

EXECUTIVE SUMMARY
COUNTRY REPORT ON GLOBAL EDUCATION
(A FOCUS ON ADULT EDUCATION)

AN ERASMUS+ STRATEGIC PARTNERSHIP PROJECT
(Reference UK-1-UK01- KA204-048160)



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Introduction

This report summarises the main findings individual reports on global education from 6 countries participating an Erasmus+ Strategic project entitled *The Bigger Picture*, implemented between 2018 and 2020. The participating countries were Estonia, France, Italy, Portugal, Spain and United Kingdom.

The project aimed to strengthen the capacity of organisations providing learning opportunities to adults and help adult educators develop the competences required to reflect the global and international development issues in adult education.

The project was implemented against a background and context of the growth of extremism and populism, the violation of basic human rights, the increasing social gap and inequalities based on class, gender and/or ethnics; the threat of neo-fascism, and other political realities, such as the scenario of post-Brexit Europe, added to environmental challenges and climate change, seem to become progressively more complex and more overwhelming. Some of those challenges and issues are at the heart of Global Education (i.e., social justice, human rights, sustainability or climate change), underlining the need for new approaches and strategies that help us to understand and respond appropriately to the changes and challenges of these times. This report summaries the main findings from the individual report, pointing the areas in common as well as the differences in terms of the areas covered by the reports to include a literature search on global education in each partner country, an overview of global education in Europe, definition of key terms as applied to the country concerned, an overview of policies and strategies to promote global education; the mains stakeholders in global education, learning opportunities in global education for adults; the training of educators to deliver global education, available resources to deliver global education, challenges in delivering global education and recommending for improving the effectiveness of global education for adults.

Overview of Global Education in Europe

There is no overarching strategy for global learning that focuses ion adults at the EU level or nationally in any of the participating countries. Consequently, no structures exist to support, promote, fund and ensure coherence and assure the quality of global education. Much of the existing initiatives in this regards is driven very much by civil society with some international organisations like UNESCO, the European Commission OECD playing and important role.

In 2002 the Commission published its strategy for increasing global education to the year 2015 ([The Maastricht Declaration, 2002](#)).¹ The Commission's commitment to development Education was outlined in *Contribution to Development Awareness Raising (2007)*.²

The Declaration of the European Parliament of 5 July 2012 on development education and active global citizenship, called the Commission and the Council to develop a long-term European Strategy for Development education, awareness-raising and active global citizenship

The Commission facilitated dialogue through Development Education Awareness Raising (DEAR) policy-makers and practitioners, fostering capacity development among DEAR partners and supporting capacity development and networking activities. It funded a major project, *DEEEP* from 2003 to 2015, aimed at being a driver for new transformative approaches to development, challenging the classic approach to international development, which failed to adequately address the root causes of inequality and injustice, such as the exploitation of people and planet, or extreme poverty and extreme wealth.

Global Education Network Europe (GENE) - a network of European ministries, agencies and other national bodies responsible for supporting, funding and policy-making Global Education awareness has played an influential role in developing and improving global education in EU member states with a focus on the formal education sector.

The EU is committed to implementing the 2030 Agenda for Sustainable Development (*Transforming the World the 2020 agenda for sustainable development, United Nations*) and the SDGs within the EU and in development cooperation with partner countries. The Agenda reflects many of the EU's priorities for sustainable development. On 22 November 2016, the EU presented its response to the 2030 Agenda and the SDGs and adopted a sustainable development package. Hence, the EU is committed to implementing Sustainable Development Goal 4, Target 4.7 which states:

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable

¹ This was the Commission's Strategy for Improving and Increasing Global Education In Europe to the Year 2015

² European Commission, *Contribution to Development Awareness Raising (2007)*, European Commission

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.”

A crucial aspect of global education common to all the participating countries (and Europe in general) is the lack of provision targeting adults. Existing provision focuses almost exclusively on the formal education sector and schools in particular. One of the major differences between the participating countries, is the definition and terms used to refer to 'global education'.

