

ANNUAL REPORT 2020



Contents

Message from the Chair	3
Strengthening the Policy Environment for GE	6
GENE key achievements in 2020	8
Area 1: Networking	11
Area 2: Peer Learning - the Global Education Peer Review Process	14
Area 3: Support	15
Area 4: Policy Research	17
Area 5: Recognition of quality practices	18
Area 6: Partnership	19
Financial statements	20
Board and Secretariat 2020	22
A Word of Thanks	23
GENE participating institutions in 2020	25

Message from the Chair



"All has changed, changed utterly". *W.B Yeats*

2020 was a year of significant change and challenge for the world, for Ministries of Education and of Foreign Affairs, and for GENE.

At geo-political level, challenges to democracy and to multilateralism seemed to be gaining force. The rise of neo-facism and right-wing nationalism led some to worry about the demise of pluralist democratic values. The abuse of human rights and the destruction of the environment – the latter halted a little, perhaps, by lockdowns – did not seem to auger well for those of us who believe in international solidarity and justice and sustainability.

Education has at its foundation, at its very core, a commitment to truth, in all its variety and nuance and complexity; but in 2020, both across the Atlantic and closer to Europe, a particular brand of politician and political strategist emerged that seemed determined to undermine the very relationship between truth and reality, in order to push their own brand of populism and personal politics. It is as if George Orwell's words were being actively made come true: "political language is designed to make lies sound truthful". This was an assault on the foundations and possibility of education in general, and global education in particular.

Into this geo-political climate came the pandemic. To paraphrase our speaker in the GENE webinar of mid-2020, Professor Divya Diwedi, we did not need a pandemic to show us that the world was unequal, but it did serve to highlight and underline the structural nature of that inequality.

In 2020 GENE Ministries and Agencies were assailed with sudden, brutal and unavoidable change. Ministries of Education were faced with the pivoting of education systems to the virtual and with lockdown to home-based, student and parent/guardian/older sibling-led learning; while Ministries of Foreign Affairs and their agencies were faced with similar, but different problems, as the work of supported CSOs and the workings of foreign and development policy became challenged and distanced.

As our network of policymakers from member Ministries and Agencies began to pivot and change working practice, in GENE, so did we. Recognising that some of the ways of working that we had already developed might be useful to our colleagues, GENE's priority became to be of practical help first, if we could, on the basis that we would continue the policy dialogue when our people were ready to do so. We hope we got this right, and that our meagre attempts to provide technical and "home-working" support, or even moral support, were useful.

In 2020 we also changed our ways of working as a network to the virtual, and introduced a number of new modes of meeting and working together. We hope that our colleagues in the capitals found them useful.

We also got some useful work done.

In this report, which I commend to you, you can read of GENE's work during 2020 in regard to:

- VIRTUAL ROUNDTABLES
- SUPPORT TO MINISTRIES AND AGENCIES
- CO-ORDINATING WITH MINISTRIES AND AGENCIES TO STRENGTHEN THE POLICY ENVIRONMENT FOR GE
- LAUNCHING THE ESTONIAN PR REPORT
- THE CYPRUS PEER REVIEW Follow-Up Process
- SUPPORTING WORK at national level in several countries across a range of policymaker needs and GE areas of work, from reviewing funding structures and developing new or renewed strategies, to accompanying evaluation processes and supporting inter-ministerial cooperation
- SIGNING OF A GE PARTNERSHIP AGREEMENT IN SLOVAKIA
- REDESIGNING AND LAUNCH A NEW FORMAT OF THE GENE GE AWARDS
- CONTINUING THE COOPERATION WITH ANGEL
- PROGRESSING AND COMPLETING A NUMBER OF PUBLICATIONS AND WEBINARS
- EERA PARTNERSHIPS
- COLLABORATING WITH INTERNATIONAL ORGANISATIONS

You can also read about

- welcome support and co-financing from an increasing number of Ministries and Agencies. I'd like to take this opportunity to thank our supporting Ministries and Agencies, who are

mentioned in the report, along with our colleagues from the European Commission, for their constant support and policy engagement

- the successful completion of GENE's first EC audit, with thanks to the auditors, and to GENE's Director, programme, administrative and financial staff, and particularly to GENE's financial advisor, David Gorman.

Finally, as the chair of GENE I would like to thank and appreciate the work of

- the GENE Secretariat, who have worked tirelessly and intelligently to support the network and to develop programme and even grow and improve the organisation during 2020 and to
- the GENE Board; during 2020 Board members Sabine Seiffert (Germany) and Florence Depierreux (Belgium) were joined anew by Charles Zammit (Malta); and continued to be ably assisted by GENE Board advisors Helmuth Hartmeyer and David Gorman. It has been a pleasure to lead the Board and to work with such committed and engaged colleagues as we work to move GENE forward.
- Most importantly, to thank GENE member Ministries and Agencies, and EC colleagues; your day-to-day work at national and European level, and your continuing support for and engagement with European policy networking and policy learning through GENE, is what makes the increase and improvement of GE possible. So that together we are, and have in 2020, been successfully working, in spite of challenging circumstances, very steadily towards the day when all people, in Europe – in solidarity with excluded peoples, locally and globally - will have access to quality global education.

