

## The State of Global Education in Europe 2018

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

This third edition of the report identifies thematic trends and cross-cutting issues and explores funding levels for Global Education across Europe. It also includes a chapter outlining some of the work done on evaluation across GENE, and concludes with a selection of highlights from the network. There are examples of national policy and practice throughout the report.

# The State of Global Education in Europe 2018

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

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





# The State of Global Education in Europe 2018



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## Abbreviations & Acronyms

ADA	Austrian Development Agency
AECID	Spanish Agency for International Development Cooperation
AFD	Agence Française de Développement (France)
AICS	Agency for Development Cooperation (Italy)
ASPnet	Associated Schools Project Network (UNESCO)
AT	Health Education (Greece)
BMFSFJ	Ministry of Family Affairs (Germany)
BMUB	Ministry on Environmental Affairs (Germany)
BMZ	Federal Ministry for Economic Cooperation and Development (Germany)
BTC	Belgian Technical Cooperation
CEE	Centres for Environmental Education
CICID	Committee for International Cooperation and Development (France)
CoE	Council of Europe
CONCORD	European Confederation of Relief and Development NGOs
COP	Conference of the Parties (UN)
CSO	Civil Society Organisation
CTC	Community Training Centre
DAC	Development Assistance Committee
DE	Development Education
DEAR	Development Education and Awareness Raising
EC	European Community
EDUFI	Education Finland
EGC	Education for Global Citizenship
EPNOSL	European Policy Network on School Leadership
ESD	Education for Sustainable Development
ET 2020	Education and Training (European Union Strategy)
EU	European Union
GAP	Global Action Plan
GCE/GCED	Global Citizenship Education
GDE	Global Development Education
GE	Global Education
GNI	Gross National Income
IEA	International Association for the Evaluation of Educational Achievement
ICCS	International Civic and Citizenship Study
MAECI	Ministry of Foreign Affairs and International Co-operation

MC	Ministry of Culture
MEFA	Ministry for Europe and Foreign Affairs (France)
MEFP	Ministry of Education and Vocational Training (Spain)
MER	Ministry of Education and Research
MES	Ministry of Education and Science
MFA	Ministry of Foreign Affairs
MFEA	Ministry of Foreign and European Affairs (Luxembourg)
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MIUR	Ministry of Education, University and Research (Italy)
MoE	Ministry of Education
NAP	National Action Plan
NCDO	National Committee for International Co-operation and Sustainable Development (Netherlands)
NGO	Non-governmental organisation
NOK	Norwegian Krone (currency)
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
ONG	Organisation Non-Gouvernementale
PE	Environmental Education (Greece)
PLN	Polish Zloty (currency)
PM	Careers Education (Greece)
PMF	Performance Measurement Framework
PVE	Prevention of Violent Extremism
RECs	Refugee Education Co-ordinators
RORG	RammeavtaleORGanisasjon (Norway)
RRMA	Regional Multi-Stakeholder Networks (France)
SAIDC	Slovak Agency for International Development Co-operation
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Co-operation Agency
SWEDES	Swedish International Centre for Education for Sustainable Development
ToR	Terms of Reference
UN	United Nations
UNA	United Nations Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USD	United States Dollars (currency)
UTH	Cultural Subjects (Greece)

## Acknowledgements

This report on the State of Global Education in Europe has been developed to provide an overview of current key issues, policy priorities, funding trends and activities in Global Education in Europe. It draws on the expertise and information provided by organisations that participate in Global Education Network Europe – GENE. These comprise Ministries of Foreign Affairs, Ministries of Education, and their respective national agencies, and other bodies with responsibility for policymaking, support or coordination of Global Education in European countries.

It has been possible to compile the information contained in this publication thanks to the active participation of these Ministries and Agencies in the policy learning process that is GENE. Participants to GENE Roundtables submit country reports to the network every six months. The country reports provide information about policy priorities, conceptual debates, funding and key issues on Global Education among policymakers in Europe. Our sincere thanks and appreciation are due to all GENE participating organisations for allowing us to learn from, analyse and share what they do, and for continuing to engage and learn with and from each other in the context of GENE. Many thanks also to Luisa Pereira, Director of GENE, and to and Liam Wegimont, Chair of GENE, who provided feedback and input throughout, and to Dr. Yvette Allen for research and editorial assistance.

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Jo McAuley  
Head of Peer Review and Research  
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# Introduction

2018 is a challenging time for Global Education in Europe, as this third edition of the State of Global Education in Europe attests. Political challenges abound – geo-politically, in Europe, and at national level throughout Europe. Some of these challenges are not new – rising populism, the growth of extremism, the threat of neo-fascism, assault on basic human rights, increasing gaps between rich and poor. We have faced these political realities before, and not very long ago, but large parts of Europe seem to be suffering from political amnesia regarding our recent past. We are also witnessing new challenges, such as the imminent scenario of post-Brexit Europe, and the role of social media. Signified by the undermining of truths and interference with democratic processes, these challenges also highlight the need for streamlined learning, for critical Global Education and for urgent public mobilisation for the common good.

European Union values – an obviously contested term – including equity, social justice, social cohesion and solidarity – are no longer taken for granted. A strong voice for human rights in the world is diminished when it has to defend the very notion of human rights – and fight rear-guard actions – at home. Meanwhile, the role of policy, and of policymakers, is shifting, with associated challenges for Global Education.

Some of these challenges and issues that are at the heart of Global Education – social justice, equity, human rights, sustainability, climate change – seem to become both more complex and more insurmountable. The summer of 2018 – a hot summer for Europe – seems not only symbolic of a heating of the micro-climate around policy change for greater global and local justice; it also seems to be a real measure that people can readily understand, of both the futility of climate change denial, and of the impossibility of human action to reverse the damage done.

This might seem like a bleak picture; and it is. But in GENE, we take an educational approach. This approach suggests that the only source of true change is reality as it is; and that we need a clear-headed understanding of the enormity of the challenges if we are to deal with the possibility of change that is at the heart of education. Only then can we hope to make the change a reality.

This report outlines some of the reasons to be hopeful. Here are just three:

1. It is clear that the world, and Europe, face enormous challenges and that sporadic, shotgun, uncoordinated approaches will not contribute meaningfully. One of the “good news” stories of this report is that there is far greater coherence, more strategic approaches, far better national strategies (and further critical reflection, monitoring, evaluation and re-development, based on learning from these strategies) than heretofore. And those engaged in the development of national strategies and policies are not just developing them from the ground up at national level, they are also learning from peer policymakers in Europe, so that common policy learning processes are applied.

2. Education is the practice of freedom and does not lend itself to pre-prescribed campaigns. It should not be considered as a funnel for reaching the population with pre-ordained messages. For this reason, some educators are critical of the SDGs as a focus for GE; as they were of the MDGs before. Nevertheless, given the nature of the SDGs, and the possibility of combining local and global concerns for justice, equity and sustainability, the SDGs are acting as a catalyst for system-wide focus on Global Education. In the report we outline some of these initiatives and signs of hope.

3. Another interesting and hopeful sign from among the national reports and examples contained in the report concerns the core of what Global Education is all about. For almost 50 years, those involved in development education and global learning, along with those involved in human rights education, environmental education, peace education, etc. have understood that at the core of a concern for justice, lies a tension between local and global dimensions of GE, variously understood. Put somewhat oversimply, there has been a tension between local and global – where do you start, what is the balance, how to ensure that concern for those who suffer most, in the majority world, and the causes underlying global injustice, are adequately linked to a concern for those who suffer closer to home, and the causes of local, national and European poverty and injustice. This balance and tension remains at the heart of Global Education. But in 2018 it takes on a new urgency, and also provides for new possibilities; as analyses of the causes of the rise of populism and extremism are linked to issues of exclusion and poverty at home. This comes as no surprise to those involved in GE. And while it would be wrong to suggest that GE can become a quick fix or panacea for all Europe's ills; nevertheless, Global Education has a long tradition and has many strategies and methods for dealing with this nexus between the real issues facing the peoples of Europe locally, nationally and throughout the continent, and the issues of global justice, engagement, analysis, dialogue, and participation facing the peoples of the world. Some of the national reports and examples contained in this report highlight these hopeful possibilities.

So, this third edition of the State of Global Education offers many other insights into current policy, trends, thematic issues and also looks at the important question of levels of funding for Global Education in Europe. It begins with a chapter which looks at cross-cutting themes reported during 2017. Many different themes emerge, including inter-ministerial coordination, national strategy development implementation, review and renewal and work around the Sustainable Development Goals. Chapter 2 explores funding trends in Global Education against the background of trends in Official Development Assistance flows. Chapter 3 outlines some of the work done at national level to evaluate Global Education policy, strategy and projects. Chapter 4 provides some of the source materials, with highlights from the over 40 ministries and agencies that participated in GENE Roundtables during 2017. It is here that the reader will find some details per country, and we trust that these short highlights will prove a useful basis for policy dialogue between Ministries, Agencies, diplomats, researchers, and other stakeholders from civil society, local authorities, etc. There are also examples of national practice throughout the report – provided not only to document national situations, but also to illustrate particular issues or initiatives or to act as a catalyst for cross-border policy learning.

Since 2001, GENE has provided a space for policy makers to gather and discuss matters in an informal and constructive context, through inter-ministerial Roundtables, which work based on Chatham House rules. Roundtables take place twice per year, and each Roundtable is accompanied by a compendium of country updates. As with previous editions of the State of Global Education in Europe, this report draws on the information contained in those country updates. The country updates are internal papers, and GENE seeks permission from participants before publishing any content.<sup>1</sup> We are grateful to the Ministries, Agencies and other co-ordinating bodies that participate in GENE for providing regular updates on the situation in their countries regarding Global Education, and for giving GENE permission to publish some of that information in this report.

Liam Wegimont  
Chair  
Global Education Network Europe

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1 The information from country updates used in this report has been reviewed for accuracy and approved for publication by GENE participants. In addition to information from GENE participants, we have included data from organisations such as the OECD and a small number of other key sources, to provide a broader picture of Global Education and its context in Europe.

# Chapter 1

## Cross-cutting themes

### 1.1 Introduction

This chapter provides an overview of some of the main themes that were high on the agenda of GENE participating countries during 2017. It introduces the general policy landscape, and then looks at a few specific themes in more depth. The material in this chapter is drawn from the national reports submitted in connection with GENE Roundtables in 2017.

The political context and national policy priorities in GENE participating countries provide the backdrop for national Global Education policies and activities. 2017 was a turbulent year in Europe and the world, with many elections changing the political landscape. There were also terrorist attacks in France (February and March), Sweden (April), United Kingdom (March, May and June), Germany (July) and Finland (August). This incited a surge in racist hate speech and in some countries, right-wing political parties gained more supporters. In response, several countries adjusted their Global Education foci. For example, preventing violent extremism (PVE) became a new priority for GE in Finland.

#### **Fig.1: Preventing violent extremism through education (Finland)**

Preventing violent extremism became a priority issue in Finnish education after an attack on the public in the town of Turku. After this event, the Minister of Education and Culture oversaw the creation of a compilation of documents and tools for schools to support teachers and school leaders in the prevention of violent extremism. The compilation is a comprehensive resource with references to the new core curricula, education services for migrants, teacher in-service training, as well as collaboration with international organisations such as the Council of Europe (CoE) and UNESCO. For example, the following items feature:

- New web pages have been created to help schools: <http://bit.ly/FinGE>
- A collection of essays called *Constructive Interaction: Guide for Strengthening Democratic Participation and Prevention of Violent Extremism* has been published. The online edition was launched with a strong information campaign to reach as many schools and educators as possible. The support material was also published in Swedish.
- CoE support materials for PVE have been translated into Finnish and Swedish.
- An all-Nordic teacher training project on PVE started in May. Three Finnish UNESCO ASPnet schools and two representatives from EDUFI participated in a three-day training for trainers on Utöya island, Norway. The idea is that participants will spread the learning in their countries and train more schools in PVE.

In Finland, Global Education is deeply embedded in core curricula, which means that PVE can be relatively easily integrated and approached as part of regular teaching and learning.