Summary of key Findings

In UK, the most widespread term used between 2000 and 2010 was 'global dimension' which was endorsed by the Department for Education. It was defined as promoting learning about living in an interdependent world. Additionally, education for sustainable development appears officially in the school programmes in 2004. On the other hand, the most common terms used in France are *Education au développement et à la Solidarité Internationale* ('Education to development and International solidarity') and *Education à l'environnement et au développement durable* ('Education to environment and sustainable development'). The terms 'Globalization' and 'Global Education' are not commonly used in France, being replaced by *Éducation à la citoyenneté mondiale* (Education to world citizenship). As well, the lack of an official definition for the concept of global education in Spain entails a series of difficulties for its implementation in the curriculum. In this context, the Spanish term for Development Education (DE) is commonly used to define a field of work which in other countries is known as global learning (i.e., UK or Austria), or global education. In Estonia, for example, the concept Global Education is widely used, along with the term Sustainable Development.

With regard to policies and strategies, the *Maastricht Global Education Declaration* (2002) provided the basis for international, regional and national commitments to increase and improve support for Global Education, conceived as the educational approach that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship. Other milestone documents that had contributed to this development of global education as well as increasing awareness on human rights, justice, sustainability and equity for all are: *Universal Declaration of Human Rights* (United Nations, 1948); *Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms* (UNESCO, 1974);

the *Agenda 21, Chapter 36 Promoting Education, Public Awareness and Training* (United Nations, 1992); *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy* (UNESCO, 1995), or the *United Nations Millennium Declaration* (2000).

A detailed analysis of the different policies and strategies on global education in each partner country has been carried out in the respective reports, offering an overview of the background, development, challenges, achievements, shortcomings and lines of action concerning this topic. Although these case studies underline the need to implement a central national strategy in all these countries, the awareness of governments and institutional bodies on this subject, as well as the socio-political and economic circumstances of each country, had produced very different results.

For instance, although there is no overarching strategy for global education in the UK, the government recognises the importance of ensuring people the skills to navigate the increasingly globalised world and their role as global citizens, and this is reflected in several education and skills strategies and policy papers. These include *Skills for Sustainable Growth*, 2010; *Learning for ALL: DfID's Education Strategy 2010-2015*, which recognises the impact of globalisation education and the need to equip people with 21st Century skills and *International Education Strategy: Global growth and Prosperity* (2013). There were several policies and strategies centred on building skills for the 21st century published from 2003 onwards by the government, including *21st Century Skills: Realising our potential* (2003); *The Skills We Need: Our Annual Statement of Priorities* (2004), or *Putting the World into World-Class Education: An international strategy for education, skills and children's services* (2004).

The policies and strategies implemented in the UK during this period (2003 to 2008) under the Labour government indicated a significant shift towards a new global approach to education and training at the time for the 21st century with sustainable development at the heart of government policy and a focus on acquiring skills for employability and competitive advantage in a global society. The change of government in 2010 to a Conservative-Liberal Democrat coalition pursued a series of public spending cuts which led to stopping some of the policies and strategies. From 2013 to mid-2018, Government funding was drawn towards a more centralised position, in which most support is available through the Global Learning Programme (GLP). Alongside the GLP, Government also provided funding for related activities which, although not

in themselves 'global learning', do fit within the broad parameters of an international outlook for schools.

There are currently no direct policies or strategies for adult global education in the UK following on from the Global Learning Programme for compulsory education that ended in August 2018 and as such, the government priorities have shifted towards strategies to address Brexit. This change has significant implications for the approach the UK would need to take to develop new strategies for Global Education.

In France, the main sources concerning Development Education and International Solidarity are related to the French foreign policies. Official definitions of education for development and international solidarity are proposed by public authorities. The national education department considers that it is necessary to give young people the keys to understand the world disequilibrium and to stimulate their thoughts on the way to reduce poverty and inequalities at a global scale.

At present, non-profit organisations and public authorities in France try to work to promote Education for a more sustainable world. At a national level, there is a State Department, with a Minister of the environment and solidarity transition, but there is a lack of real and clear environmental policy.

There are many non-profit actors organised in networks in regional and national communities, such as Educasol (created in 2004 by 26 NGOs), or The Research and Information Centre for Development. Local authorities are also involved in education to development and International solidarity: in 2017, the French local authorities contributed up to 2.8 million Euros in raising awareness actions in France, which is representing 5% of their development aid budget. More often, local authorities support non-profit organisations actions of their territory.

