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On the Road from Maastricht: Ten Years of Global Learning in Europe

Abstract:

This article discusses ten years of progress in Global Education in Europe since the first pan-European Congress on Global Education held in Maastricht in 2002. Growing cooperation and networking have contributed to sharing policy learning and strengthening national and international structures. A number of countries have developed national strategies and peer reviews have helped to support efforts for more quality and cohesion. GENE (Global Education Network Europe) is the network of Ministries and Agencies with national responsibility for Global Learning in Europe. The article highlights some good results of its work in this field.

Keywords: *Global Education, Europe, Networking*

Zusammenfassung:

Der Beitrag porträtiert zehn Jahre Weiterentwicklung des Globalen Lernens in Europa seit dem ersten gesamteuropäischen Kongress zu Globalem Lernen in Maastricht 2002. Eine wachsende Zusammenarbeit und Vernetzung haben den Austausch über Politikerfahrungen im Arbeitsfeld gefördert und nationale wie internationale Strukturen gestärkt. In mehreren Ländern wurden nationale Strategien entwickelt. Peer Reviews haben zu mehr Fördermitteln im Bereich beigetragen und Bemühungen um Qualität und mehr Kohäsion unterstützt. GENE (Global Education Network Europe) ist das Netzwerk von Ministerien und Agenturen mit nationaler Zuständigkeit für Globales Lernen. Der Artikel illustriert die wichtigsten Erfolge in den Arbeitsbereichen des Netzwerks.

Schlüsselworte: *Globales Lernen, Europa, Vernetzung*

Ten years ago, the Maastricht Congress on Global Education discussed and analysed issues around Global Education,¹ and inspired and challenged us all to move Global Education or Global Learning to another level in Europe. Looking back over the last decade, 2002 to 2012, considerable developments in the field have taken place. Many of these developments have links back to the Maastricht Congress, and reflect the commitment and energy of a broad range of stakeholders in this field.

This article begins by identifying many such developments in Global Education over the past decade, but then digs deeper by looking at some areas that GENE – Global Educa-

tion Network Europe, the network of Ministries and Agencies with national responsibility for Global Education – has a particular interest in. These particular interests include Networking between Ministries and Agencies to improve policy sharing and learning in this field; the European Global Education Peer Review Process; and the development of Quality National Strategies in Global Education.

Summary overview of a decade of developments in Global Education

Firstly, looking back generally at developments in Global Education since the Maastricht Congress in 2002; clearly a lot has happened and progressed in this field, everything from the strengthening of broad European Policy frameworks, to the detail of greater conceptual clarity, to moving to improve impact evaluation. See Table 1 below for an overview of progress in Global Education over the past decade.

Developments in Global Education over the past decade include:

- Strengthened European Policy Frameworks,
- Growing cooperation & coordination at European & International level,
- Growth in the geographic spread of Global Education in Europe,
- Growth in Quality National Strategies,
- Moves towards Greater Conceptual Clarity,
- Rising funding Levels (while overall at a European level it has increased over the past decade, it is under pressure or being reduced in several countries partly due to the international economic and financial crisis),
- Greater Emphasis on Evaluation,
- Growing interest in Research and other academic work,
- Greater Understanding of the need for Sustainability and Global Citizenship,
- Strengthening Global Education in the development and reform of Curricula, and Teacher Training,
- Growing movement of GE from being an add-on, to being at the centre.

Table 1: Developments and Progress in Global Education 2002–2012

Following the Maastricht Congress, there have been a number of international conferences, symposiums and initiatives that have further helped to strengthen policy frameworks to support

more and better Global Education (see Table 2). Such international conferences and initiatives have resulted in various declarations, recommendations and conclusions, and in an ongoing further refining of how we might best move towards more and better Global Education in Europe.

