



Global Education in Europe - Concepts, Definitions and Aims

in the Context of the SDGs and the New
European Consensus on Development

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GENE
GLOBAL EDUCATION NETWORK EUROPE

“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. Global Education 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 Maastricht Declaration (2002)

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Sustainable Development Goal 4, Target 4.7 (2015)

“The EU and its Member States will deepen their partnerships with CSOs in support of sustainable development. They will promote an operating space and enabling environments for CSOs, with full public participation, to allow them to play their roles as independent advocates, implementers and agents of change, in development education and awareness raising and in monitoring and holding authorities to account. They will support CSO commitments to effective, transparent, accountable and results-oriented development co-operation.”

The New European Consensus on Development (2017)

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Abbreviations & Acronyms

AECID	Spanish Agency for International Development Co-operation
CoE	Council of Europe
CICID	Inter-Ministerial Committee for International Co-operation and Development
CSO	Civil Society Organisation
DEAR	Development Education and Awareness Raising
ED	Education for Development
ENED	Portuguese National Strategy for Development Education 2010-2015
ESD	Education for Sustainable Development
EU	European Commission
GCED	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe
ICCS	International Civic and Citizenship Education Study
IEA	International Association for the Evaluation of Educational Achievement
MDGs	Millennium Development Goals
MFA	Ministry of Foreign Affairs
MFEA	Ministry of Foreign and European Affairs
MOE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
SDGs	Sustainable Development Goals
UN	United Nations
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Introduction

This Policy Paper is drawing on elements from the analytical framework for policy learning presented in GENE's 2016 publication *Cross-cutting Issues in Global Education 2015*. It attempts to contribute to policy learning among ministries, agencies and other actors within Global Education, on one of the recurring cross-cutting issues among European policymakers in this field for many years: The need for conceptual clarity.

Global Education is the concept developed and used by GENE and other actors in Europe for more than 20 years. Drawing on the Maastricht declaration for its definition, this broad consensus-based concept contains both an aspirational vision and a strategic intention. It has successfully brought together GENE participants and resonated well with actors from different traditions of activities and education for social change, local and global. As an umbrella term, it has brought together different concepts used in different national contexts and considered to fall within and be part of Global Education.

However, based on discussions at GENE Roundtables and a review of country reports, as well as GENE Peer Reviews of Global Education, some common challenges have emerged:

- There appears to be a constant need to discuss how Global Education and other key concepts used by GENE participants and others at the national level, could and should be understood and applied in relation to other and new concepts and perspectives that gain prominence at the international scene, such as those related to UN Sustainable Development Goals (in particular SDG 4.7) and the new European Consensus on Development.
- The broad definition of Global Education enables the concept to be used on a wide range of different activities, with different objectives and scopes. While this has a

unifying power, it also carries some conceptual vagueness that may create a lack of clarity and frustration and prevent meaningful and constructive exchange of ideas and debate.

This reflects what the Swedish scholar, Benjamin Knutsson, noted in his thesis *Curriculum in the Era of Global Development - Historical Legacies and Contemporary Approaches*¹, in 2011:

"There is a Swedish proverb that reads 'a beloved child has many names'. A less poetic statement about the debate that surrounds global education would be that it is characterized by a considerable degree of conceptual confusion."

The purpose of this GENE Policy Briefing is to stimulate reflection, discussion and policy learning among GENE participants and other stakeholders on the above and to raise questions related to concepts, definitions and aims in Global Education, as GENE participants and others are striving to adapt to a common vision and course towards the SDGs.

¹ https://gupea.ub.gu.se/bitstream/2077/27936/1/gupea_2077_27936_1.pdf

2. GENE on Global Education definition and terminology

The definition of Global Education, developed and used by GENE and others over the last 20 years, is based on the statement of the Maastricht Declaration on Global Education in Europe in 2003:

“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.

Global Education 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.”

This definition contains both an aspirational vision and a strategic intention – bringing together different traditions of education for social change, local and global. GENE has developed this definition in consultation with policymakers in European countries, and it has proved fruitful in terms of policy coherence and policy learning across countries with differing traditions, but similar intent. GENE continues to use this definition to inform policy, practice and research.

At the same time, GENE recognises that while many definitions in the field have been developed using consensual approaches, in more recent years the field is beginning to move beyond consensual defining, to the development of more divergent thinking, to dissensus, and the development of a variety of schools of thought. This diversity is welcome.

In the process of coming to definitional clarity, traditional terms (such as Development Education) and more recent usages (such as ESD and

Education for Global Citizenship) share characteristics which can consolidate, rather than divide policy, practice and research. In many countries in Europe, the terms Global Education or Global Learning emerged from strong traditions of Development Education. It should also be mentioned that while GENE use the term Global Education, GENE also welcomes the use of specific national terms. GENE does not propose uniformity, but promotes diversity, while working for improved quality, enhanced reach, and greater clarity of definition.

3. Concepts and definitions used by international organisations (UN/EU/CoE)

3.1 Concepts and definitions used by the UN

The roots of many national initiatives in Global Education in European countries can be traced back to the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation, and Peace relating to human rights and fundamental freedoms.² However, key concepts currently used by the United Nations (UN) today are, to a larger extent, part of UNs political ambitions and efforts to achieve global sustainable development.

30 years ago, the report of the World Commission on Environment and Development (The Brundtland Commission), *Our Common Future*, declared that “*the changes in human attitudes that we call for depend on a vast campaign of education, debate, and public participation*” and concluded that “*this campaign must start now if sustainable human progress is to be achieved*”. Current UN initiatives related to Global Education must be seen and understood in the context of this report and the outcomes and follow-up of the subsequent Earth Summit in Rio de Janeiro in Brazil, in 1992.

Since the turn of the Century, there has been two major initiatives within the UN of key relevance for Global Education: 1) The 2002 agreement at the World Summit on Sustainable Development (WSSD) in Johannesburg (South Africa) to embark upon a UN Decade of Education for Sustainable Development (UNDESD) from 2005-2015 and 2) The 2012 Global Education First initiative (GEFI)³ of the former UN Secretary General Ban Ki-Moon, established “*to accelerate*

² For an analytical overview of historical efforts in this regard see: <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>

³ <http://www.unesco.org/new/en/gefi/about/>

progress towards the Education for All goals and the education-related Millennium Development Goals” (MDGs).

The first initiative (UNDESD) promoted *Education for Sustainable Development (ESD)* and in a recent UNESCO publication⁴, the experiences and achievements of the UNDESD was summed up in this way by the editors, G. Michelsen and P. J. Wells:

“In 2002, the United Nations passed a resolution to implement the UN Decade of Education for Sustainable Development for the period 2005-2014, thus launching a global initiative to conceptualize and implement education for sustainable development (ESD) as a key contribution to advancing sustainable development in societies around the world. In a multitude of activities, the Decade of ESD triggered changes worldwide, especially concerning the role and understanding of ESD. If ESD was once seen as more of a niche activity in a greater educational system, this viewpoint has now shifted. Today education for sustainable development is seen as an innovative concept that gives a new meaning to teaching and learning in many different educational settings. Education for sustainable development is no longer an “add-on” in the curriculum alongside environmental, consumer or climate education; instead it is an approach offering an opportunity to fundamentally rethink education. Increasingly this means taking a holistic systems approach, one which assumes that education for sustainable development and the idea of sustainability are not only important for teaching and learning processes, but also for the development of educational institutions, whether they are day-care centres, schools, universities or vocational institutions.”