Meanwhile, a focus on the SDGs, and on the development, review, renewal and redevelopment of national policies and strategies is in evidence in a number of countries. There is also evidence of considerable inter-ministerial and interdepartmental co-operation in Global Education in many countries and of curriculum reform providing an opportunity to put sustainable development, equity, inclusion and global citizenship, at the heart of education in Europe.

Although in lesser numbers than previous years, the continued arrival of refugees and migrants into Europe from neighbouring regions meant that migration stayed at the top of the agenda for several countries, both politically and in terms of provision of basic services. Cyprus, Malta, Greece and Sweden reported on their efforts to integrate children of migrant background into education systems, supporting teachers to deal with new classroom realities and to find sustainable solutions. There was a focus on social cohesion, the promotion of citizenship education and human rights and Greece also took steps to find new ways to recognise educational qualifications among children lacking documentary evidence from previous education and training (see box adjacent and Greece Autumn Highlights in Chapter 4).

In Austria and Estonia, the issue of refugees and migration was also a topic for public discussion, in dialogue with civil society organisations. Some countries reported that they continued to receive asylum seekers as a result of secondary movement (refugees arriving in one European country, and then moving on to another country to seek asylum), but that the number of refugees arriving was lower during 2017 compared to the previous two years. Across Europe, GENE participants identified a need to challenge stereotypes and negative attitudes regarding refugees and asylum seekers, as part of the process of Global Education. Meanwhile, the Global Schools Programme in Sweden continued to offer situation-specific, thematic seminars and workshops to support teachers.

During 2017, other priorities and challenges emanating from the network included budgetary issues, such as in Belgium, where a reduction in national spending on DE/GE would lead to the cessation of some Global Education services and projects. Budget cuts also affected the Netherlands, where it was announced that the NCDO would no longer receive funding.

Over the last couple of years, France has put stronger emphasis on international solidarity as a response to political and societal challenges, and during 2017 French colleagues informed the network of ambitious efforts in this area, including national campaigns focused on solidarity and sustainable development, and ambitious efforts to raise public awareness. There is also an initiative, led by the Ministry for Europe and Foreign Affairs, to begin a consultative process leading to the development of the first national “roadmap” for GE.

In the context of current political realities, GENE participating Ministries and Agencies approached their work in Global Education strategically, and with a clear focus on the Sustainable Development Goals.

The main recurring topics and themes most reported on within GENE from Roundtables 36 (Brussels, April 2017) and 37 (Nicosia, October 2017) were:

- Inter-ministerial working
- National Strategy implementation
- Sustainable Development Goals – national co-ordination
- Sustainable Development Goals – activities

### **Fig.2: Education and integration of refugee children (Greece)**

The Ministry of Education has established a scientific committee in order to draft a report on the state of refugee children and make recommendations regarding their education. After the publication of an assessment report in July 2017, a working group was set up for the management, co-ordination and monitoring of education for refugee children aged 5-15 years, under the jurisdiction of the Secretary General of the Education Ministry.

The working group has set up Refugee Education Reception Structures where introductory classes are provided to children residing in mainland Refugee Accommodation Centres, with a view to achieving integration into the Greek education system. The reception structures operate within Greek public schools during the afternoons (14:00 - 18:00), and various subjects are taught, including Greek Language, Maths, I.T., Physical Education, English and Visual Arts. There are also morning Reception Classes in operation that integrate refugee children into mainstream school. Within this framework, students attend the standard programme of the school, while also attending intensive tutorial classes focused on the Greek language during the first two hours of their timetable.

To facilitate the implementation of the education plan for refugee children, Refugee Education Co-ordinators (RECs) are appointed on an annual basis across the education regions of the country. RECs are tenured teachers who have applied for secondment. They facilitate communication between the Ministry, the schools where refugee children attend classes and the parents of the children residing in Accommodation Centres. RECs are posted according to the size of the centres and the number of guests, and it is their task to record and gather detailed information on refugee children. RECs also monitor and facilitate the integration of refugee children residing in NGOs and municipality housing programmes (flats, city centre hotels) that operate under the UNHCR umbrella. Overall, the Ministry of Education aims to provide social and educational normality for refugee children and to foster gradual integration into mainstream education.

## 1.2 Inter-ministerial and multi-stakeholder working

Ministries and Agencies that participate in GENE increasingly undertake a significant amount of co-ordination and collaboration at national level, often involving the Ministry of Foreign Affairs or Aid Agency and the Ministry of Education, and sometimes some of the agencies operating under the auspices of the Ministry of Education (e.g. pedagogical institutes).

The type of collaboration varies between countries and ranges from regular but informal meetings, to structured working groups and specific joint initiatives. In the latter category, there are examples from several countries where ministries and agencies come together to plan and sometimes conduct joint funding calls for projects. There are also several examples of where collaboration extends beyond inter-ministerial work to also include key actors, such as NGO platforms.

In Belgium, the Minister for Development Co-operation signed an agreement between the federal government and the French Community on Global Citizenship Education (GCE) with the French-speaking Minister for Education. This agreement seeks to enhance and reinforce GCE in French-speaking schools and more specifically to foster bridges, mutual knowledge and exchange of information between GCE actors and those involved in formal education. It also aims to pursue and reinforce the recognition of GCE initiatives in schools and to foster operational partnerships, reinforce the coherence of the policies, strategies and actions proposed by these actors and to evaluate GCE policies and strategies and issue recommendations.

In the Czech Republic, the Ministry of Foreign Affairs and the Ministry of Education, Youth and Sports meet regularly in the framework of the Working Party for Global Development Education (GDE) to discuss the state of play regarding the GDE agenda and particularly to move forward with the Strategy and its Action Plan. Recently, this collaboration has also involved plans to use some funding earmarked for GDE for education activities implemented by the Ministry of Education.

During 2017, Latvia reported on developments which not only demonstrate inter-ministerial working, but also a strategic approach to Global Education policy. Global Education lies within the portfolio of three ministries - the Ministry of Education and Science (MES), the Ministry of Culture (MC) and the Ministry of Foreign Affairs (MFA). The three ministries carried out consultations on the possibilities for promoting Global Education in Latvia through different co-operation mechanisms with relevant NGOs.

Another example is Portugal, where, in addition to the country's long-standing engagement with Development Education (DE), the Secretary of State for Citizenship and Equality and the Secretary of State for Education have set up a working group on Citizenship Education. The purpose of this working group is to conceive a Strategy on Citizenship Education to be implemented at public schools in order to develop competencies and knowledge on citizenship.

In some countries, a broad range of national stakeholders that meet regularly, typically involving national NGO platforms, pedagogical institutes and the youth sector. Austria's Strategy Group Global Learning is one such example, and Cyprus is also a case in point, where the Interdepartmental Committee on Global Education reaches across ministries, agencies and into civil society. Following the 2017 Peer Review of Global Education in Cyprus, this committee also includes the youth sector.

In Ireland, inter-ministerial collaboration centres around strategy implementation, particularly in the implementation and review of the Development Education Strategy 2017-2023, which was launched in connection with the Peer Review of Global Education in Ireland in 2015. The framework of the DE strategy sees Irish Aid working closely with a broad range of national actors, including the Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs, in pursuit of a co-ordinated whole-of-government approach. The Strategy also has strong provisions for the involvement of civil society and takes into account other national strategies, such as the National Strategy on Education for Sustainable Development, led by the Department of Education and Skills.

Italy also works with a significantly broader group of stakeholders, not least because the country's regions play a significant role with regard to Global Education. The Italian approach to collaborative working includes an alliance of the Ministry of Education, University and Research (MIUR), the Ministry of Foreign Affairs and International Cooperation (MAECI), the Agency for Development Cooperation (AICS), the Conference of Italian Regions, NGO alliances and individual NGOs working for Global Education (e.g. the network DEAR CONCORD), Universities and Research Centres, other representatives of from civil society (co-operatives, associations of volunteers, citizens' interest groups) and Local Authorities.

The 2017 Conference of Regions and Autonomous Provinces<sup>2</sup> approved a document on Education for Global Citizenship that presents Global Education as a tool for change. The document urged the Italian educational system to integrate education for global citizenship within day-to-day teaching, instead of treating it as a 'luxury' that cannot be afforded in times of economic and social crisis and called for the establishment of a national strategy. Such a strategy has since been published. These sentiments are echoed in the AICS planning document for 2017-2019.<sup>3</sup>

In Luxembourg, the Ministry of Foreign and European Affairs (MFEA) co-financed a consortium DEAR project entitled "Roadmap ODD 4.7" involving 10 Luxembourgish NGOs and the NGO umbrella organisation, the Cercle de Coopération des ONG. Its aim was to draw up an assessment of Development Education in Luxembourg. The findings of

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2 with the exception of Liguria, Lombardy and Veneto Regions.

3 AICS Three year programming and policy planning document 2017-2019. Available at [https://www.aics.gov.it/wp-content/uploads/2018/07/PRO\\_triennale\\_2017-2019\\_EN.pdf](https://www.aics.gov.it/wp-content/uploads/2018/07/PRO_triennale_2017-2019_EN.pdf)

the project serve as the working basis for all the NGOs active in this field in Luxembourg. During the course of the project, the NGOs designed a common language to present their DEAR activities and services to the socio-educational actors in Luxembourg. They also suggested using this common language as definition for DEAR in the General Terms and Conditions governing the relations between the MFEA and the NGOs. However, after internal consultations, the NGOs decided to leave the current DEAR definitions unchanged.

In Poland, the Ministry of Foreign Affairs, the Ministry of National Education, the Ministry of Science and Higher Education, the Ministry of Environment, the Centre for Education Development and the Zagranica Group (the Polish Non-Governmental Development Organizations' platform) regularly meet to discuss and share information and plans regarding Global Education. The group's agenda during 2017 included a call for proposals for Global Education projects, as well as exchanging information on Global Education activities and results.

### 1.3 National strategy implementation

During 2017, five countries reported working on a national strategy for Global Education (national contexts use different terms). These national strategies arose for various reasons, including the renewal of previous strategies that had come to an end; evaluations indicating that having or changing a national strategy may prove beneficial; various opportunities to use a national strategy to reinforce Global Education in formal education; and to increase the involvement of NGOs or to strengthen inter-ministerial working around funding and co-ordination.

In Austria, the Strategy Group Global Learning<sup>4</sup> continues its work with a special focus on the development of a revised Strategy on Global Learning. The revised strategy is being developed based on a broad evaluation process and coordinates stakeholders involved in global learning.

Following the end of the Czech National Strategy for Global Development Education (GDE), GDE stakeholders have been discussing a new strategy and its links to Agenda 2030 as well as to Education for Sustainable Development, co-ordinated by the Government Council for Sustainable Development.

During 2017, France started to develop a national, inter-ministerial roadmap in order to better co-ordinate initiatives to promote awareness of the SDGs and to promote international solidarity education in France and abroad. The decision to develop such a roadmap stemmed from Conclusion 13 of the Inter-Ministerial Committee for International Co-operation and Development (CICID), based on the desire to give citizens

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<sup>4</sup> The Austrian Strategy Group Global Learning was founded in 2003 in order to implement the results of the European Congress on Global Education held in Maastricht/Netherlands in 2002. It aims to strengthen Global Learning and the networking of all actors in the field of GE.

access to information and tools to understand sustainable development and international solidarity, as well as to build consensus around development policy.

In Italy, following a review of the current state of Education for Global Citizenship, it was ascertained that a national strategy would be beneficial to promotion and implementation. Discussions took place during 2017 at the meetings of the National Council for Development Co-operation. In 2017, a multi-stakeholder working group<sup>5</sup> for the national strategy for Education for Global Citizenship worked on a document, which was subsequently submitted to the Council.

Portugal had similar discussions, where the new Development Education National Strategy was drafted with academic support from the University of Coimbra. Several non-governmental stakeholders that were involved in the first National Strategy also took part (platforms and networks of local authorities, women's rights organisations and community-based organisations). The drafting process for the new strategy also included workshops devoted to concepts, theory of change, financing and governance. The first draft was completed and circulated for comments during the year. At the same time, Portugal introduced a new strategy on citizenship education (see box).