Apart from the content of the various outputs from such events, the networking at a European level has greatly increased the sharing of learning. It reflects growing cooperation at a European and international level by a range of stakeholders in the field of Global Education. For example Ministries and Agencies across Europe have been sharing policy learning intensively over the last decade through GENE (see more in detail below). Over recent years GENE has also become increasingly interested in issues of cooperation, coherence and cohesion, between support for Global Education at a national level and at a European level. EuropeAid has over recent years consulted with a broad range of stakeholders, with a view to improving its initiatives to support DEAR in Europe, in particular through the pan-European DEAR Study it commissioned in 2010–2011. Development NGOs and civil society organisations across Europe have been cooperating on strengthening their work in Development Education and Awareness Raising through Concord and the DEEEP project. The European Multi-stakeholder process has sought to share perspectives in this field and facilitated the Consensus Document on Development Education and Awareness Raising (2007), while the North-South Centre of the Council of Europe pursued the adoption by the Council of Europe of a Recommendation on Education for Interdependence and Solidarity (2011).

Such initiatives above have in various ways contributed towards progressing Global Education in Europe. There have been moves over the past decade towards greater conceptual clarity concerning Global Education and our work in this field;² a growing understanding of the value of developing quality national strategies where appropriate; a growing geographic spread of Global Education throughout Europe;³ a growing realisation that Global Education should be part of curriculum development and reform; and indeed generally a move from being just an add-on, to Global Education being at the centre of education.⁴ On a funding level, there were substantial increases in the levels of support by many governments throughout Europe in the early to middle phase of the decade 2002–2012, however, in the second half as we moved into an international economic and financial crisis, many countries have just held stable or cut back on the levels of funding to this field. But also in this era of financial austerity and instability, there is perhaps a growing recognition among much of the public in Europe, in the need for national, international and global mechanisms and institutions to help ensure a more sustainable world.

GENE – Marking 10 years of sharing policy learning in Global Education

In 2012, GENE is also marking its 10th anniversary of sharing policy learning in Global Education between Ministries and Agencies. So from a GENE perspective, it is timely now to also reflect back over developments in Global Education and its work since the Maastricht Congress ten years ago. In particular GENE is doing this through the Hague International Symposium on Global Education, 15–17 November 2012, which brought Mi-

<p>These included:</p> <ul style="list-style-type: none"> – The Maastricht Congress (& Declaration) on Global Education in Europe to 2015 (2002); – The London Conference on Evaluation and Quality in Global Education (2003); – The Brussels Conference – European Conference on Awareness Raising and Development Education for North-South Solidarity (2005); – The Helsinki Conference on Development Education (2006); – The European Consensus on Development Education and Awareness Raising (2007); – The European Commission DEAR Study (2010–2011); – The Espoo, Finland, International Symposium (& Conclusions) – Competencies for Global Citizens (2011); – The Lisbon Congress (2012); – The Hague International Symposium (2012).
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Table 2: Major Global Education Events and Initiatives 2002–2012

nistries of Foreign Affairs/Development and Education and Agencies together from all over Europe, to reflect on progress and lessons learned in this field over the past 10 years, and to look forward with vision, to the next decade. The Hague International Symposium was being organised by GENE, hosted by the NCDO, the Netherlands, and with European Commission support.

As mentioned earlier, the key focus of GENE is sharing policy learning between GENE participants, resulting in increased quality Global Education. GENE shares such policy learning through a number of mechanisms.

This article now focuses on 3 areas of particular interest to GENE: 1. Networking, 2. the European Global Education Peer Review Process and 3. the development of Quality National Strategies on Global Education.

Networking

One of the key mechanisms for policy learning in GENE is through facilitating networking among its participants through regular roundtables, occasional symposiums, seminars and conferences.

The regular GENE Roundtables take place 2–3 times per year and are hosted by GENE participant Ministries and Agencies. For example most recently GENE Roundtable 27 in Spring 2012 was hosted by the Ministry of Foreign Affairs, Poland, in Warsaw. The roundtables in particular involve a country up-date from each participant, a more-indepth focus on for example issues such as national strategy development, curriculum development and reform or specific peer reviews, a more-indepth focus on Global Education in the host country, and updates at a European level.