In contrast, Spanish education shows substantial differences when compared to other countries. Education in Spain is regulated by the Ministry of Education, but regional governments (Autonomous Communities) are responsible for managing and financing schools and educative centres in their respective territories. For this reason, the specific policies applied in each territory, as well as the funds, can vary from one region to another, and even produce different levels of quality in education. Although these substantial regional differences, Spanish system-

level policies have been mainly oriented to decrease student dropout. High dropout and youth unemployment rates require efforts to consolidate basic skills and better match labour market needs, focusing on quality of education and provision of vocational education and training. Several national plans aim to improve equity in education and social inclusion: the National Strategic Plan for Childhood and Adolescence 2013-2016 (*Plan Estratégico Nacional de Infancia y Adolescencia*) and the National Action Plan for Social Inclusion 2013-2016 (*Plan Nacional de Acción para la Inclusión Social*), and the Programmes for Reinforcement, Guidance and Support (*Programas de Refuerzo, Orientación y Apoyo*, 2005, modified in 2010).

Prior to the 2006 LOE (*Ley Orgánica de Educación*), citizenship education in Spain was considered a cross-curricular theme or integrated into other subject areas. It also varied widely in how it was included into curriculum across the different regions. In contrast, the 2006 law included the compulsory, cross-curricular subject Education for Citizenship and Human Rights. A set of school subjects was implemented, under three different denominations: Education for Citizenship and Human Rights; Ethical-civic education; and Philosophy and Citizenship. The LOE and, in particular, its inclusion of the new compulsory citizenship education was politicized, as some political groups, as well as family and parent associations, viewed it as a shift away from moral Catholic values.

One of the most important initiatives in Spain is the Network of Educators for Global Citizenship, which comprises about 100 teachers working in all levels of education. Meanwhile, coinciding with the 2015 European Year for Development, various activities focused on promoting Development Education were carried out in Spain. The aim was to raise awareness of global citizenship and open new horizons in schools. Thus, AECID launched a national school programme in which development cooperation organizations from various autonomous communities and town halls participated. Continuous teacher training activities were organized with the objective of developing activities in the classroom later on.

In Estonia, the goals for sustainable development have been agreed until the year 2030 in the National Strategy on Sustainable Development "Sustainable Estonia 21", promoting the vitality of the country's cultural space; the increase of people's welfare; a socially coherent society; and ecological balance. Activities and timetables for the achievement of environmental goals are set out in the Estonian Environmental Strategy and sectoral development plans. Also, the Estonian Strategy for 2020 brings together activities from different fields, taking into consideration economic competitiveness. Topics related to sustainable development, competitiveness and

reporting are coordinated by the Strategy Unit of the Government Office. Advisory functions are performed by the Commission for Sustainable Development and the inter-ministerial working group for sustainable development.

In Estonia, global education is part of lifelong learning. The Estonian Lifelong Learning Strategy 2020 aims to provide all Estonian citizens with the opportunity to continue their studies according to their needs and abilities throughout their life, in order to guarantee them a comprehensive self-fulfilment in their professional and personal life. The common purpose of the National Reform Programme 2020 and the Estonian Lifelong Learning Strategy 2020 is to increase the participation of adults (25-64 years) in lifelong learning and decrease the proportion of adults without professional or vocational education.

In Italy, the document of Italian Strategy for Global Citizenship Education (ECG) was officially approved in 2018, being the result of the work of a multi-actor table comprising Ministries, Local Authorities, AICS, Universities and the main networks of civil society organisations. Even before seeing its implementation, the process that led to this document was seen as an example of good practice, highlighting how the Italian system of cooperation could also move on other issues.

In June 2017, the a working group was set up, charged with elaborating the National Strategy on the ECG. In response, the MAECI (Minister of Foreign Affairs) started the formation of a table composed of many subjects whose coordination has been entrusted to the Autonomous Province of Trento, with the assistance of the networks of civil society organizations and Concord Italia. The document defines and conceptualizes Global Citizenship Education on the basis of an interesting analysis of the international context and a timeline that has seen the evolution of the concept of "civic" education in the last 60 years, then "to development" and finally to the "Global citizenship". The second part of the strategy is dedicated to the analysis of the actors who should work together to favour a territorial approach to the ECG that should be activated through a structured dialogue between institutions, civil society, schools, universities, the media, the world of work and enterprise, social and health services.

