

## The State of Global Education in Europe 2017

The State of Global Education in Europe reports on policy, strategy and funding for Global Education in European countries, based primarily on information submitted during 2016 by the ministries, agencies and national co-ordinating bodies that participate in GENE (Global Education Network Europe). This second edition of the report outlines highlights from the network in 2016 and identifies thematic trends and cross-cutting issues in Global Education. The report also looks at funding for Global Education across European countries, national processes for the evaluation of Global and Development Education strategies, as well as providing an overview of ministries and structures that have primary responsibility for Global Education at national level in European countries.



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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.

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Global Education Network Europe GENE





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*Dedicated to the memory of Henny Helmich,  
mentor, visionary, colleague, friend.  
His vision of pan-European co-operation in Global Education,  
his copious intelligence, his deep analysis, his sharp wit,  
his inspiration at the start of GENE and his consistent support:  
all are remembered.*



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## Abbreviations & Acronyms

ADA	Austrian Development Agency
AECID	Spanish Agency for International Development Co-operation
AFD	French Development Agency
AGYI	African German Youth Initiative
AICS	Italian Agency for Development Co-operation
ASP	Associated Schools Programme
BMBF	Federal Ministry of Education and Research
BMZ	German Ministry of Co-operation and Development
BTC	Belgian Technical Co-operation
CED	Centre for Education Development
CIDAC	Amilar Cabral Centre of Intervention for Development
CIMO	Centre of International Mobility
CSO	Civil Society Organisation
CZDA	Czech Development Agency
DAC	Development Assistance Committee
DE	Development Education
DEAR	Development Education and Awareness Raising
DERC	Development Education Research Centre
DES	Department of Education and Skills
DFID	Department for International Development
DGD	Department of Development Co-operation
DGE	Directorate-General for Education
EEC	Environmental Education Centres
ESD	Education for Sustainable Development
ESDGC	Education for Sustainable Development and Global Citizenship
EYD	European Year for Development
EC	European Commission
EU	European Union
FNBE	Finnish National Board of Education
GAP	Global Action Programme
GE	Global Education
GENE	Global Education Network Europe
GCE	Global Citizenship Education
GDE	Global Development Education
GLOBE	Global Learning and Observations to Benefit the Environment
GLP	Global Learning Programme
GNI	Gross National Income
GNP	Gross National Product
ICS	International Citizen Service

ICT	Information Communication Technology
IDEA	Irish Development Education Association
LAPAS	The Latvian Platform for Development Co-operation
LDCs	Least Developed Countries
MAECI	Ministry of Foreign Affairs and International Co-operation
MER	Ministry of Education and Research
MFA	Ministry of Foreign Affairs
MUIR	Ministry of Education, University and Research
MNE	Ministry of National Education
MOE	Ministry of Education
MOEYS	Ministry of Education, Youth and Sports
NCDO	National Committee for Sustainable Development Education
NGDO	Non-Governmental Development Organisation
NGO	Non-Governmental Organisation
NOK	Norwegian Kroner
Norad	Norwegian Agency for Development Co-operation
ODA	Overseas Development Assistance
OECD	Organisation for Economic Co-operation and Development
PLN	Polish zloty
SAIDC	Slovak Agency for International Development Co-operation
Sida	Swedish International Development Co-operation Agency
SDG	Sustainable Development Goals
SPU	Norwegian pension fund
SWEDES	Swedish International Centre of Education for Sustainable Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WWF	World Wildlife Fund
WWGS	World Wise Global Schools

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## Introduction

This report provides an overview of the development and state of Global Education in the European countries participating in GENE, including information on policy, funding, support, strategy, structures and sector-wide initiatives. The publication is primarily based on national reports from ministries and agencies and other bodies with co-ordinating responsibility for Global Education in European countries.

This is the second edition of the State of Global Education and like the first edition, it is based on self-reporting from GENE participating countries. For this edition, we have also included data from organisations such as the OECD and a small number of other key sources to offer a broader picture of Global Education and its context in Europe. The report is by nature not all-encompassing, but it does expand somewhat on the first edition by offering an insight into funding trends, as well as looking more in-depth at some of the policy issues dominating the national debates and at the institutional landscape of Global Education among national actors in Europe. This edition also looks in some detail at how a few countries on the continent have approached evaluation and assessment of their national strategies for Global Education from a strategic policy perspective, and also offers examples of good practice GE in GENE participating countries.

GENE has been facilitating networking for policy learning and for increased and improved Global Education since 2001. Since then, GENE has provided a space for policy makers to come together and discuss matters in an informal and constructive context, based on Chatham House rules. GENE believes that an atmosphere of informality and trust is conducive to learning by encouraging sharing and participating, and that learning from each other is one of the cornerstones of improving and increasing Global Education in Europe. All content in this publication has been extensively consulted on with GENE participants, and individual country content reviewed. We are grateful to the ministries, agencies and co-ordinating bodies that participate in GENE for providing regular updates on the situation in their countries regarding Global Education policy, strategy, funding and good practice, and for giving GENE permission to publish some of that information in this report.



# Chapter 1

## Highlights among GENE participants

### 1.1 Introduction

The following pages contain a selection of highlights taken from the Global Education Country Updates submitted by GENE participants in connection with GENE's 2016 Roundtable meetings, bringing together ministries, agencies and other bodies with national responsibility for Global Education in European countries. The highlights give an idea of some of the main developments in European countries in the last year and are outlined in the two phases in which they were reported – spring and autumn 2016.

### 1.2 Spring 2016 highlights

#### Austria

“... A new Three-Year-Programme on Austrian Development Policy 2016-2018 was approved by the Council of Ministers in December 2015. German [language] version: [www.entwicklung.at/uploads/media/3JP\\_2016-2018\\_04.pdf](http://www.entwicklung.at/uploads/media/3JP_2016-2018_04.pdf)

The ADA budget for bilateral programmes and projects will stay at 68 million Euro (from MFA resources). The budget for the funding of Development Communication and Education will stay at 4.2 million Euro in 2016.

... within the work of the ... Austrian Strategy Group on Global Learning ... The review process of the strategy for the formal education system will focus among others on the relation between Global Learning and Global Citizenship Education.”

#### Belgium

“... We launched in October 2015 our first barometer to monitor the impact of DE activities on the Belgian public on a regular basis so each key-player can steer his intervention on an objective basis. We expect the definitive results in April 2016. The budgetary situation will certainly have an impact on development education in 2016.

Current reforms will have serious repercussions for the way the MFEA finances CSOs. Those CSOs (mainly NGOs) play a major role in our development education program (80% of our budget). A common context analysis for development education has involved 81 organisations. It has been accepted by the Minister. Now CSO's are writing the strategic common framework for development education. It has to be introduced in June 2016.

A cartography of the practices and the expectations of students and teachers with regard to DEAR in the schools has been undertaken.”

## Cyprus

“... Education Reform Plans and national targets are mainly based on the four European Union 2020 Strategic objectives. Moreover, the Ministry’s vision refers to the formulation of literate citizens with skills, responsibility, democratic ethos, historical identity as well as respect for diversity.

Global Education, its principles and deriving issues are effectively addressed and promoted on a more systematic and regular basis with the aim to develop students’ literacy in all major issues of Global Education.

One of the main targets of the Ministry for the school year 2015-2016 was, ‘We make our schools green, we improve the quality of our life’ which was linked to the 12 monthly themes identified by the European Year of Development 2015.”

## Czech Republic

“... The previous National Strategy for GE ran until 2015, and is now prolonged until 2017. The strategy is being actualised and an Action Plan to the strategy is being drafted. The revision of the National Strategy and the development of the Action Plan is realised by the Ministry of Foreign Affairs in co-operation with the Ministry of Education, Youth and Sports and its subordinate institutions, and the representatives of regional authorities, higher education institutions and NGOs.

The Czech report gives examples of a number of projects supported by the CZDA, including ‘The Global School’ that has had the major impact on integrating GE into everyday activities at schools. It places emphasis on developing teachers’ capacities to provide quality global education (<http://bit.ly/2uIOl0Y>); a new project to ascertain what influence the long-term integration of GE into classwork has on the students’ attitudes and values (<http://bit.ly/2wat7t8>). See also useful research mapping teachers’ attitudes and needs regarding GE (<http://bit.ly/2uIPGER>).”

## Estonia

“... Estonian priorities according to the MFA’s strategy are: raising public awareness about development co-operation and global development issues, especially among young people; promoting Global Education both in formal and informal education; empowering the organisations working with development communication and Global Education; encouraging voluntary work/ activities.

Compared to last year, we are experiencing a budget cut for Global Education as the MFA’s development co-operation finances are being redirected to other urgent crises in the world, like the situation in Ukraine and the refugee crisis. The refugee crisis and forced migration were also present in our call for new project proposals for development awareness and some of these projects got funding from the MFA as well.”

## Finland

“... The Government published its new Report on Development Policy in early February 2016. The Government will increasingly direct its support to the least developed countries (LDCs) and fragile states. It will also allocate more resources to the departure, transit and receiving countries of forced migration. The Government’s decision on budget cuts for development aid came into power from January 2016. These cuts are not preventing the 2016 round of proposals for Global Education from taking place as scheduled, however. In 2015, the total amount used for development communication and Global Education projects by the Unit was around 7 million Euro.

The plans concerning the formation of a new administrative body by merging the Finnish National Board of Education (FNBE) and CIMO (Centre of International Mobility) are proceeding well. A profound curriculum reform of the entire sector of general education has been concluded.

The University of Oulu is looking to appoint a Professor of Global Education.”

## France

“... France was struck on 13 November 2015 by the worst terrorist attacks in its history. A few months after the attack against Charlie Hebdo, this time it was citizens at large who were targeted. The breadth of these attacks shook French society and generated important societal debates (stripping nationality ...) as well as deep reflection on what movements to initiate to prevent the development of phenomena of radicalisation in society’s midst. With respect to this, many associations are developing new approaches to awareness-raising, notably for certain particularly sensitive target audiences (the prison system, priority security zones, etc.). They notably correspond to an approach of openness to the world, international mobility and the promotion of tolerance. In doing so, they help in preparing for another crucial issue: the migrant crisis in France and Europe as a whole.

... beginning in 2016, AFD financing of Global Education projects are subject to new rules and procedures, notably concerning a rise in the maximum rate of co-financing from 50% to 60%. This decision responds to a request from NGOs, which for several years experienced increasing difficulty in finding co-financing, whether from the private sector or from territorial authorities.

... in 2015, AFD financed a total of 72 NGO projects for a total amount of 65 million Euro (averaging of 900 000 Euro per project). This total was 58 million Euro in 2014 and will be 72 million in 2016.”

## Ireland

“... ODA for 2016: 641 million Euro (approximately 0.36 % of GNP). The budget for Development Education for 2016 is at the same level as 2015 - 3.4 million Euro.

Following the launch of the GENE Peer Review of Global Education in Ireland in November 2015, the Development Education Unit in Irish Aid has been working towards the preparation of a successor Development Education Strategy which is expected to be launched in late 2016. The most significant recent development for DE in Ireland is the ongoing inter-departmental communication and consultation with DE partners to inform the development of the new DE Strategy. Membership of the group includes representatives from the Ministries of Education and Skills, Environment and Children and Youth Affairs as well as representatives from the network for DE practitioners in Ireland.

The Department of Education and Skills (DES) hosted Ireland’s first Forum on Education for Sustainable Development in November 2015. It is intended to host a Forum on ESD on an annual basis.”

## Latvia

“... The Ministry of Foreign Affairs (MFA) annually provides co-financing to NGOs for their DEAR projects which have been approved by the European Commission or other international donors. In 2015, the MFA allocated 17 792 Euro in co-funding for two projects. In addition, 125 000 Euro were allocated to the NGOs for national EYD activities (co-financed by both the MFA and the European Commission) to support GE activities. There is not any other national budget line for supporting GE. The non-governmental actors that are working in the GE sector mainly obtain funding on the basis of their projects supported by international donors, for instance, the European Commission.

The Latvian legislation does not define GE as a separate subject in the education system of Latvia, instead an integrated cross-curricular approach is preferred. Some schools have included the GE dimension in their school planning documents. Moreover, there is a new tendency to integrate GE topics in kindergarten activities.

An in-depth analysis has been carried out on GE dimension in the education system of Latvia and other European countries and on developing methodologies for teachers. These are the first GE guidelines of this kind that can be used by teachers, students and representatives of NGOs working with GE. The practical guide is accompanied by informative materials covering various GE topics that teachers or other stakeholders can use in their work.”

## Lithuania

“... The national consultations on the draft concept of Global Education are ongoing since 2015 ... that defines the goals and tasks of Global Education in Lithuania, the target groups, the role of implementers, education quality factors and financial dimension. The national consultation process involving the civil society organisations and all other relevant stakeholders is expected to continue throughout 2016.

In addition, the Ministry of Foreign Affairs is currently elaborating the National Development Co-operation Action Plan for 2017-2019, the main purpose of which is the implementation of SDGs at the national level. In this regard, the Ministry of Education and Science submitted foreseen activities and the financial allocations for the implementation of SDG4 to be included into National Development Co-operation Action Plan.

In 2015, seven Global Education and development co-operation awareness-raising projects funded by Lithuanian Development Co-operation and Democracy Promotion Programme were implemented (total funding allocated around 100 000 Euro).”

## Luxembourg

“... Development co-operation remains an important government priority; with strong political and population support for the 1% GNI for ODA target, which was reaffirmed despite current difficult economic times.

Support for development education and awareness-raising activities will increase. ODA in 2014 was 318 347 927 Euro and represented 1,06% of GNI (2015 is not available yet). MFEA funding for NGO development education activities totalled 1 838 816 Euro in 2014.

The Luxembourg Presidency of the EU and the EYD were significant opportunities for communicating on development and development education activities.”

## Netherlands<sup>1</sup>

“... The Dutch budget for development co-operation in 2015 was 3.7 billion Euro ... There is no separate budget allocated for or focussed on development education or Global Education.

... Samsam, the children’s platform for Global Education, sustainability and child rights, has initiated a variety of activities and publications related to global issues for children ... while in November 2015, the yearly research publication ‘(Dutch) Youth and the world’ was presented, featuring data and insights about a variety of sustainable and pro-social

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<sup>1</sup> The highlights and country reports submitted to GENE during 2016 from the Netherlands came from representatives of the NCDO. The NCDO closed operations in 2017. Any omissions or incorrect data is therefore the sole responsibility of the editors of this report.

behaviours, values and knowledge among Dutch youth aged 12-18. Simultaneously, a report was published on views and behaviour of Dutch adults regarding equality, mutual responsibility, worldwide dependencies and sustainable and pro-social behaviour.”

## Norway

“... In their budget proposal presented in October 2015, the government proposed a NOK 575 million increase in the ... ODA budget for 2016, in total NOK 33,6 billion (3.9 billion Euro) - equivalent to 1% of projected GNI. This budget included nearly NOK 2 billion to refugees in Norway. However, due to the unforeseen higher number of refugees and migrants, an addition to the proposal was presented some weeks later, proposing that an additional 4.6 billion be re-allocated to refugees coming to Norway. The government proposed that this was done through a 60% cut in the funding of aid through NGOs and the liquidation of the funding of GE/DEAR. However, this proposal was rejected by the government allies in parliament ... thus ensuring continued funding for the NGOs, including for GE/DEAR in 2016.”

