



2019



**GENE**  
Global Education  
Ideas Award





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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

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# GLOBAL EDUCATION IDEAS AWARD 2019



In this publication we present the rationale for the GENE Global Education Ideas Award as well as the three Global Education ideas awarded in 2019. Through the award, GENE seeks to recognise the importance of innovation and transformative learning in Global Education. The award acknowledges Global Education initiatives that promote positive change and open peoples' eyes and minds to the realities of the world, locally and globally. It encourages Global Education that brings about this change through creativity, participation, direct action, synergies and innovation and that ultimately has the potential to inspire public policy.

This publication looks back at the three editions of the GENE Award and identifies some challenges and opportunities for funding innovation in Global Education in Europe. We hope that this reflection will inspire deeper discussion among policy makers in Europe on a timely and relevant topic.

# ACKNOWLEDGEMENTS

The Global Education Ideas Award 2019, as well as the Global Education Innovation Awards 2018 and 2017, were made possible through GENE's funders: The European Commission and funding Ministries and Agencies.

GENE highly appreciates the involvement of the International Selection Committee members and the Board in the selection process and at the Award Ceremony.



# INTRODUCTION

The third edition of GENE Global Education Award is unlike its predecessors. While the previous awards focused on innovation among existing Global Education initiatives, the 2019 edition explores and rewards new and innovative, but as yet untested, Global Education ideas.

While GENE continues to **recognise the importance of innovation in Global Education** through its 2019 Global Education Ideas Award, this Award is focused on new ideas for Global Education that facilitate transformative learning and open peoples' eyes and minds to the realities of the world, locally and globally. It envisages to promote Global Education that brings about this change through creativity, participation, direct action, synergies and innovation, and to inspire public policy.

It was during the meetings of the International Selection Committee of the Global Education Innovation Awards and the GENE Board in 2018 and 2019 that a proposal was developed to explore the possibility of moving from a recognition of existing Global Education initiatives, **to supporting the development of new ideas.**

There are many challenging questions that Global Education practitioners and policy makers face, such as: "How do we engage people who are not easy to reach?", "How can innovative Global Education transform the attitudes of those whose values differ from those associated with Global Education, such as solidarity, social justice, non-violence?", "How do we engage in 'political literacy', empowering people to act in order to change national and international policies?", "How do we strengthen Global Education practices not only at the level of the individual but also at the collective and ultimately societal levels?" With the Global Education Ideas Award, **GENE wishes to encourage experimentation, the exploration of new approaches and ways to address the different issues that are pressing local and global realities.** We believe that ideas that enable transformational learning and promote social change in new, non-traditional and innovative ways need to be supported, applauded and recognised. GENE is aware that most Global Education funds encourage highlighting results rather than innovation and leave little or no space for reflecting on failure. Yet, research shows that policymakers and others can learn invaluable lessons from failure, as it often results in new breakthroughs and in creative thought based on new thinking (Nedergaard, P. 2006).

Reflecting on the previous editions of the Award (2017 and 2018), and what is already part of the Global Education practice, there is a need to encourage new ideas as well as the freedom to experiment. While new, untested ideas come with a higher risk factor in terms of potential failure, they also come with vast potential for learning, both from possible success, as well as from possible failure. These are some of the reasons why the GENE Global Education Ideas Award recognises the need to encourage innovation at the "drawing board" stage.



The prize of 10 000 Euro has been established and is intended to serve as a catalyst or to provide initial funding for putting the idea into practice. It is hoped that it will contribute to attracting additional financing from other sources, thus enhancing the credibility and sustainability of the initiative.



### **GENE GLOBAL EDUCATION INNOVATION AWARDS – 2017 AND 2018**

The first two editions of the GENE Global Education Innovation Award in 2017 and 2018 were focused on already existing initiatives that were either ongoing or recently finalised. Based on the reactions of the awarded organisations, recognition of their work was one of things that they most appreciated, as it increased their motivation for further work, their visibility among the general public and vis-à-vis other funders. Awardees also stated that it enabled a time of reflection on their own work and filled them with energy to develop their initiatives further and at a larger scale. Below follow a few examples of their reactions and impressions:

*“The award made our work even more recognisable among our NGO colleagues, teachers and educational institutions on national level”*

Humanitas – Centre for Global Learning and Cooperation

*“The Award gave us a boost in our organisational activities... The Award triggered a streamlining of internal processes”.*