⁴ A Decade of Progress on Education for Sustainable Development. Reflections from the UNESCO Chairs Programme. UNESCO 2017, retrieved August 21st 2017: <http://unesdoc.unesco.org/images/0025/002523/252319e.pdf>

The second initiative (GEFI) had the initial ambition to:

- Rally together a broad spectrum of actors for the final push to 2015;
- Put quality, relevant and transformative education at the heart of the social, political and development agendas;
- Generate additional and sufficient funding for education through sustained global advocacy efforts.

This resulted in a strong UNESCO engagement for *Global Citizenship Education (GCED)* to support that initiative. The UNESCO ABC of GCED⁵ described the goal of GCED in this way:

“The goal of global citizenship education is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.”

UNESCO – in consultation with experts around the world – developed in 2013 three key *conceptual dimensions* for both ESD and GCED⁶:

- The *cognitive dimension* concerns the learners’ acquisition of knowledge, understanding and critical thinking.
- The *socio-emotional dimension* relates to the learners’ sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

⁵ Retrieved August 21st 2017: <http://unesdoc.unesco.org/images/0024/002482/248232e.pdf>

⁶ Source: developed by UNESCO based on inputs from experts on GCED and ESD from around the world and the Technical Consultation on GCED, held in Seoul in 2013, and the First UNESCO Forum on GCED that took place in Bangkok in 2013. Retrieved August 21st 2017: <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf>

- The *behavioural dimension* expects the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world.

Both concepts, ESD and GCED, are now part of the Sustainable Development Goals (SDGs), adopted by the UN in 2015. SDG 4.7 sets the following target:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

The indicator developed for this goal refers more explicitly to ESD and GCED:

Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

3.2 Concepts and definitions used by the EU

The European Commission (EC) has in recent years consistently used the term Development Education and Awareness Raising (DEAR) to describe their aims and efforts in the field of Global Education, with an explicit link to EU development policy. This was reflected in the document *The European Consensus on Development: The*

*Contribution of Development Education and Awareness Raising*⁷, which was developed in 2007 through a multi-stakeholder process. However, when the European Parliament in July 2012 adopted a declaration with reference to this document, they also linked DEAR to active global citizenship, calling *"on the Commission and the Council to develop a long-term, cross-sectoral European strategy for development education, awareness-raising and active global citizenship"*.

A Commission Staff Working Document on DEAR in 2012⁸ stated that *"a strong and informed engagement of EU citizens in development issues is considered essential for an ambitious EU development policy"* and concluded that the European Commission's overall objective for Development Education and Awareness Raising could be articulated as follows:

"To develop citizens' awareness and critical understanding of the interdependent world, of their role and responsibility in relation to a globalised society; and to support their active engagement with global attempts to eradicate poverty and promote justice, human rights and a sustainable social-economic development in partner countries."

This is reflected at the EC DEAR website⁹:

"Development education and awareness raising (DEAR) aims at informing EU citizens about development issues, mobilising greater public support for action against poverty, providing citizens with tools to engage critically with global development issues and foster new ideas, and changing attitudes."

⁷ https://ec.europa.eu/europeaid/sites/devco/files/publication-development-education-for-the-european-consensus-200806_en.pdf

⁸ <https://ec.europa.eu/europeaid/sites/devco/files/working-document-development-education-awareness-raising-programme-swd2012>

⁹ https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/development-education-and-awareness-raising_en

However, the terms Global Learning, as well as Campaigning and Advocacy, are used when the EC website describes the two lines of action to achieve the objectives of its DEAR programme:

- *Global Learning*, to foster knowledge and competences to engage with development issues, through the use of participatory and experiential education methodologies, either within or outside the formal education system;
- *Campaigning & Advocacy*, where the objective is to support citizen involvement and advocacy for more sustainable policies, political and economic structures and individual practices, in relation to global development.

The new European Consensus on Development¹⁰, adopted through a joint statement by the Council and the representatives of the Governments of the Member States meeting with the Council, the European Parliament and the European Commission in June 2017, maintains (in paragraph 88) the use of the concept Development Education and Awareness Raising (DEAR) and reflects to some extent both two lines of action described on the EC website:

“The EU and its Member States will deepen their partnerships with CSOs in support of sustainable development. They will promote an operating space and enabling environments for CSOs, with full public participation, to allow them to play their roles as independent advocates, implementers and agents of change, in development education and awareness raising and in monitoring and holding authorities to account. They will support CSO commitments to effective, transparent, accountable and results-oriented development cooperation.”

¹⁰ https://ec.europa.eu/europeaid/policies/european-development-policy/european-consensus-development_en

It is also interesting to note that since the Paris Conference (November 2016)¹¹ there seems to be some discussion emerging within the European Commission regarding a renewed emphasis on the local/global axis of global learning and DEAR. While a focus on the local/global axis has been a core perspective for many development educators and global educators for decades, a renewed interest in the necessity of focus on the local along with the global, may open up possibilities for global learning in Europe in the light of current political issues.

3.3 Concepts and definitions used by the North-South Centre of the Council of Europe

The North-South Centre (NSC) of the Council of Europe (CoE) use, like GENE, the concept Global Education and the definition of the Maastricht Declaration 2003.¹² They link this work to their core mission, which includes GCED:

“The mission of the North-South Centre is to empower civil society, in particular youth and women, through inter-cultural dialogue and global citizenship education, to play an active role in Council of Europe member states and neighbouring regions.”

This perspective on the role of Global Education is reflected in their *Global Education Guidelines*¹³, a publication (last updated in 2012) which emphasises Global Education as a transformative learning process and states that the three main stages of *transformative learning* are strongly linked to global education:

¹¹ <http://gene.eu/roundtables/gene-conferences/paris-conference-2016/>

¹² <http://www.coe.int/en/web/north-south-centre/global-education>

¹³ <https://rm.coe.int/168070eb85>

- An analysis of the present world situation
- A vision of what alternatives to dominant models might look like
- A process of change towards responsible global citizenship.

3.4 UN, EU and GENE: A brief comparative analysis

According to the EC website¹⁴, the new European Consensus on Development is a “*blueprint which aligns the Union's development policy with the 2030 Agenda for Sustainable Development*”. Thus, despite using different concepts and definitions, both the UN and the EU currently make a clear reference to the SDGs (and the Agenda 2030) as the basis for their work.¹⁵

However, there appears to be some striking differences in the overall perspectives and way in which the UN and EU work in this field:

- The UN has a main focus on learners and global citizens within *education* (formal sector), as reflected in the indicators for SDG 4.7, linked i.e. to a *behavioural dimension* expecting “the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world” (changing attitudes and behaviour of individual learners – to achieve the SDGs – with Ministries of Education as key actors).
- The EU has a main focus on CSOs and non-state actors, and underlines, in addition to learning, support for active

¹⁴ https://ec.europa.eu/europeaid/policies/european-development-policy/european-consensus-development_en

¹⁵ The EC website also links the new Consensus to the objectives and principles of EU external action, as laid down in the Lisbon Treaty, and in support of the Global Strategy on the EU's Foreign and Security Policy presented in June 2016 by the High Representative. Although such concerns could be seen as a legitimate part of the overall consensus, it is less likely that they will have any bearing on paragraph 88 and the EU's work on DEAR.

engagement (campaigning and advocacy) and the roles of CSOs "as independent advocates, implementers and agents of change, in development education and awareness raising and in monitoring and holding authorities to account" (changing politics and policies of states – to achieve the SDGs – with Ministries of Foreign Affairs as key actors).