## Poland

“... The process of cross-sector dialogue ... between the Ministry of Foreign Affairs, Ministry of National Education and the Zagranica Group ... has involved, since June 2011, ten regular consultation meetings ... The meetings gathered representatives of the Ministry of Foreign Affairs, Ministry of National Education, Ministry of Environment, Centre for Education Development and the Zagranica Group. The latest meeting took place in January 2016 and was dedicated to summary of the European Year for Development 2015 celebration in Poland, as well as the tasks of Global Education call for proposals 2016.

As in the previous years, the Ministry of Foreign Affairs in co-operation with the Ministry of National Education and the Ministry of Science and Higher Education conducted a joint call for proposals regarding GE projects for all eligible actors, i.e. NGOs, universities, research institutes, and local and regional authorities. In 2015, 14 project proposals received funding. The grant scheme consisted of four tasks with a total budget of 1 479 757 PLN, (approx. 346 677 Euro ). In 2015, four two-year module projects were continued within the frame of education initiatives in GE field – systemic approach with a multiplier effect and one re-granting scheme addressed exclusively to NGOs (1 120 243 PLN, approx. 262 450 Euro ).

A call for proposals Global Education 2016 is going to be announced in April 2016. The total budget planned for this edition ... is 2 705 000 PLN (633 727 Euro).”

## Portugal

“... Concerning financial matters, the budget of the Development Education co-financing scheme, managed by Camões – Institute for Co-operation and Language, rose from 400 000 Euro (2015) to 550 000 Euro (2016).

In the framework of the National Strategy for Development Education, the National Strategy Group selected the Faculty of Psychology and Education Science of the University of Porto to work on the final evaluation of the DE National Strategy during 2016.

According to the report of OECD DAC Peer Review of Portugal 2016: ‘Portugal has been praised for its good work in awareness-raising for development - Portugal has its own National Strategy on Development Education 2010-2015, which aims to integrate development and global citizenship into Portugal’s formal and informal education system. Portugal’s leadership in development education is the result of years of engagement with different actors from government and civil society, and dedicated funding to support development education NGOs from Camões – Institute for Co-operation and Language. Portugal’s activities in this area have been peer reviewed and praised by different international bodies such as the Global Education Network Europe (GENE 2014) and the European Commission.’”

## Slovakia

“... The Ministry of Foreign and European Affairs and SAIDC (Slovak Agency for International Development Co-operation) have prepared a new law regarding development co-operation, which came into force on 1st of January 2016. The new legislation accomplishes the consolidation of the legal framework and the diversification of modalities. These are expected to improve co-operation at the international level as well as with partner organisations in the target countries.

Current call for project proposals in the field of development education is still to be announced. For this year, the MFA has allocated 100 000 Euro, which is a decrease compared to last year’s 130 000 budget. ... the Slovak NDGO Platform would like to encourage the issue of the new strategy for Global Education, since the current strategy’s force ends this year.”

## Slovenia

“... the Resolution on International Development Co-operation of the Republic of Slovenia for the period until 2015<sup>2</sup> (in force until the adoption of a new resolution at the end of

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2 Development Education and Public Awareness-Raising: To develop the system and policy of the Republic of Slovenia in international development co-operation, it is important that ODA countries fund development education and public awareness-raising. Slovenian society and politicians need to understand world developments, their causes and consequences, and to be aware of the connection between local and global dimensions. Development education, or Global Education, is the part of development policy which helps create the conditions for the policy’s effectiveness and public awareness and also provides support for European and national aid policies for developing countries.



2016) defines public awareness raising, Global Education, and development education as important segments of international development co-operation and humanitarian assistance.

Due to limited public resources in recent years, the Ministry is funding one two-year project every two years. In December 2015, a call for applications was announced ... One project was selected in the field of Global Education – Consortium of NGOs: With global education towards global goals! This will be co-ordinated by SLOGA, but it will be implemented in co-operation with 12 other Slovenian NGOs in the period 2016–2017.

In the formal education system, the global dimension and global context are an integral part of education, forming part of numerous compulsory subjects (such as civics education, geography, history, sociology, environmental education, biology, etc.) as well as featuring among many elective subjects. The main focus of Global Education is education for sustainable development (ESD), which is cited in legislation as one of the fundamental goals of education in Slovenia.”

## Spain

“... According to 2015 Eurobarometer, Spanish respondents along with those in Germany and Portugal are the third most likely to say helping people in developing countries is important (93%).

As far as Development Education is concerned, the budget allocated drops to 2.6% of the total ODA. This budget is distributed amongst universities, local and regional administrations, and central administration. The Agency for International Co-operation (central administration) handles just 18% of all DE budget.

Early [in 2016], Spanish Co-operation was peer reviewed by DAC-OECD, Germany and UK. The main recommendation to sustain public support for development was to develop an actionable plan for DE, which will eventually help bring our currently National Strategy for DE up to date. This will be... one of our main priorities for this year.”

## Sweden

“... Local initiatives to promote solidarity and exchange with developing countries have since long been a part of Swedish teaching tradition ...

One of the main concerns of the Global School during 2012-15 has been to follow and meet the needs of teachers to be able to implement GE in the new curricula. The situation with schools getting a lot of students that are newly arrived in Sweden is reflected in our different seminars within some new themes: The global classroom, Global identity, Know more about Syria/Afghanistan/Iraq and so on. Teachers find this new situation challenging, but have undertaken the challenge with professionalism and enthusiasm all over the country.”



## United Kingdom

“... In November 2015, the UK Government launched the new UK aid strategy bringing together poverty reduction objectives with a commitment to tackle some of the biggest global challenges, including mass migration, disease, the threat of terrorism and global climate change. The UK’s aid strategy reaffirmed the commitment to spend 0.7% of national income on Official Development Assistance (ODA). In April 2016, the UK Government published a Youth Agenda, which set out the need to engage young people seriously, if the four objectives set out in the Aid Strategy were to be met. It stated DFID’s commitment to put young people at the heart of development, working to create an enabling environment for them to be ‘change makers’.

The newly created Youth and Education Department (now the Children, Youth and Education) took on management of DFID’s Global Education programmes, including the International Citizen Service (ICS), Connecting Classrooms and the Global Learning Programme. DFID is providing £21m for the Global Learning Programme (GLP) in England, Scotland, Wales and Northern Ireland between 2013 and 2018. The overall objectives are to:

- increase and improve delivery of development education in 50% of state schools
- embed development education as regular practice across curriculum subjects and through whole-school initiatives
- provide more school leavers with a thorough knowledge and understanding of global poverty and the ways it can be reduced, and
- provide professional development to teachers in order to build their skills and confidence in teaching about global issues.

DFID is also providing £17m for Connecting Classrooms (2015-18), which aims to improve the capacity of 45,000 teachers and 12,000 school leaders across 40 countries, including the UK, to integrate six core skills into school curricula (e.g. critical thinking and problem solving). This is done through:

- developing 4,000 partnerships between schools in the UK and over 35 countries in the Middle East, Sub Saharan Africa and South and East Asia, with pupils working on joint projects, often closely connected to the SDGs (e.g. Zero Hunger)
- creating opportunities for policy makers to network and learn from each other.
- granting awards to schools which successfully prepare students to live and work in a globalised economy.
- providing online access to high quality resources for over 30,000 schools to support teachers in delivering improved learning outcomes for young people.”

## 1.2 Autumn 2016 highlights

### Austria

“... In April 2016, the Council of Ministers decided to double ADA’s budget provided by the Federal Ministry for Europe, Integration and Foreign Affairs until 2021, which should lead to the budget increasing yearly up to 154 million Euro. These additional financial means will be spent on projects dealing directly with migration and development primarily. In 2017, ADAs core budget will be 82 million Euro (compared to 68 million Euro in 2016).”

### Belgium

“... We just received in September 5-year programmes for NGOs, universities, labour organisations, local authorities ... We have to read and analyse those programmes. The Minister will make his decision in the beginning of 2017. The budgets for DEAR/GE from 2017 until 2021 will be very dependent on the results.

Non-governmental co-operation has a new legal framework. It has serious repercussions for the way that we finance CSO. Those CSOs (mainly NGOs) play a major role in our development education program (80% of our budget).”

### Cyprus

“... Education for Sustainable Development receives 0,13% of the annual budget assigned to the Ministry of Education and Culture by the Ministry of Finance. This percentage covers the application of ESD in schools as well as the related teacher training and the remuneration of the teachers working for the Environmental Education Centres.”

### Czech Republic

“... We have the very first statistical report done by the Czech School Inspection (governmental institution under the MoE) focused on Education of Global and Development Issues in the Czech School system. Some of the data shows that DEAR themes are present in almost all schools. But we have to bear in mind that the majority of Global and Development Issues are being taught as a part of ‘multidisciplinary’ subjects (e.g. civics classes, geography etc.). There is also no data about the quality – the report is focused mainly on ‘facts and figures’.”

### Finland

“... The Ministry of Foreign Affairs in late 2015 began [...] to evaluate all programmes of the Finnish CSOs that receive multi-year programme-based support from the Unit for Civil Society. A total of 19 organisations and three foundations will be evaluated on

their work over the period of 2010-2015. [...] The evaluation will assess the results-based management systems of each organisation, while providing evidence on the successes and challenges and assessing the value of results.

... their findings and recommendations, as well as the dialogue to follow, will guide the development of future working mechanisms and results reporting also on Global Education activities across funding instruments. After all, roughly 85% of the Unit's Global Education budget is implemented by these programme support CSOs. The results of the first round of evaluations have been published in September 2016."

## France

"... As for the financing AFD provides for NGO initiatives, 2016 should follow the progress underway since 2012: in all, 72 million Euro should be granted in 2016 to finance a hundred projects, of which nine for Global Education and international solidarity for an amount totalling 5 900 000 Euro.

... in 2016 AFD has committed to work to help NGOs reach and attract new publics, beyond their usual circle of supporters who are already convinced. A working group, gathering NGOs, private companies, local authorities, communicators, the media, institutions was created in order to find leads to reach unconvinced publics.

In the current context, the framework provided by the SDGs is an excellent opportunity to make international solidarity and global issues live."

## Germany

"... Through the African German Youth Initiative (AGYI), the German Ministry of Co-operation and Development BMZ seeks to connect, support and expand the activities of non-governmental and governmental actors focusing on youth exchange related issues in Global Education/education for sustainable development.

The new 'Exchange projects in the context of Agenda 2030' is designed for young people between the ages of 16 and 30 from Germany and the Global South, the aim is to enhance their ability to understand global issues through participation in youth group exchanges."

## Greece

"... An important factor that creates new data in the Greek educational system is the existence within the Greek geographic borders of a large number of refugee children [...] In August 2016, according to official records, about 58 000 refugees have been in place, of whom 20 000 were school children and adolescents. To cope with the issue of education

of these children the Ministry of Education and Science established a Commission for the Support of Refugees Children [...] The Scope of the Commission was to:

- register the educational activities carried out in hosting centres, to identify actions that have already been tested in the field and decide what can be applied during the period of summer initially as pilot projects in some camps and then, gradually, in their entirety
- be the competent and responsible body for organising and supervising the operations
- formulate recommendations for the education of refugee children and their integration into the formal educational structures during the school year 2016-2017.”

## **Ireland**

“... the Development Education Unit in Irish Aid has been working towards the preparation of a successor Development Education Strategy which is expected to be launched by December 2016. Three Task Groups representing the Formal Education, Youth and Adult and Community sectors and an inter-departmental External Reference Group were established to contribute to the development of the successor strategy [...] The Performance Measurement Framework sets out the targets, indicators and reporting requirements to measure the effectiveness of the Development Education Strategy 2017-2023.”

## **Latvia**

“... In September 2016, the Cabinet of Ministers endorsed Latvia’s Development Co-operation Policy Guidelines for the period from 2016 to 2020. The document outlines the priority areas of Latvia’s development co-operation, one of them being awareness-raising among the Latvian society about development co-operation issues. Indicative planned actions regarding GE:

- carry on with co-financing of GE projects (involvement of line ministries, increase in budget)
- since GE is closely linked to education policy, there is a need to institutionalise GE in the Latvian educational system, universities in particular
- promote the involvement of researchers and academic awareness.”

## **Lithuania**

“... The national consultations on the draft concept of Global Education were completed in July 2016. An informal working group, consisting of various governmental institutions, public and non-governmental organisations, as well as education experts and led by the Ministry of Education and Science, drafted the proposal. Currently, the draft proposal of Global Education is being consulted on with education experts seeking to align the concept with the Sustainable Development Agenda 2030.”

## Luxembourg

“... During the second half of 2016, due to funding remaining available on the budget line, the MFEA launched a second call for proposals for consortium DEAR projects. Two projects have been selected. One of them [...] involves 10 Luxembourgish NGOs and the NGO umbrella organisation, the Cercle des ONG. Its aim is to draw up an assessment on DE in Luxembourg in connection with Global Education and education for sustainable development. The findings of the project are intended to serve as a working basis for all the NGOs active in the field of DEAR in Luxembourg, as well as for various actors involved in the topic. They could lead to the reassessment of a need for a sector strategy or a further study.”

## Netherlands

“... the Dutch government is in the process of creating a new curriculum for the future, facilitated by the platform #Onderwijs2032. In January 2016, this platform presented its advice on a new curriculum for primary and secondary education in the Netherlands to the State Secretary of Education Mr. Sander Dekker. NCDO Foundation is very pleased that Mr. Dekker has fully taken up the advice and has even stressed the importance of a permanent role for civic and Global Education in the core curriculum in primary and secondary education in the Netherlands.

Initially, it was planned to use this advice to adjust the curricula. However, the choice was made to first deepen the understanding of the advice on the curricula and also to take a closer look at the feasibility of the advice. This phase started in the beginning of June 2016. Therefore, we do not expect that a new curriculum to be introduced before 2020.”

## Norway

“... The parliament has just approved the government white paper on education, confirming that 1) democracy and citizenship, 2) sustainable development and 3) health and life skills will be cross-cutting issues in revised curricula to be developed.

The RORG Network has previously produced annual reports on GE in Norway (Norad-funded) ... The Network is now developing a new results report, focussing on impact over the last 18 years of Norad GE-funding spent on one particular issue: Responsible Management of the Norwegian pension fund.”

## Poland

“... The Ministry of Foreign Affairs, in co-operation with the Ministry of National Education and the Ministry of Science and Higher Education, conducted a joint call for proposals regarding GE projects for all eligible actors, i.e. NGOs, universities, research institutes, and local and regional authorities.

The call for proposals, ‘Global Education 2016’, aimed at enhancing the presence of global education in the formal and non-formal education systems, as well as increasing the awareness of citizens about global interdependencies and inequalities in the world. It consisted of four tasks with a total budget of PLN 2,705,000 (623 904 Euro).”

## **Portugal**

“... Concerning the Development Education co-financing scheme 2016, Camões - Institute for Co-operation and Language co-financed 14 new projects by 11 NGOs.

Regarding conceptual debates, the external evaluation of the National Development Education Strategy facilitated the exchange of ideas about the linkages between Development Education, Global Education, Global Citizenship Education, Citizenship Education and other ‘Education for’.

Following the Citizenship Education Guidelines (Directorate-General for Education) a protocol was signed jointly by Camões – Institute for Co-operation and Language (Ministry of Foreign Affairs) and the Directorate-General for Education (Ministry of Education), along with the adoption of a subsequent implementing protocol and a programme of activities which also involved CIDAC and Gonçalo da Silveira Foundation (NGDO). These four organisations elaborated a proposal guiding document for pre-school education, basic education and secondary education, with the collaboration of a senior researcher. After approval by the Ministry of Education, in August 2016, the Development Education Guidelines - Preschool Education, Basic Education and Secondary Education were edited and published by the Directorate-General for Education (digital version available at <https://goo.gl/HsDzTz>).”