### **Fig.3: National Strategy for Citizenship Education and Development Education Guidelines (Portugal)**

The National Strategy for Citizenship Education is being implemented in 230 public and private schools that integrate the Pilot Project “Autonomy and Curricular Flexibility” (Dispatch no. 5908/2017, July 5). The Strategy reinforces the implementation of the new curricular component of Citizenship and Development at all levels of compulsory education, while building on and encompassing the principles, values and areas of competences stated in the “Students’ Profile by the End of Compulsory Schooling”. Within the Strategy, 17 Citizenship Education domains are identified, to be developed in this new curricular component. Sustainable Development is one of six compulsory domains for all levels of education.

The Development Education Guidelines, developed through joint working among education and development actors, will support schools in the implementation of the National Strategy for Citizenship Education. The Development Education Guidelines are being progressively disseminated at national and international levels, including the English translation, available at: <http://bit.ly/PortCES>

5 A working group composed of representatives of the Ministry of Education, University and Research, the Ministry of Foreign Affairs and International Co-operation, the Ministry of Environment, Land, and Sea Protection, the Agency for Development Cooperation, the Conference of Italian Regions, NGO alliances and individual NGOs working for Global Education, the Italian Alliance for Sustainable Development, Universities and Research Centres, other representatives of from civil society (co-operatives, associations of volunteers, citizens’ interest groups) and Local Authorities.

## 1.4 Sustainable Development Goals

Generally, across GENE countries, there has been a strong focus on the Sustainable Development Goals since Agenda 2030 was launched in 2015. A notable shift has taken place in the conceptual discourse, particularly among actors from ministries of education, to more prominently include global citizenship education and the links between global citizenship education and education for sustainable development. It may be useful for readers to reference the chapter focused on SDG 4, target 4.7, in the 2017/2018 UNESCO Global Education Monitoring Report: Accountability in education – meeting our commitments. The chapter outlines global trends and some of the measures reported by UNESCO's member states to implement this target.<sup>6</sup> Many countries within GENE have reported on their plans, co-ordination, progress and activities during the last few years concerning the SDGs, and more specifically regarding target 4.7. In the following pages, we outline some of their approaches to national co-ordination and implementation, interspersed with examples of national practice.

### 1.4.1 National co-ordination

In Austria, the Federal Chancellery and the Ministry of Foreign Affairs co-ordinate the overall implementation process of the SDGs. Agenda 2030 is being mainstreamed within relevant strategies across government levels. In 2015, Austria conducted a stock-taking exercise to identify existing programmes that contribute to target achievement. The Ministry of Education identified several measures that contribute to the realisation of SDG 4 and other SDGs in Austria, such as the Life-Long Learning Strategy, School Quality Development programmes etc. In regards to content, SDG related issues are covered mainly through particular, formal cross-curricular educational principles, such as Citizenship Education and Intercultural Education. Global Learning/Global Citizenship Education is one of several educational matters complementing the twelve obligatory educational principles, recommended by the MoE. Sustainable Development and Global Learning issues can also be linked to various dimensions of the formal curricula.

An advisory committee on Transformative Education (SDG 4.7) has been established at the Austrian Commission for UNESCO. Through it, representatives of Austrian universities as well as civil society organisations with expertise in educational concepts related to SDG 4.7 target are supporting the Agenda 2030 implementation process in the Austrian education system, by means of guidance and recommendations, collaboration between different institutions, initiatives, networking etc.

On the civil society side, the CSO network SDG Watch Austria was founded in September 2017 and by now counts more than 120 members. Its goal is to hold the government to account for the implementation of the 2030 Agenda. The Austrian network is a member of

<sup>6</sup> See <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf#page=232> and <http://gem-report-2017.unesco.org/en/chapter/target-4-7-sustainable-development-and-global-citizenship-2/>

SDG Watch Europe - an EU-level, cross-sectoral CSO alliance of NGOs from development, environment, social, human rights and other sectors.<sup>7</sup>

In the Czech Republic, the Government has approved a new ODA Strategy for 2018 – 2030, with a clear policy move towards Agenda 2030 and the SDGs, and with reference to GDE and the country's new GDE strategy.

Since the launch of Agenda 2030, Global Education and Global Citizenship Education have started to receive more attention in Estonia. The national work on the SDGs is co-ordinated by the State Chancellery (Prime Minister's office). The State Chancellery is working with the Estonian Committee for Sustainable Development to integrate the SDGs into the country's sustainable development policy. A joint campaign to raise awareness about the SDGs was launched in March 2017 by Tallinn Music Week, NGO Mondo, the Ministry of Environment, the EC Delegation, the State Chancellery, the Environmental Investment Centre and others. The portal [www.hoolin.ee](http://www.hoolin.ee) and hashtag #hoolin was used as a basis for joint campaigning and for collecting pledges and petitions for the SDGs.

France is developing an inter-ministerial roadmap to better co-ordinate SDG initiatives and has established an inter-ministerial committee on SDG communication. Conclusion 13 of the Inter-Ministerial Committee Co-operation and Development (CICID) recognised the need to promote citizens' awareness of sustainable development goals and development and solidarity education in France and abroad. Since France committed to the SDGs, an increasing number of ministries are working to increase youth involvement in education regarding the 2030 agenda. The current core issues are mainly climate related, as France is still benefiting from the resounding echo of COP 21.<sup>8</sup>

The Federal Ministry of Education and Research leads on the implementation of the UNESCO Global Action Programme on ESD in Germany. In 2018, the federal government revised its Sustainable Development Strategy under the lead of the German Chancellor's office. Education for Sustainable Development and some of the BMZ's and Engagement Global's development education activities are included in this strategy (i.e. School Programme, Curriculum Frame Work Education for Sustainable Development). The strategy promises to report on all Global indicators for the SDGs, including target 4.7.

In Greece, the General Secretariat for the Coordination of the Government has invited all competent ministries to strengthen their policies of promotion and implementation of the Sustainable Development Goals. The Ministry of Education is responsible for Goal 4, with emphasis on targets concerning inclusion, as well as target 4.7.

In Ireland, the Development Education Strategy (under the auspices of Irish Aid, Department of Foreign Affairs and Trade) as well as the National Strategy on Education for Sustainable Development (overseen by the Department of Education and Skills) are

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7 <https://www.sdgwatcheurope.org>

8 See <https://www.gouvernement.fr/en/cop21> & <https://www.un.org/sustainabledevelopment/cop21/>

both linked to Agenda 2030. Both Irish Aid and the Department for Education and Skills are paying particular attention to the complementarity of the work carried out in connection with these two strategies. To achieve further compatibility and integration of the SDGs, the Department of Education and Skills is carrying out a review looking at the implementation of the ESD Strategy to date. This started in late 2017 and will take account of the changing context for Global Education with the adoption of the UN Sustainable Development Goals.

In Latvia, the Ministry of Environmental Protection and Regional Development has the overall responsibility for the implementation of the 2030 Agenda in conjunction with the Cross-Sectoral Co-ordination Office, the country's main planning institution. The 2030 Agenda perspective has helped to strengthen multi-stakeholder co-operation and establish alliances between development NGOs, environmental CSOs, local and global CSOs and other players. The National Commission for UNESCO has been active in terms of co-operating with the civil society sector. The Environmental Protection Fund has mainstreamed the Sustainable Development Goals (SDGs) in their project calls and foreign embassies of countries taking strong leadership on implementation of the SDGs have expressed their interest to co-operate. In addition, the Development Co-operation Policy Guidelines for 2016-2020 has set a target to be reached in terms of the percentage of society that is informed about the Sustainable Development Goals, aiming to increase this number from 34% in 2015 to 40% in 2020.

Lithuania is involving the national civil society platform in the implementation of the National Action Plan of the Global Action Programme on ESD. In July 2017, the parliament of the Republic of Lithuania adopted a resolution on General Education Changing guidelines, aimed at fostering implementation of SDG 4. A recent survey in Lithuania revealed that public awareness of the SDGs and Agenda 2030 was relatively low – only 14.9% of respondents indicated that they had heard of this topic. Therefore, raising public awareness, particularly amongst young people, has become an integral part of Lithuanian development co-operation policy to encourage direct involvement, critical thinking and active interest in development co-operation (see box).

During the spring of 2017, the government of the Netherlands received the first progress report concerning the SDGs. The report was a joint effort by various ministries, co-ordinated by the Ministry of Foreign Affairs. It includes specific sub-reports compiled by representatives of local authorities, CSOs, the private sector, knowledge institutions and youth. The report reflects steps taken by a variety of actors regarding how they will strategize and implement the SDGs. Interesting initiatives include the CSO initiative 'Ready for Change' (that focuses on coherence and the SDGs) and the global goals municipality campaign (an initiative of the Association of Netherlands Municipalities). Several actors have also joined forces in a so-called SDG Charter; a multi-stakeholder initiative which was signed by over 70 organisations from the private sector, government, civil society and knowledge institutions. Also, a website has been set up to increase involvement in the SDGs in the Netherlands.

#### **Fig.4: Engaging young people and the wider public in Agenda 2030 (Lithuania)**

The project *Youth Awareness Raising About United Nations Sustainable Development Goals (SDGs) until 2030: The Youth of SDG'30* seeks to introduce the SDGs and development co-operation issues to Lithuanians aged between 15-30 in an interactive and attractive way, urging them to get involved in the implementation of the SDGs. Planned activities include lectures, debates, essay contests and theatre activities.

The weekly radio quiz *Lithuania and the World: What Do We Know About Development Co-operation?* was launched in July 2017. This initiative aims to inform Lithuanian society (via a popular Lithuanian commercial radio station programme) about development co-operation and global challenges facing our societies, as well as to mobilise greater public support for policies related to achieving the SDGs. This initiative also seeks to encourage citizens to engage actively in sustainable development activities and foster critical ideas about global challenges and the role each citizen can play and contribute.

During 2017, in the framework of several meetings in Portugal, Development Education has been extensively debated, specifically the place of DE and Global Citizenship Education within the SDGs and the role of DE regarding the dissemination and promotion of a critical approach to SDGs. As mentioned in the previous section, having formulated guidelines on Development Education in collaboration with a range of actors, the Ministry of Education is linking Development Education to its recently launched National Strategy for Citizenship Education.

During 2017, the Swedish government-appointed delegation for 2030 Agenda presented a status report along with an action plan. The report stated that the Swedish school regulations and curriculum provide strong support for education for sustainable development, despite the fact that knowledge about SDGs is generally low and there is a need for efforts to increase general awareness.

#### **1.4.2 SDGs in formal education**

GENE participating institutions approach SDG implementation through two major routes – funding NGO activities and working through the formal education system (also including teacher training initiatives in this category). GENE is gaining more insight into the work done in formal education systems as the number of Ministries of Education that have joined the network has grown considerably in recent years. The following paragraphs give a flavour of some of the initiatives at country level in formal education related to Agenda 2030.

In Estonia, several surveys were carried out related to GE. NGO Mondo conducted a survey to measure perceptions regarding how well the Sustainable Development Goals, specifically SDG target 4.7 is represented and implemented in national and subject curricula. The survey received responses from 125 school headteachers, representing approximately 23% of general education schools in Estonia. According to the survey results, the respondents feel that the Estonian national curriculum as well as school curricula better reflect the aims of target 4.7. than the subject curricula. There appears to be a gap between the theoretical commitment to target 4.7. – i.e. education documents stating general competencies and topics – and concrete plans and actions taken by subject teachers to achieve the goal.

The headteachers think there is a lack of resources and skills to implement work in this area, as well as a clash of opinions between parents and school personnel regarding the topics of ESD and GCED. Small schools and schools from rural areas see more obstacles in implementing GCED. 44% of UNESCO ASPnet schools stated that developing global literacy skills, values, and attitudes is very important for the school. For non-UNESCO schools, this statistic was 18%.

#### **Fig.5: Global Citizenship Education university course (Austria)**

In Austria, a university course on Global Citizenship Education is enjoying great success. It is a joint venture between the University of Klagenfurt and KommEnt, with financing from the Ministry of Education and the Austrian Development Agency. During 2017, course participants took part in a field study trip to Greece and a six-day seminar, and 31 out of the 32 students have opted to continue the course for another year. They will finish their academic training with a master thesis and a Master's degree.

