

Step (1) in 2005 Global Education Committee

The Permanent Secretaries of the Ministry of Foreign Affairs and the Ministry of Education agreed on setting up the Global Education Committee in June 2005 to draft a proposal for an action programme, based on recommendations contained in the Peer Review National Report of Global Education in Finland, 2004. While the process was initiated by the Ministry of Foreign Affairs, the committee was chaired by the Ministry of Education (International Relations section), and included representatives of the Ministry of Foreign Affairs, Teachers' Trade Union, along with many relevant civil society organisations and some universities. The committee on Global Education submitted its report – which was formulated as a proposal for an action programme – to the Ministry of Education at the end of year 2005.

Step (2) in 2006 Proposal for an action programme

The report of the above-mentioned Committee was published in January 2006. The proposal focused on the challenges for teaching and learning arising from the UN Millennium Development Goals, strategies and guidelines of UNESCO, the Maastricht Global Education Declaration, the Finnish development policy programme and other relevant commitments. It also looked into global development issues in terms of education and civil society activity.

Step (3) in 2007 “Global Education 2010” Programme

The Programme Global Education 2010, published in 2007, was based on the development lines, proposals and measures put forward by the above mentioned Committee. The Programme set out national development objectives and measures needed to achieve them, which the Ministry of Education seeks to realise by 2010, in close cooperation with its own sector, other ministries and civic organisations. This was, then, the promulgation of Finland's First National Strategy for Global Education, outlining actions for the 3 year period 2007-2010. Entitled “Global Education 2010”, the strategy was practical, realistic and forward-looking, due to the strong engagement of key Ministerial and other stakeholders in the process of its preparation and in the national Global Education Committee.

Step (4) in 2007 – 2010 Implementation of the Programme

The Programme was implemented in various ways by a broad range of stakeholders. See below for further details and analysis.

Step (5) in 2010 Evaluation of the Programme

The preliminary review on the implementation of the main objectives of the programme was made in February 2010. The final report of the project Education for Global Responsibility (a third level initiative arising from the National Strategy) has been published. This GENE Follow-up Review will be thoroughly discussed in the Ministry of Education / International Relations Unit. The holistic implementation of the Programme will be evaluated in September / October 2010. According to the results of the evaluation –carried out by an external expert – the next steps will be taken and new decisions will be made by the Ministry of Education.

SOURCE: This description was provided by the Ministry of Education, Finland, and adapted by GENE .

3.4 Global Education in Finland 2004 – 2010; bottlenecks, weaknesses and missed opportunities.

Global Education in Finland is characterized by strong provision, a clear values base, diversity of projects, and by the strong commitment of government and non-governmental stakeholders. At the same time, some bottlenecks, weaknesses and even missed opportunities are apparent to the external observer. These include the following:

- The National Strategy development process led to the strong engagement and involvement of a broad range of stakeholders, as outlined above. This has proved to be modelic for other countries in Europe. Unfortunately, the process of implementation, monitoring and evaluation was not led by the same or a similar National Committee, and therefore, while implementation also had some important successes, it was less consistent and coordinated than it might otherwise have been, had there been greater consistency between the development and implementation phase.
- Finnish Global Education has as its hallmark an ethos of cooperation between Ministries and Agencies. Inter-Ministerial and interagency cooperation has, at times during the 2004-2010 period, been detailed, prolonged and consistent – with a partnership approach in evidence between MFA, MOE and the FNBE. Other countries in Europe have, during this period emulated the partnership approach in regard to GE, particularly in the development of national strategies. Stakeholders have, however, expressed a sense of lack of steering of the process at certain times, caused perhaps by change in personnel, organizational change, or other factors,. Some of these concerns could be ameliorated in the future through a clearer delineation of roles.
- The Peer Review 2004 also recommended improved coordination between NGOs and civil society organisations active in the field. While it is clear that individual NGOs, and NGO networks, account for the strong and diverse base of Global Education in Finland, it would appear that there is still room for further improved cooperation and coordination.
- The Peer Review 2004 recommended both increased and multi-annual funding commitments by government. This recommendation was acted on by government with both increases in funding, and the introduction of multiannual funding (primarily MFA, but also MOE). However, there doesn't appear to be any evidence that this increase in statutory funding being matched by an increased commitment to funding of Global Education by NGDOs - either in terms of their own private sources, or in terms of an increased Global Education dimension within their applications for co-financing.¹⁰