This sharing of policy learning in GENE Roundtables began a decade ago with just 6 Ministries and Agencies from 6 countries, this has grown to over 30 Ministries and Agencies sharing policy learning from over 20 countries, and growing.⁵ The roundtables allow GENE participants to share policy learning in a semi-formal yet structured way.

In addition to the regular GENE Roundtables, it is also necessary to facilitate more focused symposiums and conferences in order to go into the necessary detail on a topic and to bring together those with a specific interest. Examples of this have included the GENE Conference Learning for a Global Society:

Evaluation and Quality in Global Education, held in London in 2003. This brought together practitioners, academics and policymakers to share perspectives and good-practice around issues of evaluation and quality in Global Education. In June 2010, in cooperation with IPAD Portugal, GENE organised a seminar on Developing National Strategies in Global Education, in Lisbon. This brought together a number of Ministry and Agency participants who had been actively involved in developing national strategies in Global Education, and a number that were interested in possibly developing such strategies. In autumn 2011, GENE worked with The Finnish National Board of Education and the Ministry of Foreign Affairs, Finland, to organise a Symposium on ‘Becoming a Global Citizen’, held in Espoo Finland. This was particularly focused on issues of competencies of global citizens, and curriculum development and reform. The international symposium in November 2012, in the Hague the Netherlands, focused on issues of coherence, cohesion and subsidiarity concerning supporting Global Education at a national and European level. It was organised by GENE, hosted by the NCDO, the Netherlands, and in cooperation with the European Commission.

The article now goes on to focus on two other key ways in which GENE shares policy learning, notably through the GENE Peer Review process and through a focus on the development of quality national strategies. Both of these initiatives could be said to have their origins in the Maastricht Declaration which was one of the outcomes of the Maastricht Congress on Global Education held in 2002 in the Netherlands. This Declaration called for the development of a European Peer Review mechanism for Global Education and for the development of Global Education national strategies.

Sharing learning through the European Global Education Peer Review Process

The European Global Education Peer Review Process is one of the main ways in which GENE supports and shares learning in Global Education.⁶ Key features of the GENE Peer Review Process are as follows:

- The aim is to improve and increase Global Education in European countries.
- The Process is focused on being a Peer Support and Learning Mechanism – the GENE peers visit a country as “critical friends”, highlighting good practice and proposing adjustments where appropriate.
- A Key Output is the National Report on Global Education. This gives an overview of the national situation, highlights good practice, and makes recommendations. It facilitates the sharing of learning at a national and international level.

Peer reviews have been facilitated with the following countries: Cyprus (2004) Pilot Review; Finland (2004); the Netherlands (2005); Austria (2006); Czech Republic (2008); Norway (2008/2009); Poland (2009/2010); Slovakia (2011/12; in progress) Portugal (2012 in progress).

Planning for other reviews is in progress. Recommendations coming from such Peer Review processes have tended to focus on issues such as: National Structures/Coordination; Conceptual Issues; Issues of Quality; Formal and Non-Formal Education; Curriculum and Teacher Training; Detail of the Funding

Process; and Levels of Funding. Copies of all these reports are available at the GENE website (see below for web address).

As mentioned, the overall aim of the European Global Education Peer Review Process is to improve and increase Global Education in the countries in which it is carried out. The purpose of the initiative is to provide a peer support and learning process, resulting in National Global Education Reports developed in partnership with national actors. As a national comparative reporting process on Global Education, the process and national reports are not only of benefit to the stakeholders in the country under review, but is also a useful learning process and tool for stakeholders in other countries. In the context of GENE, we follow each process through the regular GENE Roundtables, from initiation to the launch of the report and follow-up. The following is a brief description of a number of the country processes to give a flavour of how the process works.