Professor Dr Annette Scheunpflug

Bamberg, April 2021

Strengthening the Policy Environment for GE

If we consider the policy environment for GE/DEAR now in Europe and more globally, compared to a decade ago, then there are indeed reasons to be cheerful. I will outline here some of the policy perspectives and recent processes, initiatives or policy documents that give rise to hope for more solid support for GE/ DEAR.

At European level and at national level in Europe there have been several promising developments during 2020 that suggest a very specific focus on strengthening GE/DEAR within the EU's broader foreign policy:

- The Council of the EU's Working Party on Development (CODEV), meeting in Brussels on the 6 February 2020, reached a strong consensus on the centrality of GE/DEAR to the EU's aspirations regarding the Global Goals and the Green New Deal. During the meeting, 14 countries spoke strongly in favour of strengthened support and coherence between national and EU policies and initiatives in GE/DEAR (Wegimont, 2020).
- This consensus was built upon in the Council meetings that led to the adoption of the Council Resolution on Youth in External Actions on 6 June 2020. This put GE/DEAR at the core, calling on the Commission and member states to:

"Enhance active global citizenship through strengthened global education, development education and awareness raising (DEAR) with youth including training, youth work activities and awareness-raising in human rights, sustainable development and good governance – and to support young people's active engagement in responding to global challenges and efforts to build democratic, peaceful, inclusive, equitable, tolerant, secure and sustainable societies across the world..." (EU Council, 2020).

Along with this strengthened recognition of the need for support for GE/DEAR at European level, a growing number of European countries also have their own national strategies, policies or coordinating mechanisms for GE/DEAR (Lee, McAuley and Wegimont, 2020).

At the OECD (Organisation for Economic Co-operation and Development), there have also been developments over time that have influenced the policy environment for GE/DEAR in a number of ways. These are mostly two-fold: in regard to the growing focus on GE/DEAR within the OECD Development Assistance Committee (DAC) Peer Review Process; and in the increasing influence of PISA (Programme of International Student Assessment, 2020) and other large-scale assessments and policy-focused research initiatives of the Education Directorate of the OECD. In regard to the former, it is clear that Overseas Development Assistance (ODA) administrations at national level are exercised by the periodic, comparative and quality enhancement focus of the DAC Peer Reviews. The strength of focus in each Peer Review regarding GE/DEAR has varied (Nygaard, 2020). The DAC has periodically reviewed its guidance for peer reviewers in this regard.

This process has strengthened the focus on GE/DEAR over time, and there are some hopeful signs that the guidance manual for reviewers may in future include a stronger and more consistent focus on GE/DEAR.

Meanwhile, the OECD Education Directorate has engaged in dialogue regarding the importance of Global Competencies and, since 2018, has included the measurement of global competencies in its PISA assessment (OECD, 2018). While this development is not, and should not be, uncontested; it does provide opportunities for policy dialogue regarding the nature of education, the importance of the global dimension and the necessary defence of the centrality of the struggle for justice, equity and human rights in GE/DEAR (Van Damme, 2020; Connolly, Lehtomäki and Scheunpflug, 2019).

At UN and global level the work of UNESCO in ESD (Education for Sustainable Development) (UNESCO, 2020a), GCE (Global Citizenship Education), PVE-E (Preventing Violent Extremism through Education) (UNESCO, 2020b) and more broadly the focus on SDG 4.7 (SDSN, 2020) have all enhanced the policy environment for GE/DEAR. I might also mention here the strong work of Bridge 47 (2020) – a group of civil society organisations (CSOs), umbrella bodies and individuals that have managed, through a singular focus on SDG target 4.7 and a commitment to coalition building, to move the GE/DEAR agenda significantly in unusual ways and with previously untapped partners.

Finally, while the scope of this brief outline is predominantly European, there are a number of national, regional and interregional initiatives emerging among and between policymakers and researchers in the global South. These progressive approaches, while not the focus of this edition, do give rise to hope.

So, in spite of the dark clouds gathering on the horizon – in the shape of extremism and neo-fascism, challenges to truth, human rights and multilateralism – there is, nonetheless, hope. If one believes in the ability of people, through critical education – particularly through GE/DEAR – to create a world of greater justice and human rights for all; if one believes that the global North must act in solidarity with peoples across the globe, and particularly in the global South and those who are excluded, locally and globally, to change things towards greater justice, human rights, peace and sustainability; then there are in the current policy environment for GE/DEAR, some reasons to be cheerful.

Liam Wegimont
GENE Director

GENE key achievements in 2020

2020 was an unprecedented year for GENE, as for everyone, everywhere. Despite GENE having extensive experience of remote working, many changes had to be made because of international travelling restrictions and cancellation of events. Within a few weeks in March, the GENE Secretariat and Board pivoted from in-person to virtual events and meetings. We also realised that while our work is Global Education, the Secretariat, with experience of working virtually and remotely, might be of some practical support to our colleagues in the capitals as they moved to very different and difficult working circumstances. This approach – supporting our people in the network, working with what they need, keeping the conversation going, and eventually getting back to the GE core – seems to have been useful to our participating policymakers. We lost very few from our network, and even welcomed some new participants. Meanwhile, we introduced some new modes of working – including the Chairperson's virtual coffee mornings – and engaged in some more intensive support to Ministries and Agencies in areas such as national strategy development, evaluation of funding mechanisms, and development of inter-ministerial cooperation. GENE was also able to focus on more in-depth research and developed some new partnerships during this time.