Having looked at developments in Global Education in Finland since the Peer Review was carried out in 2004, and having identified some weaknesses and bottlenecks, the next section makes some summary observations and recommendations for Global Education in Finland going forward.

¹⁰ While many smaller NGOs who focus on GE are often very dependent on statutory funding support for their work, the NGDO sector as a whole should reflect further on how much of their own funding they are willing to provide for Global Education.

Section 4

Global Education in Finland from 2011: Key Observations and Policy Proposals

The following is a list of key observations and policy proposals by GENE, for Global Education in Finland going forward, following meetings in Finland in Spring and Autumn 2010. It is based on desk research, reflections from meetings with stakeholders in Finland and feedback from stakeholders.

Reflecting on the experiences to date and looking forward, GENE observes and proposes the following:

- One of the strengths of the first Finnish National Strategy of Global Education was the level of stakeholder involvement in its development. One of the weaknesses in implementation lies in the fact that the Committee tasked with the development of the strategy, after much excellent work in its formulation, was then dissolved. In any future or renewed Global Education national strategy, it might prove useful if the initial ‘drafting’ or ‘steering’ group (in the Finnish case it was called the Global Education Committee, see Box 1 above) would continue to have a significant role in monitoring the progress of implementation, and advising on possible adjustments in approach as may seem appropriate as the strategy progresses.

Indeed, the establishment of an ongoing National Committee on Global Education, to, bring together Ministries (who should lead), agencies and Non-governmental Organisations to advise on policy, propose strategy and even to have an appropriate input into funding and evaluation guidelines, should be considered. (Learning from the successes and failures of various models for this sort of structure are available from other European countries).

- It could strengthen the implementation of any future or renewed Global Education national strategy if in particular the Ministry of Foreign Affairs and the Ministry of Education further clarified their respective roles concerning Global Education generally and in particular with regard to the strategy, and how they could strengthen their cooperation and coordination in Global Education. Within both ministries this might also involve strengthening how Global Education is facilitated and supported within their own ministries. To date the Ministry of Education takes the lead on policy, the Finnish National Board of Education on curriculum development and implementation, and the Ministry of Foreign Affairs on supporting initiatives through funding. Closer cooperation and coordination between these 3 key stakeholders (and other possible ministries and agencies) could potentially greatly strengthen the effectiveness of any future national strategy. Based on international experience, GENE respectfully suggests that the Ministry of Foreign Affairs (within its existing role, taking international leadership in some areas of international policy, such as peace-building, human

rights, etc) should act as initiator and facilitator. The Ministry of Education should, of course, lead in the area of educational policy, particularly in the light of its own forward-looking vision for Education in Finland to 2020. The Finnish National Board of Education should, as it has, lead on curriculum development, and particularly on the integration of Global Education within forthcoming curriculum reform.