The course received the Austrian Sustainability Award 2018 from the Ministry for Sustainability and Tourism and the Ministry of Education, Science and Research. It was also presented as a Peer Learning Activity in the framework of the European Commission's 'ET 2020 Working Group on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education' and has been included in the online compendium of good practices - see <https://ec.europa.eu/education/compendium>

The Estonian Ministry of Education and Research (MER) and the Ministry of Environment commissioned surveys that focused on how sustainable development (defined more as environmental education) is implemented as a cross-curricular topic in formal general education and in non-formal environmental education. MER also commissioned a study on the current state of human rights education in Estonia. In addition, Estonia participated in IEA International Civic and Citizenship Study (ICCS) 2016, the survey is accessible through <http://iccs.iea.nl/>

The National Agency for Education in Finland also focused on schools and continues to do a lot of work to promote sustainable development. According to the new agenda, national standards for improvement are being developed for SDG target 4 and the Agency is preparing for implementation in schools. The National Agency has also allocated specific funding for SDG2030 (specifically target 4.7) and this is one of the main criteria for applying for in-service training funds and funds for international work in schools. Sustainable development goals and preventing violent extremism has also been part of program on all major teacher conventions organized by the National Agency. UNESCO schools sent a representative to the UNESCO symposium in Ottawa, Canada to learn about the implementation of Agenda 2030 and SDG target 4.7.

In Germany, Agenda 2030 and the 17 goals represent an important political issue for the federal, regional and local governments, as well as for civil society organisations. Compared to the UN Millennium Development Goals, Agenda 2030 and the SDGs, along with the German National Action Plan, have attracted more attention nationally. Education actors and institutions have started the process of applying and implementing the SDGs according to local circumstances, identifying priorities and needs to realise Agenda 2030.

In order to anchor ESD into school systems, a network of co-ordinators apply the SDGs according to local needs, taking the local context and framework conditions into account. In addition to this process, the Department for Formal Education at Engagement Global has developed an extended training on the SDGs and the Curriculum Framework for teachers, student teachers and trainers.

**Fig.6: Curriculum Framework for ESD inspires UN guidebook on embedding target 4.7 (Germany)**

The new *Textbook for Sustainable Development: A Guide to Embedding* was launched by the United Nations Educational, Scientific and Cultural Organization Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP), and supported by Engagement Global, at the 3rd Asia Pacific Meeting on Education 2030 in Bangkok in July 2017. The textbook can be downloaded via <http://bit.ly/GerSDG47>

The guidebook is designed as a guide for education ministries, national curriculum authorities, textbook writers and publishers – to help them produce a new generation of textbooks and to mainstream SDG 4.7 in education systems. The guidebook was inspired by the above mentioned German Curriculum Framework on Education for Sustainable Development.

The Greek three-year national Education Agenda, Reform Plans and national targets are mainly based on the European Union ET 2020 Strategic objectives, especially promoting equity, social cohesion and inclusion as well as active citizenship. In this context, the Ministry's policy is aimed at the development of literate citizens with skills, responsibility, democratic ethos and resilience. The policy also promotes respect for diversity and the capability to creatively contribute to the development of a diverse, multicultural and democratic society. The SDGs are approached through multiple avenues, but perhaps most prominently in formal education via the Centres for Environmental Education (CEE). This network is the main institution and tool for national implementation of target 4.7 through the promotion of sustainable development in schools (see box).

#### **Fig.7: Environmental Education Centres implement SDG 4, target 4.7 (Greece)**

The Centres for Environmental Education (CEE) are operating in Greece as a network of structures throughout the country (53 Units), which support educational activities for education for sustainable development (ESD) in formal and informal education, create school networks at national level, promote local sustainable development and promote synergies of community stakeholders. This network is the main tool and institution for the implementation of target 4.7 at national level, through the promotion of sustainable development in the school units of the country. Moreover, the centres make an important contribution in terms of lifelong learning, raising awareness and developing good practice in sustainable development among local communities. They offer an excellent opportunity to create and show the linkages and interaction between local and global levels.

All the activities of the CEE are determined by the Global Strategy for Sustainable Development as specified in the National Strategy. The Institute of Youth and Lifelong Learning is the competent authority with regard to the Act "Centres of Environmental Education" (MIS 5001052) which is part of the Operational Programme "Development of Human Resources, Education and Lifelong Learning". The Act is co-financed by the European Social Fund and the Greek national budget 2014-2020.

In May 2017, the Lithuanian Children and Youth Centre implemented a contest called 'Mindfight' in Lithuanian educational institutions. The aim of the contest was to introduce pupils to the Sustainable Development Goals, to explain Lithuania's (and other countries') commitment to making them a reality, and to increase youth support for SDG implementation. The 'Mindfight' methodology was prepared by Lithuanian Children and Youth Centre specialists. Pupils from two age categories participated in the competition: 10-14 and 15-18 years old. They had to answer 30 questions related to the Sustainable Development Goals. The best teams from schools and other educational institutions who took part in the final 'Mindfight' were awarded prizes.

In Norway, one of UNA Norway's main goals is to ensure that sustainable development, as an interdisciplinary principle, will be broadly integrated in an increasing number of school subjects, spanning social, economic and environmental perspectives (see box).

#### **Fig.8: Learning resources on the SDGs for the formal education system (Norway)**

Bærekraft (translated "Sustainability") is an interdisciplinary learning resource on sustainable development and the SDGs, developed by UNA Norway ([www.fn.no/Om-oss/UNA-Norway](http://www.fn.no/Om-oss/UNA-Norway)). The material includes animation movies and learning activities built to engage, challenge and inspire students to understand sustainability and the correlation between social, economic and environmental development. The SDGs are used as a framework to show how the different aspects of sustainability are interconnected. The activities range from simple conceptual exercises to larger interdisciplinary projects where students explore sustainability in their own community.

The first learning programme was tailored to students in the seventh grade (launched in 2015), the second was for students in lower secondary school (launched in 2016) and the third round of learning resources for upper secondary school was launched in 2017. The resources are tailored to the Norwegian curriculum and are based on extensive collaboration and qualitative interviews with more than 100 students and 45 teachers to ensure relevance and usefulness. Both the extent to which the resources have been used, as well as the positive feedback from teachers have exceeded all expectations, indicating that there is a gap to fill between the current textbooks and what teachers need for relevant and topical educational content for the students of today.

Sweden has allocated a budget for the promotion of SDGs in schools. Stockholm municipality stipulated in its budget for 2017 that Agenda 2030 should underlie all activities in school. Several municipalities are currently working to find ways to implement this target. The Global School is continuing to work intensively with the SDGs, focusing mainly on target 4.7 and trying to find ways for Swedish teachers to help reach this target.

## Chapter 2

### Funding trends

#### 2.1 Introduction

This chapter explores funding trends across European countries with regard to Official Development Assistance (ODA) and Global Education. It begins by looking at net flows of ODA, using data from the OECD. ODA levels are included in this chapter because most funding for Global Education projects and programmes (financed outside of the normal budgets of formal education systems) is drawn from ODA budgets from Ministries of Foreign Affairs and Development Co-operation Agencies. Consequently, when ODA levels increase or decrease, funding levels for Global Education may follow, or may need to be ring-fenced. The chapter then moves to explore national level funding for Global Education and DEAR (Development Education and Awareness Raising) during 2017 as reported by GENE participants and concludes with a look at trends in funding for both ODA and GE/DEAR.

#### 2.2 Official Development Assistance

The table on the next page outlines data on Official Development Assistance among GENE participating countries during 2017 and 2016 (data was not available for all countries). It shows ODA levels both as percentages of gross national income (GNI) and in terms of total volume in million USD. The two sets of statistics are included to illustrate both the level of commitment in percentage terms relative to international targets<sup>9</sup> as well as how diverse the annual amounts of funding dedicated to ODA are among the countries that participate in GENE, ranging from USD 25 500 000 to almost ten times that amount.

The table below may paint a somewhat sombre picture in terms of year-on-year change, with a majority of countries reducing their ODA spending between 2016 and 2017. However, there were some other developments despite these reductions. For example, bilateral aid and humanitarian assistance allocations increased. At the same time, the proportion of ODA spent on in-donor refugee costs decreased.<sup>10</sup> While in-country ODA spending on refugee costs remained high in a few countries (e.g. Germany, Greece and Italy spent over 20% of ODA for this purpose), the overall level of ODA spending on in-donor refugee costs fell during 2017.<sup>11</sup>

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9 The EU target of 0,33% for countries that joined the European Union after 2002 and the UN target of 0,7%.

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

11 <http://www.oecd.org/newsroom/development-aid-stable-in-2017-with-more-sent-to-poorest-countries.htm>

It should be noted that in some cases, while a reduction of ODA in percentage terms relative to GNI can be seen, there has at the same time been an increase in aid volume (e.g. Lithuania, Luxembourg and Slovakia). It should also be noted that, historically, in some countries with diminishing ODA, there has been a commitment to ring-fencing funding for Development Education, Awareness Raising and Global Education in recognition of the important relationship between these fields and public support for international engagement.

**Table 1: Official Development Assistance 2016-2017**

Country	Percentage (of GNI) 2016	Percentage (of GNI) 2017	Change	Volume 2016 (million USD)	Volume 2017 (million USD)	Change
Austria	0.42	0.30	Reduction	1635.48	1187.77	Reduction
Belgium	0.50	0.45	Reduction	2300.16	2111.40	Reduction
Czech Republic	0.14	0.13	Reduction	260.24	258.11	Reduction
Estonia	0.19	0.17	Reduction	43.41	39.75	Reduction
Finland	0.44	0.41	Reduction	1059.61	1024.11	Reduction
France	0.38	0.43	Increase	9621.67	11056.76	Increase
Germany	0.70	0.66	Reduction	24735.70	23844.20	Reduction
Greece	0.19	0.16	Reduction	368.53	310.38	Reduction
Ireland	0.32	0.30	Reduction	802.59	783.64	Reduction
Italy	0.27	0.29	Increase	5087.39	5605.07	Increase
Latvia	0.11	0.11	Increase	30.18	31.00	Increase
Lithuania <sup>12</sup>	0.14	0.13	Reduction	57.09	59.29	Increase
Luxembourg	1.00	1.00	Reduction	391.04	408.26	Increase
Malta	0.20	0.22	Increase	20.55	25.50	Increase
Netherlands	0.65	0.60	Reduction	4966.26	4822.32	Reduction
Norway	1.12	0.99	Reduction	4380.08	3942.61	Reduction
Poland	0.15	0.13	Reduction	662.95	636.20	Reduction
Portugal	0.17	0.18	Increase	343.07	366.72	Increase
Slovakia	0.12	0.12	Reduction	106.01	109.73	Increase
Slovenia	0.19	0.16	Reduction	81.30	73.15	Reduction
Spain	0.35	0.19	Reduction	4277.57	2350.95	Reduction
Sweden	0.94	1.01	Increase	4893.74	5379.71	Increase

Data: OECD (2018), Net ODA (indicator). doi: 10.1787/33346549-en (Accessed on 19 July 2018). All figures rounded to two decimal points.

12 ODA figures provided by the Lithuanian Ministry of Foreign Affairs.

## 2.3 Global Education and DEAR funding

The following table shows the reported levels of funding for Global Education among GENE participating countries. Where available, we have included information from two years (2016 and 2017). In some cases, these figures represent total spend on Development Education and Awareness Raising (DEAR) from the country's ODA budget, whilst in others they show only spending on Global Education, and in some cases Global Education funding from a specific agency. With such different types of reporting, the figures are not comparable between countries. They are however in most cases comparable over time for individual countries (i.e. the same type of funding reported in different years) for those countries where figures are available for both 2016 and 2017. The figures below come with an important caveat: they are not official records of Global Education funding and they may be subject to adjustment or correction by national governments.