CHANGE – Chancen Nachhaltig Gestalten e.V., WeltFAIRsteher, Germany

*“The award has provided invaluable recognition and promotion for the programme, exposing us to yet more schools and teams that are keen to take part. It has also allowed us to speak to possible future partners”.*

Global Action Plan UK

*“The award has provided us with the space to reflect on work to date and to invest in new offerings for teachers and school leaders. It has helped to up skill our team and provide the team with new ideas and approached to Global Citizenship Education”.*

WorldWise GlobalSchools, Ireland



# SELECTION PROCESS

The 2019 edition of the Global Education Ideas Award received 68 applications from various European and non-European countries. Only Europe-based organisations and initiatives were eligible and had their applications reviewed by the International Selection Committee.

**The Selection process of the Global Education Ideas Award 2019 comprised four phases:**

## PHASE 1

The applicants were invited to present a new idea of a transformative Global Education initiative, both as a text (max 1500 words) and through a short video (2-5 min).

The GENE Secretariat made an online pre-selection, based on defined criteria. Specifically, the initiatives had to comply with the following:

- The proposals had to be in line with the Maastricht definition of Global Education (2002): *“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”*
- The ideas should involve transformative learning – a personal and collective process of reflection that has the potential to lead to a shift in perceptions in the understanding of oneself, one’s behaviour, attitudes and values and that can inspire changes in lifestyle and collective action. It also comprises a capacity to learn from the experience, including learning from failure.
- There should be an acknowledgement of the interconnectedness between the global and the local, i.e. relating the relevance of the issues addressed to the wider context; what happens locally is linked to the global level and vice-versa (the so-called “glocal” dimension).
- The educational approach should be one where all those involved are learners and take an active, critical role in the transformative learning process, whether in formal or non-formal education settings.
- There should be clear action-orientation, showing the ways in which the learning process encourage action, activism and ultimately social change.

- The idea should demonstrate creativity, with a process that demonstrates outside-the-box thinking.
- The idea should be coherent, with a balance between the applicant's expertise, viable planning and experimentation.

Based on the initial assessment by the GENE Secretariat, applications were divided into groups for review by the International Selection Committee. The GENE Secretariat also prepared the Peer Review process among the candidates.

## **PHASE 2**

This phase entailed the applicant-led peer review process, where each applicant was matched with an initiative with which it had something in common and was asked to review the other's application / initiative. The task involved offering critical feedback focused on the transformative learning elements of the initiative. When reviewing, applicants had to write a maximum of one A4 page, identifying two elements that they most appreciated about the initiative and two challenges that could contribute to its improvement.

## **PHASE 3**

The International Selection Committee was divided in three sub-groups, to enable each application to be reviewed by a minimum of three persons. The selection was done on the basis of the criteria outlined above. The recommendations from the committee were sent to the GENE Board.

The International Selection Committee was comprised of the following nine Global Education specialists:

Mr. Mehdi Achour, Editor, Partnerships and Civil Society Department, French Ministry for Europe and Foreign Affairs, France

Ms. Celina del Felice, Trainer and Researcher, Spain

Ms. Satu Honkala, Counsellor of Education, Finnish National Agency for Education

Ms. Laia Vinyes Marce, Project Officer, PLATFORMA Local & Regional International Action

Ms. Francesca Romana Minniti, Policy & Advocacy Coordinator, CONCORD Europe

Mr. Martin Náprstek, Deputy Head of Control Department, Czech Development Agency

Ms. Yael Ohana, Founder, Frankly Speaking – Training, Research & Development, Germany

Ms. Su Yeon Park, Development Education Specialist, Deputy Director of ODA Education Center, KOICA, South Korea

Mr. Alessio Surian, Associate Professor, University of Padova, Italy

Ms. Irma Šinkovec, Senior Adviser, Department for Development Cooperation and Humanitarian Assistance, Ministry of Foreign Affairs of the Republic of Slovenia

### **PHASE 3**

The final decision was taken by the GENE Board, based on the recommendations presented by the International Selection Committee, resulting in the selection of three innovative ideas that were each awarded a prize of 10 000 Euros:

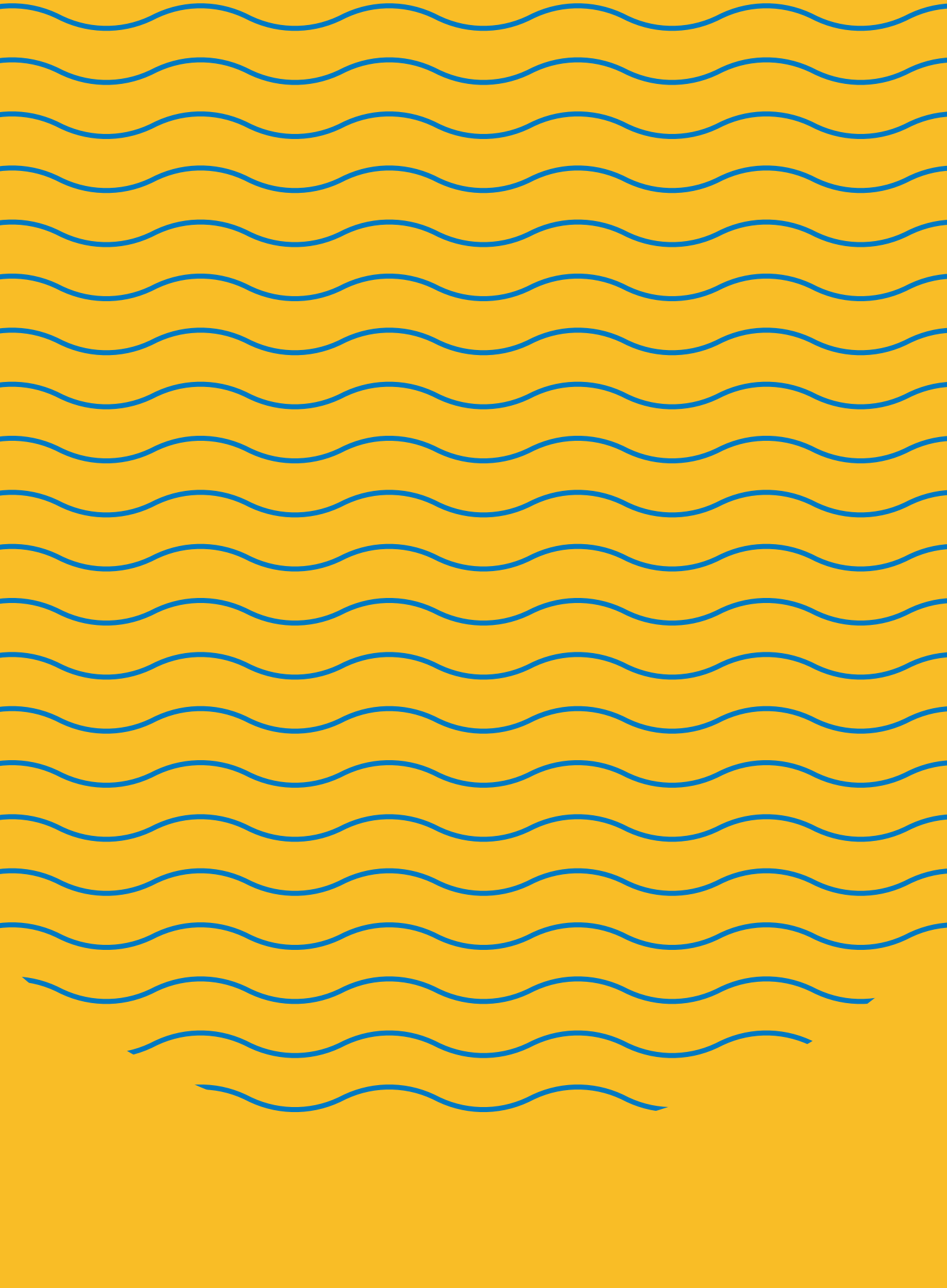
**Artevelde University of Applied Sciences**, The Climate Living Lab, Belgium

**Union des associations e-graine**, One World Citizen, France

**Hospodárske noviny**, HN Global Academy - Global Education for journalists with journalists, Slovakia

### **TIMEFRAME**

Official Announcement of the Award:	4 April 2019
Deadline for Applications:	4 June 2019 (at 23.55 CET)
Deadline for Peer Evaluation:	30 June 2019
Final Selection:	16 September 2019
2019 Award Ceremony:	18 October 2019, at GENE Roundtable 41, Malta





**GENE**  
Global Education  
Ideas Award

**THREE  
AWARDED  
INITIATIVES**



**arteveldehogeschool**  
LID VAN DE ASSOCIATIE UNIVERSITEIT GENT

Organisation name: **Artevelde University of Applied Sciences**  
Project name: **The Climate Living Lab**

Place of implementation: Ghent, Belgium

Actors involved: The teams consist of:

- AUAS students from different fields such as business management, human sciences, and technical / design sciences.
- Students from other universities of applied sciences and universities
- Erasmus students
- Highly educated newcomers (through VDAB, which is the Flemish Employment Agency).