## **Slovakia**

“... Our NGOs recently started to work on a new project aimed at integrating the current issue of immigration into Development Education curricula. This topic is resonating through the media quite a lot. The majority of people are not against refugees coming to Slovakia (and honestly, our country is certainly not one of the primary destinations [...]), but unfortunately there are a few influential politicians and groups spreading fear and unwelcoming ideas as well.”

## **Spain**

“... The draft evaluation [of Spain’s Development Education Strategy] stresses the need to dedicate more effort towards monitoring and evaluation in order to determine the impact of DE activities. A monitoring system should be set up to gather information and provide data on advances and problems and improve the evidence used to design new initiatives.”

## Sweden

“... Since September 2015 there has been intensive work concerning the Agenda 2030 and the Sustainable Development Goals (SDGs). We have our main focus on goal number 4 – Quality Education, with a special emphasis on 4.7 where sustainable lifestyles, human rights, equality, and diversity are put across as essential components in order to achieve Education for Sustainable Development. The Global School’s ambition is thus to contribute to Swedish teachers fulfilling this goal. Together with UNDP we have also put together a well visited website ([www.globalamalen.se](http://www.globalamalen.se)) where Swedish teachers have access to innovative pedagogic material on the Sustainable Development Goals.”

## United Kingdom

“... DFID created the Youth and Education Department in April 2016. In addition to driving forward the youth agenda in DFID and in the international community, the new department will lead our delivery against the Global Goal for education; helping to deliver our commitment to support 11 million children with a decent education by 2020. It also takes on the management of DFID’s Global Education programmes including the International Citizen Service (ICS), Connecting Classrooms and the Global Learning Programme.”

# Chapter 2

## Cross-cutting issues

### 2.1 Introduction

This chapter provides an overview of some of the issues that were high on the agendas of GENE participating countries during 2016. It begins by outlining some of the challenges on the political level and then moves on to short descriptions of some cross-cutting Global Education issues. The chapter then looks more in-depth at the top two issues identified by GENE participants in 2016 – migration/refugees and the Sustainable Development Goals, specifically Goal 4, target 4.7. The sources of information for this chapter were the country updates submitted by GENE participants in connection with the two Roundtable meetings organised during 2016.

### 2.2 Political context and challenges

Among European ministries, agencies and other bodies with national responsibility for Global Education policy, strategy and funding, the following cross-cutting challenges featured prominently at the macro-political level in 2016:

- Refugees coming into Europe, primarily from the war in Syria
- The rise of right-wing political parties
- Radicalisation and terrorism in Europe

These themes featured not only in the country reports submitted to GENE during 2016, but also during the GENE conference in Paris organised in collaboration with the French Ministry of Foreign and European Affairs and the French Development Agency in November 2016. The primary aim of this Global Education conference was to bring together the GENE network with civil society organisations and local and regional authorities to consider the current challenges facing Europe and the world, as well as the opportunities for Global Education to play a role in addressing them. The rich debates and multitude of questions and proposed solutions can be read in the conference report.<sup>3</sup>

#### 2.2.1 Refugees coming into Europe

Many countries in southern Europe are dealing with increased numbers of migrants and refugees either fleeing war-torn countries in neighbouring regions, or fleeing poverty in search of better lives in Europe. Countries like Greece, Italy, Malta and Cyprus report that

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<sup>3</sup> Global Education: Towards a World of Solidarity, GENE 2016 Paris Conference Report, <http://gene.eu/roundtables/gene-conferences/paris-conference-2016/>



they are continuing to receive increased numbers of people, many of them children. Many other countries throughout Europe, including Germany, Sweden and Norway, have also welcomed significant numbers of refugees. This presents challenges for national education systems both in terms of needing to cater to higher numbers of students from diverse backgrounds, and also in terms of being able to adequately address the educational needs of children who have experienced recent trauma and who often do not speak the local language(s).

### **The rise of right-wing political parties**

Right-wing political parties continued to rise in popularity across Europe in the last few years, gaining significant proportions of the popular vote in Austria, Finland, France, Germany, Greece, Hungary, Netherlands, Poland and Sweden. The rise of right-wing parties has been accompanied in different countries by increasing anti-immigration sentiments and rhetoric, ethno-nationalist ideologies and euro-scepticism, as well as by anti-elitist, anti-globalisation discourse on the back of rising unemployment and political disenfranchisement.

### **Radicalisation and terrorism in Europe**

Finland, France, Belgium, Germany, Sweden and the United Kingdom have suffered terrorist attacks in recent years, prompting fear and debate about radicalisation and resilience and forcing governments to reconsider the way they keep the people safe. The topics of radicalisation and terrorism featured prominently among GENE participants in recent years, particularly regarding root causes and possible remedial approaches.

## **2.3 Global Education context and cross-cutting issues**

In terms of the key Global Education issues reported by GENE participants, the following were at the forefront in the last year:

- The Sustainable Development Goals: Target 4.7
- Migration and refugee children in national education systems
- Evaluation of national strategies

The first two issues listed in this section – the SDGs and migration – were the issues most frequently highlighted by GENE participants in their country reports. This section provides an overview of how countries approached these two areas. The last item, evaluation of national strategies, is extensively dealt with in Chapter 5 through a series of case studies focusing on some of the countries that have recently concluded and evaluated their national strategies on Global and Development Education.

### 2.3.1 The Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) were adopted by the 193 member states of the United Nations in September 2015. They are a further development of the Millennium Development Goals (MDGs), which ended in 2015 and they differ from the MDGs in a number of significant ways. The goals and targets comprising the SDGs are intended to be universally valid and aim to achieve a holistic development with equal value afforded to the economic, social and ecological dimensions of sustainability. In addition to this, the SDGs break new ground by demanding that the countries of the global North should be implementing the goals, based on the belief that only through the genuine participation of the developed and industrialised world would it be possible to end poverty, protect the planet and ensure prosperity and a life with dignity for all.

The Sustainable Development Goals are a large, holistic and long-term set of goals. They are a universal agenda, requiring progress at home and elsewhere. They require both a whole-of-government and a whole-of-society endeavour. However, this is a very ambitious task, as most research shows that there is still very little knowledge about the goals among the public in most European countries. Among the 17 goals, Goal 4 deals especially with education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.7 deals specifically with Global Education: *by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.*

The following pages outline how the ministries, agencies and co-ordinating bodies in GENE have started to approach the SDGs, moving towards a situation where most countries are mapping their efforts through inter-ministerial reporting mechanisms, and also including the SDGs in policy and funding frameworks for the coming years.

#### Austria

For the funding policy of ADA (Austrian Development Agency) the cross-cutting themes of environmental and climate protection are relevant. Therefore, in funded projects the SDGs are a basic frame of reference.

#### Cyprus

The Ministry of Foreign Affairs invited all relevant stakeholders involved in the promotion and realisation of the SDGs for a meeting in October, in order to draw up a plan of action. Each Ministry will take on responsibility for one Goal. Goal 4 will be the responsibility of

the Ministry of Education and Culture. For the realisation of Goal 4 great emphasis will be given to target 4.7, related to the promotion of sustainable development. The Ministry's planning will focus on that.

## **Estonia**

The UNESCO school network and schools in general will be involved in various educational activities concerning the SDGs including competitions, training, seminars, UN simulation and school-linking activities with schools in Africa and Asia. NGO Mondo is offering a special 60-hour training course on how to include the SDGs in classroom teaching.

The national work on the SDGs is co-ordinated in the Prime Minister's office. There have been plans to do a joint SDG awareness campaign between NGOs and the co-ordinating bureau.

## **Finland**

The Ministry for Foreign Affairs' CSO Unit opened the latest call for proposals for Development and Global Education projects for Finnish CSOs in April 2016. The call requested proposals especially on thematic areas of the SDGs and the root causes of the current migration crisis. The call wishes to increase the number of pedagogical, participatory Global Education projects over one-direction communication projects.

The Finnish Unesco-ASP-schools are regarded as a network especially suited for promoting Global Education. Under the Finnish Unesco Commission, the FNBE co-ordinates and supports the ASP-network facilitating the schools and their local networks to test and implement innovative pedagogical work, especially as regards Global Education within the UN Agenda 2030 (SDG 4.7 especially).

## **France**

In the current context, the framework provided by the SDGs is seen as an excellent opportunity to bring international solidarity and global issues alive. This is the reason why the actions and tools aimed at popularising and promoting the SDGs are strongly encouraged.

## **Germany**

Along with the new developments concerning the SDGs, the German Ministry of international Co-operation and Development (BMZ) fosters global partnerships for sustainable development in dialogue and co-operation with civil society in Germany. Amongst other initiatives, an African German Youth Initiative connects the will of

the German Government to foster the SDG 17 (global partnerships) to the German development policy focus on the African Continent.

Furthermore, the co-operation of Engagement Global with municipalities in Germany to support and foster their contributions to development policy and the SDGs has been significantly increased. Climate partnerships are showing results and growing in numbers. Sustainability in partnerships is an important topic in municipal development as well. A new project has been implemented by the Service Agency Communities in One World on “municipal sustainability partnerships”, where municipalities in Germany and Eastern-South Europe are supported in their co-operation for the implementation of projects regarding the 17 SDGs. This offer is available for German municipalities with co-operation or contacts to municipalities in Albania, Belarus, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro, Moldavia and Serbia.

## **Latvia**

The Latvian Platform for Development Co-operation LAPAS with financial support from the MFA is organising, for the second year running, a series of development film shows and discussions on SDGs in Latvia's regions.

## **Lithuania**

The Ministry of Foreign Affairs elaborated the National Development Co-operation Action Plan for 2017-2019 that defines Lithuania's development co-operation policy thematic and geographical priorities. Six Sustainable Development Goals are selected as priority, which include the Quality Education Goal along with specific activities foreseen for the implementation of the SDG 4.

In December 2015, Eurobarometer conducted a survey which aimed to examine Lithuanian public awareness of the SDGs and of development aid. About 1000 respondents aged 18-75 were interviewed. According to the survey about 18% of Lithuanian public had heard of the SDGs. In order to increase the awareness and present the agreed Global Goals to the public, the Ministry of Foreign Affairs launched the SDGs promotional campaign - the official SDGs video released by the United Nations is being broadcast on national TV and numerous cinema theatres throughout Lithuania.

In May, the Lithuanian National Commission for UNESCO, Baltic Environmental Forum Lithuania and Lithuanian Children and Youth Centre arranged the conference Projection of Sustainable Development Goals in Education. The thematic discussions of the conference focused on problems relevant for all kinds of education institutions; schools, universities, teachers' professional organisations identifying the capacities of teachers to improve education institutions in shaping a unique institutional culture based on community values involving all relevant stakeholders.

## **Netherlands**

The Dutch Ministry of Foreign Affairs, in consultation with other ministries, leads the development of a strategy for the national implementation of the global goals. The Ministry installed a special co-ordinator for this effort, as well as an SDG ambassador. All ministries appointed SDG focal points. Several promising initiatives have been set up in which CSOs, LAs and/or umbrella organisations, such as Partos (for CSOs) and VNG international (for LAs), play an important role. These initiatives include the Global Goals Charter (a multi-stakeholder agreement which was signed by over 70 organisations), the Dutch Global Goals website (also a multi stakeholder initiative), the CSO-initiative Ready for Change (which focuses at coherence and the SDGs), and the global goals municipality campaign (an initiative of VNG International).

## **Norway**

The Government budget proposal for 2017 has proposed that part of the GE-funding should be earmarked to focus on the SDGs.

## **Portugal**

In the framework of several meetings, including within the external evaluation process of the National Strategy for Development Education, some Development Education actors debated the place of Development Education and Global Citizenship Education within the SDGs and the role of Development Education regarding the dissemination and the promotion of a critical approach to the SDGs. Camões – Institute for Co-operation and Language co-financed a Development Education project devoted to SDGs and the television documentary series ‘Princes of Nothing’ devoted to SDGs.

## **Slovenia**

In Slovenia, the international competition project Europe at School for primary and secondary schools is co-ordinated by the Slovenian NGO Friends of Youth Association of Slovenia. In the school year 2015/2016, the competition was entitled ‘Create an even better tomorrow’, focusing on the SDGs. Young people from all over Slovenia (10.000) learn about the SDGs while being creative in the following six categories: fine arts, literature, photography, video, design, and a combined category.

## **Sweden**

Since September 2015 there has been intensive work concerning the Agenda 2030 and the SDGs. The Global School has its main focus on target 4.7, with sustainable lifestyles, human rights, equality, and diversity featuring as essential components to achieve

Education for Sustainable Development. The Global School's ambition is to contribute to Swedish teachers fulfilling this goal. Together with UNDP Global School has also put together a well visited website ([www.globalamalen.se](http://www.globalamalen.se)), where Swedish teachers have access to innovative pedagogical material on the SDGs.

## United Kingdom

In the UK, the Department for International Development has produced a plan for SDG implementation. At national level, the reported focus of the work surrounding Goal 4 mainly targets improving education systems and quality of education, in order to ensure equal chances for all children in the UK. However, the Global Education initiative Connecting Classrooms directly relates to Goal 4 and is running from 2015-2018.

Scotland reported to GENE that it was one of the first nations to sign up for the SDGs. It has carried out a preliminary exercise mapping of the goals against its own National Performance Framework and the Scottish National Action Plan for Human Rights to ensure a coherent approach to delivery.

### 2.3.2 Migration

Multi-faceted international interdependencies, the pace of globalisation and multiple crises such as natural disasters and human conflicts cause growing migration. It happens within countries and between them. People flee from war and despair, but also from poverty, in search of better lives. The last few years have seen increased refugee and migrant flows into Europe, with many different implications. Economic, social and cultural spaces are changing; education, health systems, job markets and communities are affected. Migration has been one of the top issues on the political, economic, social, cultural and religious agendas in Europe in recent years, and countries within GENE are approaching the topic in different ways, many through their Global Education programmes and funding. The following text portrays a few examples.

#### Austria

The 5th Austrian Conference on the impacts and perspectives of Global Learning had a special thematic focus on 'global migration'. This annual conference brings together 200 participants (teachers and other relevant multipliers from different backgrounds).

The projects, funded by ADA, take their lead from the priority themes of the current Three-Year Programme on Austrian development policy, which cites among others education, human rights and migration.

## **Estonia**

In the overall public discussion, the theme of refugees and migrants has become a dominant and negative feature when talking about global issues. Therefore, NGOs like Mondo have started to work more on materials, methods and public events to better explain current events in the world and try to break stereotypes and negative attitudes towards people fleeing their homes because of war. The work is done both at the level of teachers and pupils but also with media and journalists.

## **France**

France was struck in 2016 by a number of terrorist attacks which strongly impacted public opinion. The particularly swift radicalisation of certain individuals, notably by means of social networks, raised important debates over the best tools to employ in the prevention of radicalisation among a section of French youth. Faced with the risk of attacks and following the extension of the state of emergency, significant tensions today concern issues linked to religion, to identity and to the French approach to secularism.

To respond to this challenge, French public authorities are notably committed to:

- fostering the participation of civil society organisations in reflection aimed at defining new programmes to prevent radicalisation, and
- encouraging the presence and heightened vigilance of civil society actors on the web in social networks in order to counter the most radical discourses which have multiplied there.

Migration still remains very present in the debate and on public agendas in France in an uncertain socio-economic context. In response, public authorities have notably committed to promoting the rapid development of activities favouring an inter-cultural dialogue in encouraging conversations, mutual understanding and in facilitating the welcome of migrants by French families.