This could perhaps be seen as reflecting a difference between the UN and EU in their respective emphasis of on different aspects of the two-fold objectives of Global Education reflected in the definition used by GENE (and the NSC), with the UN focussing on "*education that opens people's eyes and minds to the realities of the world*" and the EU engaging also with CSOs and non-state actors "*to bring about a world of greater justice, equity and human rights for all*".

4. Typology of GE and DEAR concepts and contents: An overview

The multitude of different activities and approaches that fall within the concept of Global Education or Development Education and Awareness Raising (DEAR) has led to several attempts to categorize the different variations and suggest different typologies of both an educational and political character.

This was, for example, done in *the European Development Education Monitoring Report (DE Watch)*¹⁶, written on behalf of the European multi-stakeholder steering group on Development Education in 2010. Based on an analysis of how the concept of Development Education was used and practised in Europe, the authors suggested a typology specifying four different kinds of activities: Public Relations, Awareness Raising, Global Education and Life Skills (see table below). Of these four, they argued that Public Relations should not be recognised as Development Education.

¹⁶ http://gene.eu/wp-content/uploads/Gene_OtherPublications-DEWatchReport.pdf

Typology suggested by DE Watch in 2010

	Public Relations	Awareness Raising	Global Education	Life Skills
	Not recognised as DE	Recognised as Development Education		
Thematic scope	development cooperation	wider development issues	global interdependency; North-South issues (environmental, economic, political, social)	local and global issues of social ethics in world society (beyond a North-South perspective)
Goal	public support	awareness	responsible action	fulfilling life, social change
Educative approach	"indoctrination"	information	participation; process awareness/experience => understanding/capacity building => action	support/offer; empowerment
Pedagogic thought	commercial	top-down	actor-centred, normative	constructivist, systemic
Target Group	object of PR	recipient of information	subject of a learning process in which normative objectives are given; activist	(dynamic) subject of a self-organised learning process in which results are open; agent of social change
Context	foreign aid	development policy	(recent) globalisation	local community & world society

Source: : European Development Education Monitoring Report ("DE Watch"), Written between January and May 2010 by Johannes Krause (drafting consultant) on behalf of the European Multi-Stakeholder Steering Group on Development Education represented by Rillil Lappalainen and Sergio Guimarães (Co-chairs) and Tobias Troll (Secretary).

Another approach has been applied by the Spanish development educator *Manuela Mesa*, who has reflected on changes over time and identified five generations of Development Education (2011)¹⁷:

- *The First Generation*: The Charitable and Assistance-based Approach
- *The Second Generation*: The Development Approach and the Emergence of Development Education.
- *The Third Generation*: A Critical and Solidarity-based Development Education
- *The Fourth Generation*: Human and Sustainable Development Education
- *The Fifth Generation*: Global Citizenship Education

Similarly, Swedish scholar Benjamin Knutsson, in his thesis *Curriculum in the Era of Global Development - Historical Legacies and Contemporary Approaches*¹⁸, identified five phases in the historic development of Global Education in Sweden:

- Development education and the foundation phase 1962–1968
- Development education(s), expansion and politicisation 1968–1980
- Peace education, conflict and organisational change 1980-1990
- Europeisation, intercultural education and restructuring 1990-2000
- Globalisation and sustainable development 2000-2008

¹⁷ <http://educacionglobalresearch.net/wp-content/uploads/08-Manuela-Mesa-Ingles.pdf>

¹⁸ <https://gupea.ub.gu.se/handle/2077/27936>

Overview of the History of Global Education in Sweden 1962-2008

He also outlined some of the characteristics of these phases (see table below).

	1962 – 1968/1969	1968/1969 – 1980	1980 – 1990	1990 – 2000	2000 – 2008
Curriculum	Lgr 62/Lgy 65	Lgr 69/Lgy 70	Lgr 80	Lpo 94/Lpf 94	Lpo 94/Lpf 94 (rev)
Accentuation	Development, Third World	Development, Third World, Environment	Peace	Multiculturalism, Human rights, Europe/EU	Globalization, Sustainable development
Political and epistemic trends	Apolitical, Simplicity	Political controversy, Widening knowledge content repertoire	Political controversy, Widening knowledge content repertoire	Political controversy, Widening knowledge content repertoire	Depoliticization, Complexity, Widening knowledge content repertoire
Sida's information mandate	Developing countries, Swedish aid	Developing countries, Swedish aid	Developing countries, Swedish aid	Developing countries, Swedish aid	Global development, Promote debate
Organizational arrangements	Sida's working team for the school, NBE's in-service department in Umeå	Sida's working team for the school, NBE's in-service department in Umeå, JIF, Developing country seminars	Sida's working team for the school, VIF, Developing country seminars, SAMFI	Regional consultants, Developing country seminars, SAMFI, Zenit,	The Global School, The Global Journey, Zenit

Knutsson argues that *"global development issues are indeed complex and difficult to scope, but what is more important is that the issues convey contradictions, and that they ultimately revolve around conflicting political interests"* and concludes: *"Consequently, it is extremely important to stimulate debate in order to make political contradictions and disagreements visible"*. Focussing on global citizenship education, the Brazilian educator Vanessa Andreotti in 2006 addressed these underlying tensions. She made a distinction between 'soft' and 'critical' global citizenship education (see chart on the next page)¹⁹ and concluded:

"If educators are not 'critically literate' to engage with assumptions and implications/limitations of their approaches, they run the risk of (indirectly and unintentionally) reproducing the systems of belief and practices that harm those they want to support."

The crucial link between education and development was expressed clearly by Yash Tandon (former Executive Director of the South Centre and SEATINI (the Southern and Eastern Africa Trade Information and Negotiations Institute) at a European Conference on Development Education in Prague in 2009. Provoked by interventions and statements at the conference, he asked rhetorically: *"How can people that do not understand development do development education?"*

Some of these typologies were referred to by Professor Doug Bourn (Director of the Development Education Research Centre, Institute of Education, University of London) in an article in the Portuguese journal *Sinergias* in January 2014, entitled *What is meant by development education?*²⁰. In concluding his overview, he suggested a possible typology focussing on underlying themes that could

¹⁹ Policy & Practice 3/2006 <https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>

²⁰ <http://www.sinergiased.org/index.php/revista/item/51-douglas-bourn-what-is-meant-by-development-education>

provide a basis for analysing development education as a pedagogical approach:

- Firstly, within most of development education policies and practices there is recognition of the promotion of the interdependent and interconnected nature of our lives, the similarities as well as the differences between communities and peoples around the world (Regan, 2006).
- A second theme is about ensuring that the voices and perspectives of the peoples of the Global South are promoted, understood and reflected upon, along with perspectives from the Global North. This means going beyond a relativist notion of different voices to one that recognises the importance of spaces for the voices of the oppressed and dispossessed.
- Thirdly, underpinning practice in many countries is the encouragement of a more values-based approach to learning, with an emphasis on social justice, human rights, fairness and the desire for a more equal world (Abdi and Shultz, 2008).
- Finally, many NGOs would wish to see development education as incorporating linkages between learning, moral outrage and concern about global poverty, and a desire to take action to secure change (Oxfam, 2006).