In the majority of cases, Global Education in formal education systems does not have separate budget lines within Ministries of Education and cannot be defined or calculated in financial terms with any degree of certainty (e.g. how can classroom hours spent on GE be calculated and a financial value attached?). For that reason, the reporting above pertains primarily to funding disbursed by Ministries of Foreign Affairs and Development Aid Agencies. Below are a few examples of how GENE participating Ministries and Agencies funded Global Education during 2017 and of changes to funding during 2017.

**Table 2: Global Education and DEAR funding 2016-2017** (in EUR, unless otherwise specified)

Country	DEAR/GE Volume 2016	DEAR/GE Volume 2017
Austria	4 200 000	4 200 000
Belgium	30 050 000	29 973 620
Czech Republic	555 000	555 000
Estonia	348 000	200 000
Finland	1 900 000	1 400 000
France	4 300 000 (AFD) 660 000 (MFA)	3 900 000 (AFD) 713 000 (MFA)
Germany	31 580 000	35 000 000
Greece	USD 1 130 000	
Ireland	3 400 000	4 376 324
Italy	2 500 000	7 143 924
Latvia	48 800	37 844
Lithuania		68 600
Luxembourg	2 020 000	2 350 000
Malta	2 240 662	

Norway	NOK 91 000 000	NOK 91 000 000
Poland	PLN 2 460 000	PLN 2 050 000
Portugal	USD 1 120 000	USD 1 120 000
Slovakia	100 000	135 000
Slovenia	142 680	100 560
Spain	46 400 000	
Sweden	SEK 127 471 000	SEK 137 500 000

Source: The funding figures have been submitted to GENE as part of country reporting in connection with GENE Roundtables during 2017 and 2018 (spring), with the exception of Sweden, where the source is the website of the Swedish International Development Co-operation Agency [www.sida.se](http://www.sida.se)

The way GENE participating Ministries and Agencies structure their funding for Global Education varies from country to country. In many cases, funding for NGO projects comes from designated allocations in the ODA budgets disbursed by Ministries of Foreign Affairs and aid agencies. In some cases, Ministries of Foreign Affairs provide match-funding for NGOs who have been successful in attracting funding from international sources, such as the European Union.

In recent years, there have been more examples of Ministries and Agencies within the same country co-ordinating their activities, which sometimes also includes a degree of co-ordination regarding funding for Global Education. As global issues become a priority across different areas of ministerial responsibility, national actors come together to identify synergies and to co-ordinate efforts. In a few cases, a proportion of ODA funds is transferred to the formal education sphere and spent on Global Education in formal education systems. For example, Poland and Sweden direct some funding from their ODA budgets into their formal education systems in different ways, Germany funds projects executed in co-operation with the state Ministries of Education, and the Czech Foreign Ministry allocated some of its Global Education budget to be spent by the Ministry of Education.

Increasingly, NGO funding from Ministries of Foreign Affairs and Aid Agencies is being aligned with the Sustainable Development Goals, but also reflect current political issues, such as migration. For examples, Finland's latest call for proposals requested projects that fit with the SDGs or the root causes of the migration crisis in Europe, as well as projects with a pedagogical, participatory global education focus. Similarly, the Austrian Development Agency's 2017 call for project proposals in the field of Development Communication and Education focused on the Sustainable Development Goals and on migration/forced migration. Several Austrian regions have also prioritised the promotion and funding of Global Education and awareness raising for the Sustainable Development Goals. Several other countries have also focused their calls for funding on the SDGs, including Italy and Lithuania.

In 2017, the call for proposals from the Italian Agency for Development Co-operation (AICS) focused on promoting the idea of citizenship as part of a global community, and at encouraging citizens to take an active role in fighting inequality and promoting sustainability, equality and human rights. 17 Global Citizenship Education projects run by Italian civil society organisations received funding to contribute to awareness-raising on sustainable development policies and the active involvement of citizens.

In Lithuania, DEAR funding comes from the Development Co-operation and Democracy Promotion Programme of the Ministry of Foreign Affairs. During 2017, this programme funded projects aimed at informing and educating the public, with a particular emphasis on youth and development co-operation issues. In addition, a two-year public awareness raising project called “World Under One Roof”, was financed by the same programme, aimed to inform Lithuanian society about the SDGs.

There are also examples of GE funding being distributed through multi-annual strategic partnerships, such as in Ireland, where significant Development Education funding is provided in this way. The Irish strategic partnerships support five priority areas:

- Capacity building for Development Education practitioners.
- Integration of Development Education into primary initial teacher education.
- Integration of Development Education into post-primary schools.
- Delivery of Development Education to students in the non-formal sphere of higher education institutions.
- Online dissemination of Development Education resources.

### **Fig.9: Global Education in-service teacher training (Poland)**

During 2017, the Polish Ministry of Foreign Affairs structured its funding as follows: Just under 25% of the Global Education budget was allocated to teacher education, organised by the Centre for Education Development (which operates under the auspices of the Ministry of Education). Just over 75% went to civil society organisations for formal and non-formal education activities.

During 2016 and 2017, the Centre for Education Development implemented a two-year GE project with financial support from the Ministry of Foreign Affairs. This is a continuation of previous activities and includes training for a network of 16 regional GE co-ordinators and 256 GE school leaders (teachers implementing GE activities with their pupils and teacher colleagues). The aim of the project is to enhance the competence of teachers in GE and encourage them to design and implement GE projects in their schools, especially during the Global Education Week. They participate in courses, workshops and classroom training. There is also an online platform where teachers can design their own educational projects using fieldwork and so called gamification. The project’s activities will be summed up at a concluding conference at the end of the year.

## 2.4 Trends in GE/DEAR and ODA funding

So, did funding for Global Education and DEAR follow the same pattern as funding for Official Development Assistance during the last couple of years? When comparing the changes to funding volumes for ODA and GE/DEAR (see table), it emerges that nine countries follow the same trend; in Belgium, Estonia, Finland, Poland and Slovenia, funding amounts were reduced both in ODA and GE/DEAR terms, while in Italy, Luxembourg, Slovakia and Sweden, funding increased in both categories.

**Table 3: Changes in ODA and GE/DEAR volumes 2016-2017**

Country	ODA volume change from 2016 to 2017	GE/DEAR volume change from 2016 to 2017
Austria	Reduction	Same
Belgium	Reduction	Reduction
Czech Republic	Reduction	Same
Estonia	Reduction	Reduction
Finland	Reduction	Reduction
France	Increase	Reduction (AFD) Increase (MFA)
Germany	Reduction	Increase
Greece	Reduction	No data
Ireland	Reduction	Increase
Italy	Increase	Increase
Latvia	Increase	Reduction
Lithuania	Increase	No data
Luxembourg	Increase	Increase
Malta	Increase	No data
Netherlands	Reduction	No data
Norway	Reduction	Same
Poland	Reduction	Reduction
Portugal	Increase	Same
Slovakia	Increase	Increase
Slovenia	Reduction	Reduction
Spain	Reduction	No data
Sweden	Increase	Increase

Eight countries did not follow such a pattern; in Austria, Czech Republic, Germany, Ireland, Norway, GE volumes increased, while ODA volumes were reduced (with Germany and Ireland increasing their funding for GE significantly). Conversely, GE amounts in Latvia were reduced, while ODA volumes increased. France saw a reduction in funding for Global Education projects disbursed via the AFD, but an increase in funding from the MEFA for multi-stakeholder regional networks, whilst French ODA levels rose significantly. There was no comparable data for five countries.

It is interesting to note that in those countries where funding for GE and DEAR has increased despite a reduction in ODA, the source of the reported GE/DEAR funding is the government's development co-operation budget, suggesting that GE and DEAR may have been protected or ring-fenced despite reductions in funding in other areas.

Overall, 2017 was a somewhat turbulent year in terms of funding and support for Global Education. In some countries, budget cuts affected organisations and services significantly. For example, Belgium saw a reduction in funding for its in-house provision that led to the closure of one service and a reduction in others. However, the most dramatic change in 2017 took place in the Netherlands, where a decision was made to cease funding altogether from 2018 for a long-standing support structure for Global Education – the NCDO. The closure of the NCDO raised many questions regarding the future of Global Education in any country when the primary support mechanism in that country disappears. To explore what the future might hold in the Netherlands, planning took place during autumn 2017 for a GENE facilitated meeting of various ministerial representatives involved in policymaking and support related to GE in the Netherlands. The reflection on the future of structural support for GE and more broadly on what is next for Dutch Global Education is ongoing, and takes place in the context of centuries of Dutch MoE co-ordination of education as well as Dutch MFA considerations regarding the Netherlands in the world.

## Chapter 3

# Monitoring and evaluation

### 3.1 Introduction

During 2017, Ministries and Agencies participating in GENE reported on a range of initiatives in the area of evaluation and impact measurement. The subjects of evaluation varied somewhat from country to country, but commonly included evaluations of NGO funding schemes, assessing impact of funded projects and evaluating national strategy implementation. This chapter gives a flavour of some of the many initiatives across GENE participating countries.

### 3.2 Global Education and DEAR funded initiatives

Belgium reported that an evaluation of Annoncer la couleur/Kleur Bekennen as well as of all the Belgian-funded Global Citizenship Education (GCE) activities would be taking place during 2017-2018. Prior to this, two NGO projects had also been selected to undergo a five-year impact evaluation. One of the projects is a large campaign initiative, and the other is an advocacy project. In addition to these evaluations, there will be an impact study done on the work of Global Citizenship Education actors and activities in schools. This initiative will take, as its starting point, the perceptions of teachers when assessing the impact GCE actions have had on students in terms of attitudes, behaviour and engagement.

During 2017, the evaluation unit of the Ministry of Foreign Affairs of the Czech Republic selected two multi-year projects focused on public awareness raising for external evaluation; one of them with elements of non-formal education for both university and secondary school students. Further, recommendations obtained from the evaluation of two GDE projects in 2016 were implemented by the respective stakeholders during 2017.

In Finland, prior to opening its latest call for proposals, the Ministry of Foreign Affairs revised the quality criteria and rules for its funding instrument, while also developing new tools for internal processing and evaluation of applications. These measures aimed to attract better applications, which would lead to more evidence-based and impactful results.

Luxembourg's Ministry of Foreign and European Affairs (MFEA) conducted a joint mid-term evaluation of the activities of two NGOs in the field of development education and public awareness rising. In addition to verifying the proper use of public funds, the purpose was to help the evaluated NGOs to reflect on their respective interventions, to promote enhanced dialogue between partners and to contribute to the development of a working culture focused on results and learning.

The MFEA also mandated a consultancy firm to conduct a diagnosis and evaluation exercise of capacity building needs of accredited NGO's as part of their internal continuous improvement process. The exercise took into account the development education component because of the specific nature of the activities proposed in Luxembourg and a dedicated workshop was organised, resulting in the formalisation of a list of indicators or good management practices.

After carefully analysing the recommendations and findings of the evaluation, the MFEA decided to revise the General Terms and Conditions for Development Education and Awareness Raising in Luxembourg. This took place in close collaboration between the Ministry and the NGOs/NGO umbrella organisation and involved a joint analysis of the results and discussions of proposals with the NGOs and the NGO umbrella organisation, the "Cercle de Coopération des ONG". The main innovations include the revision of the deadlines for the call of proposals for annual DEAR projects, the establishment of the annual subsidies of the Ministry as a single payment and the reintroduction of the eligibility of field missions in the southern countries of NGO staff in charge of DEAR. Negotiations were concluded in May 2018 and the revised General Terms and Conditions for Development Education and Awareness Raising took effect on 1st June 2018.

In Norway, the rationale for funding GE/DEAR (through civil society), as defined by the Norwegian Parliament, is to contribute to the promotion of democratic participation, critical debate and knowledge about development policy issues. In 2016/17, the RORG-network in Norway conducted a study looking at the long-term impact (1997-2017) of GE/DEAR funding on one particular issue: the management of the Norwegian Pension Fund – Global, known as the Norwegian Oil Fund. The Oil Fund, currently the largest sovereign wealth fund in the world, is a major investor in global corporations that shape development around the world, which means that the Fund's investments will also have an impact – good or bad – on development.