In the context of politics and geopolitics particular to France, the issues linked to migration and the explanation of the realities and the complexity of migratory phenomena are very important. Young people remain the priority target group for GE programmes, through the intermediary of the formal education system, but also with the support of the voluntary sector and non-formal education.

## **Germany**

Due to the intensive discussions on migration and flight, co-operation between municipalities in Germany and North African countries, as well as Jordan, Lebanon and possibly Turkey are fostered. The topic of migration currently plays an essential role in the activities of Global Education and Education for Sustainable Development. For example, the SKEW (Service Centre for Communities in One World) runs a competition called

'Municipality moves the world', on municipal projects and structures in municipalities for the integration and involvement of migrants. For the second time, municipalities received prizes for their engagement.

## Greece

An important factor that creates new data in the Greek educational system is the existence of a large number of refugee children. Geopolitical events in the wider geographical region of the country, such as the war in Syria, the conflict and terrorism in Iraq and Afghanistan have contributed to the outbreak of a huge humanitarian crisis and have caused migration and flight to countries in the European Union. According to data from the UN High Commissioner for Refugees, in 2015 Greece received in 856 723 people, most of whom continued their travel to other EU countries.

In August 2016, according to official records, about 58 000 refugees were in Greece, of whom 20 000 were school children and adolescents. To cope with the issue of education of these children the Ministry of Education and Science established a Commission for the Support of Refugee Children as well as Scientific Committees to assist the work of the Commission. The Scope of the Commission was to:

- To register the educational activities carried out in hosting centres, to identify actions that have already been tested in the field and decide what can be applied during the period of summer initially as pilot projects in some camps and then, gradually, in their entirety.
- To be the competent and responsible body for organising and supervising the operations.
- To formulate recommendations for the education of refugee children and their integration into the formal educational structures during the school year 2016-2017.

Based on the recommendations of the Committee, an action plan was formulated. It included:

- the psycho-social support of children and their families
- the development of the necessary infrastructure, both in accommodation centres for refugees and the local schools
- the curriculum of reception classes, and
- the recruitment and training of personnel.

In the school year 2015-16 a circular letter highlighted the priority on migration, refugees and asylum issues, given: a) the increase of the importance of the refugee issue and b) the need to raise awareness of the students. Indicative themes proposed each year in the circular are: human rights and values, children's rights, refugees/migration/asylum, war



and refugees, refugees and health, trafficking and human smuggling, identity issues, integration, intercultural dialogue, active citizenship, civil society, volunteering, Greek migration and refugee flows over time (host countries, causes).

The Greek Ministry of Education, Research and Religious Affairs, in co-operation with the Council of Europe and with the participation of the School of Philosophy of the National and Kapodistrian University of Athens, organised a summer school in 2016 for refugees entitled Beyond the refugee crisis - studying in Europe. The aim of this pilot educational activity was to facilitate access to university for young refugees who wish to study in Greece or elsewhere in Europe.

### **Slovakia**

The NGOs recently started to work on a new project aimed at integrating the current issue of migration into Development Education curricula. This topic was resonant throughout the media. The majority of people are not against refugees coming to Slovakia, which is certainly not one of the primary destinations, so people do not really have concerns about Slovakia not being able to manage a potential influx of refugees and migrants, but there are a few influential politicians and groups spreading fear and unwelcoming ideas as well. There have also been multiple events organised by different actors on the topic of refugees.

### **Slovenia**

The Ministry of Foreign Affairs has developed a worksheet about the rights of refugee children (2015/16) intended to empower Slovenian children (and their teachers and parents) regarding this topic. Many NGOs are implementing workshops which are aimed at breaking stereotypes about migrants and refugees.

### **Sweden**

During 2015 Sweden accepted 163 000 asylum seekers. Due to this, the government radically changed its policy and regulations for migration. The migration during 2015 has become a great challenge for the Swedish school system as well as all social institutions, but generally the schools have adapted well.

The Global School is one actor providing support to schools that deal with a new mix of students in the classrooms. Tailor-made seminars for teachers and other school actors on themes such as 'Arriving to Sweden in your youth', 'Migration in different forms and at different times' and 'Inter-cultural approaches in pre-school' have been implemented in different parts of the country.

# Chapter 3

## Funding trends

### 3.1 Introduction

The section looks at flows of Overseas Development Assistance (ODA) and public expenditure on education in terms of percentages relative to GDP (all public expenditure on all sectors and levels of education) for the purpose of providing a background picture of what public spending looks like with regard to the two largest sources of Global Education expenditure. The latest figures for both categories (ODA and education) are from 2013, so for comparison purposes, the two graphs and tables use figures from that year. The data comes from the OECD. The chapter then moves to outline national level funding for Global Education in European countries, as reported by GENE participants during 2016.

### 3.2 Official development assistance

The table below outlines data on Official Development Assistance (ODA) spending as a percentage of GDP in GENE participating countries during 2016 (data was not available for all countries). These ODA statistics are included in this edition of the State of Global Education report because they constitute the overarching government spending category from which the majority of GE budgets emanate among GENE participants. As such, the figures provide a macro view of the larger funding basket from which significant Global Education spending is derived.

The Scandinavian countries, along with Luxembourg and the United Kingdom, spent the highest proportion (in percentage terms) of GDP on development assistance. The 2016 ODA figures from the OECD show that the international target of 0.7% of Gross National Income spend on Overseas Development Assistance was met by Denmark, Luxembourg, Netherlands, Norway, Sweden and the United Kingdom. Countries in Eastern Europe, along with Spain and Italy spend comparatively less in percentage terms. In absolute terms, Germany and the United Kingdom spend significantly more than other countries. During 2016, an upward trend is noticeable among GENE participating countries in terms of official aid flows, with only Sweden, Finland and the Netherlands reducing their aid budgets.

## Official development assistance 2016

Country	ODA volume 2016 (million USD)	Change from 2015
Austria	1 566.1	Increase
Belgium	2 277.4	Increase
Czech Republic	257.3	Increase
Estonia	43.3	Increase
Finland	1 047.4	Reduction
France	9 457.4	Increase
Germany	24 407.7	Increase
Greece	264.6	Increase
Ireland	803.6	Increase
Italy	4 812.5	Increase
Latvia	27.6	Increase
Lithuania	57.7	Increase
Luxembourg	390.7	Increase
Netherlands	4 975.8	Reduction
Norway	4 609.9	Increase
Poland	628.9	Increase
Portugal	335.5	Increase
Slovak Republic	107.7	Increase
Slovenia	79.3	Increase
Spain	4 082.2	Increase
Sweden	4 884.1	Reduction
United Kingdom	20 095.1	Increase

*Net ODA, Total, Million US dollars, 2016*

*Source: OECD (2017), Net ODA (indicator). doi: 10.1787/33346549-en*

In terms of what influences how and on what countries are spending their ODA, there are several drivers at play. The general economic climate in Europe and the specific economic conditions in each country play a significant role. Cyprus is a case in point, where a national economic crisis during 2012-2013 led to the suspension of development aid funding. Another factor in recent years has been the influx of refugees and economic migrants from Europe's neighbouring regions due to conflict and poverty. A few countries reported that during 2016, significant financial flows from overseas development aid were being redirected domestically to fund measures needed to cope with the influx of refugees, including Austria, Germany, Italy, Sweden and Greece.<sup>4</sup>

<sup>4</sup> OECD (2017), ODA 2016 detailed summary, available at <https://www.oecd.org/dac/financing-sustainable-development/development-finance-data/ODA-2016-detailed-summary.pdf>

### 3.3 Global Education funding trends

The following section outlines the self-reported levels of funding for Global Education among GENE participating ministries and agencies. Sometimes these are total DEAR figures, some are GE budgets drawn from DEAR allocations, and sometimes they are GE spending by a specific agency. As such, they are not comparable between countries. Nor should these figures be regarded as official records of Global Education funding, and may be subject to adjustment or correction by national governments. They are simply an indication of what some GE budgets looked like in 2016 and serve to illustrate trends in how GE funding amounts are changing. In order to illustrate year-on-year change as in the previous section, we have indicated which countries reported higher, lower or the same level of funding compared to the previous year.

#### GE/DEAR funding figures

Country	DEAR/GE Volume 2016	Change from 2015
Austria	4 200 000 Euro (ADA spend)	Same
Belgium	30 050 000 Euro	Increase
Czech Republic	555 000 Euro	Same
Denmark	20 000 000 DKK ( ~ 2 600 000 Euro)	Reduction
Estonia	260 000 Euro	Reduction
Finland	1 900 000 Euro	Reduction
France	8 000 000 Euro	Increase
Germany	35 000 000 Euro	Increase
Ireland	3 400 000 Euro	Same
Italy	2 500 000 Euro	No data
Latvia	48 800 Euro	Reduction
Luxembourg	2 020 000 Euro	Increase
Norway	91 000 000 NOK ( ~ 10 000 000 Euro)	Same
Poland	2 236 000 000 PLN ( ~ 512 738 Euro)	Reduction
Portugal	550 000 Euro (Camões co-funding scheme)	Increase
Slovakia	140 000 Euro	Increase
Spain	46 400 000 Euro	Increase
Sweden	127 471 000 SEK ( ~ 13 545 614 Euro)	Increase
United Kingdom	Global Learning Programme: £21m over five years Connecting Classrooms: £17m over three years International Citizen Service: £90m over three years	No data

\* DEAR budget figures obtained from Sida website [www.sida.se](http://www.sida.se)

Source: 2016 Country reports submitted by GENE participants. For some countries, 2016 funding figures only became available during 2017, and in those cases, we have drawn on the country reports from 2017 to obtain the figures.

Although several countries report reductions in funding between 2015 and 2016, a majority reported a slight increase. It is also worth noting that the countries with the highest levels of funding allocated to Global Education (and for which year-on-year data is available) – Spain, Belgium, Germany, Sweden, Norway, France – either maintained their funding levels or increased them.

In some countries (e.g. Latvia), there is no separate budget line for Global Education. Instead, national funding is available as a co-funding resource to complement funding from the European Union. A few countries are gradually shifting their funding mechanisms toward multi-annual funding to larger consortia of NGOs (such as the Czech Republic, Slovakia and Slovenia).

At the time of writing, a number of countries are actively considering the establishment of a funding mechanism during 2017. These efforts are actively supported by GENE and are made possible through the support received from the European Commission. Therefore, we should expect the number of countries reporting on funding levels to grow.

As mentioned in the introduction to this section, the data in the table above is not comparable between countries, as GENE has been unable to obtain such figures. This is not simply a challenge in terms of countries not submitting data; it is the nature of Global Education funding. While much GE funding is, and should be, clearly drawn from Official Development Assistance DEAR budgets, a very significant amount of Global Education takes place entirely separate from such budgets. This is particularly true for Global Education that takes place in the formal education sector, where the integration of GE at classroom level is very difficult to quantify in financial terms. Instead, resources are applied to whole-school approaches, training of teachers and school leaders, modification and updating of curricula and subject syllabi, textbooks, field trips, and such similar initiatives. These significant resources are not identified above.

## Chapter 4

# Institutional basis for Global Education among GENE countries

### 4.1 Introduction

This chapter examines the location of Global Education at national level among GENE participating ministries and agencies, asking the question – where does support, funding and policymaking in Global Education come from at national level, and how is it coordinated? It looks at the mandate that each body has and whether this covers funding, policy, education content or a combination of these. The chapter also tries to paint an overall picture of the landscape of institutional homes of Global Education across GENE participating countries and to show examples of joint working. The last section provides a brief historical comparison with what that landscape looked like when GENE started over 15 years ago.

### 4.2 Country overviews

#### Austria

##### Austrian Development Agency

ADA supports civil society activities through funding of NGO projects. The Learning strand of funding includes education and global learning, cultural activities and intercultural dialogue. The projects funded by ADA take their lead from the priority themes of Austrian development policy and use the Sustainable Development Goals (SDGs) as a basic frame of reference.

##### Ministry of Education

The MoE oversees several strategies and strands of Global Education in the formal education sector, including Lifelong Learning, Education for Sustainable Development, Citizenship Education and Inter-cultural Education. A recent school reform will increase school autonomy regarding profile, design, and specialisation.

##### Komment

Komment, Society for Communication, Development and Dialogical Education has played the key role in the development of GE in Austria since 1994. The main objective of Komment is to contribute to support and strengthen all kind of organisations and activities dealing with Global Learning.

## Joint working

In terms of co-ordinating the different players and stakeholders involved in the field of Global Education, an inter-departmental body called the Global Learning Strategy Group has been established. It brings the main actors together to take joint action, e.g. revising and developing the Strategy on Global Learning following an extensive evaluation process.

## Belgium

### Federal Ministry of Foreign Affairs

The Department of Development Co-operation (DGD) at the Ministry of Foreign Affairs oversees the budget and allocates funding for Development Education Programmes, including to civil society organisations.

Belgian Technical Co-operation (BTC) is a key implementing agency for Global Education, in charge of a major GE programme called Kleur Bekennen/Annoncer la Couleur.

### Decentralised education authorities – Walloon and Flemish Communities

Education policy and implementation, including of Global Education activities, in formal education is the responsibility of the governments of the decentralised communities (Walloon and Flemish). They fund and implement separate development and Global Education initiatives in their respective communities.

## Cyprus

### Ministry of Education and Culture

The Ministry of Education is the main co-ordinating body for Global Education, with strong participation from the Departments for primary and secondary education, as well as from the Pedagogical Institute.<sup>5</sup> The Environmental Education Unit of the Pedagogical Institute leads Cyprus' work on ESD. The Ministry is responsible for all aspects of planning and implementation across the formal education system.

## Joint working

The Ministry of Education and Culture co-ordinates the Interdepartmental Committee on Global Education, which brings together representatives from the Ministry of Foreign Affairs and NGOs, in addition to the Ministry of Education and Culture and its relevant agencies. The Committee members collaborate on different Global Education initiatives and work together to attract funding from the international level.

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5 Following the 2017 Peer Review, representatives from the Youth Board of Cyprus as well as the Cyprus Youth Council are also participating.

## Czech Republic

### Ministry of Foreign Affairs and the Czech Development Agency

The MFA is the main co-ordinating body for Global Development Education (GDE). It chairs the Working Group on GDE, consisting of representatives from state authorities, pedagogical institutions, NGOs and universities. The MFA formulates, in co-operation with the Ministry of Education, Youth and Sports, the Czech Development Agency and other members of the Working Group, the strategy related to Global Development Education. The Ministry also presents the Czech position on global development education issues within the EU and raises public awareness of global development issues.

The Czech Development Agency funds NGO projects on GDE. The Agency is moving towards becoming a more “technical” and “results-based” development agency with only a limited range of “domestic” issues in its portfolio.

### Ministry of Education, Youth and Sports

In co-operation with its own agencies and the Ministry of Foreign Affairs, the Ministry of Education, Youth and Sports (MoEYS) is involved in the formulation of the Global Development Education Strategy and provides for its implementation across the formal education sector.

### Joint working

The ministries collaborate on grants allocation to GE projects. There are discussions around how the role of the MoEYS could be strengthened and on how inter-ministerial collaboration increased, including potential financial collaboration or funding transfers from the MFA to the MoEYS.

## Estonia

### Ministry of Foreign Affairs

Estonia has a formulated Strategy for Estonian Development Co-operation and Humanitarian Aid for the years 2016-2020 that includes Global Education. MFA is the main funder of GE in Estonia.

### State Chancellery

The national work on the SDGs is co-ordinated by the State Chancellery (Prime Minister’s office). State Chancellery is working together with the Estonian Committee for Sustainable Development to include the SDGs into the Estonian sustainable development policy.