- Teacher education/training must be led by, and integrated into the systems of, teacher education/training institutions. Non-governmental Organisations can and must have their strategic and perspective input into such processes, in partnership with the institutions. Some successful initiatives elsewhere in Europe in systematically integrating Global Education into teacher education/training universities, could be examined.
- Much inspiring work has been done by the Finnish National Board of Education (FNBE) in ensuring space for Global Education in the curriculum over the years, and progressive thinking on future education needs is very much evident within the organisation, with a close eye being kept on the various changing contexts for education within Finnish society and in the wider world. The FNBE has worked closely and effectively with the Ministry of Foreign Affairs on various Global Education initiatives. This close cooperation with the MFA in the Global Education field should be continued and strengthened, as should cooperation with the Ministry of Education. The modalities of cooperation with the NGO sector and broader civil society within this field should be further considered. Such relations could be explored, clarified and strengthened in the context of developing and implementing a new or renewed national strategy for Global Education. With new curriculum reform underway and so many important issues competing for space, it is crucial for the future of Global Education in Finland that the Finnish National Board of Education have the space to ensure, strategically, that Global Education is adequately integrated within the curriculum. (Furthermore, given the Finnish reputation internationally in this field, Finnish success in the area of integration of Global Education into curriculum reform can potentially have a strong ripple effect beyond Finland).
- The role of Non-governmental Organisations, and in particular the umbrella organisations of Keva and Kehys, could also be further clarified and strengthened with regard to Global Education generally and with regard to any future Global Education national strategy.

- Work on conceptual clarity regarding Global Education has progressed significantly in Finland since 2004. It is an ongoing process. Significant useful groundwork was done in defining Global Education during the Strategy 2010, and different stakeholders implemented a range of worthwhile initiatives.¹¹ The view of many stakeholders would seem to be that any future strategy should now build on the conceptual work, continue it, and place a stronger emphasis on implementing a range of clear objectives and ensuring greater cooperation and coordination between stakeholders. The GENE Secretariat concurs with this view.
- Funding for Global Education from the Ministry of Foreign Affairs has increased since the peer review and this should be acknowledged. There may be potential for further funding for Non-governmental Organisations concerning Global Education from other sources, for example from the Ministry of Education. Further increased funding when circumstances allow it, may be needed for NGOs and others, if Global Education is to be increased to reach all Finns. Greater predictability, and more long-term funding perspectives may also be necessary – particularly for those initiatives working within the education sector, where progress may be measured not in annual or three-year time-frames, but in 5-10 year frameworks, or beyond. However, in the current international economic climate greater attention also needs to be put on ensuring that existing available resources are maximized.
- There doesn't appear to be any evidence that the increase in statutory funding since the 2004 Peer Review, has been matched by an increased commitment to funding of Global Education by Non-governmental Development Organisations - either in terms of their own private sources, or in terms of an increased Global Education dimension within their applications for co-financing. There needs to be a concomitant commitment by the NGDO sector, if overall funding to Global Education is to be sustainable. Non-governmental Organisations need to have a debate about the level of commitment to funding of Global Education by NGOs. How much of their own funds are NGOs prepared to commit to Global Education? To what extent does the NGDO sector see Global Education as a priority? Many of the NGOs that focus primarily on Global Education, are relatively small, do very good work but are very dependent on statutory funding support. Ways of further strengthening the standing of their work within the NGO sector generally should be considered.

¹¹ Initiatives included the MoE 3 year project 'Education for Global Responsibility'; the FNBE World Citizen and the Media project; Guide for School Visits by NGOs publication; preparations for the new curriculum; in-service teacher education/training; Chair of Global Education; and many more worthwhile initiatives.

- The Global Education Network facilitated by Kepa has done admirable work in sharing learning and experience to Non-governmental Organisations throughout Finland. Assistance in this regard to the smaller NGOs around Finland would seem to be very important if Global Education is to be strengthened throughout the whole country. Continued capacity building and support are also needed to ensure that NGOs include quality educational content in their project applications. The establishment of Kehys (the Finnish NGDO platform to the EU) has also helped ensure a strengthened NGO involvement in Global Education EC possibilities. NGOs have years of experience of cooperating with the Ministry of Foreign Affairs due to the Global Education funding scheme and with schools at a local level. However, Kepa and Kehys need to reflect further on how they can strengthen relations with the Ministry of Education. This could perhaps be developed over time through participation in a steering group for any new or renewed Global Education national strategy. As there are now two Global Education networks of NGDOs – one nationally focused, the other EU focused – they should continue to strengthen cooperation and coordination together in their respective areas and ensure that the needs of the broad range of existing and emerging constituencies of NGOs throughout Finland, interested in Global Education, are effectively met and represented.
- Concerning teacher education/training in Global Education, frequent changing of structures providing the support and education/training seems to have been the pattern over many years. Teacher education/training in Global Education has grown, has been strategic and seems to be effective. It has moved from the education/training of individual teachers, to more whole-school approaches. This development has been supported, by motivated and dedicated people and institutions, and new structures have always been found to keep this going, such constant changing cannot help the momentum of this work, or the institutional memory. National work in this field needs to be provided with a firmer institutional base, and strengthened systematically.