Cyprus Process

As part of the initial feasibility study for an overall European process, a Global Education Peer Review of Cyprus was carried out in 2003/04. The Global Education peer review international team⁷ visit to Cyprus took place in October 2003. During the visit, information and insights on the state of Global Education in Cyprus were gathered through a series of meetings with a broad range of actors and organisations – including representatives from the Ministry of Education and Culture, the Pedagogical Institute, the Secondary Teachers Association, the Non-formal Youth Sector and with Civil Society organisations.

Finland Process

In 2003 a review process was also initiated with Finland. The Peer Review Secretariat made an initial visit to Finland, at the invitation of the Ministry of Foreign Affairs, in November 2003 to present a paper and act as resource experts at a meeting of key Finnish Global Education stakeholders (Global Challenge Vision Day). The secretariat also held meetings with a range of key individuals/organisations in the field. Meetings took place with the MFA, Board of Education, the NGO platform KEPA, Allianssi, FinnChurchAid and other NGOs. The main aim of such an initial visit by the Peer Review secretariat, is to finalise the Terms of Reference of the process, to meet with the key stakeholders/reference group, to identify with them the key issues of concern in the country, to gather information and documentation, and to initiate research for the process, in advance of the main international peer review team visit. An Issues Paper on Global Education in Finland was prepared by the secretariat, following the visit, to be used as a document for further reflection by key Global Education stakeholders in Finland. The main International Peer Review team visit took place in April 2004.

The national report on Finland was published and launched in Helsinki in September 2004. One of the key recommendations of the report was for the development of a national strategy for Global Education in Finland by the key ministries and agencies. Following the launch of the report a working group was established to follow this up, and a national strategy developed. Another significant recommendation, concerning the university sector, was for the creation of a Chair of Global Education in Finland. Such a Chair of Global Education was since established at Oulu University.

Netherlands Process

The Peer Review and National Reporting process for the Netherlands was initiated in early 2004. The Netherlands was a very interesting case to examine for a number of reasons. For example, the Netherlands had one of the best funded (per capita) Global Education/ Development Education programmes among the DAC countries, resulting in some very innovative and interesting initiatives, and the Netherlands had the oldest national coordinating structure for Development Education funding in Europe.⁸ The Peer Review Secretariat made an initial visit to the Netherlands in March 2004 and held meetings with a range of key individuals/organisations in the field. Meetings took place with the NCDO, MFA, MoE, Ministry of Agriculture, and a number of major NGOs such as CORDAID, NOVIB and HIVOS. The main International Peer Review team visit to the Netherlands took place in June 2004. The national report was launched in The Hague in April 2005. The report made a number of recommendations to national stakeholders, including calling for a systematic reflection among key stakeholders regarding the harsher social and political context for Global Education in the Netherlands; and for greater coordination of efforts especially greater coordination concerning funding issues.

Austria

A peer review process with Austria was facilitated in 2005–2006. The International Peer Review team of Austria included reviewers from Finland, Germany, Ireland and Slovakia, supported by the GENE secretariat. The Austrian Strategy Group for Global Education was the national counter-part in the process. It involved the Ministry of Foreign Affairs, The Ministry of Education, the Austrian Development Agency, KommEnt, and the NGO and academic communities. The report recognised the relatively long tradition of Global Education⁹ in Austria and the broad range of committed stakeholders. While various challenges were noted for Global Education in the country, the setting up of the Strategy Group for Global Learning was particularly welcomed, and the development of a national strategy was a key recommendation in the report.

Czech Republic

The Peer Review of the Czech Republic was facilitated in 2007/08. The reference group for the process in the Czech Republic was the Czech Development Agency, the Ministry of Foreign Affairs, the Ministry of Education and FoRS – the Czech national Platform of NGOs in development cooperation. The report recognised the significant, energetic and growing tradition of Global Education in the Czech Republic. Once again a key recommendation of the peer review was that steps might be taken towards the development of a National Strategy on Global Education, which was taken up and today is in place.