Andreotti: Soft versus critical citizenship education

	Soft Global Citizenship Education	Critical Global Citizenship Education
<i>Problem</i>	Poverty, helplessness	Inequality, injustice
<i>Nature of the problem</i>	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference.
<i>Justification for positions of privilege (in the North and in the South)</i>	'Development', 'history', education, harder work, better organisation, better use of resources, technology.	Benefit from and control over unjust and violent systems and structures.
<i>Basis for caring</i>	Common humanity/being good/sharing and caring. Responsibility FOR the other (or to teach the other).	Justice/complicity in harm. Responsibility TOWARDS the other (or to learn with the other) - accountability.
<i>Grounds for acting</i>	Humanitarian/moral (based on normative principles for thought and action).	Political/ethical (based on normative principles for relationships).
<i>Understanding of interdependence</i>	We are all equally interconnected, we all want the same thing, we can all do the same thing.	Asymmetrical globalisation, unequal power relations, Northern and Southern elites imposing own assumptions as universal.
<i>What needs to change</i>	Structures, institutions and individuals that are a barrier to development.	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.
<i>What for</i>	So that everyone achieves development, harmony, tolerance and equality.	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development.
<i>Role of 'ordinary' individuals</i>	Some individuals are part of the problem, but ordinary people are part of the solution as they can create	We are all part of the problem and part of the solution.

	pressure to change structures.	
<i>What individuals can do</i>	Support campaigns to change structures, donate time, expertise and resources.	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
<i>How does change happen</i>	From the outside to the inside (imposed change).	From the inside to the outside.
<i>Basic principle for change</i>	Universalism (non-negotiable vision of how everyone should live, what everyone should want, or should be).	Reflexivity, dialogue, contingency and an ethical relation to difference (radical alterity).
<i>Goal of global citizenship education</i>	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.
<i>Strategies for global citizenship education</i>	Raising awareness of global issues and promoting campaigns.	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.
<i>Potential benefits of global citizenship education</i>	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	Independent/critical thinking and more informed, responsible and ethical action.
<i>Potential problems</i>	Feeling of self-importance and self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege, partial alienation, uncritical action.	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.

5. National level context, concepts and usage

Below is an overview of concepts (definitions and stated aims) used in different contexts in European countries, based on recent country reports produced by GENE participants for GENE Roundtables, recent GENE Peer Reviews of Global Education and other sources and feedback from the network. Thus, it is not a comprehensive overview, but provides a glimpse into some recent conceptual usage among GENE participants.

5.1 Austria

Context

Austria has a strategic partnership for Global Learning in the formal and non-formal education system developed by the Strategy Group Global Learning: federal authorities, representatives of school practice and the teacher training sector as well as representatives of NGOs, academia and a youth platform (coordinate with one another and) collaborate with the objective of strengthening Global Education in Austria. The Strategy Group was mandated to develop the Austrian Global Learning Strategy (2009), where the concept of *Global Learning* was used and defined.

After the adoption of the UN Agenda 2030, the strategy is currently being updated and shall be disseminated on a broader basis. As to concept definitions, the Strategy Group suggests, to a wider stakeholder network, to add Global Citizenship Education to the prevalent and established term Global Learning in order to emphasise the citizenship dimension in the context of a global society.

Furthermore, "*Information, education, cultural and public relations activities on development policy in Austria*" are explicitly mentioned as a major field of activity in the Federal Development Cooperation

Act (2002) and defined more recently in the Three-Year Programme on Austrian Development Policy 2016-2018.

Concepts (definitions and aims):

Development Education / Global Learning / Global Citizenship Education

In the Austrian Global Learning Strategy (2009) Global Learning is defined as a holistic educational concept, which is to be implemented across all areas of teaching and centres on an increasing growth of complexity of and development towards a global society. Global Learning has many links to other pedagogical fields such as Peace and Human Rights Education, Civic Education, Intercultural and Interreligious Learning, Global Environment Education and Development Education as well as Education for Sustainable Development. Global Learning seeks to empower children, youths and adults to understand and analyse the increasingly complex development processes, to reflect these critically and to become aware of their own shared responsibility and ways of active social participation in a global society.

The rationale for Development Education expressed by the Three-Year Programme on Austrian Development Policy 2016-2018 is that *"a well-informed population aware of the need for and opportunities of development cooperation is essential for successful Austrian development policy"* and the programme provides the following definition and description:

"Development communication and education in Austria comprises of information and educational work, scientific and cultural activities, exchange programmes, media and campaigning work and advocacy. It addresses basic issues in global developments and the resultant priorities in Austria. It is primarily directed at the general public, policy and business decision-makers and multipliers in all socially relevant sectors, taking account of a federal balance in the allocation of funds. A major target group are also young people."

5.2 Belgium

Context

The Belgium Consensus note 2011 was a joint piece of work by representatives of the federal government, DGD (Directorate-General for Development Cooperation) and its development agency, BTC (Belgian Development Agency) and representatives of Belgian NGOs. It was the result of discussions held and consensus reached in the joint consultative committee (JCC) working group between the government and NGOs. The DGD Strategic Note from 2012 is based on this consensus.

Concepts (definitions and aims):

Development Education / Global Citizenship Education

The concepts used in Belgium are described in the Belgium Consensus note 2011:

“Development education forms part of global citizenship education. The general purpose of this is to contribute to a more just and solidary world based on democratic values. North-South relations are the focus of development education.

In a context of mutual dependence between global issues and daily life of individuals and communities, development education establishes processes that have the following aims:

- *to promote global insight in the international development issues and to encourage forming critical opinions;*
- *to bring about a change of values, attitudes and behaviour, both individually and collectively;*
- *to encourage active practice of local and global rights and obligations to achieve a more just and solidary world.*

These processes are based on a coherent and mutually coordinated strategy comprising of the following different approaches:

- *raising awareness among citizens and communities on development issues and challenges facing North-South relationships;*
- *making citizens and communities aware of the mutual dependence between ‘North’ and ‘South’;*
- *the commitment of citizens and communities in personal or collective actions for the benefit of a sustainable and just development model;*
- *mobilising citizens and communities to arrive at more just and solidary local, national and international policy choices.”*

5.3 Cyprus

Context

There are various strands and traditions of Global Education in Cyprus. Some are linked to particular historic and social developments, while some form an integrated part of the formal education system and others are part and parcel of the fabric of civil society. The GENE Peer Review of Global Education in Cyprus 2017 identified several distinct strands.

Concepts (definitions and aims):

Global Education / Environmental Education and Education for Sustainable Development / Citizenship and Global Citizenship Education / Anti-Racism Education / Peace Education / Human Rights Education / Intercultural Education

5.4 Estonia

Context

The Ministry of Foreign Affairs (MFA) generally uses the term Global Education, which is linked to development co-operation and referred to in the Strategy for Estonian Development Co-operation and Humanitarian Aid 2016-2020.