The RORG-study found that government funding of GE/DEAR had been a major factor for successful civil society engagement, interaction and co-operation with engaged and dedicated politicians, academics and journalists, promoting knowledge and critical debate about the challenges facing the management of the Oil Fund with regard to humanitarian and human rights issues, as well as sustainable development. This led to enhanced political participation and the adoption by Parliament of ethical guidelines for the Oil Fund in 2004. Since then, several measures have been adopted to improve the performance of the Oil Fund in this area, which subsequently resulted in the Oil Fund being considered "the global gold standard" in terms of ethical management. It has taken the lead in the development of global standards on business and human rights, and has also been named 'the best in the world' in terms of human rights performance by the UN. At a seminar in the Norwegian Parliament in 2017, where the report was launched, the key role of civil society and of Government funding for GE/DEAR on improving the management of the Oil Fund was recognised by representatives from most of the political parties in Norway.

During 2017, Norad's department of evaluation conducted an evaluation of ODA-funded GE/DEAR activities carried out by NGOs, as well as information and communication activities carried out by Norad. The evaluation report was presented and discussed at a seminar in Oslo on August 31, 2017 (see box). The terms of reference stated:

“The purpose of the evaluation is to provide a knowledge base for discussions and decisions regarding the organization of support for communication and information purposes of the Norwegian aid budget. By describing the information business, seek the views of those involved in it and to get professional judgments of the alignment and design of this work, the aim is to identify possible alternative ways to organize the funding. Relevant questions in this context include the question of whether the funding is suitably designed, whether there should be more or fewer activities and grant recipients, whether the funding should be annual or multiannual, pros and cons of the deductible, whether the activities should be targeted to certain parts of the population, and if other GE/DEAR tools or measures should be adopted and if the activities are followed up in a credible way.”

#### **Fig.10: Norad evaluation of Global Education and DEAR funding (Norway)**

The Norwegian Agency for Development Cooperation, Norad, evaluated all its ODA funded Global Education and DEAR activities during 2017. The report from the evaluation, entitled “Monologue or dialogue?”, included the following recommendations.

1. A comprehensive rationale should be drawn up for ODA-funded communication and information (GE/DEAR) activities and the division of labour between the various actors should be clarified.
2. Funding of GE/DEAR through NGOs should be given a clearer communication anchoring. It is also recommended that this grant scheme should be administered in a different way than the general support schemes for civil society. The scheme can either be administered by a separate communication entity, or by linking communication skills to the management of the scheme.
3. The application and reporting processes for the grant scheme for NGOs should be simplified and given a clear communication alignment. The application and reporting processes must reflect the inequalities between the beneficiaries.
4. The Multi-annual perspective should be maintained for the grant scheme for NGOs as the general rule. In addition, a smaller sum of money should be set aside for ad hoc applications for initiatives not included in the long-term plans.
5. The legitimacy, role and function of the RORG-Network should be assessed in light of a possible change in the administration of the grant scheme for NGOs.
6. The communication activities of Norad should be strengthened in terms of dialogue and performance focus. Not least because of the trend that development policy issues appear to be less prioritised in the media, the activities of Norad's magazine, “Bistandsaktuelt”, should be emphasised.

In Poland, the first evaluation of the Global Education programme of the Ministry of Foreign Affairs was conducted in 2013. That evaluation focused on the long-term results and systemic approach to GE, particularly regarding projects aimed at fostering a GE presence in the school curriculum and improving teachers' ability to present the topic to the students. The evaluation exercise covered projects implemented between 2010 and 2012. On the basis of evaluation results, a short catalogue of good practices was produced and published on the [www.polskapomoc.gov.pl](http://www.polskapomoc.gov.pl) website. Additionally, a number of provisions regarding project quality were introduced as part of the call for proposals guidelines. Since 2013, no other comprehensive evaluation of GE activities has been conducted until the 2017 DAC OECD peer review, which noted the importance of Global Education as a policy priority for Poland.<sup>13</sup>

The Swedish International Development Co-operation Agency (Sida), funds the activities organised by The Global School. The Global School offers seminars to teachers that bring together the global dimension of learning with current issues and classroom realities. The Global School monitors how participants experience learning during its seminars through surveys. Approval ratings have been very high, with respondents reporting very good levels of learning and overall satisfaction. 85% said that they gained increased knowledge and understanding of global development and sustainability issues, and that they also gained skills and tools that they can use to incorporate a global sustainability perspective in their work. The Global School works with trainers that can talk to teachers in their own language and offer them ready-made methods for the classroom that deal with issues that teachers are already working with.

### 3.3 National strategies

In Ireland, the Development Education Strategy is monitored by a Performance Measurement Framework (PMF). The PMF is designed to track the changes envisioned in the strategy. It sets out targets, indicators and reporting requirements in relation to the strategy's five output areas to measure effectiveness of the overall strategy from 2017-2023. It is intended that the PMF will allow the collation of data from all partners in order to generate a dataset that can be shared with Development Education partners, government departments and the general public. The dataset will, in addition to evaluating the strategy's effectiveness, also contribute to future decision-making and provide an evidence base for assessing the impact of government support for Development Education.

The intended outcome of the Development Education Strategy is an increase in the accessibility, quality and effectiveness of Development Education in Ireland. The increased quality of Development Education will be assessed by the percentage of learners who report improved global citizenship literacy following participation in a Development Education workshop, course or education programme. The increased effectiveness of Development Education will be measured by the percentage of the total number of learners who can give

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13 OECD Development Co-operation Peer Reviews: Poland 2017, p.73. Available at <http://bit.ly/PoIDPR>

an example of how participating in a Development Education event or learning activity has changed their attitude or behaviour. Irish Aid worked throughout 2017 to finalise the PMF in consultation with their Development Education partners. They reviewed written submissions and engaged with partners on an individual basis to support them in aligning their Development Education projects with the data collection and reporting requirements of the PMF.

On the formal education side in Ireland, the National Council for Curriculum and Assessment commenced an audit during the summer of 2017, from a sustainable development perspective, of the primary and post primary curriculum. The Department of Education and Skills is also preparing to carry out a review, looking at the implementation of the National ESD Strategy to date. This review takes account of the changing context for Global Education with the adoption of the UN Sustainable Development Goals. The latest Lifeskills survey results also include data on ESD (see box).

### Fig.11: Lifeskills Survey (Ireland)

The results of the latest Lifeskills Survey, organised by the Irish Department of Education and Skills, were published in July 2017. All schools, Youthreach Centres<sup>14</sup> and Community Training Centres (CTCs) were asked to complete the online survey, on a voluntary basis. The 2015 Survey for the first time included questions on Education for Sustainable Development. The response rate in 2015 was 53% at primary level, 33% at post primary level and 54% for Youthreach Centres/CTCs. Overall, 60% of respondents at primary, 52% at post primary and 48% in Youthreach Centres/CTCs indicated that they were familiar with the Irish National Strategy on Education for Sustainable Development.

The proportion of responses that indicated that learners are supported to develop the relevant knowledge and skills to make more sustainable choices in a range of areas including energy and water consumption, environmental awareness, globalisation, sustainable travel and active citizenship, was as follows:

	Yes	No	Don't know
Primary	89%	2%	9%
Post-Primary	76%	8%	16%
Youthreach centres / CTCs	57%	23%	20%

The findings also highlighted challenges for ESD. The data indicated that 71% of teachers at primary level were adequately prepared to support students in the development of the knowledge and skills required to make sustainable choices. This was 55% for post-primary level, 54% for Youthreach Centres and 50% for CTCs. 54% of primary schools surveyed reflect ESD in their school plan, compared to 45% of post-primary schools.

14 Youthreach is a programme directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification. Youthreach is delivered through Youthreach Centres and Community Training Centres

In the context of the external evaluation of the Portuguese National Strategy on Development Education, a debate took place on the methodological approach to evaluation. The final report tries to capture some of the methodological challenges associated with measuring results and impact. Portugal is also using the formulation of its new Development Education Strategy as an opportunity to embed quality and evaluation and to promote a culture of evaluation and evidence-based decision-making.

In Spain, a new evaluation of the government's Development Education Strategy was recently published. It focused on the validity and implementation of the strategy, and stipulated a number of findings and recommendations. The evaluation stressed the importance of planning elements, as well as monitoring of actions and impact. It underlined that communications objectives and educational objectives needed to be balanced, with a focus on achieving social change and transformation. It also stipulated that:

... The successful implementation of [Development Education] interventions is closely related to the existence of financing instruments properly adapted to the sector [...], and to the criteria for granting that respond to the nature and uniqueness of the sector. Linking interventions and building paths facilitate the achievement of outcomes and impacts on Development Education. In contrast, with isolated and discontinuous interventions, it is difficult to reach even minimal achievements.”

### 3.4 Learning from evaluations

It is clear from the material in this chapter that Ministries and Agencies attach great importance to monitoring and evaluation, and to measuring impact, and that such processes are an integral part of Global Education strategies and funding across Europe. The approaches outlined in different countries vary significantly, but some common traits are nonetheless discernible.

First, the shift towards providing funding on a multi-annual basis is a key lesson learnt from evaluations of funding from development budgets for Global Education and DEAR projects implemented by NGOs. Across GENE, calls for proposals for NGO projects are gradually switching to multi-annual funding.

Second, measuring and showing results goes hand in hand with accountability for how public funds are spent. At the same time however, there is a growing awareness that simply looking at results is insufficient in the realm of education and in Global Education. Educators are intimately aware of the role of monitoring, assessment (including assessment of learning and for learning), and varieties of evaluation; this is the day to day work of those involved in education and in learning, at local, national, European and global level.

There is growing recognition of the problems associated with the enforcement of inappropriate models of evaluation, drawn from the necessary evaluation of development

projects or programmes, into education and into Global Education. This trend – which can be misinterpreted as a resistance to evaluation, although it is not – sees a greater reflection on the appropriateness of the models of evaluation in Global Education. As it becomes clearer and clearer that certain models of evaluation, which come from the development field, are grossly inadequate to the monitoring and evaluation of Global Education, it becomes equally clear that there is a small but growing body of emerging models of evaluation, drawn from education practice, research and policy and from appropriate models of evaluation in other fields.

These emerging models seek to recognise the nature of the interdisciplinary field of Global Education, and to provide both transparency and useful and relevant learning. To misquote the Canadian evaluator, Brad Cousins, they are not only about evaluation as “proving that it works”, but also about evaluation as “working [and learning] to improve”. This trend is reflected in several of the practices and findings of evaluations across GENE participating institutions.

## Chapter 4

# Spotlight on GE policy, provision and funding in Europe

### 4.1 Introduction

The following pages contain a selection of highlights taken from the Global Education Country Updates submitted by GENE participants in connection with GENE's 2017 Roundtable meetings. GENE Roundtables bring together Ministries, Agencies and other bodies with national responsibility for Global Education in European countries. The highlights outline some of the main developments in GENE participating countries in the last year and are outlined by country in the two phases in which they were reported – spring and autumn 2017.

### 4.2 Country highlights

#### Austria

##### Spring

“... Agenda 2030: The Federal Chancellery and the Ministry of Foreign Affairs (MFA) coordinate the implementation process undertaken by the ministries in Austria. A first stock-taking identified existing programmes that already contribute to target achievement. Furthermore, the Agenda 2030 is being mainstreamed in all relevant strategies and measures in all government levels. A first survey on contributions to implementation by all ministries has been published recently.”

##### Autumn

“... The Strategy Group Global Learning is revising the Austrian Global Learning Strategy on the basis of a broad evaluation scheme, involving a wide range of stakeholders.

... The funding budget for ADA's Development Communication and Education in Austria 2017 remains constant at 4.2 million Euro.

... ADA's 2017 call for project proposals in the field of Development Communication and Education focussed on the Sustainable Development Goals and on migration/forced migration. 35 projects were approved for funding. Furthermore, ADA provided co-financing for nine European projects (with Austrian partners /activities in Austria) which had been approved by the European Commission in the last DEAR call.”

## Belgium

### Spring

“... The Minister has decided to reduce the funding for non-governmental co-operation. It has an impact on the DEAR budget. He also decided to reduce significantly the funding for programmes executed by Belgian Technical Cooperation (BTC). The consequence is that one of them (Infocycle) will stop end-2017 and the other one (Annoncer la Couleur-Kleur Bekennen) will receive less funds but they will be guaranteed until 2019...”