Norway

The Peer Review of Global Education in Norway was facilitated in 2008–09. The international team included reviewers from Austria, Finland, Germany, the Netherlands and Poland. It was facilitated in cooperation with the Ministry of Foreign Affairs, Ministry of Education, Norad, and the RORG network, as the national counterparts in the process. The report noted a particularly strong spirit and tradition of volunteerism, strong NGO

and civil society involvement in Global Education and strong-cross-party political support for global development issues. It was advised that this seemingly positive environment for Global Education should not be taken for granted. As with other countries in Europe, the report noted, that while having a strong tradition in Global Education, public opinion polls indicate a high level of support for global development issues, but a low level of knowledge.

Poland

The Peer Review of Global Education in Poland took place in 2009/10. The process involved the Ministry of Foreign Affairs, and Ministry of Education, Poland, as the national counterparts in the process, along with a broader reference group. The report recognised the achievement of the Ministry of Foreign Affairs in establishing a sound annual funding round, based on learning from others in Europe. It noted the strong leadership of the Ministry of Education in curriculum reform and other initiatives in favour of Global Education. It recognised the close cooperation between the Ministry of Foreign Affairs and Ministry of Education in the field of Global Education. It also noted the growing and committed work of Global Education among development NGOs and civil society in Poland. However, it also recognised the need for further capacity building, strategic planning, and resourcing of institutions and organisations in this field in Poland.

Slovakia

The most recent International Peer Review team visit was to Slovakia in April 2012. One of the interesting aspects of this review was that a national strategy was adopted in February 2012. It was a timely visit to meet with many who were involved in developing the process and who now have to implement aspects of it. This review process is still ongoing with work underway on the national report, which will be ready in the coming months.

Other future processes

A Peer Review process with Portugal is also underway. A secretariat visit has already taken place to Portugal, and the international team visit is scheduled for early 2013. A (second) peer review process is also being planned for the Netherlands. Consultation has also taken place with regard to a number of other countries in a 2013–16 timeframe.

The keys steps in a Global Education Peer Review and national Reporting process are:

1. Develop practicalities of how the process will be carried out/develop draft Terms of Reference, with the main partner(s) in the country to be reviewed, following formal engagement.
2. An initial GENE Secretariat visit is organised to assist in finalising Terms of Reference, to meet with key national stakeholders, to identify key issues of concern regarding Global Education in the country, and to identify key documentation.
3. The lead partner(s) in the country concerned, along with the Peer Review Secretariat, gathers background information on Global Education in the country to be reviewed.
4. Background research is carried out to develop a briefing document on Global Education in the Country concerned, key issues etc, for the International Peer review Team.

5. The lead partner(s) in the country to be reviewed assist the Peer Review Secretariat in identifying key individuals and organisations for the upcoming international team visit to the country, and with scheduling such meetings.
6. The material gathered above (background briefing material) is made available to the International Peer Review team who will be participating in the visit to the country under review (the team will usually comprise 2–3 international Global Education experts along with the GENE peer review secretariat support).
7. The international team visit to the country involves briefings from key Global Education actors and stakeholders in the country concerned, and possible visit(s) to see Global Education in practice, over a 3–4 day period. A regional visit to meet with some stakeholders outside the capital is usually a feature of each review.
8. The team visit to a given country could also involve the facilitation of a national process, or hearing, which can inform the country report. Conversely, national actors can use the presence of the International Peer Review Team to hold a national conference in keeping with national priorities. The International Peer Review Team can be available to input into such agreed processes.
9. Following the team visit a draft national report is developed based on the findings of the country visit. Relevant sections of this draft are then sent to the key stakeholders in the country concerned for feedback and comment, before a final draft is prepared for print by the Peer Review Secretariat.
10. The national report may then be launched in a number of ways nationally, sometimes also at an international event, as agreed with the national partners to the process.