The Ministry of Education (MoE) does not use any particular concept, but makes reference to 'global citizens' and 'global issues'.

Civil society, through the Global Education working group of NGOs, agreed in April 2017 to use the term Global Citizenship Education (in Estonian 'maailmakodanikuharidus') instead of Global Education (in Estonian 'maailmaharidus').

Concepts (definitions and aims):

Global Education and Global Citizenship Education

The concept of *Global Education* is referred to in The Strategy for Estonian Development Cooperation and Humanitarian Aid 2016-2020, which include:

- raising public awareness about development co-operation and global development, especially among young people;
- promoting global education both in formal and informal education;
- empowering organisations that work with development communication and global education, encouraging voluntary work/activities.

Estonian NGOs have decided to give preference to the concept of Global Citizenship Education (GCED), as the translation of GCED might be clearer and easier to grasp by the public.

5.5 Finland

Context

The Finnish development policy (2013) referred to both Development Education and Global Education and was based on a human rights approach to development, highlighted development effectiveness and policy coherence and the role of civil societies in development was mentioned specifically in several contexts.

The Finnish Ministry of Education (MoE) developed the Finnish National Strategy for Global Education 2010, which also dealt with conceptual issues.

Concepts (definitions and aims):

Development Education / Global Education

The concepts Development Education and Global Education were both used in the 2013 Finnish development policy. However, the larger context of Global Education is taken as a base for the justification of the need for education on development issues. Global Education is seen as a tool to create global responsibility. Global responsibility is defined as a commitment to human rights and democracy as well as taking part in advancing global development for example as consumers. It is also mentioned that multicultural societies demand a more profound understanding of cultural issues.

The Finnish National Strategy for Global Education 2010 stated that within the programme, Global Education means activity which:

- guides towards individual global responsibility and communal global responsibility; the ethic of a world citizen, which in turn is founded in fairness and respect of human rights,
- supports growth into a critical and media-critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world,

- promotes national and international interaction, inter-cultural dialogue and learning from one another; global education is a process helping us understand and appreciate difference and different cultures and make choices that promote development,
- helps to see the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally,
- increases knowledge and skills which help us understand the ever-globalising economy and influence the rapidly changing economy and its social and cultural ramifications,
- enhances initiative rising from an individual aspiration to work for a better world and from hope of its realisation, and
- comprises human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education for sustainable development.

5.6 France

Context

French authorities have recognized development and international solidarity education as a priority within its development policy.

At its annual meeting in 2015, Educasol (the French National NGO-Platform for education in citizenship and international solidarity) adopted a new terminology and decided that they would use Education for Citizenship and International Solidarity. The decision was made in the framework of a set of global education indicators, developed at the initiative of the French Development Agency (AFD) and other bodies in 2013.

Concepts (definitions and aims):

Education for Citizenship and International Solidarity etc.

Conclusion 13 of the Inter-Ministerial Committee for International Cooperation and Development (CICID) recognizes the need to promote citizens' awareness of sustainable development goals and development and international solidarity education in France and abroad". This recognition must be based on an "*interministerial road map to better coordinate initiatives, to give citizens, particularly young people, the keys to understand sustainable development and international solidarity issues and to help build national consensus on development policy*".

Educasol (French National NGO-Platform for education in citizenship and international solidarity) decided in 2015 to adopt a new concept, *Education for Citizenship and International Solidarity*. This change corresponds with public authorities' interest in linking the stakes of citizenship 'here and there' and the need for international solidarity.

5.7 Germany

Context

The development education work of the Federal Ministry for Economic Cooperation and Development (BMZ) contributes to Agenda 2030, especially the Sustainable Development Goals (SDGs). Education for Sustainable Development (ESD) and Global Citizenship Development has to be adapted in the system within the meaning of a responsible global citizenship (SDG target 4.7).

There is a weak debate on how to deal with the concept of GCED in the context of the SDGs and its relations to Global Learning. This discussion has been prompted inter alia through the question of how to support/achieve the SDGs through education and which global competencies are necessary, and the Global Indicator for SDG target 4.7., which mentions GCED and ESD side by side. Experts state, that the debate has to include the attempts by the OECD (PISA) 2018, and

the IEA through the ICCS study 2019 to conceptualise and measure global and global citizenship competencies.

Concepts (definitions and aims):

Global Learning / Education for Sustainable Development / Global Citizenship Education

Different concepts are used regarding Global Education in Germany (Global Learning, Education for Sustainable Development, Global Citizenship Education), but with no updated definitions.

The work of *the Federal Ministry for Economic Cooperation and Development (BMZ)* is based on the "Concept 159" from 2008:

"Education includes global learning measures that promote citizens' critical engagement with development issues and encourage their engagement."

VENRO, the umbrella organisation of development and humanitarian aid non-governmental organisations plans a revision of their definition developed in 2008:

"Global learning aims to develop individual and collective competencies in the name of global solidarity. It promotes respect for other cultures, lifestyles and worldviews, highlights the prerequisites of one's own positions and enables them to find solutions for common problems."

5.8 Ireland

Context

Development Education is the key concept used in Ireland, with different definitions developed and used by different actors.

The Irish Aid Development Education Strategy 2017-2023 has defined the concept of Development Education and other organisations and networks, such as the Irish Development Education Association (IDEA)

and Dóchas, have developed their own definitions of the same concept.

In addition, the National Strategy for Education for Sustainable Education (ESD) 2014-2020, launched by the Department of Education and Skills in 2014, is based on the definition of Education for Sustainable Development (ESD) used by UNECE and aims to ensure that learners are equipped with the relevant knowledge, key dispositions, skills and values to motivate and empower them to become informed citizens acting for a more sustainable future.

Concepts (definitions and aims):

Development Education / Education for Sustainable Development

Development Education as defined by the Irish Aid Development Education Strategy 2017-2023:

“Development education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, development education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, economic and environmental issues linked to development. Development education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues.

Development education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens. Development education enables people to take action locally and globally - the understanding or theory of change being that such action will contribute to desired transformations in the social, cultural, political and economic structures which affect their lives and the lives of others. By engaging with development education, learners develop

the values, knowledge, skills and attitudes necessary to become active global citizens and advocate for change. The United Nations Sustainable Development Goals 2015-2030, to which Ireland has committed, provide the first international framework to guide and support active global citizenship at both national and international levels, enabling people to become active global citizens in the creation of a fairer, more just, more secure and more sustainable world for all."

The Irish Development Education Association (IDEA) works on the basis of an operative description of DE. IDEA refers to DE as having:

- *An explicit focus on social justice, globalisation and development;*
- *A focus on multiple perspectives;*
- *Roots in, and strong links to, civil society at home, promoting empowerment of grassroots;*
- *Participatory, transformative learning processes;*
- *A focus on awareness-building and positive action for change;*
- *A focus on active global citizenship*

This operative description is also grounded in a very clear articulation of the vision on which the IDEA understanding of DE is based. This states:

"Our vision: a world based on global justice, solidarity, equality and sustainability."