At the same time, work in policy co-ordination and policy dialogue with colleagues in the capitals and with the European Commission colleagues proved fruitful, as did other pan-European and international work. GENE contributed to strengthening the policy environment for GE, through its presentation at the CODEV in February 2020, as the European Union finalised the NDICI (Global Europe), where strong arguments were heard by Member States and GENE regarding the importance of GE. GENE also contributed informally, through member states, to the strong language regarding Global Education in the Council Conclusions on Youth in External Actions (June 2020). GENE was also delighted to input informally into considerations by the OECD DAC Secretariat as they worked to revise the reference guide for DAC Peer Reviews, to strengthen the GE section of the guide and of subsequent Peer Review Reports, as outlined above.

This 2020 report provides some highlights of GENE's work in response to the challenges of the past year as well as an overview of key achievements.

In 2020 GENE managed to:

CONDUCT BI-ANNUAL VIRTUAL ROUNDTABLES. GENE members met for RT 42 and 43 by Zoom and both Roundtables proved very successful with more participating Ministries and Agencies than ever before. Side meetings were organised to delve deeper into key topics and to welcome and introduce representatives of Ministries and Agencies new to GENE into the organisation. The introduction of the Chairperson's monthly informal coffee breaks also provided a valuable space for those who wished to touch base, share challenges and priorities, and stay in touch.

PROVIDE CONTINUOUS SUPPORT TO MINISTRIES AND AGENCIES. In the first quarter of the year GENE undertook several "virtual capital visits" to provide specific support requested by members, to give input at conferences, and to meet with political leaders and policymakers to assist in raising the profile of GE at national level. These virtual missions and support work intensified during the autumn with GENE assisting several Ministries and Agencies requesting input in areas such as blue sky thinking in GE, deepening of inter-ministerial dialogue, planning for the development of national strategies, facilitating policy reflection regarding funding processes and structures, and the development of evaluation processes – including detailed accompanying of particular evaluations at national level, as "external critical friends".

COORDINATE WITH MINISTRIES AND AGENCIES ON GE POLICIES WITH A VIEW TO STRENGTHENING THE POLICY ENVIRONMENT FOR GE. GENE had the opportunity, as mentioned above, to present to the EU CODEV regarding the importance of GE and DEAR to national and European ambitions in the field of development cooperation and foreign policy. GENE also worked with EC colleagues in a joint effort to enhance the youth dimension of GE/DEAR/Global Justice initiatives in EU policy. As a result, the CODEV adopted the Council Conclusions on Youth in External Actions, which included a prominent call to increase provision for GE/DEAR.

COORDINATE INTERNATIONAL PROCESSES WITH MINISTRIES AND AGENCIES. GENE is often asked to be involved in processes, or responses to processes or events, at UN, UNESCO and UNECE related to Global Education. In this context GENE initiated a process in 2020 aimed at strengthening co-ordination and facilitating common positions among our participating Ministries and Agencies vis-à-vis broader global and regional processes.

LAUNCH OF THE ESTONIAN PR. The National Report on Global Education in Estonia was launched at a lively seminar on 3 Mar 2020 in Tallinn with much discussion and a broad range of Global Education stakeholders participating. The Director General for Development Cooperation welcomed the report findings and stressed the importance of Global Education for Development Cooperation and public awareness of global issues. The Ministry of Education similarly expressed support for further integration of GE in formal education. There has been detailed follow-up with the Estonian MFA and MoE in 2020.

CYPRUS PEER REVIEW Follow-Up Process

A strong Peer Review follow-up process took place with Cyprus. It including a Secretariat visit in February to Nicosia, which led to a renewed inter-ministerial and stakeholder process and to an agreed set of conclusions and recommendations for further work, led by colleagues from the Ministry of Education.

SIGNING OF GE PARTNERSHIP AGREEMENT IN SLOVAKIA. A tripartite MoU was signed between the Ministry of Foreign and European Affairs, the Ministry of Education and GENE. This happened during a challenging year and despite the huge workload on the part of both ministries. The MoE

and the MFA expressed interest in GENE support for a process of inter-ministerial cooperation and working group establishment, a renewed national consultation process and the development of a new GE strategy. GENE was honoured to be of assistance in this inter-ministerial commitment.

REDESIGN AND LAUNCH A NEW FORMAT OF THE GENE GE AWARDS. The 2020 edition of the GENE Award directly involved national Ministries and Agencies in identifying examples of quality Global Education practice in Europe, provoking some continuing discussions about quality in Global Education.