Themes: All themes with a link to climate issues, such as mobility, sustainable food choices, energy issues, biodiversity in the city, sharing economy, local production and consumption, divestment, reduction of single use plastics, impact of climate on migration and poverty etc. are possible issues. The sub-teams autonomously choose the subjects they want to work on.

Est. start of the initiative: ClimateFACTORY: September 2019  
ClimateLAB: February 2020

Website: [www.arteveldehogeschool.be](http://www.arteveldehogeschool.be)  
[www.artevelde-uas.be/programmes/international-semester-programme/3id-labs-english](http://www.artevelde-uas.be/programmes/international-semester-programme/3id-labs-english)  
  
[www.facebook.com/arteveldehogeschool/](http://www.facebook.com/arteveldehogeschool/)  
[www.facebook.com/3idlabs/](http://www.facebook.com/3idlabs/)

## Summary

At Artevelde University of Applied Sciences, the idea of the Living Lab consists of two innovative educational practices, ClimateLAB and ClimateFACTORY. Both educational practices complement each other in terms of methodology and content and reinforce each other's work on global challenges.

The first innovative educational practice is ClimateFACTORY. This is a voluntary and open coalition in which everyone (students, staff and external stakeholders) can contribute to climate and global issues in an informal learning environment within AUAS. The creative method fitting the goal of the team will be selected in the sub-teams, e.g. design thinking, brainstorming, prototyping, community building, scrum etc. The kick-off of ClimateFACTORY takes place October 22nd 2019.

The second innovative educational practice is ClimateLAB, which starts in February 2020. Here students will create solutions for wicked climate problems with a social impact that require an intensive service design process. For an entire semester (30 ECTS credits), they work on a climate issue formulated by ClimateFACTORY and/or external stakeholders in interdisciplinary, international and intergenerational teams. Both educational practices influence and reinforce each other. There will be an exchange of expertise and ideas between ClimateFACTORY and ClimateLAB to ensure a coherent approach towards global challenges.





Organisation name:

**Union des associations e-graine**

Project name:

**One World Citizen**

Place of implementation: France

Actors involved: Young people and families, both French and foreign

Indirect beneficiaries: The eco-system of migrations at local and national levels (associations, institutions, French State ...)

Themes: Global Education, Global Citizenship, migration, solidarity, interculturality, cooperation

Est. start of the initiative: January 2020

Website: [www.e-graine.org](http://www.e-graine.org)

Facebook: [www.facebook.com/assoegraine](https://www.facebook.com/assoegraine)

## Summary

In response to the crisis of cosmopolitanism, e-graine is developing a national education programme about migration, targeted for real impact: improving the awareness of 300,000 people by 2022. Made up of a range of educational tools designed for schools and public spaces, we combine intellectual understanding of the global issues related to migration with real human encounters between people (both mobile and settled), migration actors and projects. The idea is to educate people about global citizenship through the creation of new educational workshops and tools, the design and implementation of training, and advocacy action for the benefit of education. Moreover, in order to boost the societal impact of the programme, it will be deployed in support of multi-stakeholder consortia, both national and local. This pilot aims to demonstrate that a cooperative implementation at every level of migration governance maximizes the collective impacts of an educational program.





Organisation name: **Hospodárske noviny**  
Project name: **HN Global Academy - Global Education for journalists with journalists**

Place of implementation: Slovakia  
Actors involved: Journalists, students, global education practitioners, external experts  
Themes: World issues in data, global economy, poverty and exclusion, sustainable economy, circular economy, global tax infrastructure, energetics, social transfers, inequality, climate change as social issue, economics of climate change etc.