The National Strategy for Education for Sustainable Development, 2014-2020 is based on the definition of ESD used by UNECE:

"Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people's mindsets and in so doing enable them to make our world safer, healthier and more prosperous, thereby improving the quality of life. Education for

sustainable development can provide critical reflection and greater awareness and empowerment so that new visions and concepts can be explored and new methods and tools developed.”

5.9 Latvia

Context

The Latvian Development Co-operation Policy Strategy 2011-2015 referred to Global Education in a chapter on *“awareness raising, global education and education for sustainable development”*.

Concepts (definitions and aims):

Awareness raising, Global Education and Education for Sustainable Development

The Latvian Development Co-operation Policy Strategy 2011-2015 indicates characteristics and aims of Global Education, underlining:

“.... the role of global education and education for sustainable development in promotion of society openness and awareness about overall justice, solidarity and culture of inclusion. When developing and implementing the development cooperation policy, Latvia focuses on the information and education of the society on the matters of sustainable development in its wider meaning, including human rights, global (environmental) sustainability, peace, conflict prevention, cultural interaction and gender equality.”

5.10 Lithuania

Context

In 13 April 2015, Vilnius hosted the first international conference on global education. *The Global Education Scenario: From Concept to Action* was one of the Lithuanian events dedicated to 2015 as the

European Year for Development. The aim of this international conference was to build a common concept of global education and strengthen its role at various levels of the system. The following topics were discussed during the event: global education in Lithuania and Europe, implementation and results of global education in Europe, links between global education and realities of daily life. The draft Lithuanian Conceptual Framework of Global Education was presented during the conference for the first time.

Concepts (definitions and aims):

Global Education

The characteristics and aims of Global Education in Lithuania are described on the Lithuanian Development Agency's website:

"Global education is an active teaching and learning process aimed at helping individuals understand global challenges and their causes, understand the effect of their choices on global processes, enable individuals and society to take action and cooperate actively in developing a fairer world based on mutual respect and understanding.

Global education contributes to raising awareness of certain problems, deeper contextual understanding of these problems, encourages people to think about their role in solving these problems and to change their attitude and behaviour, motivates and empowers to act actively and responsibly.

The purpose of global education is to develop global citizenship competences which are an integral part of the identity of a Lithuanian citizen.

Global education is based on increasing interaction and interdependency of global events, phenomena and people. Education must develop the ability of learners to think and live globally, enabling them not only to understand and discuss the interaction of social, political and environmental problems, but also act for the benefit of common future of the world."

5.11 Luxembourg

Context

As specified in the Luxembourg government's programme for the period 2013-2018, significant importance is given to development education and awareness raising (DEAR). A specific budget-heading is dedicated to DEAR activities implemented by Development NGOs in Luxembourg. The annual budget allocated to these activities has been steadily increasing in the last few years.

It should be noted that Luxembourg's Development Cooperation mainly relies on NGOs for the implementation of development education in Luxembourg. More than twenty NGOs active in DEAR are supported by the Directorate for Development Cooperation and Humanitarian Affairs of the MFEA through annual and multiannual co-financing.

Concepts (definitions and aims):

Development Education and Awareness Raising (DEAR)

For NGOs to be eligible for co-financing, their projects must be clearly aimed at raising public awareness about themes pertaining to sustainable development in developing countries and in the relations between developing and developed countries. The following distinctions are made:

Awareness raising projects: projects aimed at awareness raising for the general public or a group targeted by the applicant NGO, of the situations of inequality that exist in the world. Information is provided on the causes and consequences of poverty and on the conditions and structures that perpetuate them. Themes related to development cooperation are thus presented and questioned.

Development education projects: projects with the objective of organising citizens' dialogue conducive to an in-depth analysis of the causes and consequences of poverty from a social, political, economic, historical and structural perspective of inequalities in the

world. Development education projects integrate an active learning process based on values of solidarity, equality, inclusion and cooperation. This process paves the way for personal commitment and concerted action.

5.12 The Netherlands

Context

In 2011, the NCDO (the National Committee for International Cooperation and Sustainable Development) published the document *Global Citizenship – from public support to active citizenship*. The document was the result of a process of reflection and studies of the concept of citizenship. Its publication was a turning point when the emphasis of NCDO shifted from garnering broad public support for development cooperation to defining the connection between international developments and – global – citizenship. However, after the closure of the NCDO in 2017, the future status of these and other concepts in the Netherlands is open.

Concepts (definitions and aims):

Global Education – from public support to global citizenship

NCDO decided to use the following description of the global dimension of citizenship:

“The global dimension of citizenship is manifested in behaviour that does justice to the principles of mutual dependency in the world, the equality of human beings and the shared responsibility for solving global issues.”

5.13 Norway

Context

For many years in Norway, as in other Scandinavian countries, the common concept used in Development Education and Awareness Raising was 'u-landsinformasjon', literally meaning information about developing countries. In Norway, this changed in the 1990s, when the common concept was changed to 'North/South-information'. In recent years, this concept has gradually faded out and not been replaced.

In the *formal sector* the key concept is Education for Sustainable Development (ESD), which will be developed further through the on-going curricula reform process, but many ESD-stakeholders within academia and elsewhere understand this largely as compatible with Global Citizenship Education (GCE).

Concepts (definitions and aims):

Education for Sustainable Development / information

In the informal sector, the aims of the government funding for Global Education through NGOs, commonly referred to as 'information work', was repeated by the Parliament in 2017:

"The aim of this grant shall be to contribute to the promotion of democratic participation, critical debate and knowledge about development policy issues."

In the formal sector, the key concept is Education for Sustainable Development (ESD).

5.14 Poland

Context

In line with the definition adopted in a Memorandum of Understanding on the Development of Global Education made by and between the Ministry of Foreign Affairs, the Ministry of National Education and the Zagranica Group (a Polish NGDO) in 2011 - global education covers educational activities directed to the Polish society referring to the development problems and challenges experienced all over the world. The definition agreed in 2011 has been maintained in the present Multiannual development cooperation programme for 2016-2020.

Concepts (definitions and aims)

Global Education

The Memorandum of Understanding in 2011 agreed of the following definition:

“Global education is part of civic education and formation. It broadens their scope by making people realise the existence of global phenomena and interdependencies. Its major goal is to prepare its addressees for the challenges facing humankind. By interdependencies, we mean mutual links and the transfer of cultural, environmental, economic, social, political and technological systems.

Present-day global challenges include:

- *ensuring peace and security in the world;*
- *improving the standard of living in developing countries;*
- *human rights protection;*
- *ensuring sustainable development;*
- *developing partnership-based economic and social relations between the countries of the highly-developed and the developing countries.*

Global education places special emphasis on:

- *explaining the causes and consequences of described phenomena;*
- *presenting the Global South's perspective;*
- *understanding the world as a complex and dynamically changing system;*
- *shaping critical thinking and attitude change;*
- *demonstrating the individual's impact on global processes and global processes' impact on the individual.*

The main objectives of the Global Education programme are as follows:

- *strengthening the presence of global education at all levels of formal education, in particular by educating teaching personnel, developing educational tools and by promoting global education at schools and at the universities;*
- *increasing awareness of the general public of the global interdependencies;*
- *improving the quality of educational initiatives in the area of global education;*
- *strengthening cohesion between global education carried out in Poland and abroad."*

5.14 Portugal

Context

One of the hallmarks of the Portuguese National Strategy for Development Education 2010-2015 (ENED) from the start was a commitment to the development of conceptual clarity. There was recognition of the need for the development of a framework for

understanding differing, sometimes overlapping, often interrelated, and nonetheless distinct concepts in use in the field.