The Minister he has recently signed with the French-speaking Minister for Education a co-operation agreement between the federal government and the French Community on global citizenship education (GCE).”

### Autumn

“... For DEAR, there are two especially important reforms. The first one regards non-governmental co-operation. The new legal framework has serious repercussions for the way that civil society organisations (CSOs) are financed.

... The second reform regards our agency, BTC, which is going to receive new mandates, a new macro-structure and a new name (Enabel). The consequences for global education programmes are still not clear.

... In the common context analysis and in the strategic common frameworks, the French speaking CSO's have introduced “solidarity” in their terminology for GE/GCE. They use now the expression: “global and solidarity citizenship education”

... An evaluation of Annoncer la Couleur/Kleur Bekennen and another one of all our GCE activities are planned for 2017-18.”

## Cyprus

### Spring

“...The Ministry, forced in part by the lack of funds, has welcomed the establishment of communication with Civil Society Organisations and especially a small core number of NGOs [...] These were able to bring their expertise in curriculum focus and innovative methodologies (active learning, fun engagement, online tool development) to diverse thematic areas ranging from environmental sustainability and climate change to ethical and humanitarian awareness and empowerment, always through the global perspective. This has had the effect of slowly building grassroots knowledge and support for global citizenship education, a process that could be the stepping stone towards becoming a funded policy priority.”

## Czech Republic

### Spring

“...the Ministry of Foreign Affairs is planning to move some part of the GDE budget to the Ministry of Education (MoE) in order to achieve stronger involvement of the MoE and better impact on the educational system ...

Another topic discussed is the implementation of the Action Plan 2015-2017 and the reference made to GDE in the draft Czech Development Cooperation Strategy 2018 – 2030.

### Autumn

“... The concept for a new Strategy for Global Development Education (2018 - 30) was presented during 2017. Based on good experiences with the previous Strategy (valid until the end of 2017), this new Strategy will have a similar structure (main GDE themes and principles, goals and targets, plus supporting measures, including budgetary measures).

... The evaluation of selected GDE and/or Awareness Raising projects is finalised and the implementation of obtained recommendations is underway (MFA responsibility - two projects selected for evaluation in 2017).”

## Estonia

### Spring

“... In general, GE and GCED are starting to receive more attention in Estonia as they are part of SDG4 and target 4.7. Also, Pisa 2018 will assess students’ global competencies.

The Ministry of Education and Research (MER) is renewing the Estonian national curricula in 2017. NGOs are working to include GCED and SDGs in the renewed curricula...

Besides the SDGs, the topic of refugees and migration remains one of the main themes in the overall public discourse. NGOs are working on school materials and study methods, organising teacher trainings, workshops, and public events to explain the current situation in the world. The aim is to break stereotypes and negative attitudes towards people fleeing their homes because of war.”

### Autumn

“... Following a call for co-operation made by the MER for developing a framework for Human Rights Education in Estonia, a group of experts and organisations have been seeking to integrate perspectives of Global Citizenship Education (GCED) into the Human Rights Education framework.

... In April 2017, the GE working group of NGOs agreed to prefer the term 'global citizenship education' (in Estonian 'maailmakodanikuharidus') instead of 'global education' (in Estonian 'maailmaharidus') as the translation of GCED might be clearer and easier to grasp by the public.

... In Spring 2017, a GE survey was conducted among Estonian school heads [...] on the perception of SDG 4.7... According to the survey results, the Estonian National Curriculum and School Curricula correspond better to the aims of Goal 4.7. than the Subject Curricula [...] i.e. education documents stating general competencies and topics – and concrete plans and actions taken by the subject teachers to achieve the goal. In the opinion of school heads, there is a lack of resources and skills to implement Goal 4.7., and there is a clash of opinions between parents and school personnel regarding the topics of ESD and GCED.”

## Finland

### Spring

“... The Ministry for Foreign Affairs' CSO Unit completed its 2016 call for proposals in late December 2016. A total of 19 civil society organizations received grants to implement mostly two but also some one-year development communication and global education projects in Finland. Just over EUR 1.4 million were granted for these organizations. This round started the bi-annual calls for proposals on this instrument instead of the previous annual calls.

This call requested proposals especially 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.”

### Autumn

“... Preventing violent extremism is one of our priority issues now in Finland, also in education. After the Turku event, the Minister of Education and Culture gathered a compilation of documents and tools that are currently available for schools in order to support the prevention of violent extremism (PVE).

... The Ministry for Foreign Affairs and the Finnish National Agency for Education met on several occasions to discuss new forms of collaboration in order to achieve better public awareness and engagement in the spheres of Global Education/Global Citizenship Education/Education for Sustainable Development.

... Agenda 2030, specifically target 4.7, has been one of the main criteria for applying for in-service training funds and funds for international work in schools granted by the National Agency.”

## France

### Spring

“... The national policy for development and international solidarity education, which is to be established shortly, will provide an overall vision of government funds allocated to the different activities involved. With regard to funds provided by the AFD, the international co-operation and development agency at the Ministry, its NGO Partnership Division has drawn up a report of the projects that it supported in 2016: 7 development education projects totalling €4.3 million were financed.

... The AFD would also 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 (RRMA), who are coordinating international co-operation and development education actions at regional level.”

### Autumn

“... Since the presidential election, the French government has committed to allocate 0.55% of Gross National Income (GNI) to official development assistance (ODA) by 2022 (as against 0.38% currently).

... Conclusion 13 of the Interministerial Committee for International Cooperation and Development (CICID) recognizes the need to “promote citizens’ awareness of sustainable development goals and development and global solidarity education in France and abroad”. This recognition should be based on an “interministerial road map to better coordinate initiatives

... the French Development Agency should also generate this momentum and has been given the “role of raising awareness and educating about development, citizenship and global solidarity”.

... This year, the Ministry for Europe and Foreign Affairs’s Delegation for Civil Society Relations and Partnerships provided €20,000 of funding for the “GENE Innovation Award” initiated by the Global Education Network in Europe. This financial support implements the French government’s commitment to quality development and global solidarity education for all, throughout Europe, and its desire to develop momentum on this theme in Europe.

... Lastly, reflection should be carried out on the best means of reaching out to the least convinced audiences and those least aware of international cooperation issues ... It would be useful to stress the importance of meeting such stakeholders, dialoguing with them and building advocacy in order to define new means of mobilising.

## Germany

### Spring

“... The budget and personnel for development co-operation and for education as a part thereof has increased considerably. The volume of federal spending on development education through the Federal Ministry for Economic Cooperation and Development (BMZ) increased from €22m in 2014, to €25m in 2015, to €35m in 2016 and continuing with €35m in 2017. Development Education is regarded as an important contribution to spread competencies to act sustainably in a globalised world. Anti-discrimination and inclusion are central issues in Development Education. Development Education exchange programmes have gained importance, with a rise in visits from schools from the global south, which had been much lower than number of outgoing schools from Germany, except for in school exchanges, where it was always equal.”

### Autumn

“... The Federal Ministry of Education and Research took the lead in starting the process for the development and implementation of a National Action Plan (NAP) based on the UNESCO Global Action Plan (GAP). The multi-stakeholder approach includes the BMZ and Engagement Global at various levels, as well as the 16 federal states’ ministries, responsible for formal education and schooling in Germany, the ministry on environmental affairs (BMUB) and the ministry on family affairs (BMFSFJ).

The BMZ launched a pilot project to execute sub-target 4.7 in 2016. Since then, the project has been supporting the establishment of coordinators responsible for embedding ESD in the education system in the 16 ministries of education in the federal states.”

## Greece

### Spring

“... The General Secretariat for the Coordination of the Government has called on all competent ministries to enhance their policies regarding the promotion and implementation of the Sustainable Development Goals, as well as proceed to draw up a mapping by sector of policy and a common National Action Plan. The Ministry of Education is responsible for the mapping and action plan with regard to Goal 4 (the emphasis here is on targets concerning inclusion) and [target] 4.7 (related to the promotion of sustainable development and global education).”

### Autumn

“... the goal of the curricula at all levels of formal Education is raising awareness on diversity, tolerance, gender equality, multicultural societies, migration. Issues related to

Global Education in school are approached in a cross-curricular way within the subjects of “Social and Citizenship Education”, “Social and Political Education”, “Environmental Study” and “Environment and Sustainable Education”, “School and Social Life” ... Programmes are implemented in secondary education schools, which are included in Career Education Programmes (PM), Health Education (AT), Environmental Education (PE) and Cultural Subjects (UTH).

The Education Ministry has also played a fundamental role concerning the Pilot Project on the Recognition of Qualifications of Refugees (“Passport for Refugees”, 2017) in close co-operation with the Council of Europe. The pilot project was conducted in 2017 by the Council of Europe in cooperation with the Greek Education Ministry (Department of International Relations) and the national academic recognition information centres (ENICs/NARICs) of Greece, Italy, Norway and the United Kingdom.

The European Qualifications Passport for Refugees is a document providing an assessment of higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant’s work experience and language proficiency. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications. During 2017 three assessment sessions took place. In total, the qualifications of 92 refugees were assessed and 72 passports were issued. Greece’s participation in this programme is extremely important as it is a key step for the integration of refugees not only into Greek society, but also into any European country. The programme builds on actions catering to the needs of school-age children, as the Ministry’s initiatives are part of a continuum of mutually strengthening policies and measures.”

## **Ireland**

### Spring

“... Support for strategic partnership programmes in 2017 will amount to €1.776m, the same amount which was provided in 2016.

Irish Aid’s 2017 Development Education Annual Grants will support thirty-one organisations to implement innovative, results-focussed initiatives, with funding amounting to €1 090 000, mainly in the non-formal sector where strategic partnerships are not yet in place (youth and adult and community sectors). This funding represents an increase of €110 000 over the 2016 figure of €980 000.”

### Autumn

“... Irish Aid is embarking on a more innovative approach to its funding support for development education in both the youth sector and the adult and community education sector with the introduction of two new strategic partnership programmes for advancing development education in these areas.

Specific course content on sustainable development has been integrated into new curricula developed, including: Science, Business Studies, Home Economics and Geography at Junior Cycle and Agricultural Science and Economics at Senior Cycle. Work continued on the review of the primary curriculum. The National Council for Curriculum and Assessment commenced an audit in summer 2017, from a sustainable development perspective, of the early childhood curriculum framework, and primary and post-primary curricula.

The Department of Education and Skills is preparing to carry out a review, looking at the implementation of the ESD Strategy to date, which will start in late 2017. This review will take account of the changing context for global education with the adoption of the UN Sustainable Development Goals, among other things.”

## Italy

### Spring

“... On Thursday, April 13, 2017, a meeting was held aimed at understanding the current state of Education for Global Citizenship (EGC) in relation to the Ministry of Foreign Affairs and International Co-operation and AICS. It was concluded that the national strategy on Education for Global Citizenship should be on the agenda for the National Council for Development Co-operation that would take place on June 6 next. Such a strategy should be made ready and available before end of 2017.”

### Autumn

“... The national strategy on Education for Global Citizenship was finalised at the end of 2017. The document provides an overview of the main international and national definitions of Education for Global Citizenship and describes the critical issues associated with EGC and the different areas of interest (e.g. formal/informal education, ...). Moreover, it sets out the key players and an overall approach for consideration of educational programmes to be carried out. The document also includes final recommendations and is supposed to facilitate the harmonisation of the Italian actors’ guidelines on EGC.”

## Latvia

### Spring

“...consultations on the possibilities to promote global education in Latvia continued between the Ministry of Education and Science (MES), the Ministry of Culture (MC) and the Ministry of Foreign Affairs (MFA) – the three ministries sharing responsibility regarding global education policy – together with the NGO counterparts working in this field. Moreover, environmental education and sustainability is under the Ministry

of Environmental Protection and Regional Development and the overall implementation of the 2030 Agenda is coordinated by the Cross-Sectoral Coordination Office – the main governmental planning institution of Latvia.”