CONTINUE THE COOPERATION WITH ANGEL. In 2020 the cooperation with ANGEL, the Academic Network on Global Education & Learning has successfully continued. Two of the main highlights of this collaboration were the International ANGEL seminar for early career researchers 2020 held online on 11-12 June 2020 and the launch of the Multilingual GE DIGEST 2020 on the 9th of November 2020. This is the first multilingual digest of GE research and exemplifies GENE's commitment, through Angel and with academic partners, to ensure cross-border and cross-language research and policy learning.

PROGRESS AND COMPLETE A NUMBER OF PUBLICATIONS AND WEBINARS. Including the State of Global Education 2019 (with SOGE 2020 also prepared) and the GENE/Enabel webinar.

EERA PARTNERSHIPS. While the ANGEL network brings together over 500 researchers whose work is focused on GE, in 2020 GENE embarked on a new, wider partnership, this time with educational researchers across Europe. The European Educational Research Association (EERA) involves over 30 000 educational researchers in 33 thematic networks and national and international associations. Building from a strong initial partnership process, in 2020 GENE and EERA together launched a GE award and funding scheme for educational researchers – focused on the research priorities identified by our GENE network members and policymakers. This will strengthen the focus on GE research, not only among those already devoted to GE, but also within the wider educational research community across Europe.

COLLABORATE WITH INTERNATIONAL ORGANISATIONS. GENE has been developing a partnership with the OECD on a number of fronts, including the possibility of GENE facilitating a deep-dive policy learning process with DAC members. In December it was confirmed that GENE input to the revision of the OECD - DAC Peer Review reference guide during 2020 has served to contribute to reflection within the OECD in deepening the focus on, and providing criteria for, strengthening the focus on GE/DEAR within forthcoming DAC Peer Reviews.

In addition to these highlights, during 2020 GENE

- Welcomed support and co-financing from an increasing number of Ministries and Agencies. In 2020 two new institutions – the Ministry of Education, Culture, Sport and Youth of Cyprus and

the Ministry of Foreign Affairs of the Czech Republic – joined the growing number of Ministries and Agencies who count themselves as GENE funders.

- Fruitfully engaged with and successfully completed our first EC audit, emerging with a strongly positive result and integrating what has been learnt into GENE systems and procedures.
- Developed a new website and began the process of developing a knowledge centre and country GE profiles.
- Improving, we trust, the communication and information flow with member Ministries and Agencies, while improving our direct usefulness to our national policymakers in their work.

Area 1: Networking

The purpose of GENE's networking activities is to share policy, strategy and practice, encourage learning among policymakers in Europe in GE and coordinate on GE policies with a view to strengthening the policy environment for GE.

Working to Strengthen the Policy Environment for GE

On 6 February 2020, GENE had the opportunity to present to the CODEV, the committee of the member states in Brussels that deliberates and decides on development policy within the Union, in dialogue with the Parliament and with the Commission. Thanks to the work of GENE participants in briefing colleagues in the Permanent Representations in Brussels, 14 countries spoke at the CODEV of the importance of GE/DEAR nationally, and also kindly supported and acknowledged GENE's work. Many spoke very strongly of the need for strengthened financial commitments to GE/DEAR in the forthcoming programming cycle in line with strengthened policy commitments. Feedback from CODEV members suggests that GENE's intervention came at a crucial time for the GE/DEAR budget.

GENE also worked, during 2020, and in line with the positions of Member States and in dialogue with EC colleagues, on an approach to the CODEV to enhance the youth dimension of GE/DEAR/Global Justice initiatives. As a result, and with thanks particularly to Ireland, Portugal and Latvia, along with colleagues from other MS and EC colleagues, the CODEV adopted Council Conclusions on Youth in External Actions which included a prominent call to increase provision for GE/DEAR.

Detailed consultation in December with GENE participants led to strong GENE engagement in the evaluation of the DEAR component of the EC CSO/LRA programme. The Portuguese Presidency of the Council of the EU in the first half of 2021 also has GE/DE as a priority, with specific reference to GENE.

Enhance Networking among Ministries and Agencies

The **42nd multilateral Roundtable** meeting of European Ministries, Agencies and other organisations with national responsibility for Global and Development Education, with the European Commission, convened at the invitation of GENE on the 8th of May. This Roundtable was organised virtually for the first time due to the challenge of the COVID-19 pandemic. The Roundtable gathered over 60 policymakers from Ministries and Agencies, representing 25 countries, together with colleagues from the Commission. National representatives shared country reports, identified issues of common concern and exchanged policy perspectives and solutions to current challenges. New Ministries/Agencies from Croatia (MFA), Hungary (MFA), Italy (Development Agency), Sweden (Development Agency) joined the Roundtable, along with representatives new to GENE from a small number of countries.

In Autumn 2020, **the 43rd Roundtable** convened over three days on the 8th, 15th and 16th of October. The event brought together over 60 participants from 35 different national Ministries and Agencies, including high-level representatives from both national Ministries and the European Commission, along with inspiring keynote speakers.

The statement from Ms. Henriette Geiger, Director, Directorate People and Peace, DG DEVCO, EC, delivered by Ms. Agata Sobeich, Head of Section, DEAR, along with the responses by Member State representatives started the Roundtable strongly. Responses emphasised the importance of GE/DEAR at national and European level and the EC's role in this from policymakers' perspectives, along with the need to maintain and increase support for GE and DEAR in European budget instruments.