## Ministry of Education and Research

The Ministry of Education and Research (MER) is renewing the Estonian national curricula in 2017. NGOs are working to include Global Citizenship Education (GCED) and the SDGs into the renewed curricula. There is a horizontal integration of GE in the curriculum. In general, GE and GCED are starting to receive more attention in Estonia as they are part of SDG 4 and target 4.7.

The Ministry of Education and Research is supporting GE projects connected with educational integration policies. GE, GCED and ESD are the main themes for UNESCO ASPnet schools in Estonia. MER provides funding support to the UNESCO school network, NGO Mondo and the Estonian Physical Society to co-ordinate the international ESD project GLOBE (Global Learning and Observations to Benefit the Environment).

## Joint working

The co-ordination of GE is shared between the Ministry of Education and Research and the Ministry of Foreign Affairs. Nevertheless, the actors who put GE into practice are mainly the NGOs, especially NGO Mondo.

## Finland

### Ministry of Foreign Affairs

The CSO Unit at the Ministry of Foreign Affairs co-ordinates Finland's funding calls for projects in the field of Global Education. It has strengthened and clarified its requirements regarding monitoring and evaluation of GE projects, requiring more results-oriented reporting from its partner CSOs. One of the latest calls for proposals focused on the Sustainable Development Goals and the root causes of the current forced migration crisis. Also requested were projects with a pedagogical, participatory Global Education focus.

### Finnish National Agency for Education

The Finnish National Agency for Education is responsible for the development of early childhood education and care, pre-primary, basic, general upper secondary, vocational upper secondary and adult education. It operates under the auspices of the Ministry of Education and Culture.

The Agency does a lot of work to promote sustainable development and is preparing for its implementation in schools. National standards for improvement are being developed in connection with SDG 4. The Agency has also recently launched an e-learning tool for teachers and schools entitled Constructive Interaction - Strengthening Democratic Inclusion, Preventing Hate Speech and Violent Radicalism.

## France

### Joint working

The Inter-Ministerial Committee for International Co-operation and Development (CICID) has identified development and international solidarity education as a priority of French development policy. It recognises the need to “promote citizens’ awareness of sustainable development goals and development and international solidarity education in France and abroad”, and is committed to developing an “inter-ministerial road map to better co-ordinate initiatives, to give citizens, particularly young people, the keys to understand sustainable development and international solidarity issues and to help build national consensus on development policy”.

### Ministry for Europe and Foreign Affairs

The Ministry for Europe and Foreign Affairs is responsible for France’s development co-operation, with the French Development Agency as the expert agency. Besides the work of the AFD, the ministry has granted 730 000 Euro to 9 regional multi-actor networks throughout France. These actors play a key role in Education for Citizenship and International Solidarity in their territories. As such, they can mobilise a wide diversity of actors or lead awareness raising activities with various target audiences (high schools, sports associations, private sector, and regional authorities).

Through the different volunteer support mechanisms, the ministry makes it possible for associations to mobilise 4.000 people per year in their actions on the ground. These first international experiences, notably in numerous developing countries, make genuine appropriations of local contexts possible, as well as an opening to a global issue and sensitisation to citizenship and international solidarity. Furthermore, these mechanisms aim at encouraging commitment of the youngest citizens.

### French Development Agency

The role of the French Development Agency includes “raising awareness and educating about development, citizenship and international solidarity”. In its Development Education role, the AFD works with NGOs, businesses, local authorities, media and other bodies and attempts to reach the groups who are farthest removed from the usual activists and sympathisers. The AFD would like to better root its action in French communities and to develop partnerships with local stakeholders interacting with citizens and young people, particularly local governments and multi-stakeholder regional networks, who are co-ordinating international co-operation and development education actions at regional level.

## Germany

### State level Ministries of Education

The legislative power of education in Germany lies with the 16 states. Curricula and syllabi are determined in the education acts and laws of the states. GE competencies and content are predominantly anchored in syllabuses and in school programmes. To co-ordinate the educational policies and activities of the states, a Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany has been established. This body also collaborates with the federal government in the implementation of Global Education and Education for Sustainable Development, especially with the Federal Ministry for Economic Co-operation and Development (BMZ). BMZ and the state level Ministers of Education have also adopted a joint framework regarding cross-curricular competencies in Global Development Education, embedding Global Education and ESD. Representatives from research and civil society have accompanied this project.

### Federal Ministry for Economic Co-operation and Development

GE is integrated in the budget, tasks and organisational set-up of the Federal Ministry for Economic Co-operation and Development (BMZ). Its Guiding Concept 159 on Development Information and Education is the official framework for GE, defining objectives, methods and instruments, target audiences and major players. The concept specifies both the conditions for funding activities and the tasks of subordinated agencies and institutions.

### Engagement Global

Engagement Global is a non-profit agency commissioned by BMZ to interact with the public, civil society, municipalities and businesses regarding development. It provides information, advice, education and financial support. Its development information service, educational work and financial support are aimed at strengthening the active involvement of civil society – both at home and abroad.

### Other federal ministries

To a lesser degree GE is also anchored in the following federal departments:

- Federal Ministry of Education and Research (BMBF): research on ESD, funding the implementation structure of the ESD Decade and the following Global Action Program of ESD.
- Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMU): nature and consumer protection with global aspects.

## **Greece**

### **Ministry of Education, Research and Religious Affairs**

Global Education issues and values are incorporated in the national curriculum and aim to transform individuals into active citizens inspired by democracy, social justice and solidarity, to promote gender equality and sustainable development. The emphasis in the curriculum is on cross-cultural and multidisciplinary approaches for the motivation of children and the development of free thinking. The overall socio-economic crisis, combined with the large influx of refugees in Greece, has highlighted the need for Global Education, citizenship education, human rights education in order to encourage appreciation of different cultural identities and everyone's contribution to the enrichment of the community. The new curriculum focuses on children's awareness of diversity, equality and human rights, as well as a pedagogy that values the respect and acceptance of all forms of diversity.

### **Joint working**

The General Secretariat for the Co-ordination of the Government has invited all competent ministries in the context of the Sustainable Development Goals to map national efforts by policy sector and to formulate a National Action Plan. The Ministry of Education is responsible for the mapping and action on Goal 4, with emphasis on targets 4.7 and will also focus on synergies with other ministries such as Employment and Social Policy, Environment, Health, Justice etc.

## **Ireland**

### **Irish Aid, Department of Foreign Affairs and Trade**

Irish Aid co-ordinates Development Education in Ireland. Development aid along with development education has a long tradition in Ireland with relevant structures and funding mechanism for running development education activities. There is a new Irish Aid Development Education Strategy 2017-2023 that was developed over two years of consultation with stakeholders from the development, formal education and non-formal education sectors. The long-term goal of the strategy is to empower people to analyse and challenge the root causes and consequences of global issues and inspire and enable them to become active global citizens in the creation of a fairer and more sustainable future for all.

### **Joint working**

In the context of the DE Strategy, Irish Aid aims to work closely with other ministries and agencies, particularly the Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs, the Department of Housing, Planning, Community and Local Government etc. Areas of

collaboration include: initial teacher education, initial youth worker education, promoting youth participation, promoting action for sustainable living and the provision of professional development for teachers, youth workers and adult educators.

### Department of Education and Skills

The Department of Education and Skills (DES) is the Irish ministry with central responsibility for schools, and for further education, adult and community education, higher education and training. The National Strategy on Education for Sustainable Development in Ireland 2014-2020 continues to be overseen by the Department of Education and Skills. ESD is mindful of and complementary to the work carried out under the Development Education Strategy. The implementation of both strategies is also strongly linked to the UN's 2030 Agenda for Sustainable Development.

### IDEA

The Irish Development Education Association is the umbrella body for over 100 organisations and individuals engaged in the field of Development Education in Ireland. It organises events and training and works to raise the profile of DE in formal and non-formal education and in the policy sphere.

### Dóchas

Dóchas is the Irish Association of Non-Governmental Development Organisations, an umbrella of about 58 international development, humanitarian and global justice organisations. It has a working group focused on the promotion of Development Education. IDEA and Dóchas both co-operate with Irish Aid and other government departments on the implementation of the Irish Aid DE Strategy.

## Italy

### Ministry of Foreign Affairs and International Co-operation and the Italian Agency for Development Co-operation

The Italian Ministry of Foreign Affairs and International Co-operation (MAECI), through the Directorate General for Development Co-operation, is responsible for setting the policies and strategies of Italian development co-operation.

The Italian Agency for Development Co-operation (AICS), created in 2016, implements Italian development policies as executing agency. Its Global Citizenship Education mandate entails promoting education, raising awareness and supporting participation of all citizens, aiming at international solidarity and sustainable development. The agency identifies Global Citizenship Education as a cross-cutting, as well as specific, priority linked to the Sustainable Development Goals. Moreover, AICS activities include the creation of a stronger network with civil society organisations.

In 2016, 2.5 million Euro were granted by the Italian Agency to six projects on Global Citizenship Education, which were selected out of 54 initiatives participating in the Call for Proposals 2016. The projects, implemented by Italian civil society organisations, will promote awareness of sustainable development policies and active involvement of citizens. AICS co-funded these projects with amounts ranging from 150 000 to a maximum of 500 000 Euro.

### Ministry of Education, University and Research

The Ministry of Education, University and Research (MUIR) recently introduced an educational reform entitled the Good School, aimed at strengthening key competencies, appreciate diversity in schools, connect schools and local organisations and links schools to the European and global dimensions of development and inclusion.

### Joint working

In 2016 efforts were made to create an alliance between the Ministry of Education, University and Research, Ministry of Foreign Affairs and International Co-operation, Agency for Development Co-operation, Conference of Italian Regions, NGO alliances and individual NGOs working for Global Education, other representatives of the Third Sector (i.e. co-operatives, associations of volunteers, citizens' interest groups) and Local Authorities.

As mentioned in the Three-year Country Programming Paper (2017-2019), Italy is working on a national strategy on Global Citizenship Education. To achieve this goal, a working group has been set up under the aegis of the National Council for Development Co-operation. The members belong to different organisations, both governmental and non-governmental, including the Ministry of Foreign Affairs and International Co-operation, Italian Agency for Development Co-operation, Local and Regional Entities, Civil Society Organisations and others.

## Latvia

### Ministry of Foreign Affairs

The Ministry of Foreign Affairs annually provides co-financing to NGOs for DEAR projects that have been approved by the European Commission or other international donors. Latvia's new Development Co-operation Policy Guidelines for 2016-2020 includes a working area on awareness-raising within Latvian society. Indicative planned GE actions include carrying on with co-financing of GE projects (involvement of line ministries, increase in budget), linking GE more closely to education policy, working towards integrating GE in the Latvian educational system, with an emphasis on universities in particular, and promoting the involvement of researchers and academic awareness.

## Ministry of Education and Science

The Ministry of Education and Science defines education policy in Latvia, and co-ordinates implementation of the policy. It has not initiated separate programmes in the field of Development Education although related topics and values are integrated within school subjects. GE topics are referred to as “values education”, and appear in social sciences, health education, economics, policy and rights. There is an existing co-operation with NGOs on methodology development for these subjects. The process of the development of competence-based curriculum has been started for years 1-9 of general education, and in the future also for secondary education.

## NGO platform LAPAS

According to LAPAS, education standards are flexible and can include GE; it is largely up to the teachers to decide. Currently, a 13 million Euro project funded by the EU is underway to foster a competencies-based approach to education, democratic citizenship, human rights and other related issues.

The first document to define and regulate GE in Latvia is the Development Education Guidelines 2008-2015, prepared by LAPAS. This document states that a deeper understanding of development and global issues around sustainability and global justice is necessary at personal, national, European and global level in order to ensure that decision-making is based on the principles of solidarity, equality, inclusion and the values of co-operation.

## Lithuania

### Ministry of Foreign Affairs

The MFA treats Global Education as an integral part of ODA. GE and DEAR projects are funded through the Lithuanian Development Co-operation and Democracy Promotion Programme.

### Ministry of Education and Science

The Ministry of Education and Science develops policy in the area of formal education and oversees implementation. At the end of 2015, the concept “Good school” was developed and it is a great achievement, as it highlights human maturity, a holistic approach to school subjects and evaluation of personal progress.

Generally, in the existing legal documents and programmes (such as in the conception of the “Good school”, the description of education programmes, and in the state higher education and scientific research and experimental (social, cultural) development programme 2013-2020), issues related to Global Education and sustainable development education are integrated.

## Joint working

The Ministry of Education and Science and the Lithuanian Children and Youth Centre co-ordinate Global Action Week and Global Education Week nationally.

A working group preparing a Lithuanian GE Concept Paper has been formed, gathering all relevant stakeholders (ministries, NGO's, academics, education practitioners etc.). The working group, led by the Ministry of Education and Science, drafted the concept of Global Education in Lithuania which was further discussed with a wider audience during the conference Global Education scenario: from concept to action. The document aims to define Global Education goals and tasks, target groups, the role of implementers, education quality and financial matters.

The National Development Co-operation Action Plan for 2017-2019 was prepared by the MFA in consultation with the Ministry of Education and Science, focusing mainly on the implementation of the SDGs at national level.

## Luxembourg

### Ministry of Foreign and European Affairs

ODA is the remit of the Minister for Development Co-operation and Humanitarian Affairs and his Directorate for Development Co-operation and Humanitarian Affairs. Along with a strong commitment to ODA, the government prioritises DEAR work as evidenced by an annual budget that increases year on year, as well as a clear commitment in the government's programme 2013-2018.

### Joint working

The ministry supports more than 20 NGOs through annual and multiannual co-financing of DEAR activities. During the second half of 2016, the ministry co-financed a project entitled Roadmap ODD 4.7, implemented by 10 Luxembourgish NGOs and the NGO umbrella organisation the Cercle des ONG. Its aim was to draw up an assessment on DE in Luxembourg in light of current work on Global Education and ESD. The findings are intended to serve as a guide for the NGOs active in the field of DEAR. They may also lead to the reassessment of a need for a sector strategy or a further study.

In Luxembourg, an Inter-Ministerial Committee on Education for Sustainable Development has existed since 2008, consisting of the Ministry of National Education and Professional Training, the Ministry of Family and Integration, the Ministry of Sustainable Development and Infrastructure, the Ministry of Higher Education and Research, the Directorate for Development Co-operation and the University of Luxembourg. In view of the reformed Sustainable Development Agenda, the Committee will be relaunched in 2017 and will be composed of the Ministry of National Education, Children and Youth; Ministry



of Sustainable Development and Infrastructure; Ministry of Foreign and European Affairs; Ministry of Higher Education and Research; Ministry of Family, Integration and Greater Region; Ministry of Economy; Ministry of Housing; Ministry of Equal Opportunities; Ministry of Culture; Ministry of Health; Ministry of Agriculture

The Committee will carry on its tasks by moving from planning to reviewing and implementing the national strategy on Sustainable Development Education in a participatory manner with all institutional and civil society actors.

## Netherlands

### Ministry of Foreign Affairs

The MFA is responsible for development co-operation policy, co-ordination, implementation, and funding. The MFA has for many years provided multi-annual funding for the NCDO (see below) to carry out a range of Global Education work in the Netherlands. This funding will cease from 2018. There is no budget allocated for Development or Global Education in the budget for foreign trade and development co-operation.

### Ministry of Education

The educational platform #Onderwijs2032 continues to work on the creation and implementation of the new curricula for primary and secondary schools in the Netherlands with a larger emphasis on the role of Global Education.