Table 3: Steps in the Global Education Peer Review Process

Follow-up is an important aspect of the Peer Review Process. In the case of Finland, the original Peer Review national report was published in 2004. A follow-up process was facilitated by GENE in 2010/2011, which produced a Review report that revisited the 2004 observations and recommendations, reflected on developments since and made a number of revised key observations and policy proposals.¹⁰ This follow-up report was launched at an event in the Finnish Ministry of Education in Helsinki in spring 2011.

The added benefit of an external Global Education Peer Review and national report is clearly recognised by the key actors in Europe consulted during the course of the process to date. This recognition is also clearly shown through the support of key actors in Europe for the review process both through funding commitments, offers of expertise and interest in being reviewed. The European Global Education Peer Review process is funded through a “basket-funding” in which GENE participant Ministries and Agencies, support the process as a whole.

National actors have emphasised that the external peer review process is both unique and is needed – producing national reports focused on the state of Global Education in both the formal and non-formal sectors. A number of national actors have indicated their particular interest in having an independent external review being carried out in their country, and in seeing it as a mechanism in assisting them in developing a Global Education national strategy where appropriate, in re-

flecting on whether to develop one is the most appropriate course, and as a support mechanism with regard to the review of the facilitating of an existing process.

The experience and impact of the peer review processes have resulted in significant outputs. In all cases the review process has acted as an external support mechanism, supporting national events and processes for the increase and improvement of Global Education. The process has also provided opportunities for comparative learning, insight, motivation and encouragement for the ongoing and further development of Global Education. It is a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement.

Sharing learning on quality National Strategy Development

A third key focus for GENE in sharing policy learning given in this article is with regard to National Strategy Development. GENE was one of the first bodies to call for the development of national strategies in Global Education. Now that there is general acceptance by many stakeholders across Europe on the value of having a national strategy in Global Education, GENE has since moved on to putting a greater emphasis on the need for quality national strategies. In the context of participating in GENE, there is regular sharing of learning at GENE Roundtables, through bi-lateral initiatives and specialised seminars, on various experiences of developing national strategies in Global Education.

GENE also acknowledges and welcomes the recent moves by the European Commission to take a more strategic approach to its support for DEAR in Europe, and to explore with GENE and others how “complimentarity” between what happens through EC support and state level policies and strategies in this field can be strengthened further.

Arising from the experience of sharing learning within GENE concerning developing national strategies for Global Education, a number of questions arise that should be reflected by anybody considering or in the process of developing such a strategy. Examples of such questions are as follows (see Table 4).

- Why? Is there a need for a Strategy?
- Who is leading the Strategy process?
- Where are the stakeholders at now?
- Does it have official institutional support?
- Is there a common understanding of DEAR concepts?
- Is it learning from international experience and practice?
- How participative is it?
- Is adequate time being allowed?
- Is capacity building needed and where?
- Is it result and quality orientated, with monitoring and evaluation?

Table 4: Questions to ask when considering developing a national strategy

One could also benefit from looking at some¹¹ of the strategies in this field developed to date in Europe. This article would refer to some specific country experiences concerning Global Education strategies, and would advise the reader to look in greater detail at each.¹²

- Austria (one of the first processes initiated/launch 2009/ ongoing development)

- Finland (up to 2010/recently evaluated)
- Czech Republic (launched early 2011)
- Ireland, Irish Aid (2 strategies to date)
- Portugal (launched April 2010)
- Slovakia (2012)

The country experiences of developing national strategies in Global Education listed above, all are products of their own unique national experiences, but they also have a number of important points in common. These included a strong emphasis on the need for:

- Learning from International Experience;
- Quality;
- Official Institutional Support.

In summary, the sharing of learning within GENE has resulted in a better understanding of why and how quality National Strategies of Global Education can be useful in appropriate national contexts.