Appendices

Appendices

APPENDIX I

GENE Peer Review of Finland Follow-up Meetings

The GENE Secretariat met with a number of people from the following Ministries, Agencies and organisations:

- 1 Development Policy Committee (Finnish Parliament)
- 2 Ministry of Foreign Affairs (Unit for Communications, Development Communications Group and Unit for Non-governmental Organisations).
- 3 Ministry of Education (including International Relations Unit; Division for Higher Education and Science; Youth Policy Division; and members of the Ministry's Committee on Global Education from the Faculty of Science, Helsinki University).
- 4 Finnish National Board of Education (Curriculum Development Unit; Information & Financial Services Unit; Development of General Education Unit).
- 5 Expert evaluating the Finnish GE National Strategy to 2010 (Professor Rauni Räsänen)
- 6 Hanasaari Cultural Centre
- 7 KEPA (Secretariat and a range of NGO members)
- 8 Kehys (Secretariat and a range of NGO members)
- 9 Educode Ltd.

APPENDIX II

Select List of Web Resources

Development Policy Committee of the Finnish Parliament

Development Policy Committee. www.kehityspoliittintoimikunta.fi

Ministry and Agency Networks

Ministry of Foreign Affairs, Finland. www.formin.finland.fi

Ministry of Education, Finland. www.minedu.fi

Finnish National Board of Education. www.oph.fi

NGDO Platforms

Kehys. www.kehys.fi

Kepa. www.kepa.fi

GENE: www.gene.eu

GENE and the European Global Education Peer Review Process

GENE (Global Education Network Europe) is the network of Ministries and Agencies with national responsibility for Global Education in Europe. GENE provides the secretariat and expertise for the European Global Education Peer Review Process.¹² Apart from with Finland, Peer Review processes have been facilitated with Austria, Cyprus, the Czech Republic, the Netherlands, and most recently Norway and Poland. Copies of the Finnish and other peer review national reports are available at www.gene.eu

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¹² GENE has provided the secretariat and expertise for the Peer Review process since 2006, from 2003-2005 the North-South Centre of the Council of Europe facilitated the secretariat of the Peer Review process, with support from GENE.

The European Global Education Peer Review Process

The European Global Education Peer Review Process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. This process is facilitated by Global Education Network Europe (GENE).

This report, is the result of a Follow-up Process facilitated by GENE in 2010 -2011, to the original Peer Review of Global Education in Finland in 2004. The purpose of the process was to look back at the situation at the time of the Peer Review, to reflect on progress since then, and to briefly assess the current situation of, and future prospects for, Global Education in Finland.

The European Global Education Peer Review process has been supported by the Austrian Development Agency (ADA) and the Ministry of Education, Austria; the Czech Development Agency; the Federal Ministry for Economic Cooperation and Development (BMZ), and GIZ, Germany; Irish Aid, Department of Foreign Affairs, Ireland; the Ministry of Foreign Affairs, the Ministry of Education and the National Board of Education of Finland; the Ministry of Foreign Affairs, Poland; IPAD, Portugal; NCDO, the Netherlands; Norad, Norway; and the Slovak Agency for International Development Cooperation along with the support of all the other ministries and agencies involved in the GENE network.



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 facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

For further information on GENE:

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