Est. start of the initiative: October 2019  
Website: [www.hnonline.sk](http://www.hnonline.sk)  
Facebook: [www.facebook.com/hospodarskenoviny](http://www.facebook.com/hospodarskenoviny)





## Summary

The idea is to develop a long-term global education programme made for (and by) staff of our newspaper and journalism student-interns from Slovak and Czech universities. It will be implemented via a long-term series of workshops for staff and university students on various global issues, run by journalists and experts, including awareness-raising videos-infographics on selected topics. The world and its societies are changing at an unprecedented speed. Boundaries between domestic and foreign realities are getting blurred or even lost completely, in favour of global reality, while the media are slightly reluctant to fully catch up with this development. The idea is to address this, and to bring our audiences more complex, diverse, nuanced and balanced coverage on the world, helping them to take more informed decisions on global challenges we are facing nowadays. We will bring more of a so-called global outlook into our reporting.

# INTERNATIONAL SELECTION COMMITTEE AND THEIR TESTIMONIES

GENE is especially grateful to the members of the International Selection Committee who contributed to the whole Award process. The International Selection Committee is a group of Global Education experts from various fields and sectors devoting their time on the top of their other responsibilities to reviewing the award applications. Most of the members have been part of all three editions of the GENE Global Education Award - the Innovation Awards in 2017 and 2018 and the Ideas Award in 2019. As part of their work, ISC members reflect on the award process as a whole and carefully review the applications, watch videos and then discuss within small groups of three to four members, in order to come up with recommendations to the GENE Board.

Below you can find the reflections and testimonies on GENE Global Education Ideas Award 2019.

**Mehdi Achour**, Editor, Partnerships and Civil Society Department, French Ministry for Europe and Foreign Affairs

GENE GE Ideas Award was my first experiment of an International Selection Committee. Since the 2019 edition was focused on “ideas”, it was a really tough process: we had to determine if an idea had a potential based on a small description, the review of another applicant and a video. It was quite complicated to manage the balance between transformative learning and coherence. The most innovative organisations emphasising transformative learning weren’t always the best suited to implement the project, especially within the formal school system. Some project idea seemed really interesting and innovative, although almost unrealistic with regards to the responsibilities devolved to teachers (some ideas would require a strong support and a good training for the educational team). However, I appreciated the diversity of the projects and the quality of the organisations that filled in an application.

**Celina del Felice**, Trainer and Researcher, Spain

Being a part of the ISC was an honour and a great learning experience for me. First, it allowed me to be part of a unique space for exchange of ideas among colleagues engaged in Global Education. We explored what transformative and innovate approaches meant from a variety of perspectives and, building on the experience of previous years, we developed an assessment tool which helped us make the selection. Though the tool helped, selecting ideas was not easy. There was a wealth of experiences and ideas in each of the applications. I truly hope that they



are all implemented. Applicants received feedback from peers, so the process of application was aimed at being a learning experience as well.

**Satu Honkala**, Counsellor of Education, Finnish National Agency for Education

I have had the opportunity to participate in evaluating both innovative projects and innovation ideas. I am delighted by the great number of GCED related initiatives that the contest has helped make visible all over Europe. This year's process has been eye opening for me. In my opinion we had very good discussions together about the criteria of an innovative global education idea. The award staff Ms. Katarina Kovacova and Ms. Ditta Dolejsiova had done excellent preparations, so we had good criteria, peer reviews and applications in a compact form for our work.

However, it then turned out that maybe we still need even more discussion about what we mean by transformative learning and innovation. Some of the applications had very interesting ideas, but we could not see a clear transformative learning dimension in them. As individual evaluators, we also at the beginning had a bit different views of whether a certain idea was transformative in the sense it was written in the criteria. This was sorted out by discussing with the team member. I am grateful for my team members Mr. Alessio Surian and Ms. Su Yeon Park for sharing good arguments and helping me develop my thinking.

**Laia Vinyes Marce**, Project Officer, PLATFORMA Local and Regional International Action

Having been part of the ISC has enabled me to broaden my understanding on the diversity of practices of Global Education and on the added value of transformative education. With an eye on local and regional governments' involvement in it, and a particular interest for non formal and informal education practices, it has been a true and enriching pleasure to read about so many different practices across Europe. The process of reviewing and rethinking the selection criteria lead by the GENE Secretariat throughout the last editions has been an interesting exercise worth mentioning.