ENED refers to a number of definitions and understandings as valid starting points. It includes two definitions from national sources – from the Portuguese NGDO Platform; and from the Ministry of Foreign Affairs policy document entitled A Strategic Vision for Portuguese Cooperation.

The journey to greater conceptual clarity is one that is ongoing. In the framework of several meetings in recent years, some Development Education (DE) actors have been debating the place of DE and Global Citizenship Education within the SDGs and the role of DE regarding the dissemination and the promotion of a critical approach to the SDGs.

The drafting process of the new DE strategy is fostering the exchange of ideas about the linkages between DE, Global Education, Global Citizenship Education, Citizenship Education and other ‘Education for’.

Within the National Strategy for Citizenship Education (launched in 2017), 17 citizenship education domains are identified. Sustainable Development is one of the six compulsory domains for all levels of education, among others (Human Rights, Interculturality, Environment, Gender Equality and Health).

Concepts (definitions and aims):

Development Education – Global Citizenship Education

The Portuguese National Strategy for Development Education 2010-2015 (ENED) stated the following about defining Development Education (DE):

“Defining DE is always an unfinished and complex task. The National DE Strategy cannot therefore claim to start from a finished and definitive concept. Nevertheless, discussion and action guidelines are necessary.”

Other definitions were referred to in the ENED (see below).

Definition by the Portuguese NGDO Platform (2002):

“Development Education (DE) is a dynamic, interactive and participatory process aimed at: achieving full education for all; raising public awareness and understanding of the causes of development-related problems and of local and global inequalities, in a context of interdependence; effective intercultural understanding; the commitment to change-inducing actions founded on justice, equity and solidarity; the upholding of the right and the duty of all persons and all peoples to engage in and contribute towards a fully sustainable development. Development Education should not be confounded with fundraising campaigns, or with visibility and marketing objectives of organizations or actions, or with official information initiatives on Development Aid. The uniqueness of Development Education is its linkage with the South....”

Definition in the Strategic Vision (2005):

“Development Education (DE) is an ongoing educational process that favours North- South social, cultural, political and economic interactions and promotes those values and attitudes of solidarity and justice that should characterize responsible global citizenship. It is in itself an active learning process aimed at raising public awareness of, and mobilising society around the priorities for sustainable human development ... DE-related topics are not confined to matters of an international character. Rather, they promote solutions and responses to issues that are cross-cutting to our society, such as respect for multiculturalism, the questions of immigration and social inclusion, the fight against poverty, education for health and environmental awareness campaigns, the issues of corporate social responsibility, sustainable consumer behaviour and fair trade, and the media’s social responsibility.”

5.15 Slovakia

Context

Slovakia developed the Slovak National Strategy on Global Education for 2012-2016, describing concepts and aims.

Concepts (definitions and aims):

Global Education /Global Development Education

In the context of the Slovak National Strategy on Global Education, both the terms Global Education and Global Development Education are used and described:

“For the purposes of the national strategy, the term ‘Global Education’ will be used and perceived as an overarching principle. It includes development education (education concerning developing countries and poverty in the world), environmental education, multicultural education, peace studies, and education relating to the development and maintenance of human rights in the global context.”

“Global Development Education (GDE) is an educational approach leading to a deeper understanding of diversity and inequality in the world. It allows us to better understand the roots and causes of such inequalities, as well as the opportunity to search for and identify possible solutions.”

5.16 Slovenia

Context

The Slovenian Resolution on International Development Cooperation until 2015 (2008) recognises development and global education as an important component of development policy. Overall, the Ministry of Foreign Affairs (MFA) supports activities that promote understanding and awareness about development challenges and policies, as well as

projects that foster critical thinking, reflection on global solidarity and global citizenship.

Concepts (definitions and aims):

Education for development and public awareness raising

Education for development and public awareness raising as described in the Resolution on International Development Co-operation:

"It is important for the development of Slovenia's international development cooperation system and policy that a part of the country's official development assistance be allocated for education for development and public awareness raising. The Slovenian society and its political circles need to understand global developments, their causes and consequences, and be aware of the interdependence of the local and global dimensions. Education for development, i.e. global education, is the segment of development policy that helps create the conditions for its effectiveness; through public awareness raising, it also supports the European and national aid policies focused on the developing countries."

5.17 Spain

Context

Development Education (or Education for Development - ED) is a key field of Spanish development cooperation and the Spanish Agency for International Development Cooperation (AECID) developed a Spanish Development Education Strategy Paper 2007. This strategy has been evaluated in recent years and some of the most relevant conclusions were:

- The debate on the concept of Development Education itself should shift efforts towards global citizenship or global education. Some actors such as NGOs and others are using the concept Development Education for Global Citizenship as a way to address this.

- It is important to promote the development of networks and alliances between actors as well as knowledge management related to DevEd.
- Related to the introduction of the UN 2030 Agenda, the debate regarding the terms Development Education and Global Citizenship have gained importance.

Concepts (definitions and aims):

Development Education / Development Education & Global Citizenship

The Spanish Development Education Strategy Paper published by the Spanish Agency for International Development Cooperation (AECID) in 2007, outlined the theoretical framework that guides Development Education in Spanish Development Co-operation:

“Development Education is the permanent educational process (formal, informal and non-formal) aimed at promoting a global citizenship through knowledge, attitudes and values capable of creating a culture of solidarity committed to the fight against poverty and exclusion, as well as the promotion of sustainable and human development.”

It was furthermore stated that the Development Education Strategy Paper compromised with the contents and practices of the fifth generation in DE: “Development Education and global citizenship”.

The Masterplan for Spanish Development Co-operation 2013-2016 stated that Development Education is a critical process for the Spanish Cooperation and outlined its goal:

“Its goal is to build a dedicated citizenship that participates in the design and implementation of an effective and quality development policy based on knowledge, capacity-building, values and attitudes related to solidarity, social justice and human rights.”

5.18 Sweden

Context

In 2004 the report To Learn for Sustainable Development (SOU2004:104) was presented to the Minister for Education on the request by the government. The report can be considered as a guiding principle for the Swedish understanding of Education for Sustainable Development (ESD); but it does not function as a policy document. After publication, it has been translated into Swedish school curricula.

The Swedish Ministry of Foreign Affairs (MFA) does not use or define any particular concept but refers to 'information' and 'communication'. The Strategy for information and communication, including through civil society organisations (2016-2022), developed by the MFA outlines the expected outcomes and describes the overall goal.

Concepts (definitions and aims):

Education for Sustainable Development / information / communication

According to the 2004 report To Learn for Sustainable Development (SOU2004:104), the features that should characterise Education for Sustainable Development in the formal sector in Sweden are:

- Many multi-faceted illustrations of economic, social, and environmental conditions and processes should be dealt with in an integrated manner by using interdisciplinary working methods.
- Conflicting objectives and synergies between different needs and interests should be clarified.
- Content should have a long-term perspective extending from the past to the future, from the global to the local.