Conclusion – Moving Global Education in Europe to another level over the next decade

It is clear from this cursory review and reflection of developments in Global Education in Europe over the past ten years, as stated at the outset, that a lot has been achieved over this timeframe in this field. The Maastricht Congress and Declaration, and other factors, did indeed inspire and challenge stakeholders to move Global Education or Global Learning to another level in Europe over the last decade. It can be shown that many progressive actions have taken place in Global Education over this time, from strengthened European policy frameworks, to efforts to improve conceptual clarity – as shown with the particular focus on initiatives through GENE, such as strengthened networking by Ministries and Agencies for policy sharing and learning; strengthening Global Education through the European Global Education Peer Review Process; and promoting learning on the development of quality national strategies in Global Education where appropriate.

While acknowledging these important developments and progress in Global Education over the past decade, much remains to be done before we reach the day when ‘all people in Europe have access to quality Global Education’, a key goal of GENE! As stated above, Global Education or Global Learning, has moved ‘towards’ the heart of education, but is not quite there yet, even in the most progressive education systems. The geographic spread of Global Education appears to be moving in the right direction throughout Europe, but there is much that needs to be progressed in this regard over the coming decade. As we move slowly through large and complex international crises, the questions about the content and perspectives of Global Education are demanding and also claims about the adequacy of levels of funding for Global Education, can be more difficult to make. So modesty is becoming!

However, as we face into the next decade of some old and some new challenges, in our efforts to progress Global Education in Europe, we can also do so with some heart. While the challenges ahead should not be underestimated, the commitment of stakeholders in this field has been demonstrated

well over the past ten years, and many strategies for improving and progressing Global Education in Europe have been tried with impressive results, considering modest resources. All these factors once again help inspire and challenge us, as the 2002 Maastricht Congress did, to move Global Education, to yet another level in Europe, over the next ten years. In GENE, we intend to contribute to this by further increasing and intensifying policy sharing and learning in Global Education between Ministries and Agencies across Europe, using a variety of strategies and methods, over the next decade

Copies of all the reports referred to in the presentation are available at: www.gene.eu.

Notes:

- 1 GENE, and the GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.
- 2 For example each international and national conference, each peer review and the development of each national strategy, has tended to involve a further teasing out of conceptual issues concerning Global Education.
- 3 The growing reach of European networks active in this field, reflects the geographic spread of Global Education in Europe. For example in the case of GENE, the network began with sharing policy learning between 6 European Ministries and Agencies in 6 countries; this grew to over 30 Ministries and Agencies in over 20 countries; GENE is now moving towards involving a sharing of policy Learning between Ministries and Agencies in all European Union Countries, and others (such as Norway and Switzerland).
- 4 For a unique and detailed survey of the development of Global Education in a particular European country over a number of decades, see Dr. Helmuth Hartmeyer, *Experiencing the World, Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Waxmann, Münster, 2008. It charts how various contributions have added to Global Education in Austria both nationally and internationally.
- 5 For an overview of the early development of the GENE network, see Liam Wegimont, *Networking to Improve Global Education in Europe*, ZEP Journal, June 2004.
- 6 GENE has provided the secretariat and expertise for the Peer Review process since 2006, from 2003–2005 the North-South Centre facilitated the secretariat of the Peer Review process, with support from GENE.
- 7 Over the last decade, the members of the International Peer Review teams to the countries reviewed have come from a broad variety of countries, including: Austria, Finland, Germany, Ireland, the Netherlands, Norway, Poland, Portugal, Slovakia, and the UK.
- 8 Considerable developments have since taken place in the Netherlands with regard to the support structures for Global Education. Thus one of the reasons why another peer review is being planned.
- 9 The stakeholders in Austria use the term ‘Global Learning’.
- 10 See GENE Follow-Up Review 2010/11 of the Peer Review of Global Education in Finland 2004, GENE Amsterdam 2011.
- 11 Apart from the 6 examples of national strategies in Global or Development Education given here, there are other interesting examples well worth studying such as that of Spain.
- 12 Once again copies of each of these national strategies are available on the GENE website.

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