### NCDO Foundation

NCDO - National Committee for International Co-operation and Sustainable Development - is the national support structure for GE in the Netherlands. From January 2018, NCDO will no longer be funded by the MFA. Two of its core programmes will continue to operate (Samsam magazine and online platform and OneWorld multimedia platform on global development and sustainability), while the research arm Kaleidos will close down.

### Joint working

The Dutch Ministry of Foreign Affairs, in consultation with other ministries, leads the development of a strategy for the national implementation of the SDGs.

## Norway

### Ministry of Foreign Affairs and Norad

DEAR has a long tradition in Norway that is based on policy support from the Ministry of Foreign Affairs. The ministry devolves responsibility for Global Education support to Norad, the Norwegian Agency for Development Co-operation, which plays a key role along with the MFA in providing funding support for Global Education to civil society.

## Ministry of Education

The Ministry of Education is leading a process of curriculum revision aimed at introducing three new competencies on a cross-curricular basis, including “democracy and citizenship” and “sustainable development”. The changes are based on the report by the government-commissioned Ludvigsen committee from 2015 and include the formal education sector as well as teacher education and teaching materials.<sup>6</sup> A new core curriculum is being developed in consultation with stakeholders.

## The RORG-network

The RORG-network is a group of Norwegian NGOs doing Development Education (DE) in Norway. RORG is funded by Norad and represents a variety of civil society organisations, ranging from adult education associations of political parties, broad social movements, youth networks, the Norwegian Church, trade unions and development NGOs. RORG is at the forefront of ensuring that a critical debate about global issues takes place in Norwegian society and has, for example, been instrumental in putting pressure on government to invest its significant oil wealth ethically.

## Poland

### Ministry of Foreign Affairs

The Ministry of Foreign Affairs is a key stakeholder in Global Education and has taken the lead in policy-making, institutional support and funding, as well as in terms of increasing public awareness in Poland about development co-operation. Global Education – as a part of development co-operation – is part of the Multi-Annual Development Co-operation Programme 2016-2020, approved by the Council of Ministers in 2015. Based on the programme, the Minister of Foreign Affairs prepares an annual plan which indicates development priorities and specific ODA allocations for priority countries and programmes, including Global Education.

### Ministry of National Education

The Ministry of National Education (MNE) facilitates GE within the formal education sector at primary and secondary school levels. MNE also co-operates with the MFA on the Development Education funding scheme. The National In-Service Teacher Training Centre is an agency of the MNE which promotes GE and incorporates it into the in-service training system through seminars and a national GE trainers network.

### Centre for Education Development

The Centre for Education Development (CED) was established in 2010 when the National In-Service Teacher Training Centre and the Methodological Centre of Psychological-Pedagogical Counselling merged. The purpose of the Centre is to improve the quality of

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6 The School of the Future — Renewal of Subjects and Competences, <https://www.regjeringen.no/en/dokumenter/nou-2015-8/id2417001/>

education in accordance with the state education policy. In 2016, the Centre for Education Development implemented a two-year GE project financed by the Ministry of Foreign Affairs. The project includes training for a network of 16 regional GE co-ordinators and 256 GE school leaders (teachers implementing GE activities with their pupils and colleagues). It aims to enhance GE teaching competence and to encourage GE projects in schools, especially during Global Education Week.

### Joint working

Representatives of the Ministry of Foreign Affairs, Ministry of National Education, Ministry of Science and Higher Education, Ministry of Environment, the Centre for Education Development and the Zagranica Group (Polish Non-Governmental Development Organizations' platform) regularly engage in inter-sectoral dialogue on Global Education in Poland.

In 2016 the Ministry of Foreign Affairs in co-operation with the Ministry of National Education and the Ministry of Science and Higher Education conducted a joint call for proposals regarding GE projects for all eligible actors, i.e. NGOs, universities, research institutes, and local and regional authorities.

## Portugal

### Ministry of Foreign Affairs and Camões – Institute for Co-operation and Language

The Ministry of Foreign Affairs supports development co-operation and Development Education in Portugal, in particular through Camões. Camões – Institute for Co-operation and Language – plays a central role in Portuguese development co-operation and in promoting Portuguese language and culture abroad. Camões – Institute for Co-operation and Language proposes and implements Portuguese development co-operation policy (ODA) and also co-ordinates the development co-operation activities undertaken by other public entities involved in implementation. It does this under the authority of the MFA.

### Ministry of Education

The Ministry of Education plays a crucial role along with Camões – Institute for Co-operation and Language and the MFA in the Development Education field. Its support for the development and endorsement of the National Strategy for Development Education is very important. Within the Ministry of Education, the Directorate-General for Education (DGE) is the central service responsible for implementing Development Education as a dimension of Citizenship Education policies into formal education (from pre-school to upper secondary education).

## Slovakia

### The Ministry of Foreign and European Affairs and Slovak Agency for International Development Co-operation

Development Education has been an integral part of the Slovak ODA since Slovakia became a donor country. DE is integrated in ODA programmes and ODA budget lines. Bilateral projects and DE projects are realised via calls for proposals announced by the Slovak Agency for International Development Co-operation (SAIDC) as the implementing body of the MFA.

### Ministry of Education, Science, Research and Sport

The ministry is mainly involved in GE through government scholarships. In 2016 there were 48 new scholarships issued in addition to 176 ongoing scholarships. Support to Slovak students living abroad is an integral part of this programme. For 2017, 48 new scholarships are expected to be awarded.

### Joint working

The Ministry of Education, MFA and SAIDC have issued a Strategy on Global Education for 2012-2016. A new strategy and more concrete involvement of the Ministry of Education are being discussed currently.

## Slovenia

### Ministry of Foreign Affairs

The Slovenian MFA is the national co-ordinator of Slovenia's international development co-operation and supports all activities that promote awareness and discussion about global interdependence, solidarity and thus Global Education. As stated in the Resolution on development co-operation and humanitarian assistance of the Republic of Slovenia, Slovenia recognises the role of Global Education in the eradication of poverty and implementation of sustainable development. The MFA supports Slovenian NGO projects in the field of Global Education through public tenders.

### Ministry of Education, Science and Sport

The general objectives of Slovenia's education system are defined in the White Book on Education in the Republic of Slovenia (2011). It explicitly highlights both ESD and Global Education as fundamental principles of the Slovenian education system and defines Global Education as "an activity that brings us toward greater personal and communal global responsibility. [...] Global Education is aimed at the critical evaluation of the various influences brought about by the continuous development of contemporary society. [...] It manifests a process which furthers the understanding and tolerance of different cultures and enables opportunities for mutual growth and the advancement of global society".

## Joint working

Global Education as a concept and representation of the global dimension of learning is generally presented as informal education and is implemented mostly by Slovenian NGOs. The Slovenian Foreign Ministry and Slovenian NGOs believe that Slovenia's educational system is missing a global dimension and that it should be developed. They also acknowledge that this is a long-term process that would require joint planning and strong engagement by the Slovenian Ministry of Education, Science and Sport.

## Spain

### Ministry of Foreign Affairs and Co-operation and Spanish Agency for International Development Co-operation

The Spanish Agency for International Development Co-operation (AECID) manages Spanish development co-operation. To raise awareness and strengthen engagement of civil society in Spain, AECID supports Development Education. Spain has implemented a Development Education Strategy that has recently been evaluated. The Development Education Unit regards Global Citizenship and Development Education as intertwined concepts.

### Local and Regional Authorities

Spain has a decentralised system of governance and significant funds dedicated to Development Education are disbursed through regional and local government. Local authorities have a lot of autonomy in deciding how such funding is allocated and used.

Related to the introduction of the UN 2030 agenda, the debate regarding the terms 'Development Education' and 'Global Citizenship' has gained importance. The AECID Development Education Unit, understands both terms as mutually reinforcing: Development Education generates Global Citizenship.

## Sweden

### Ministry of Foreign Affairs and the Swedish International Development Co-operation Agency, Sida

The Ministry for Foreign Affairs and Sweden's missions abroad are responsible for Sweden's foreign, development co-operation and trade policy. Sida is a government agency under the auspices of the MFA which has the authority to decide about half of the aid budget. Sida distributes funding for information and development education through framework agreements with civil society organisations, who in turn offer funding for their members. Organisations that are not affiliated with a framework organisation can apply for funding through the NGDO Platform Forum Syd. Sida also finances Global Education courses and seminars for teachers through the Global School programme.

## The Ministry of Education and the Swedish Council for Higher Education

The Swedish Council for Higher Education is a government agency that works to improve the quality of education by providing opportunities for people to participate in international exchange and co-operation. It operates under the auspices of the Ministry of Education. Within the Council, Sida finances a programme called the Global School. The Global School provides free seminars in learning for global sustainable development and intercultural understanding for teachers, striving towards the integration of global perspectives in the classroom. The national school curriculum gives clear directions to the educational sector regarding global and sustainable issues. The activities are therefore closely related to school development and are at the core of learning rather than being a parallel activity.

The Global School has become the bridge between GE and ESD in Sweden, successfully building educational bridges between the groups of people that are involved in global issues and those that are involved in environmental issues.

## United Kingdom

### The Department for International Development (DFID) and the Youth and Education Department

The Department for International Development (DFID) leads the UK's work to end extreme poverty and prioritises youth as actors in development. DFID funds a number of programmes that are managed by the Children, Youth and Education Department and that aim to create globally aware citizens, including the International Citizen Service, Connecting Classrooms and the Global Learning Programme.

### National Ministries of Education

Education is a fully devolved matter within the UK. England, Scotland, Wales and Northern Ireland each have their own separate education system and Minister of State for Education. The status of Global Education in each nation is thus also devolved.

#### England

No specific statutory guidance on the teaching of global citizenship. Elements of Ofsted (the national inspectorate) guidance can be used to support a global learning approach. Subject specific links and references are offered by core subject associations and subject policy documentation.

#### Northern Ireland

Global Education is well-represented in the statutory curriculum with mandatory programmes on 'World Around Us' and 'Personal Development and Mutual Understanding'. At post-primary level, 'Local and Global Citizenship' deals with themes such as Diversity and Inclusion; Equality and Social Justice; and Democracy and Active Participation.

## Scotland

Regional Development Education Centres are supported by Scottish Government funding. Global Citizenship is fully embedded across the national curriculum as a cross-cutting theme (since 2010). Learning for Sustainability (which encompasses Education for Global Citizenship, Sustainable Development Education and Outdoor Learning) is an entitlement (since 2013) for all Scottish pupils from age 3 to 18.

## Wales

There is a longstanding commitment to Education for Sustainable Development and Global Citizenship (ESDGC). Schools are required to give due attention to ESDGC as a cross-curricular set of themes. The Welsh Bacalaureate (started in 2015) requires students at both 14-16 and post-16 levels to undertake a Global Citizenship Challenge that forms 15% of the total marks.

## The Development Education Research Centre (DERC)

DERC is part of the UCL Institute of Education and is one of the world's leading centres for development education, global learning and global citizenship. Its main objectives are: promoting the value of development education as part of essential learning in the twenty-first century, developing an international community of researchers engaged in DE/GE, developing a body of evidence through a series of published monographs, academic articles and seminars on relevant themes, organising teacher training, educational courses and other initiatives on relevant topics. DERC also partners with GENE to co-ordinate the ANGEL network of Global Education researchers and academics.

### 4.3 Global Education institutions in Europe – then and now

When GENE started in 2001, six countries were part of the network. The actors primarily had a Development Education focus with national co-ordinating responsibilities in this area and were mainly funded through national development co-operation budgets coming from Ministries of Foreign Affairs and aid agencies.

Over the last 15 years, the GENE has grown in size to include many more ministries, agencies and other national co-ordinating bodies from across Europe. It has also embraced and incorporated many more strands of Global Education<sup>7</sup>, as reflected in the regular discourse at GENE Roundtable events. GENE participation has also expanded to include an increasing number of Ministries of Education. This development has happened alongside the realisation that Global Education can be more strategically positioned and

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7 According to the Maastricht Declaration, from which GENE takes its working definition of Global Education, GE 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. [http://gene.eu/wp-content/uploads/Gene\\_EuropeanPolicyFrameworks-TheMaastrichtDeclaration2002.pdf](http://gene.eu/wp-content/uploads/Gene_EuropeanPolicyFrameworks-TheMaastrichtDeclaration2002.pdf)

made available to the population when different ministries with a stake in education and global development and justice issues work together. Inter-ministerial co-operation is more of a reality now than it was in 2001. This is evidenced not only by the increasing representation of Ministries of Education alongside Ministries of Foreign Affairs and aid agencies at GENE Roundtables; it is also reflected in national policy documents and strategies on Global Education (see for example the Irish Aid Development Education Strategy<sup>8</sup>, which brings together multiple ministries and agencies for the implementation phase, and also explicitly intersects with other educational strategies, such as the National Strategy on Education for Sustainable Development).

Perhaps the most notable development in light of the above exposé of the institutional homes of Global Education in Europe is that it evidences a shift on the continent toward a willingness by actors representing different strands of Global Education to come together, despite their differences, origins and schools of thought; and by growing interagency, interdepartmental and interministerial co-operation. A few years ago, policy makers and experts representing for example Education for Sustainable Development, Human Rights Education and Development Education rarely sat around the same table. Now they do. GENE recognises this development and warmly welcomes it, not only because it increases dialogue and sharing, but because it enables learning across thematic and ministerial boundaries. This represents a significant shift in how policy makers choose to approach their respective areas of work; moving away from traditional, defined silos of policy and education, towards a recognition that dissensus offers potential for learning and innovation. This recognition on the part of GENE participants of similarities despite differences, and of the potential for policy learning across traditional lines are perhaps two of the most significant trends. Perhaps this has in part been facilitated by the process of sharing that the Global Education Network Europe has brought to the policy landscape in Europe. Policy learning, cohesion and better policy solutions can be attained by sharing our diverse approaches and knowledge and by bringing our experiences together in practical ways.

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8 <https://www.irishaid.ie/media/irishaid/allwebsitemedia/60aboutirishaid/IA-DevEd-Strategy-English.pdf>



# Chapter 5

## Evaluation of national strategies

### 5.1 Introduction

In this chapter, we look at some of the processes that have taken place at national level in 2016 to evaluate, assess and revise national strategies on Global and Development Education. Specifically, the chapter outlines the evaluation of the Czech National Strategy on Global Development Education, the Austrian strategy on Global Learning and the Spanish, Irish and Portuguese evaluations of their Development Education strategies.

### 5.2 Austria<sup>9</sup>

The development of the Austrian Strategy for Global Learning (published in 2008) was the result of a multi-annual process. It was informed by European discourse and embedded in the European strategy for the strengthening of Global Education and Learning in European countries, as formulated in the Maastricht Declaration (2002). During the development of the Austrian strategy, experiences of similar processes in Finland and Ireland were taken on board.

During 2005 and 2006 a Peer Review of Global Education in Austria was carried out. The report from the review was based on an analysis of documents and interviews with representatives of educational institutions and stakeholders in Global Learning. One of the recommendations was to develop an Austrian Strategy for Global Learning.

The strategy that was developed aims to make Global Learning widely recognised within the Austrian education landscape and to strengthen it, through the following measures:

- Strengthening of the structures of Global Learning in the Austrian formal education system, especially in the areas in-service training of teachers, teacher training, school development, curriculum development, external Global Learning programmes and educational materials for schools and pre-school/kindergarten pedagogy.
- Widening academic lecturing and research in Global Learning as well as promoting a process of reflection on theory and practice of Global Learning; especially by offering a wider range of courses and lectures on Global Learning at Austrian universities.
- Carrying out research projects, promoting publications on Global Learning.