During the event, participants had a chance to take part in group discussions in order to deep-dive into priority issues identified across the network.

Last but not least, autumn 2020 saw the introduction of **monthly GENE Virtual coffee mornings**, offering an opportunity for our members to raise ongoing GE issues with colleagues and peers in an informal networking setting. In 2020 GENE organised three such sessions with colleagues from Ministries and Agencies and discussed various topics.

Share perspectives on challenges and opportunities in the current context

As part of a series of online sessions connected to Roundtable 42, GENE organised a webinar on "**Global Education in a time of crises**" for global education policymakers to reflect, share perspectives on challenges and opportunities in the current context and for the future ahead. The webinar was chaired by Professor Dr Annette Scheunpflug, GENE Chairperson, and Mr Liam Wegimont, GENE Director. GENE invited Professor Divya Diwedi, Associate Professor of Philosophy and Literature at the India Institute of Technology in Delhi, to share her perspectives on the current crises and its implications for education and Global Education. Three representatives from GENE

participating Ministries and Agencies – Ms. Krista Orama, MFA Finland, Mr. Jan Verschueren, Enabel Belgium, Mr. Marko Vukasinovic, MoE Montenegro – and Ms. Agata Sobiech from DG DEVCO at the European Commission also shared insights regarding some of the ways in which they had coped and overcome challenges during the crises, as well as looking ahead at how Global Education policy and programming might be shaped by current events. All participants then had an opportunity to share approaches and new ways of thinking and working on GE.

Area 2: Peer Learning - the Global Education Peer Review Process

The European Global Education Peer Review process involves GENE members – both as core partners in the country under review, and as part of the international peer review team. The review takes place in partnership with one or more ministries and agencies at national level. The process provides a deep study of the national Global Education landscape in the country under review, along with an international comparative perspective from European policymakers on the peer review team. It leads to a national report on GE in the country, along with follow-up support as appropriate.

National Report on Global Education in Estonia

The launch of the Estonian Peer Review national report took place in Tallin on the 3rd of March 2020. The culmination of a year-long process, the launch involved a broad range of ministry, CSO and education actors. Feedback from the international peer review team (from Austria, Finland), participating Ministries and Agencies, and in particular Estonian civil society representatives indicated strong appreciation of GENE's role in the PR process and the launch, including in social media. For GENE it was a pleasure to facilitate this process with such engaged national counterparts. The National Report on Global Education in Estonia contains the findings from the Peer Review of Global Education in Estonia that took place during 2019. It provides an overview of Global Education in the country and includes observations and recommendations intended to assist Estonian Global Education actors to further improve and increase provision in the country.

In connection with the launch event of the National Report from the Estonian Peer Review, Mr. Wegimont, Director of GENE, met with Mr. Seilenthal, Head of Development Co-operation at the Estonian Ministry of Foreign Affairs, to discuss possible ways to strengthen GE in the Estonian MFA in both policy and funding terms. As part of the capital visit, the whole GENE team also met with representatives from the Ministry of Education and Research and the National Commission for UNESCO, to take stock of where both institutions were at after the peer review process and to discuss Estonia's priorities for strengthening GE in the formal education system. Follow-up to the meetings will take place in the context of follow-up support to the Estonian Peer Review.

Peer Review of Cyprus: follow-up review process

A GENE Secretariat visit to Nicosia was organised in February 2020, following the 2017 GENE Global Education Peer Review of Cyprus and subsequent partnership between GENE and the Ministry of Education, Culture, Sport and Youth (MoECSY). This led to a strong re-engagement by key stakeholders in the national co-ordinating group, the development of the 2020 Cyprus Peer Review follow-up commitment document, formally endorsed by all actors, and a new funding commitment to Global Education announced by MFA Cyprus, for the first time.

Area 3: Support

The Support Programme aims to provide the countries involved with an opportunity to strengthen their structures, coordination and funding mechanisms in Global Education, as well as getting inspired by similar experiences from peers in GE from other parts of Europe.

Working with Ministries and Agencies to strengthen GE at national level

During the course of 2020 the GENE Secretariat has had many opportunities to visit, meet virtually and support colleagues working to strengthen GE at national level.

National consultation activities were carried out in a number of countries, including Bulgaria, Cyprus, Czech Republic, Hungary, Latvia, Montenegro, Poland, Romania, Serbia and Slovenia.

There is currently ongoing implementation of a Memorandum of Understanding with MEDE, Malta, including co-funding of GE projects in schools and technical support focused on training of teachers in GE.

On the 30th of December, a Partnership Agreement with the Slovak MFA and MoE was signed, with implementation to begin in 2021. Both MoE and MFA expressed their interest in GENE support with a process of GE inter-ministerial cooperation and working group establishment, a renewed national consultation process and development of a new GE strategy. At the moment a participatory governmental process of GE strategy development is being designed and will be implemented in 2021. It is planned for the draft strategy to be presented and approved by the different stakeholders at the National Seminar on Global Education in autumn 2021, before being adopted by the government. This process of government approval is currently planned to take place by March 2022. A co-funding mechanism between GENE and the MoE is also being designed to support GE activities in the formal education sector.