**Francesca Romana Minniti**, Policy & Advocacy Coordinator, CONCORD Europe

Promoting innovation in the global education sector is not a trivial matter. It is a great challenge and it can give fantastic results. From a simple but effective idea something amazing can emerge that has positive effects on many people. Supporting projects and organizations in this area is a duty of all institutions, public and private, local and international. GENE is doing a tremendous job in this area and I very much hope it can continue in the coming years with the support of CONCORD Europe and the Development Cooperation NGOs, who are always strong advocates for Global Citizenship Education. Such an initiative is a big step towards achieving public recognition that investing in Global Education and Global Citizenship Education is fundamental for the future of open, inclusive, peaceful, progressive societies. It has been a

privilege for me to be part of this International Selection Committee, so committed and so serious. Thank you to the whole Committee and to the very professional staff of GENE.

**Martin Náprstek**, Deputy Head of Control Department, Czech Development Agency

As an ISC member, I had a great opportunity to learn a lot about very wide and varied range of Global Education activities in different countries. The quantity, quality and diversity of Global Education approaches has increased every year and emphasis on innovation has proved to be a step in the right direction. In particular, I would like to highlight the contribution of GENE GE Ideas Award in countries where the Global Education tradition has not been so strong.

**Yael Ohana**, Founder, Frankly Speaking – Training, Research & Development, Germany

The GENE award is valuable not so much for the funding it mobilises, but for the emergent consensus it represents around seeding innovation in education, something for which there is far too little commitment. With its Idea Award GENE makes an important statement - more and different things can be done to promote global awareness and sensitivity through education in all its forms and experimentation is valuable. The award process contributes to changing attitudes and mindsets among education policy makers and practitioners as much as it has concrete results for the participants of the initiatives concerned and the issues they intend to impact.

**Su Yeon Park**, Development Education Specialist, Deputy Director of ODA Education Centre, KOICA

It has been already three years for me to work as an ISC member, and since then, summer time became my personal learning period for the Global Education in Europe. The selection process is always hard but also invaluable since I got inspired by innovative, creative and enthusiastic programmes from various European countries. The activities of GENE and Global Education in Europe are evidence that still we have hope for change while media keep telling us the Europe are now covered by nationalism, division, and hatreds. Recent youth movements against climate change in Europe remind me these countless projects submitted to GENE Global Education Innovation (Ideas) Award. All these efforts and labours are not vain, and we, humans are moving forward. I appreciate for all those unshakable belief and untiring exertion to make the world better place for all.

**Alessio Surian**, Associate Professor, University of Padova

By focusing on “ideas” the 2019 GENE Award edition encouraged civil society and educational actors to share their “deep” understanding and creativity concerning Global Education. I had the opportunity to read part of these inspiring ideas and I would like to reflect upon them on the basis of three key dimensions. The first dimension concerns action-orientation: the projects that we reviewed clearly link the learning process with action that have a potential to contribute



to social change. This change is linked to a second dimension: linking the local interventions to other (distant) local contexts and eventually to the global scenario. Surprisingly, the degree of involvement of partners in the Global South is not equally evident. Limited attention is given to creating and negotiating these projects with partners who are active outside of Europe or who are promoting activism in relation to discriminations that are happening in Europe. This gap questions the nature of the “transformative” features that should qualify the learning process. While most approaches involve a dimension of learning from the experience, it is less clear to what extent this implies a collective process of reflection and the degree of exchange and involvement of partners in the Global South in the experiential and reflective process that should lead to a shift in the perceptions as well as in the understanding of glocal dynamics, of one’s and one’s group(s) beliefs, and in identifying opportunities for changes in lifestyle and in getting involved in collective action. The creativity that should be at the core of thinking out-of-the-box in producing new Global Education ideas does not seem to take full advantage yet from the partnership dimension that is at the core of Global Education itself.

**Irma Šinkovec**, Senior Adviser, Department for Development Cooperation and Humanitarian Assistance, Ministry of Foreign Affairs of the Republic of Slovenia

I have been a member of GENE's Global Education Award Selection Committee since 2017. The selection process has always been very interesting and inspiring for me. I think it provides a good opportunity for learning about different approaches and projects in different countries and environments. I believe the Global Education Award is an excellent way to promote Global Education on the national level and to give recognition to quality projects – not only to the awardees, but also to all other stakeholders in Global Education.













**THANK YOU**