#### Autumn

“...The MFA annually provides co-financing for NGOs for their DEAR projects that have been approved by the European Commission or other international donors. This year, five Global Education projects were co-financed by the MFA.

... The SDG perspective has helped to strengthen multi-stakeholder co-operation and establish alliances between development NGOs, environmental NGOs, local and global NGOs and other players. UNESCO NC has been actively co-operating with the NGO sector. The Environmental Protection Fund has also mainstreamed the SDGs in their project call.”

### Lithuania

#### Spring

“...The government is identifying coherence as the basic objective of development. Lithuania is planning to develop coherence among both the individual, human level as well as the public, state and economical level, through different areas – sustainable human and society, sustainable education and culture, sustainable and public administration...

Raising public awareness, and in particular among young people, on development co-operation issues is an integral part of Lithuanian Development Co-operation Policy. However, a recent survey [...] revealed that public awareness in Lithuania remains relatively low – only 14.9% of respondents have heard of the Sustainable Development Agenda 2030 and the Sustainable Development Goals (SDGs). Less than half of all respondents (40.2%) agree that Lithuania should support developing countries, thereby contributing to international efforts to reduce poverty and manage migration flows.”

#### Autumn

“... On 30 May 2017, the Baltic Regional Seminar on Global Development Education follow-up meeting was organised in Vilnius, initiated by the North-South Centre of the Council of Europe. This event gathered together GDE stakeholders: policy makers, formal and non-formal educators, representatives from CSO platforms, local authorities from the three Baltic countries – Lithuania, Latvia and Estonia. The aim of this meeting was to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy. After a one-day session on different themes, recommendations were

prepared related to policy making and curriculum development, professional development of educators and quality support, awareness raising and pedagogical tools.

The Division of Strategic Programmes at the Lithuanian Ministry of Education and Science continues the preparation for the PISA 2018 Global Competence Assessment, in which Lithuania intends to participate.”

## Luxembourg

### Spring

“... The Luxembourg government’s programme for the period 2013-2018 states that “the government remains committed to strong, voluntary action in the field of development co-operation, which shall be maintained at 1% of GNI.” Political and popular support for the 1% GNI for ODA target is strong in Luxembourg. It is noteworthy here that climate finance is additional and that expenses concerning refugees and migrants are not included in this percentage either.

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 de Coopération des ONG. Its aim was to draw up an assessment on DE in Luxembourg in connection with global education and education for sustainable development.”

### Autumn

“... the Ministry co-financed [...] an assessment on DE in Luxembourg in connection with global education and education for sustainable development. The findings of the project, some of which are still being extensively analysed, will serve as working basis for all the NGOs active in the field of DEAR in Luxembourg as well as for various actors involved in the topic.

During the course of the project and based on their different work practices, the NGOs have designed a common language to present their DEAR services to the socio-educational actors in Luxembourg.

... In 2016, the MFEA conducted a joint mid-term evaluation of the activities of two NGOs in the field of development education and public awareness raising. Apart from verifying the proper use of public funds, the initial purpose of the MFEA was to help the evaluated NGOs to reflect on their respective interventions, to promote an enhanced dialogue between partners and to contribute to the development of a working culture focused on results and learning.”

## Malta

### Autumn

“... The Forum on Leadership policy on Equity and Learning “Take it to the students” was held earlier in 2017 as part of the Malta EU presidency in collaboration with EPNOSL (European Policy Network on School Leadership). It convened on school leadership, equity and inclusivity. The main themes of the conference focused on policy and leadership, equity and practice and the relationship between them. One of the main outcomes of the conference was the fundamental importance to equip young people with the necessary education to be employable as well as critically aware and functional citizens, to overcome inequalities and inequities.”

By far Education Malta’s highlight for the year 2017 was the visit by Mr Liam Wegimont and Ms Ditta Dolejsiova from GENE to Malta last November. During their short visit a meeting was held with the Hon. Minister for Education and Employment during which GENE’s Increase and Innovation Programme and its positive impact on Global Education was discussed. Following this visit, a Memorandum of Understanding was signed in December 2017, so that now Malta is part of this project for the year 2018. Our colleagues at the Ministry for Education and Employment are in the initial stages of projects concerning migrants’ inclusion in education and broader dialogue with different stakeholder groups with the aim to create as many opportunities for inclusive education as possible.”

## Netherlands

### Spring

“... In the fall of 2017 the Ministry of Foreign Affairs decided that from January 1, 2018 it will no longer co-finance NCDO. Samsam, Kaleidos Research and OneWorld [the component parts of the organisation] have chosen different paths regarding their future...

Samsam is in the process of looking for another partner/publisher for a takeover and restart. In the past three months they have made important progress in this process. They are now in the middle of negotiation with a relevant publisher. The results until now are promising and they trust that they will lead to a new future for Samsam: new look, new mission and securing the future of the Samsam method of global citizenship education.<sup>15</sup>

OneWorld decided to continue their work within a new foundation: the OneWorld Foundation.

Kaleidos Research will finish its activities in 2017 and ceases activities on January 1, 2018.”

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15 Samsam has since the country report was submitted partnered with the publisher Young and Connected, which publishes a Dutch weekly children’s newspaper called ‘Kidsweek’.

## Norway

### Spring

“... (The Ludvigsen committee) delivered their report in 2015: The School of the Future — Renewal of subjects and competences [...] Based on their recommendations, later proposed by the government in a white paper and approved by the Parliament, three new cross-curriculum competencies will now be introduced, including “democracy and citizenship” and “sustainable development”. This is seen as a major reform and has been welcomed by the GE/DEAR-community”

### Autumn

“... The Norwegian Government is currently in the process of revising and renewing the national curriculum, which will be finished by 2019. Sustainable development will be an interdisciplinary theme in the new curriculum for primary schools as well as in teacher training programmes. The revision of the curriculum for higher secondary schools is yet to begin.”

## Poland

### Spring

“... The Ministry of Foreign Affairs in co-operation with the Ministry of National Education and the Ministry of Science and Higher Education had in 2016 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 “Global Education 2016” call for proposals aimed at enhancing the presence of global education in the formal and non-formal education systems, as well as increasing the awareness of citizens concerning global interdependencies and inequalities in the world.

As a result of the call, twelve projects received funding which totalled PLN 1 835 035. This included seven two-year projects with first modules completed in 2016 and second modules being implemented in 2017...”

### Autumn

“... The total value of GE funds dedicated for GE activities in 2017 is PLN 2 050 000, including:

- PLN 1 199 229 for projects implemented within the Global Education 2016 call for proposals;
- PLN 250 781 for co-financing projects financed from sources other than state budget funds (mostly the EC’s DEAR call for proposals);
- PLN 597 520 for project implemented by the Ministry of National Education (via the Centre for Education Development).

... The Ministry of Foreign Affairs in co-operation with the Ministry of National Education and the Ministry of Science and Higher Education in 2017 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 2017” aimed at assuring co-financing of the GE projects which already succeeded in the call for proposals financed from sources other than the Polish central budget (mostly EC’s DEAR call for proposals).

As a result of the call, three projects received funding which totalled PLN 250 781...”

## Portugal

### Spring

“... Through the initiative of the Secretary of State for Citizenship and Equality and the Secretary of State for Education, a Working Group on Citizenship Education has been created (Dispatch no. 6173/2016, May 10th). The purpose is to conceive a Strategy on Citizenship Education to be implemented at public schools, aimed at including a set of competences and knowledge on citizenship in all the school levels.”

### Autumn

“... In 2016, Portugal’s ODA rose in volume and as a percentage of GNI from 0.16% to 0.17%. The 2016 DEAR/GE volume exceeded 1 million USD for the first time.

... The National Strategy for Citizenship Education is being implemented in 230 public and private schools that integrate the Pilot Project “Autonomy and Curricular Flexibility” (Dispatch no. 5908/2017, July 5). The Strategy reinforces the implementation of the new curricular component of Citizenship and Development at all levels of compulsory education

... The drafting process of the new DE Strategy is fostering an exchange of ideas about the linkages between DE, Global Education, Global Citizenship Education, Citizenship Education and other “Education for”. The process included a workshop on concepts.

... In the context of the external evaluation of the DE Strategy 2010-2015, there has been a debate on the methodological approach to evaluation. The final report tries to capture some methodological challenges associated with measuring results and impact, evaluation and quality.

The drafting of the new DE Strategy is also a good opportunity to raise the issue of quality and evaluation, in order to develop a culture of evaluation and evidence-based decision making.”

## Slovakia

### Spring

“... The call for project proposals was announced in March 2017 by SAIDC with the deadline on 12th of May. The maximal duration of an individual project is 25 months, with the budget not exceeding 35 000 Euro per project. Total financial allocation for development education projects in 2017 decreased to 100 000 Euro compared to previously allocated 140 000 Euro in 2016. Four projects were selected in the first round of calls for Development Education projects that were allocated just over 135 000 Euro by SAIDC.”

### Autumn

“... The 2018 call for project proposals was also announced in March by SAIDC. The planned total budget for this call was 100 000 + 50 000 Euro (GENE contribution). In the frame of the selection procedure of this call, three projects were approved with a total financial allocation of 99 000 Euro. Due to this, SAIDC is currently planning to announce a second round of this type of call with the total budget of 60 000 Euro.

... MFEA is currently in a state of procuring the evaluation of GE, co-operating closely with other ministries involved.”

## Spain

### Spring

“... A new evaluation has recently been published [...] that has focused on the validity and implementation of the Development Education strategy...”

... The successful implementation of [Development Education] interventions is closely related to the existence of financing instruments properly adapted to the sector [...], and to the criteria for granting that respond to the nature and uniqueness of the sector. Linking interventions and building paths facilitates the achievement of outcomes and impacts on Development Education. In contrast, with isolated and discontinuous interventions, it is difficult to reach even minimal achievements.”

### Autumn

“... The National Meeting on Development Education that takes place annually celebrated its eight iteration. More than a hundred teachers from all over Spain gather at this meeting to update their knowledge on Development Education and learn about what's new in the sector, as well as to strengthen and maintain the networks that stem from these meetings.

The call for NGDO projects related to Development Education has been launched and will be finalised in 2018.

New NGDO agreements are in place, all of them related to Development Education.

The Development Education National Prize “Vicente Ferrer” was awarded for the ninth time. 15 new education centres received the prize and representatives travelled to Senegal to understand how Spanish development co-operation works, and to see the different field locations. As part of the journey, they also shared and exchanged experiences in Development Education.

Two new publications related to the Sustainable Development Goals have been published by the AECID and the MEFP. These publications provide guidance and strategies to work with the SDGs in a playful and interactive way within the stages of pre-primary, primary and secondary education. Using a visual format (a story book, for pre-primary and primary education and a comic for secondary education), these publications tell learners about ways in which to reach the Sustainable Development Goals. In addition to this, the material includes digital support and a teacher’s guide that provides help and advice regarding how to develop different didactic units related to the topic.”

## Sweden

### Spring

“... During 2016, the Swedish government was presented with a draft Action plan for its policy work with SDG 4 and target 4.7 (quality education and education for sustainable development). The main author was SWEDESD - International Centre for Education for Sustainable Development at Uppsala University and they consulted with The Global School, amongst others. We are now awaiting the government’s response on the draft. Several municipalities are also currently working to find ways to implement Agenda 2030. Stockholm municipality, has for example, included in the budget for 2017 that Agenda 2030 should underlie all activities in school.”

### Autumn

“... In Sweden, there is no national strategy on how to connect Global Education (GE) and Education for Sustainable Development (ESD), or rather incorporate ESD into GE. It has become a task for The Global School. In its work on learning for global sustainable development during the UN Decade of Education for Sustainable Development, The Global School has helped to create educational bridges between the groups of people that are involved in global issues and environmental issues...”

In 2016 the Swedish government appointed a Swedish Delegation for the 2030 Agenda with the aim of promoting, facilitating and stimulating the implementation...

Early June (2017), the Delegation presented a status report together with an action plan. The report states that Swedish school regulations and curriculum provide a strong support for Education for Sustainable Development. Despite this fact, according to the report, knowledge about sustainable development is generally low and there is a need for efforts to increase the general awareness.”