In Bulgaria and Romania, new contacts at the ministerial level were established with the goal of issuing invitations to participate in GENE Roundtables once again, as previously.

Support to Ministries and Agencies through virtual capital visits

Due to the ongoing COVID-19 pandemic, video conference technologies have helped GENE in carrying out its work of supporting participating Ministry and Agency representatives with their needs on a number of fronts.

Here is an overview of some of the virtual capital visits that took place during 2020:

Finland | The Finnish MFA in 2020 undertook an evaluation of its funding for Global Education and kindly sought GENE's feedback in the process. This happened simultaneously as evaluation efforts were underway among other GENE members, e.g. Slovakia and Poland. Two virtual missions (10th of November and 3rd of December 2020) were held with the participation of the GENE and MFA Finland. The meetings discussed the recent evaluation as well as follow-up between Finland and GENE that was initiated in connection with a capital visit to Helsinki in autumn 2019.

Belgium, Enabel | Earlier in the year, Enabel invited GENE to take part in a conversation with Belgian colleagues aimed at exploring how the new strategic focus on Global Citizenship Education could be translated into practice in Enabel's programming. A meeting was held on the 16th of September with participants from both Enabel and the MFA as well as GENE. GENE provided input regarding good practice and strategy, along with a short paper aimed at assisting colleagues in Enabel involved in this work.

Estonia | On 14 December, GENE's Director met with representatives of the Estonian MFA and several additional stakeholders on the Estonian side, including a range of NGOs, the national UNESCO Commission, the new Education and Youth Authority, and the Centre for Eastern Partnership. Discussions covered a wide range of issues including models of evaluation and impact assessment, GENE support for the development of a national co-financing mechanism, development of a national forum/structure/ongoing space for dialogue between stakeholders.

Slovakia | On 17 December, GENE took part and gave an input during the presentation of the results of an evaluation of SlovakAid projects. The evaluation covered Global Development Education project grants approved between 2016-2018 and the event was organised by the Slovak Ministry of Foreign and European Affairs (MFEA). GENE became involved in this process as an external "critical friend" in 2019 and in 2020, the GENE Secretariat was invited to be part of the Steering Committee, whose task it was to give feedback throughout the evaluation process. The main goal of the evaluation was to gather information which would be used by the MFEA and the Slovak Agency SAIDC in designing future calls for proposals, providing feedback to implementers of GE and potentially in preparing the next National Strategy on Global Education.

Czech Republic | A meeting was held on 21 December 2020 between GENE and the Department for Development Cooperation and Humanitarian Assistance of the Czech Ministry of Foreign Affairs. The meeting focused on the strategic collaboration between the MFA and the Czech Ministry of Education Youth and Sports (MEYS) that had recently been initiated, and the needs of both Ministries in regard to GE. GENE was delighted to suggest some examples of good practice and to provide input and examples that might be useful in this emerging and admirable process of inter-ministerial cooperation.

Area 4: Policy Research

The objective of this area of work is to bridge the gap between research and policy, to increase dialogue between the policy and research communities and to make more policy-relevant research available to policymakers working in Global Education across Europe.

GENE Research

During 2020 GENE researched and produced the State of Global Education 2019 and prepared for the State of Global Education 2020 report. GENE was also involved in a number of research projects including

- Developing national strategies – a comparative framework;
- Analysing the GE/DEAR focus within recent OECD DAC Peer Reviews;
- A project (continuing) on the nature of policy learning within GENE
- A Joint Initiative: "Policy Learning in Global Education: reflections from a peer exchange between Slovakia and Portugal". (The exchange concluded in 2019 and the briefing paper was developed in 2020.)
- A number of other areas of research and resources were developed during 2020, to respond to the needs of Ministries and Agencies, or as background to pan-European inputs. These included gathering literature on evaluation in Global Education, and compiling a knowledge bank of background information for country GE profiles (launch 2021).
- GENE support for a meeting of the editors of a number of journals in the field of GE/DEAR, which led to the development of a common call for papers focused on the policy environment for GE. In the context of this common call, the GENE Director was invited to act as guest editor to the journal "Policy and Practice" focused on this issue.

GENE also worked with prominent German-language researchers on the translation (from the German original) of a volume on **Quality and Impact in Global Education – Empirical and Conceptual Perspectives for Planning and Evaluation** which will be available for GENE members and in open-source in early 2021. This will form part of a broader process currently being developed by GENE entitled **PRIMAL DESIRE**, which will focus on gathering emerging experiences and models of planning, review, monitoring, evaluation and organisational learning in Global Education.

Collaboration with ANGEL

Angel is the Academic Network on Global Education Learning. It is co-managed by GENE with academic institutional partners, particularly the Development Education Research Centre at the Institute for Education in London. In 2020 ANGEL showed strong progress.