- Democratic working methods should be used so that students can influence the design and content of educational programmes.
- Learning should be reality-based with close and frequent contact with nature and society.
- Learning should focus on problem solving and stimulate critical thinking and readiness to act.
- Both the process and the product of education are important.”

The Strategy for information and communication, including through civil society organisations (2016-2022), developed by the Swedish Ministry of Foreign Affairs (MFA) outlines the expected outcomes and describes the overall goal:

“The aim of supporting information and communication within international development cooperation is to inform about Swedish development cooperation and promote open debate, popular anchoring, strong engagement and broad participation in Sweden for just and sustainable development. The implemented initiatives within the framework of the strategy will thus contribute to improved conditions for sustainable development for people living in poverty in all its dimensions and increased respect for human rights”.

6. A comparative analysis of concepts and definitions in use in European countries

While Global Education is the concept used by GENE, the overview in Section 5 of this paper shows that a variety of different concepts are used in national contexts. This is also reflected in a comparative study on education policies across 10 EU countries, *Global Citizenship Education in Europe*, by the project Global Schools (2017)²¹ as well as a recent study on global citizenship in Europe called *How much do we care?* (2018)²², commissioned by CONCORD (the European NGO confederation for relief and development). Concepts used by Ministries and Agencies participating in GENE, cited in the previous chapters, are diverse; and GENE has always celebrated this diversity. These differing concepts include:

- Global Education
- Global Citizenship Education
- Global Development Education
- Global Learning
- Development Education
- Development Education and Awareness Raising
- Education for Citizenship and International Solidarity
- Education for Development

Despite using different concepts, most countries recognise their national articulation as being related to Global Education; while many policy documents also relate to the universalist, rights-based approach, i.e. striving to ensure that all people in the country have access to quality GE. National articulation also strives to clarify the relation and relevance of their national concepts and practises to the concepts used by the UN and EU (GCED, ESD and DEAR), as well as to

²¹ <http://www.globalschools.education/Activities/GCE-in-Europe>

²² https://concordeurope.org/wp-content/uploads/2018/03/CONCORD_GCE_FundingReport_2018_online.pdf

clarify the differences and relationships between two concepts used by the UN (GCED and ESD).

In summary, these concepts appear to have a common core in that they seem to share:

- a holistic approach that includes a bringing together of a wide range of common topics and issues, such as human rights, democracy, sustainability, multiculturalism, global citizenship etc.;
- an analysis that includes a justice perspective, an awareness of interconnectedness, and a valuing of solidarity;
- a recognition of local and global dimensions of issues affecting people and planet; and
- a focus on the educational process, either within formal education, non-formal or informal educational settings, that recognises the necessarily participatory nature of such processes.

It is also clear that there is a convergence of definitions in the last decade around:

- strengthened focus on global citizenship;
- a more urgent focus on sustainable development; and
- an increased recognition, perhaps based on the universal principle underpinning the SDGs, of local, national and global responsibilities.

There may also be a growing divergence between definitions that focus on the individual, individual learning, responsibility, action, resilience and well-being and definitions that focus on civil society as an arena for individual and collective learning, action and advocacy to address systemic causes and effects, structural injustice and structural responses to global systems. These can be seen as different, but mutually reinforcing Global Education responses to the SDGs, the

first being rooted within education policies with Ministries of Education as the main drivers, the other being rooted within development policy with Ministries of Foreign Affairs as the main drivers.

7. Looking to the future: Current issues, emerging trends and a framework for GE conceptualisation and policy learning

Global Education in Europe has come a long way since the Maastricht Congress in 2002 as one of the current authors notes. In *Global Education in Europe Revisited (2016)*,²³ Liam Wegimont argues that we have seen a *paradigm shift in Global Education* policy, provision and practice in the last 15 years, referring in particular to two changes:

"The move to integrate Global Education into national curricula and the reform of curricula; and the recognition of the need for a partnership approach."

The observations made by the editors of a recent UNESCO publication on ESD, cited earlier in this paper, point in the same direction:

"If ESD was once seen as more of a niche activity in a greater educational system, this viewpoint has now shifted. Today education for sustainable development is seen as an innovative concept that gives a new meaning to teaching and learning in many different educational settings."

Looking at the future of GE conceptualisation, we may take for granted that the concepts used by the UN in relation to the SGDs, that is Education for sustainable development (ESD) and Global Citizenship Education (GCED), will be prevailing at the global arena for the next decade or so. Wegimont, however, notes that Global Education terminology has been moving from consensus to divergent discourse and dissensus. From this perspective, it might be useful to discuss

²³ http://waxmann.ciando.com/img/books/extract/3830985274_lp.pdf

whether it would be meaningful among GE policymakers and practitioners to differentiate between:

1. Holistic vs topical (environmental, peace, multicultural education, etc.)
2. Education vs activist/citizen engagement
3. Learning vs advocacy
4. Individual vs civil society
5. Formal sector vs informal (non-formal) sector
6. Public support (for aid or certain goals or policies) vs critical debate
7. Political vs non-political
8. Agenda-linked vs free/independent
9. Aid (development co-operation) vs policy coherence for development
10. Development Education vs development communication
11. Elitist moralism vs popular realism

Wegimont also points out that much of the movement in education research, theory and policy change literature provides a context where the concerns of global educators – around global justice, sustainable development and participatory democracy – are moving from the periphery of educational discourse towards the centre. At the same time, voices critical of GERM (the Global Education Reform Movement)²⁴ and ‘the false promise of global learning’²⁵ might heralds of a changing landscape for GE.

Looking at the future, it should be noted that all the concepts currently in use in Europe, as well as the suggested categories and

²⁴ <https://pasisahlberg.com/global-educational-reform-movement-is-here/>

²⁵ <https://www.amazon.com/False-Promise-Global-Learning-Boundaries/dp/1441155910>

typologies, have been developed and/or given their current content/meaning in the decades following the end of the Cold War around 1990. These decades have been marked by an economic globalisation that for many years served the Western world and its citizens well. These decades have also been marked by Neoliberal policies, Western dominance and a North/South-divide that have all been gradually weakened, through economic globalisation and the financial crisis (2007-2008), which affected European economies and employment rates.

As this post-cold war era comes to an end, we might have to look at GE conceptualisation and content from new perspectives, within new realities. In recent years, particularly following Brexit and the election of Mr. Donald Trump as the new President of the USA in 2016, we have seen trends in Europe labelled anti-globalist, anti-elite, anti-muslim, anti-immigration, anti-liberal, protectionist, nationalist, populist etc. that may change the economic, political and educational basis and landscape for GE and DEAR. It remains to be seen to what extent these trends will be strengthened or weakened in the years to come and the impact on what concepts and typologies will be most relevant for the future.

Beyond concepts and typologies, there may be the need emerging, not only for a new conceptual framework for Global Education theorising and policymaking, but also for a broader, more narrative approach. Naomi Klein, in her recent book *This Changes Everything*, argues that in order to save the world, we need to go beyond critique and protest to a new story. George Monbiot, in his recent publication *Out of the Wreckage*, similarly suggests that any attempt to move beyond the current fraught situation, in Europe and beyond and to effect change in favour of greater justice and human rights for all, requires a move beyond new theory or analysis to a whole new story that people can believe in.