In addition, the Office of Cultural Exchange of the ministry of Education published a report providing an overall picture of the theoretical and practical aspects of intercultural and multicultural education and highlighting the importance of cross-cultural communication for

global democracies. Currently, there is not any school in Italy that teaches educators about multicultural education or global issues. There were some specific institutes oriented to teacher training in this field in the past, but they are inactive at the present time.

In Portugal, it was only with the creation of the Portuguese Platform of NGOs, in March 1985, and with the entrance of the Education for Development (ED) working group in the CONCORD confederation in 1996, when Education for Development became properly recognised and valued. Thus, in 1998, with the first Portuguese legislation on NGDO's and its operation - "Law 66/98" - the ED / ECG was officially recognised as an area of the NGDO's intervention.

In this context, the term Education for Global Citizenship is becoming increasingly important, and there are even some organizations that divide their internal work in Cooperation for Development and Education for Global Citizenship, even using this concept in titles of projects. This discussion has not gone unnoticed in Portugal, having been taken up in the very process of elaboration of ENED, 2008-2009 in which, although the title adopts the concept of Education for Development, the general objective opens the door to concept of Global Citizenship: promoting global citizenship through processes of learning and awareness of Portuguese society for development issues, in a context of growing interdependence, with action oriented towards social transformation. The political, government or non-government actors, which emerge most relevant in the implementation of the EGC (Education for Global Citizenship) in the formal school system – are the Ministry of Education, the Ministry of Foreign Affairs, such as NGO's, intergovernmental organizations, the CFAE (Centros de Formação de Agrupamentos de Escolas para professores – Training Centers for Schools and teachers), and the teachers themselves.

The success of global education requires collaboration and dialogue between the key stakeholders that take part in decision-making processes, proposals for innovation or educational support at international, European and national level. Many of these bodies and institutions are formed and work through international partnerships. At the European level, the Global Education Network Europe (GENE) as a partnership between foreign and education ministries, agencies and other bodies with national responsibility for global education in Europe, promotes global education as part of development strategies, reaching the UN sustainable development goals and the education of migrant populations. Other examples are: Education International, representing 400 organizations in 170 countries and territories; the -European Association for International Education; the non-profit organisations GEM (Global Education Motivators) and GLEN (Global Learning and Education Network); the Global CAD (Centre of

Partnerships for Development) network; the Global Partnership for Education; or the Organisation for Economic Co-operation and Development (OECD); among others. A list of major stakeholders at the national level is provided by each partner country, with the aim to analyse their role, function and key fields of work. Some of the examples mentioned are NGOs and NGOs' networks such as CIDAC (Portugal), ActionAid (United Kingdom), Educasol (France) or the Network of Estonian Non-profit Organizations (NENO); but official institutions such as the Agency for International Cooperation for Development (Italy and Spain) are also mentioned.

With regard to citizens' awareness on global issues, the research found the issues of greatest concern to Europeans are climate change, health care, human rights and poverty. The issues they were most passionate about are the environment and human rights, probably reflecting the kind of media output that is common in most western countries. Other topics that the different countries surveyed show in common are the concerns about food insecurity, violence in its different forms (child slavery, death penalty, lack of political freedom, violence against women, etc.), homelessness, sustainability, and, in a lower position, education. In addition, the main global issue that concern UK adults is Brexit, with passionate perspectives for and against, which caused a schism in the country.

There are very few opportunities for adults to learn about global issues in the participating countries and in Europe generally, with most initiatives focusing on schools, where there is some embedding of global themes in the curriculum. Some universities offer post-graduate courses that include some elements related to development education. For instance, in the United Kingdom, the Institute of Education University College London offers several Masters Programmes relevant to global learning. Among other examples, at Newcastle University, there is an *International Development and Education MA* that examines development issues, government policy and the reduction of poverty using entrepreneurial ideas. At Cambridge University, there is also a *MA in Education, Globalisation and International Development*. In Italy, some institutions with an approach on Global Education are: Università "Bocconi" di Milano (mostly in the field of political science); Politecnico di Torino (which has become a truly international and multicultural university); or the independent University LUISS di Roma. In France, many formal trainings for adults are provided in master's degrees, mostly related to community development and international solidarity. In the Spanish case, for example, the University of Barcelona offers a master's degree in Education in Values and Citizenship, and the

UNED (National University of Distance Education) has presented several proposals for innovation in different study fields that converge to global education values.