The ANGEL Member Directory was launched on 1 June 2020 and features 644 GE experts and GE professionals from 65 countries. It can be accessed via a “members only” area on the [ANGEL website](#). This database is a very important element of the construction of the ANGEL network. It is a valuable resource for researchers looking to connect with other researchers, and also for policy makers looking for consultants, speakers or partners for potential collaboration on Global Education.

The ANGEL Early Career Researchers Seminar 2020 was held online on 11-12 June. It was organised by the University of Oulu, Finland with the support of GENE, University College London (UCL), UK and the University of Bamberg, Germany. The Early Career Researchers (ECR) seminar focused on research into Global Education and Learning (GEL) aiming to provide early career researchers with an inspiring platform for discussing, re-visiting and analysing the complexity of conceptualisations. A final panel on policy-focused research in Global Education organised by GENE shared inputs from GENE's Chair and Director. 220 participants from 40 countries attended the conference.

The Multilingual GE DIGEST 2020, a bibliography of research in the field of Global Education, was launched on 9 November 2020. This third edition of the DIGEST was, for the first time, a multilingual edition, bringing together research published in six languages: English, French, German, Italian, Portuguese and Spanish. The event was open to researchers, policymakers and all those interested in Global Education.

Partnerships with networks in the field of Educational Research

In 2020 GENE began a partnership with the European Educational Research Association (EERA). The EERA network involves over 30 000 educational researchers across 33 thematic networks and national and international associations across Europe. Together, EERA and GENE launched a Global Education research award and funding scheme for researchers. The scheme will support new policy research in Global Education within the broader fields of educational research, focused on themes identified by GENE Ministries and Agencies as crucial to the increase and improvement of Global Education.

Area 5: Recognition of quality practices

Global Education practice in Europe is wide and diverse and, at the same time, often lacking the visibility and recognition it deserves. The purpose of the GENE awards is to increase the visibility of quality Global Education practice, to enhance and recognise GE practices in Europe and to share policy-relevant learning and insights.

Launch of the GENE Quality in Global Education Award 2020/2021

GENE has so far launched three award editions and awarded 22 organisations for their quality Global Education work in a variety of sectors across many European countries. While the 2017 and 2018 awards focused on innovation among existing Global Education initiatives, the 2019 edition explored and rewarded new and innovative, but as yet untested Global Education ideas.

In 2020, GENE launched a new Award on Quality and Good Practice in Global Education across Europe. The process directly involved national Ministries and Agencies in identifying examples of quality Global Education practice in Europe and in the decisions and discussions about quality in Global Education.

The awards will be launched in 2021.

Area 6: Partnership

The objective of this area is to reinforce GENE's partnerships with relevant regional and global organisations to promote GE and enhance the quality of GE.

Continuing the dialogue with colleagues from international organisations and stakeholder bodies in support of enhanced GE.

Due to the challenge of the COVID-19 pandemic, the International Conference on Global Education, planned for May 2020, was cancelled. With thanks to the Belgian development agency ENABEL, GENE co-hosted a webinar on 7 May 2020 entitled "*Why education and global competence will be key for the success of the SDGs*". GENE was delighted that the keynote on global competencies and the SDGs was provided by Dr. Dirk Van Damme, OECD Education

Directorate. The webinar was chaired by Prof. Elina Lehtomäki of Oulu University, Finland, a GENE partner from the Academic Network on Global Education & Learning (ANGEL).

GENE has discussed developing a partnership with the OECD on a number of fronts, including the possibility of GENE facilitating a deep-dive policy learning process with DAC members. In December it was confirmed that suggestions provided by GENE informally to the OECD DAC Secretariat regarding the revision of the DAC Peer Review reference guide may have been useful to colleagues in the DAC as they considered revising their guidelines. GENE informal briefings may have contributed to a deepening of focus on GE/DEAR and to developing strong criteria for assessing the national provision of GE/DEAR, within forthcoming Peer Reviews.

GENE was also involved, at the request of member states, in developing wording and in briefing and coordinating member state support to achieve a strong commitment to GE/DEAR within the EU Council Conclusions on Youth in External Affairs (June 2020). GENE acknowledges the opportunity to strengthen Global Education in Europe through formal education and in non-formal youth policy and youth work fields along with informal movements and spaces.

GENE also continued dialogue with colleagues from UN agencies (UNESCO, UNECE), from other international bodies (NSC), and from stakeholder coordination bodies (CONCORD, Platforma, European Youth Forum) with a view to continuing cooperation and alignment in favour of increased and improved Global Education in Europe.