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<sup>9</sup> Source: [www.globaleslernen.at](http://www.globaleslernen.at)

- Developing further the concept of Global Learning.
- Strengthening Global Learning in the non-formal education sector, especially in adult education and extra-curricular youth-work.
- Establishing a commitment to Global Learning with various actors and stakeholders in society.

Since 2009, strategies for the youth sector and for adult education have also been developed.

In 2015, KommEnt and EOP evaluated the work of the Strategy Group Global Learning. The evaluation involved an assessment of the strategy for the formal education sector. The consensus was that a new edition of the strategy was required. There was acknowledgement that the strategy had been shared and recognised widely, that it was of very good quality and that it contained a great diversity of approaches. It was also noted that the strategy was not obligatory in terms of implementation and that its aims were not specific enough. It was also concluded that there would need to be stronger provisions for pre-school education in any future strategy. One special recommendation in the evaluation report refers to the need for strengthened communication and lobbying work vis-à-vis ministries, as well as a widening of the content base by, for example, a better recognition of international discourses.

### 5.3 Czech Republic<sup>10</sup>

After the first Czech Strategy on Global Development Education<sup>11</sup> had been implemented between 2011 and 2015, there was a need to look back at its achievements and benefits, but also at its limitations. The strategy, for the first time, defined the main goals of Global Development Education (GDE), its topics, principles, target groups and stakeholder involvement. It aimed to integrate GDE into formal education at all levels, to support awareness-raising, develop co-operation and partnership, to ensure financing and to increase the quality and effectiveness of GDE programmes. The strategy's vision was to reduce the gap in the field of GDE between the Czech Republic and Western European countries by the year 2015.

During the period of the National Strategy, two monitoring reports were conducted. The first one was done in 2013<sup>12</sup> and the second one in 2015.<sup>13</sup> At the end of the implementation period, a self-evaluation report was produced to take stock of progress. The goal of the

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10 Source: Based on a paper by Aneta Slavickova, Institute of International Development, University Vienna.

11 Ministry of Foreign Affairs. The National Strategy for GDE 2011-2015 updated to period 2016-2017 and an Action plan <https://goo.gl/p23Gdv>

12 Ministry of Foreign Affairs. Monitoring Report for 2013, p.1-15.

13 Ministry of Foreign Affairs. Report on the Fulfilment of the National Strategy Goals 2011-2015. p.3-18.

report was to sum up the results in each area of the strategy and to consider to what extent the targets had been met. The report also looked at achievements in the area of publicity around GDE, as well as financing, monitoring and evaluation, with a view to formulating priorities for GDE beyond 2015.

In addition to assessing progress, the self-evaluation report also intended to bring all stakeholders to the table – experts as well as pedagogues – in order to discuss the various issues encountered and to use the results for a new strategic document. The material was prepared by the main stakeholders involved in the strategy, specifically by the MFA, MEYS, and FoRS, with contributions also from the National Institute for Education and the National Institute for Further Education.

There were a number of successes and positive outcomes of the first strategy on GDE in the Czech Republic. One of the main successes of the strategy was that it increased awareness of GDE in the education system overall. It was also significant that the strategy was formally accepted and endorsed by both the MFA and the MEYS, and that it was taken into account with regard to funding allocation by both ministries.

There were several tangible outcomes for teachers as well. For example, a webpage was created ([www.rvp.cz](http://www.rvp.cz)) where teachers can look for inspiration and share their experience in teaching GDE. The National Institute for Further Education also provides specialised trainings for teachers. Another result of the strategy was the incorporation of GDE at university level, as evidenced by the rise in the number of programmes organised by pedagogical faculties. In this area, progress was made possible to a large extent because of the excellent collaboration with the NGO community. Some of the most notable progress was made at the Charles University in Prague and the Palacky University in Olomouc. At both universities, new partnerships were founded and close working relationships established between NGOs and educational institutions. There is better communication among stakeholders and several new projects and programmes have been initiated. In addition to better partnership working, NGOs also found that the strategy was helpful from the point of view of aiding conceptual clarity and providing inspiration for further action.

There were also a few challenges and areas of underachievement in the implementation of the GDE strategy. For example, there is still a relatively low awareness and understanding among teachers of GDE concepts and teaching, and particular challenges regarding how to teach such cross-curricular themes. The main challenge remains assessing whether and to what extent GDE is included in classroom teaching. Although curricula contain cross-curricular topics, it is up to schools to decide how to incorporate them into subjects. This offers flexibility and freedom for schools to choose their approach, but it also results in patchy implementation that is difficult to measure in terms of teaching and impact.

According to a policy paper produced by the Czech Development NGO platform FoRS, entitled ‘Global Development Education: Why it is necessary for the society and sustainable development’, there is little data available, which could be remedied by a more comprehensive approach by the Czech Educational Inspectorate to the incorporation of GDE into classroom teaching, identification of gaps, and measuring progress.<sup>14</sup>

The above-mentioned paper by FoRS also states that GDE did not become integrated into the Czech educational process at all levels during the implementation of the strategy, nor into education for adults. Monitoring and evaluation were not consistent during the life of the strategy, and involvement of the Czech School Inspection started only in the last few months. Moreover, the strategy identified no indicators which would enable an assessment of the extent to which its goals had been achieved.

At the level of regional authorities, uptake of the strategy has been low. At the university level, there is very little collaboration between different institutions in the area of GDE. There is also a need to support further activities in non-formal education, a need that was already mentioned in the monitoring report published in 2013.

In other areas of the National Strategy, such as publicity and awareness-raising, there are other challenges. While information about GDE in the public sphere is sparse, there is increasing interest in development issues among the public, particularly as a result of the refugee situation in Europe. The information and awareness side may be underfunded, relying on allocations from the Czech Development Assistance budget.

Regarding financial means, the sources for schools are quite limited. The MFA provides funding for some NGOs, but it is not possible for schools themselves to ask for a grant that could be used for GDE purposes. This is one of the reasons why some stakeholders are calling for more involvement by the Ministry of Education, Youth and Sport. Last, but not least, political support is key to the success of any strategy and this is an area for improvement in the Czech Republic.<sup>15</sup>

Skalická and Sobotová (in Hartmeyer and Wegimont, 2016) say that “teacher-training should be perceived as the main prerequisite for the systematic and noteworthy integration of GDE into Czech formal education”. Even though one of the strategy’s aims is to improve teachers’ knowledge in the GDE area and to bring it into the classes, there was no guidance for implementation and schools had to deal with teacher training by themselves. Moreover, teachers lack a clear description of goals related to the global dimension of teaching and learning.

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14 FoRS - The Czech Forum for Development Co-operation (2015): Global Development Education: Why is necessary for the society and sustainable development. Policy Paper, p.9 Available at <https://goo.gl/C167vH>

15 Skalická, Petra; Sobotová, Lenka (revised by Zuzana Hlavičková) (2016): A National Strategy for Global Development Education in the Czech Republic. 37-44 In: Hartmeyer, Helmut; Wegimont, Liam (eds) (2016): Global Education in Europe Revised. Strategies and Structures policy, Practice and Challenges. Erziehungswissenschaft und Weltgesellschaft, Vol.9, Münster, Germany.

Although the main goal “to provide all citizens of the Czech Republic with access to information on developing countries and global development and to inspire them to take an active role in tackling global issues as well as issues faced by the developing world”<sup>16</sup> has not been fully achieved, it can be noted that the National Strategy for GDE definitely contributed to the birth of several educational as well as awareness-raising activities, shaped the perception of development issues among many teachers and students, and improved support from state institutions.

During the strategy’s period there were no assumptions that all the goals would be achieved as the timeframe was relatively short. It was anticipated that the first strategy from 2011 to 2015 would be replaced by a new document and the efforts to fulfil the goals would continue. During the time that has passed since the strategy formally ended in 2015, the strategy was updated and extended until 2017 – National Strategy for the period 2016-2017. In it, there are several adjustments and updates, focusing specifically on adapting to the current state of Global Development Education in the Czech Republic. An Action plan was also drafted, which was influenced by the proceedings from a conference organised by the MFA entitled ‘Do we understand the current world?’. The plan goes deeper into the individual areas of GDE, analyses its tasks and links it with responsible staff in public administration. It also outlines concrete steps to aid implementation of the tasks.

## 5.4 Ireland<sup>17</sup>

The consultation for the Irish Aid Development Education Strategy took place in partnership with individuals and organisations across the formal and non-formal education sectors in Ireland, in line with Irish Aid’s work in Development Education more generally. Partnership is a core value of Irish Aid as it is believed to increase the accessibility, quality and effectiveness of Development Education in Ireland. Irish Aid values the commitment and expertise of DE partners and recognises that consultation with a broad range of development education actors in Ireland was critical to the success of the new Development Education Strategy.

The Irish Aid Development Education Strategy 2017-2023 is the product of a collaborative and wide-ranging engagement process with a variety of stakeholders including government departments, state agencies and development education partners.

The consultation process involved task groups who handed in written submissions, the GENE Peer Review and national report, and an external reference group. It ended with an Irish Aid National Consultation Day. In January 2015, the consultation for the DE Strategy

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16 Ministry of Foreign Affairs. The National Strategy for GDE 2011-2015 updated to period 2016-2017 and an Action plan, p.19 Available at <https://goo.gl/p23Gdv>

17 Source: Based on a presentation by Mary Browne (Irish Aid) at GENE Roundtable 36, April 2017.

began. There were representatives from formal education, youth and adult and community education. In April 2015, the GENE Peer Review of GE in Ireland was carried out, with the launch of the GENE National Report on GE in Ireland in November. In December 2016, the DE Strategy 2017-2023 was launched.

In launching the new Development Education Strategy, it is important to stress that this was not the end of the consultation process, but rather, it was the start of the next phase of the ongoing consultation. There is now an ongoing consultation to inform the implementation of the strategy's commitments, annual monitoring of the strategy's effectiveness and mid-term and final evaluations of the Development Education Strategy 2017-2023. By engaging in meaningful consultation in the development and implementation of the Development Education Strategy, Irish Aid has strengthened its partnership with the development education sector and has created a sense of shared ownership of the strategy - its commitments, obligations and challenges.

## 5.5 Portugal<sup>18</sup>

A team at the Faculty of Psychology and Education Science of the University of Porto was selected by the Development Education Strategy Group (Camões – Institute for Co-operation and Language, Directorate-General for Education, Portuguese Platform of NGOs and CIDAC) to carry out the evaluation of the National Strategy for Development Education 2010-2015 (extended to 2016). The process was quite participative, involving around 70 stakeholders. The process was oriented towards learning and accountability. It reinforced the promotion of a culture of evaluation, innovation, diversity and history.

The team submitted the final report at the end of 2016. The report recommends:

- the update of the Strategy, given the national and international recognition of its social, political and educational relevance
- the update of the Strategy document, simplifying its architecture and language as well as that of the Action Plan
- considering the possibility of the new Strategy being explicitly assumed as a Strategy for Global Citizenship Education
- taking stock and planning annually the implementation of the Strategy, in order to reinforce the strategic dimension of actions
- maintaining the participatory processes in the new Strategy, deepening and expanding them
- enlarging and diversifying the stakeholders of the Strategy

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18 Source: Based on a presentation by Cecilia Fonseca, GENE Roundtable 36, April 2017, revised by Antonio Torres, Camões – Institute for Co-operation and Language.

- expanding the dissemination and knowledge about the Strategy and the actions developed within it
- increasing the funding capacity of the Strategy through its own budget, in order to ensure the necessary resources for its proper development, implementation, management and monitoring
- diversifying the sources of funding of the Strategy, through mechanisms of shared responsibility among the stakeholders
- improving the process and follow-up device through the creation of an action regulation device, the introduction of qualitative analysis dimensions, the establishment of a proximity monitoring device, the reformulation of the reporting process for a more in-depth analysis and the reanalysis of some aspects of the annual reporting of the implementation
- reinforcing and consolidating awareness-raising regarding Development Education and Global Citizenship Education among the Action plan stakeholders
- strengthening the collaboration among stakeholders of different nature through the creation of joint projects.

On the basis of this report, the Development Education Strategy Group started the formulation of the terms of reference to develop the new Strategy and invited the Centre for Social Studies of the University of Coimbra to support this process.

## 5.6 Spain<sup>19</sup>

The purpose of the Development Education Strategy Paper (2008) was to facilitate the creation of a development co-operation policy and a society committed to sustainable human development, along with the eradication of poverty. The Master Plan for Development Co-operation (2005-2008) recognised the importance of Development Education (DE) and identified it as one of its intervention criteria for achieving the objectives set out by the international community.

The strategy was intended to be an essential instrument for all those involved in DE activities in Spanish Development Co-operation. 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 horizontal and sectoral priorities.

The follow-up and evaluation of the development co-operation policy was done using analysis tools, intended to provide information about the performance and results of interventions carried out by Spanish Development Co-operation. In addition, the

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19 Sources: [www.maec.es](http://www.maec.es), [www.aecid.es](http://www.aecid.es). Spanish Country Report to GENE Roundtable 36, April 2017



evaluation was understood as a learning instrument that would allow for lessons to be learnt about these experiences and to provide input for the purpose of improving future interventions. This is equally important for interventions in Development Education, in which the follow-up and evaluation should form part of an integrated system of reflection and communication that supports the application of the sectoral strategy.

The follow-up and evaluation system was primarily based on three criteria related to the elements that justify the strategy, its design and organisation:

1. relevance
2. internal coherence, and
3. external coherence.

The evaluation process brought about rich discussions among all participants. Interviews, online questionnaires, discussion groups and the review of documents involved more than 70 organisations and 80 individuals. Some of the conclusions drawn from the evaluation of the Spanish National Strategy on Development Education are:

- The national strategy is a useful framework of reference for all stakeholders involved in DE.
- Despite the difficult economic and political context, the strategy contributed to retaining DE as an integral part of Spanish development co-operation policy.
- There is a need to dedicate more effort to monitoring and evaluation in order to determine the impact of DE activities. A monitoring system should be set up to gather information and provide data on advances and problems and to improve the evidence used to design new initiatives.

Other conclusions worth highlighting are:

- The DE Strategy has been an important reference point, but it has not been effective as a tool for operations.
- Although it is a country-wide strategy, it is not seen as binding for many actors (public and private).
- Budget resources for DE are generally based on annual cycles which are not consistent with the long-term vision which is needed in this area. Also, funding mechanisms are not specific to DE.
- The economic crisis led to deep cuts in overall aid and in DE as well.
- DE still does not have a clear position within the main organisations (i.e. AECID).
- Students are to be taught values across all subject areas, but the mandatory subject 'Education for Citizenship' was erased from the school curriculum.



## Chapter 6

# In search of quality Global Education – national examples

What is good and inspiring practice in Global Education in European countries? While there is a plethora of answers to this question, in this section we give concrete examples of inspiring initiatives, chosen by those who co-ordinate, evaluate, support and provide policy scaffolding to the practice at national level.

Throughout Europe we observe interesting initiatives in search of improved quality in GE programmes and projects. The following are just a few examples of Global Education practice from a variety of sectors in GENE participating countries. The information has been submitted to GENE via the six-monthly country reports from participants during 2016.

### **Austria**

The Global Citizenship Education (GCE) Course (2015-2018) at the Alps-Adria-University Klagenfurt is targeted at professionals in initial and in-service teacher training. Participants gain an understanding of the international concept of GCE and become familiarised with the current theoretical discourse as well as with know-how on the implementation of all aspects of GCE in their own work. The 37 participants will finish with a 2-year-certificate or 3-year master-degree. The course is a co-operation project between KommEnt and Klagenfurt University.