Within this context, opportunities in non-formal and informal contexts tend to be more frequent. Local authorities, voluntary organisations and NGOs are the main providers of non-formal learning opportunities in the majority of countries, although there are also official institutions and organisation bodies that contribute to create different programmes and strategies aimed to implement global education. Some organisations also operate at European and international levels to promote Global Education through international partnership. For instance, within the UK, partnerships are promoted through established NGOs and charities promoting global education through implementing their established policies. In Estonia, non-formal education is based on the agreement between the Ministry of Economy and Communication, Ministry of Social Affairs and the Ministry of Education and Research.

Despite this increasing interest on global education, evidences extracted from these reports point directly to the need to improve the competences of teachers and educators. Although teachers of global education are seen as key actors of change regarding global learning, they are not required to have any particular subject knowledge or competences on this topic. As qualified teachers, they would have generic pedagogic competences, but would not necessarily be familiar with approaches of global education.

There are some courses which specialise in global education, although significant differences can be found regarding the skills, competences and values that could be acquired throughout these types of training. In an attempt to establish a common ground, some specific competences that should be needed by educators would be: basic knowledge about UN SDGs and the concepts of Global Dimension; skills such as critical thinking, problem-solving, attitudes such as emotional intelligence and multicultural awareness, and values of mutual respect and understanding. Depending on each country, several types of activities are available for educators: face-to-face and online courses, workshops, mentoring, conferences, research projects, etc. For instance, in France, the AFPA (*Association de Formations Professionnelles des Adultes*) offers an eight-months training certified by the French Labour Ministry, which is not compulsory to become an adult teacher, but it is well recognised by the sector.

With regard to the professional development of educators, in many countries, the teaching profession is under a strong pressure to respond to the massive demand. This challenging state

of affairs gets worse considering that still in many countries, education is not always appropriately valued, and teachers and professors receive little support for their professional development.

Challenges and Conclusions

Global education faces a number of challenges at many different levels. Although the specific challenges of each country are described in detail throughout their corresponding reports, some would involve a joint effort at the international level in order to successfully overcome them. The main challenges revolve around strategies, because as things stand no country has an overarching strategy for global education. There is also the issue of the curriculum and the competences that adults educators and adults should have in relation to global education. Another challenging issue is building capacity in organisations, especially the training/preparation of educators to deliver global learning as well as the absence of any specific training strategy, courses or standards. Resources for global education remains a persistent issue, with reliance on NGOs and grants from government and charitable organisations and NGOs. There is also the issue off the shift in focus if not approach to global education. The perception of global education had been excessively immersed in a Global North and Global South divide with global education seen as a form of international with the North contributing to the development of the South, but the SDGs make it clear that sustainable development, which is at the heart of global education affects us no matter we live, so it an issue of concern to all humanity. The increasing importance of internet, social media and digital learning technologies as main sources of information on the so-called *Global Picture*, the role they play, and hoe educators can harness and utilise them for teaching and learning appear to be another collective challenge for all the participating countries.

Conclusions and recommendations

Globalization has had a strong influence on the development and challenges of Global Education in the last decades. Despite the difficulties listed throughout these reports, Global Education seems to be here to stay , not least because the challenges it seeks to address remain and will do so for generations and will probably continue to increase its importance on the agendas of institutions and education systems worldwide. Among the main obstacles encountered, it is especially worth noting the lack of a clear unification in key terms and meanings in order to accurately define the basic concepts, skills, values and competences related to this subject. In

the long term an objective to aspire to is that all citizens should be globally competent and global education seems the ideal vehicle to help achieve this and more. Global competence could potentially help reduce tensions and conflicts at all levels: internationally, between nations, communities and individuals and foster collaboration for the greater good. Achieving this requires this requires a new approach to how we perceive the world and our own role and place in ensuring its sustainability and recognising that we must all play our part. This is a huge and complex agenda requiring commitment and resources from governments, international bodies, business, NGOs and citizens. It is also acknowledged that global education is competing for resources from other education sectors and governments do not see global education for adults as a priority area for deploying resources.