Financial statements

Income & Expenditure				
Year to to 31st December 2020				
	Year to December 2020		Year to December 2019	
	Actual		Actual	
	€	€	€	€
INCOME				
National Funders	236,932		290,124	
EC contribution	801,454		738,240	
Services	- 0		7,950	
		1,038,386		1,036,315
EXPENDITURE				
1. Roundtables and Networking	85,610		160,162	
2. Peer Review process	15,300		19,620	
3. Increase and Support programme	80,644		9,319	
4. Research	109,572		101,959	
5. Recognition of Quality Practices	4,219		39,294	
6. Partnerships	10,807		11,877	
Total - Direct programme costs		306,152		342,230
Evaluation costs		11,667		11,667
7. Staffing	580,040		543,325	
8. Equipment and Supplies	15,945		12,228	
9 Office & Indirect Costs	78,417		72,002	
10. Audit, Bank, Financial Services	19,164		11,616	
11. Other Indirect costs	8,067		695	
		701,632		639,865
Surplus/(Deficit)		18,934		42,552

GENE Balance Sheet				
31st December 2020				
	December 2020		December 2019	
	€	€	€	€
ASSETS				
Current Assets				
Funders	0		15,000	
Prepayments	12,230			
Cash at Bank	1,132,879		727,251	
Total assets		1,145,108		742,251
FUNDS & LIABILITIES				
Funds				
Funds brought forward	39,893		-2,659	
Net result for Year	18,934		42,552	
Total Funds		58,827		39,893
Current Liabilities				
Suppliers and accrued Expenses	355,841		128,164	
Funders & EC paid in advance	709,404		551,468	
Payroll Taxes	21,035		22,726	
Total Liabilities		1,086,281		702,358
Total Funds & Liabilities		1,145,108		742,251

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GENE OFFICE

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A WORD OF THANKS

We would like to recognise and express our thanks to the European Commission and to the increasing number of Ministries and Agencies that have funded GENE in 2020. We would particularly like to pay special tribute to the two new institutions who have recently joined our list of funders, the Ministry of Education, Culture, Sport and Youth of Cyprus and the Ministry of Foreign Affairs of the Czech Republic. We very much appreciate the efforts that have gone into making this happen. We also very much appreciate the consistent support of our ongoing, annual and long-term funding ministries and agencies.

The work of the Global Education Network Europe is funded by the European Union, and by the following ministries and agencies:

- Austrian Development Agency and the Ministry of Education, Science and Research, Austria
- Ministry of Foreign Affairs, Foreign Trade and Development Cooperation, Belgium
- Ministry of Education, Culture Sport and Youth, Cyprus
- Czech Development Agency and the Ministry of Foreign Affairs, Czech Republic
- Ministry of Foreign Affairs, Estonia
- Ministry for Foreign Affairs, Finland
- Agence Française de Développement and the Ministry for Europe and Foreign Affairs, France
- Engagement Global, with funding from the Federal Ministry for Economic Cooperation and Development, Germany
- Irish Aid, Department of Foreign Affairs and Trade, Ireland
- Ministry of Foreign and European Affairs, Luxembourg
- Ministry of Education and Employment, Malta
- Ministry of Education, Montenegro
- Ministry of Foreign Affairs and Camões – Institute for Cooperation and Language, Portugal
- Slovak Agency for International Development Cooperation, Slovakia
- Ministry of Foreign Affairs, Slovenia

GENE PARTICIPATING INSTITUTIONS IN 2020

Austria

Federal Ministry of Education, Science and Research
ADA - Austrian Development Agency

Belgium

FPS Foreign Affairs, Foreign Trade and Development Cooperation
Enabel – Belgian Development Agency

Bosnia and Herzegovina

Ministry of Civil Affairs

Bulgaria

Ministry of Education and Science

Cyprus

Ministry of Education, Culture, Sport and Youth
Cyprus Observatory on School Violence

Croatia

Ministry of Foreign Affairs

Czech Republic

Ministry for Foreign Affairs
Ministry of Education Youth and Sports
Czech Development Agency

Estonia

Ministry of Foreign Affairs
Ministry of Education and Research
Estonian National Commission for UNESCO

Finland

Finnish National Agency for Education
Ministry for Foreign Affairs

France

Ministry for Europe and Foreign Affairs
AFD - French Development Agency

Germany

Ministry for Economic Cooperation and Development
Engagement Global

Greece

Ministry of National Education, Research and Religion

Hungary

Ministry of Foreign Affairs and Trade

Ireland

Irish Aid, Department of Foreign Affairs and Trade
Department of Education and Skills

Italy

Italian Agency for Development and Cooperation

Latvia

Ministry of Foreign Affairs

Ministry of Education and Science

Lithuania

Ministry of Foreign Affairs

Ministry of Education, Science and Sport

Lithuanian Children and Youth Centre

Luxembourg

Ministry of Foreign and European Affairs

Malta

Ministry for Education and Employment

Ministry for Foreign and European Affairs Education

Education Malta Foundation

Montenegro

Ministry of Education Bureau for Education Services

Centre for Vocational Education and Training

Norway

The RORG network

UNA Norway

Poland

Polish Aid, Ministry of Foreign Affairs

Ministry of National Education

Portugal

Camões – Institute for Cooperation and Language

Directorate-General for Education, Ministry of Education

CIDAC

Serbia

Ministry of Education, Science and Technological Development

Institute for the improvement of Education

Slovakia

The Ministry of Foreign and European Affairs of the Slovak Republic

Slovak Agency for International Development Cooperation

Ministry of Education, Science, Research and Sport

Slovenia

Ministry of Foreign Affairs

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Spain

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Sweden

Swedish Council for Higher Education

United Kingdom

In 2020 DfID merged into the Foreign, Commonwealth and Development Office, UK



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