Ten UNESCO Associated Schools are undergoing scientific monitoring and evaluation on the topic of GCE. Documentation will be published in 2017.

### **Belgium**

In the French-speaking part of Belgium, Annoncer la Couleur and one NGO are involved in the development of the framework of the new 'philosophy and citizenship-course' at secondary schools. In the Dutch-speaking part, Kleur Bekennen is involved in an advisory commission of the Minister of Education.

A 'knowledge platform' for Global Education in schools has been created. The first workshop days in both parts of the country were a success. By bringing together people from different backgrounds (academic, government, civil society) a lot of relevant knowledge was shared. In addition, through the creation of new 'labs of innovation', new knowledge and tools will be generated in the near future.

## Cyprus

Within the framework of the MoE's wider objective on ESD, students in public and private schools were called to produce short films on development and the role of the EU in the development debate. Before students began working, a film making training session for all interested schools was organised and held at the Pedagogical Institute. A selection committee was then set up to evaluate all entrants and choose the winners. The films were evaluated in terms of quality and content as well as EU theme relevance. The winning film was screened at the opening of a documentary film screening event. Winners at upper secondary education level received as a prize a three-day educational trip to Brussels where they visited the EU Institutions and met the relevant Development Stakeholders.

An evaluation of the impact of Cyprus' environmental education centres (EEC) is carried out annually. The constant positive impact leads to the construction of new EECs.

## Czech Republic

The most successful project supported by CZDA is the 'Global School', which has had a major impact on integrating GE into everyday activities at schools. It places emphasis on developing teachers' capacities to provide quality Global Education. It is implemented by the People in Need organisation, in co-operation with other Czech NGOs which award the 'Global School' certificate to schools that integrate GE into the learning process most successfully. This project has been updated and improved continuously and it reaches more and more interested schools. Currently, 56 Czech primary and secondary schools are proud holders of the 'Global School' certificates. For more information: <http://varianty.cz/projects/64-global-school>.

A brand new project by People in Need that substantially helps teachers to understand the principles of GE is called 'Quality or quantity? Measuring teachers' impact on pupil attitudes and actions'. Its goal is to ascertain what influence the long-term integration of GE into class work has on the students' attitudes and values. For more information: <https://goo.gl/3sgnmm>.

There is another important project by People in Need in the area of teachers' education, called Teachers as agents of change, that helps create innovative university courses for future teachers, which are meant to prepare them to integrate GE into their teaching. The project is implemented with international partners from Poland, United Kingdom and Austria. For more information: <http://varianty.cz/projects/65-teachers-agents-of-change>.

An innovative and effective method for integrating GE into the learning process has been developed and implemented by NaZemi organisation in co-operation with Wosdec Global Learning Centre (UK). Within this project, called Global Storylines, learners become characters in a community that is facing a particular global issue. While acting in a

story, they face various challenges as a community and together they find ways to tackle them. Global Storylines has become a favourite learning tool to develop pupils' key life competencies. For more information: <http://www.nazemi.cz/en/global-education>.

## **Estonia**

Themes related to Global Education (fair trade, global environmental problems, democracy, developing countries, etc.) are included in various subjects, mainly in civics, history and geography courses. There is an optional course 'Globalising World' in upper-secondary school.

So far, the projects by NGOs are the main activities of integrating global development issues within formal education. NGO Mondo is the leading organisation in the field of Global Education in Estonia. Mondo founded Mondo Global Education and Training Centre (in Estonian Mondo maailmaharidus- ja koolituskeskus) with a library and film-club in the same house, and organises events, activities and training about GE issues for different target groups: pupils, teachers, youth, journalists, general public. NGO Mondo has developed teaching materials, including digital study materials, and trained teachers to use them. The internet portal 'Global School' ([www.maailmakool.ee](http://www.maailmakool.ee)) gathers Global Education materials that can be used in various courses and subjects.

## **Finland**

The Unit for Development Communications is financing a project (tentatively entitled 'The World in the School') that offers in-service training and concrete Global Education tools for teachers and other actors in the education sector in order to support the implementation of GE according to the new curricula. The project is co-ordinated by Kepa (the umbrella organisation of Finnish CSOs working with development issues) and several Finnish CSOs active in Global Education will participate in its implementation. The focus is on the competences of a global citizen.

The project consists of different types of events, tailor-made study modules, materials to be produced and shared on the internet, consultation and mentoring, support activities for networking and marketing, reaching approximately 1000 teachers during 2016 and 2017. The concluding event at the end of 2017 aims to gather about 100 participants.

At the Finnish National Board of Education (FNBE) a major curriculum reform of the entire sector of general education has just been undertaken. New national core curricula have been prepared for basic education, additional classes of basic schools, basic education for adults, as well as for general upper secondary schools. In the Finnish system, the core curricula are the main steering instruments. This type of profound reform is undertaken once every eight to ten years. The implementation of this reform started in August 2016, and

was supported by a comprehensive provision of in-service education, some re-organisation of teacher training as well as the production of new learning materials. For further details on the reform, see [http://www.sinergiased.org/images/revista/revista\\_final.pdf](http://www.sinergiased.org/images/revista/revista_final.pdf).

## France

‘International Solidarity Week’ (Semaine de la Solidarité Internationale) took place throughout France during the third week of November 2016. More than 5 500 events or activities were organised, gathering several hundred thousand participants. The attacks on 13 November led to many of these attacks being cancelled, especially in the Paris region. The way that the attacks occurred in the current context, and heightened by the migrant crisis in Europe and the perception of the crisis in terms of public opinion, make Global Education more necessary than ever.

Born Somewhere (Nés quelque part): the immersion exhibition proposed by AFD during COP21 in Paris in November 2015 was highly successful. Subsequently it travelled to Lyon and was extended to meet the high demand. It travelled to other larger French cities, and has attracted more than 10.000 people, including 3.000 schoolchildren and 150 classes.

## Germany

For years now, Engagement Global has been active on behalf of the BMZ in youth exchange activities for Global Education with African countries, through programmes such as ‘weltwärts’ (volunteer programme), ASA-Programme (student exchange) and ENSA-Programme (school exchange). The AGYI (African German Youth Initiative) builds upon these existing programmes, fostering South-North exchanges, and aims at strengthening African partners in youth exchange. A new funding programme, designed for young people aged 16-30 from Germany and the Global South called ‘Exchange projects in the context of Agenda 2030’, aims to enhance understanding of individual responsibility as global citizens and to encourage taking on responsibility for future issues facing the global community. The funding is particularly targeted to youth groups that have previously not concentrated on development issues. In the current pilot phase, it focuses on exchanges between Germany and African partners. The first strategic partner on board is the German Youth Sport’s Organisation.

## Ireland

Irish Aid provides multi-annual funding for strategic partnerships in Development Education (DE) to support five priority areas. This programme of support to multi-annual strategic partnerships amounted to 1.776 million Euro in 2016, or approximately 52% of the DE budget. The strategic partners are:

- Irish Development Education Association (IDEA) for a capacity development programme for Development Education practitioners
- The DICE Project which supports the integration of Development Education into primary initial teacher education
- Irish Aid World Wise Global Schools Programme (WWGS) which supports post-primary school students and teachers to engage in Development Education
- SUAS which supports third level students in the non-formal sphere of higher education institutions to engage in Development Education
- [Developmenteducation.ie](http://Developmenteducation.ie) for the online dissemination of DE resources

The Department of Education and Skills, in collaboration with the Department of Children and Youth Affairs, will hold a consultation in order to get the views of children and young people, from 8 to 17 years old, about what they learn that gets them thinking and motivated to make the world a better place. The consultation took place on 13 October 2016 at the Department of Education and Skills.

## Latvia

There is no separate, official legislation covering GE at schools. Projects implemented by NGOs are a significant source for incorporating GE issues into formal education. A project entitled 'Global Dimension in the Subjects of Social Sciences in Formal Education', implemented by the Education Development Centre, was one of the most visible projects. The overall aim of the project was to integrate GE themes across the curricula of social science subjects and into the formal education system. An in-depth analysis has been carried out on the GE dimensions in the education system of Latvia and other European countries and on developing methodologies for teachers. These are the first GE guidelines of this kind that can be used by teachers, students and representatives of NGOs working with GE. The practical guide is accompanied by informative materials covering various GE topics that teachers or other stakeholders can use in their work.

Another programme in Latvia was 'Critical thinking in the teaching/learning and educational process for promoting the society's awareness of diversity and integration'. It deals with issues such as global citizenship, international processes, globalisation, migration, local action for global changes, sustainable lifestyle, diversity in the society, and intercultural communication. There were plans to train about 200 professionals until the end of 2016.

## Lithuania

As part of Global Action Week, the Lithuanian Ministry of Education and Science and the Lithuanian Children and Youth Centre in May organised activities dedicated to the topic 'Fund the future. Education right now'. At the national level, formal and non-formal education providers, teachers, and youth NGOs took part in a theatrical contest called 'Hey World! What about you?', a national dance contest called 'Dancing to the world', a national contest-festival entitled 'Recycled Art', a fair of educational methods and a discussion called 'If education can ... foster the world citizen?'.

In addition, the national Global Youth Festival was organised, including meetings and discussions with famous Lithuanian public figures, politicians, sports men and women, artists and business people. Creative educational, artistic and experimental workshops and contests were organised as well. Governmental, non-governmental and private educational institutions had an opportunity to present innovative educational activities for an audience of 700 young people.

## Luxembourg

The evaluation, the findings of which were expected by the end of 2016, will include an assessment of the individual framework contracts between the MFEA and the evaluated NGOs as well as an assessment on the efficient and effective implementation and impact of DEAR activities in Luxembourg. It will also allow monitoring change and measuring progress against previous projects carried out by the NGOs in question and boost reflection for the definition and implementation of future projects. In addition, the findings of this evaluation, together with those of previous years, will enable the MFEA to build upon lessons learned and to further improve its co-operation with NGOs.

## Netherlands

Samsam, an educational magazine and online platform for children (9-12 years), initiated a number of activities and publications related to global issues, including human rights and poverty. 'Home: where do you feel at home?' (January/February 2016) and 'Freedom' (May/June 2016), for example, address issues affecting street children in various countries as well as child labour, peace, freedom of speech and religion. In addition, digital educational materials (films, online stories and factsheet) about 'refugees and migration worldwide' (May 2016) were made available through Samsam, and a workshop during Roots, a cultural festival in Amsterdam in July 2016 dealt with how to make your own Samsam magazine (writing, photography, interviewing).

Kaleidos Research organised a conference in January 2016 about innovative ways for peer-to peer (professional) learning and Global Education. The research supporting this conference was summarised in a short film: <http://kaleidosresearch.nl/publication/e-motive-the-movie/>

## Norway

Norad has revised its funding regulations and rephrased the overall goal: 'Stronger engagement in Norway for global environmental and development issues'. New, expected effects on target groups have been identified as:

- increased and improved knowledge
- broader democratic participation
- increased and improved critical debate

The RORG Network is now developing a new results report, focussing on impact over the last 18 years, of Norad GE-funding spent on one particular issue: Responsible Management of the Norwegian pension fund - global (SPU). SPU is the largest sovereign wealth fund in the world, holding 1% of global equities.

## Poland

In 2016, the Centre for Education Development implemented a GE project with the financial support of the Ministry of Foreign Affairs. The project was a continuation of previous activities and included training for the network of 16 regional GE co-ordinators and 160 GE school leaders (teachers implementing educational activities).

The aim of this project was to enhance competencies of teachers in GE and encourage them to design and implement GE projects in their schools. As part of their training they will participate in learning courses, methodology workshops and classroom training. The final conference will sum up the project's activities.

## Portugal

Issue no. 4 of the digital journal Sinergias – Educational dialogues for social change was launched in October 2016. Sinergias is a specialist scientific magazine with peer review, using three languages (Portuguese, English and Spanish) that aims to establish itself as an international platform for discussion and reflection on concepts, methodologies and practices in Development Education, Global Citizenship Education and Global Education. See <http://www.sinergiased.org/index.php/revista>

## Slovakia

There were seven ongoing projects contracted earlier in 2015 dealing with GE topics focusing on universities, secondary schools and increasing public awareness. The most important outputs from these projects are:

- publications for involvement of GE into the educational system
- creation of the new lectures at university level or enrichment of already well-established lectures on the dimension of GE

- new trained lecturers
- capacity building and multiplying effect
- increased awareness on GE topics among students, and
- active effort of the organisations involved in GE projects in obtaining accreditation for courses dealing with GE and development co-operation.

## Spain

AECID keeps working closely with regional and local educational administrations, and the Ministry of Education, for the purpose of offering its programmes to school teachers, as well as NGOs and other organisations. The most consolidated one is the programme Teachers for Development, put in place in 2009. The programme comprises the DE National Award ‘Vicente Ferrer’, for state-funded schools with good practices on Global Education, the Annual National Meeting of DE Teachers Network, an e-learning programme with DE experts for teachers, publications on good practice and resources for teachers, and summer courses. The DE Teachers Network currently brings together 120 educational centres with over 225 committed teachers.

The new Sustainable Development Goals and positive views of Africa were the topics covered at the VI National Meeting, Teachers for Development, held in April.

## Sweden

One of the main concerns of The Global School in recent years has been to follow and meet the need expressed by teachers to be able to implement GE in their everyday teaching. The Swedish curriculum clearly expresses the responsibility for schools to incorporate aspects of GE, from pre-school to upper secondary education levels. The influx of newly arrived students in Sweden’s schools is reflected in new seminars themes: The Global Classroom, Global Identity, Learn more about Syria/Afghanistan/Iraq etc. Teachers are generally undertaking the challenge with professionalism and enthusiasm all over the country.

The Global School has also worked with the implementation of the UNESCO Global Action Programme (GAP) since 2014. The Global School/Swedish Council for Higher Education, the Swedish National Commission for UNESCO, WWF Sweden and SWEDESD - International Centre for Education for Sustainable Development at Uppsala University - are co-operating to make suggestions for the politicians on where resources are needed to be able to fulfil GAP.



## United Kingdom

International Citizen Service (ICS) is a DFID-funded development programme (approximately £90m over three years) that brings together 18 to 25-year-olds from all backgrounds to fight poverty overseas. ICS has been a real success since its start in 2012, with over 20,000 young people from all backgrounds volunteering in over 25 countries around the world. Volunteers learn new skills, increase their confidence and are equipped to be active citizens.

Connecting Classrooms helps create sustainable links between schools around the world through which pupils learn about global issues and develop the skills needed to work in a global economy. DFID has co-funded the programme (£17m contribution over three years) with the British Council since 2012. Connecting Classrooms has facilitated over 5,000 schools around the world to form long-term partnerships and 30,000 schools to work on joint projects online. Over 28,000 teachers and over 9,000 Head Teachers have been trained, improving the teaching of core skills and global citizenship in schools in the UK, Africa, the Middle-East and Asia.

DFID is also providing £21m for the Global Learning Programme (GLP) in England, Scotland, Wales and Northern Ireland between 2013 and 2018. Separate programmes, managed by different contractors, are across the UK in order to reflect local context and the devolved education systems. The overall objectives are to:

- increase and improve delivery of development education in 50% of state schools
- embed development education as regular practice across curriculum subjects and through whole-school initiatives
- provide more school leavers with a thorough knowledge and understanding of global poverty and the ways it can be reduced, and
- provide professional development to teachers in order to build their skills and confidence in teaching about global issues.