A number of recommendations are proposed by individual countries to improve global education for adults and more generally in the participating countries. The recommendations from each country can be seen in their individual reports and are summarised below into a set of collective recommendations:

1. Governments gives a clear commitment to promote global education to adults by developing national strategies for promoting global education. The strategy should include the training of educators to deliver global education.
2. Initiate national debates on global competences with a view to developing global competence frameworks for adults and adult educators. The competence framework for educators could be extended to developing suitable courses to agreed standards that could confer 'certified global educator status'. The framework for adults would guide the development of appropriate training courses and other learning programmes for adults. The competence for educators should include those that enable them to help adults develop their own global competence and help bring about a more sustainable world.
3. Establish overarching national, regional and local infrastructures involving key stakeholders (practitioners, policymakers, researchers, academics, education providers, learners etc.) to oversee the implementation of the strategy to include coordination, setting standards, monitoring the effectiveness of the strategy.

4. Develop national strategies for the training of educators so they can improve their subject knowledge and pedagogical skills in delivering global education. This could global competences for educators, and national standards and certification. In addition to professional skills and knowledge, educators should also be able to help adults develop their own global competence.
5. Academics, researchers and practitioners in the field should develop a new paradigm for global education. A paradigm that moves away from the aid and technical assistance from North to South, to one in the context of the UN Sustainable Development Goals
6. Global education should be included as a priority area within European funding programmes as a source of funding for researching and developing creative and innovative approaches to promote and deliver global education to adults.
7. The main aim of global education is to help citizens see the 'bigger picture'. And, in this context, at its core should be to help everyone understand the world, how it works especially its interdependence and interconnection, its regions, peoples, cultures and history.
8. Organisations providing education and training opportunities to adults and young people, both formal and non-formal should explore creative ways of reflecting/embedding global learning and the global dimensions in existing curricula and courses, so it is not seen as an add on or delivered as a separate subject.
9. National governments and regional and local authorities should develop stronger links with NGOs and other agencies, both locally and internationally, to work collaboratively on issues of common interest relating to global education.
10. Promote research-action on training courses, practices and experiences of excellence to enhance them, support them, disseminate them, allowing easy access to online experiences and materials
11. Establish professional networks and associations to support the professional development of global educators, undertake research, develop and share best practice in the field of

global education and raise its profile.

12. Undertake robust and regular evaluations of the effectiveness of global education to assess its on learners and the wider community, as well as what works and the extent to which the desired outcomes are realised, and report to stakeholders accordingly.
13. Develop partnerships to facilitate global as well as national and institutional collaboration between formal and non-formal education including NGOs to develop, share and exchange information and best practices in global education.
14. Develop innovative and creative ways to deliver global education that involves the use of digital technologies, so educators can use digital and learning technologies in delivering global education to make the experience for enjoyable for learners and improve the outcomes for them. Digital skills considered part of the required skills of the 21st century, offering also wide possibilities for facilitating student's learning; complementing the teacher's role; and for improving distance learning, direct and interconnected communication beyond borders, and employability competitiveness.
15. Institutions providing adult training should immediately begin go explore ways of increasing their global education provision for adults. Alongside this should be exploration of creative and imaging ways modes of delivery involving digital skills and the use of more non-formal methods of teaching and learning. The need and demand for formal recognition of learning (accredited and non- accredited) should be explored.
16. Develop the necessary infrastructure to facilitate more systematic opportunities for discussion, collaboration and exchange between and involving the different actors and stakeholders in global education in their development and implementation to European and international calls.
17. Promote in the various sectors concerned (formal and non-formal education) the proposal for initial and in-service training courses and the identification of quality standards, monitoring tools, recognition and portfolio of skills; this primarily concerns the activation of university courses that recognize credits starting from a reference for



the recognition of incoming skills; training courses for companies; training of local government officials.