



GENE
Global Education
Award

2020 / 2021

Quality and Good Practice
in Global Education
across Europe



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European Union

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

Quality and Good Practice in Global Education across Europe

This publication presents the GENE Global Education Award 2020/2021, focused on quality and good practice in Global Education across Europe, and gives recognition to the nominated initiatives. Through the award, GENE seeks to highlight Global Education that promotes positive change and opens peoples' eyes and minds to the realities of the world, locally and globally.

GENE highly appreciates the involvement of ministries and agencies in nominating initiatives within this special 4th edition and their participation in peer learning to reflect on quality in Global Education.

We hope that this publication will also enhance policy learning across borders so that learning from quality Global Education initiatives might be multiplied and the discussion around quality in Global Education increased.

GENE Global Education Award 2020/2021, as well as the previous GENE Awards 2018, 2017, 2019 were made possible through GENE's funders: The European Commission and funding ministries and agencies.

[Niki Kerameus, Minister of Education and Religious Affairs, Greece](#)

"Congratulations to the awarded organisations for their dedication towards building a better future, investing in the next generations, knowledge and cultivation of skills. This work is exceptional and today's recognition, in my opinion, sees your honour and efforts to continue tirelessly towards providing the youth with more and better qualifications for a constantly changing world."

[Prof. Dr. Annette Scheunpflug, GENE Chair](#)

"Global solidarity must equally embrace the younger generation whose living conditions are significantly shaped by the decisions made today. Global solidarity, therefore, also has a temporal dimension. Global learning thus means learning to see the world through the eyes of distant people, those not yet born and those not living with me in vicinity and to rethink today's decisions from their perspectives."

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INTRODUCTION

The GENE Global Education Award was first launched in 2017. The 2017 and 2018 editions were open calls to projects that exemplified innovation in Global Education, while the 2019 awards focused on new, untested project ideas with the potential to bring about transformative change. The first three editions brought to light a diversity of activities and projects from across Europe, run by a range of actors including civil society organisations, schools, universities, educational and research centres, youth platforms, private organisations etc. The winners were selected by GENE, working with an International Selection Committee consisting of representatives from the network and partners. Details about the awards 2017-2019 are available on the GENE website www.gene.eu/awards.

In 2021, the fourth edition of GENE Global Education Award took a slightly different approach. Instead of an open call for projects, GENE asked its participating ministries and agencies to reflect on what good quality in Global Education means to them. As food for thought, a range of different aspects and considerations related to quality were shared with policymakers, based on GENE's work in this area over many years. Policymakers were then asked to nominate initiatives from the national level that they felt represented good quality Global Education.

To deepen the conversation on quality, GENE invited interested policymakers to take part in a peer learning session on the application process and nominated initiatives. While there was broad agreement around overarching elements of quality in Global Education, the reflections and feedback from policymakers showed that quality is complex, multifaceted and often context specific. An overview of the main takeaways from the peer learning session can be found in this publication.

Quality in Global Education

GENE's quality perspective takes as its starting point the Maastricht definition of Global Education (2002), which states that 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."

This varied series of educational movements are characterised by several commonalities:

- A global-local dimension in education, including analysis of the links between local and global dimensions of the causes of injustice, and between local and global solutions.
- A justice perspective – recognising that education can never be neutral but can provide learners with the choice to maintain the world as it is, or to change it, in all its complexity, in favour of greater justice for all.
- A rights-based approach – recognising the rights of citizens globally, including the right of European and other citizens from the global North to a type of education that engages them in active global citizenship.
- Participatory educational processes – so that there is congruence between the educational endeavour and the vision of global justice and interdependence espoused and advocated (i.e. educated for, not indoctrinated in).

GENE's work on quality in GE

Since its establishment, GENE has focused on quality in Global Education through numerous activities, starting in 2003 with a conference in London entitled [Learning for a Global Society: Improving Global Education in Europe, Issues of Evaluation and Quality](#). The conference was a first in the field and brought together stakeholders from across Europe to reflect on evaluation and quality in Global Education. GENE has also published and supported publications on quality in GE, including [Quality in Global Education - An Overview of Evaluation Policy and Practice](#), the publication [Innovation, Values and Policies in Global Education](#), and the book [Quality and Impact in Global Education](#).

Enhancing quality is also part of another GENE key area of work - the Peer Reviews of Global Education in European countries. It examines in depth the state of Global Education in a particular country and aims to contribute to increasing and improving policy, support, funding and provision. As a result of extensive work in this area, GENE is often invited to participate as a critical friend in national processes of planning and evaluation, including evaluating national strategies and funding mechanisms.

THE 2021 GENE AWARD APPLICANTS

Altogether, 47 initiatives from 18 countries were nominated for the GENE Global Education Award 2020/2021

COUNTRIES

Austria, Belgium, Bosnia and Herzegovina, Cyprus, Czech Republic, Finland, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Malta, Montenegro, Norway, Poland, Slovakia, Slovenia



- CSOs, NGDOs, NGOs,
- Youth organisations and youth platforms
- Universities
- Primary and secondary schools
- Ministerial departments
- Institutions/Agencies under the ministries
- Museum, faith-based council
- Digital educational platforms
- Consortia of several NGOs

TYPES OF ORGANISATIONS

- Youth organisations with schools, local and regional authorities, ministries, other NGOs
- NGDOs digital platforms/IT companies with NGOs delivering GE content
- Universities and schools with NGOs
- Schools with local authorities and business sector

PARTNERSHIPS



ACTORS INVOLVED

- Schools and universities: pupils, students, teachers, parents school advisors, school management, educational leaders, school principals, scientists, researchers
- Local and regional authorities, public administration members, politicians, government bodies, policymakers
- Ministries and agencies
- General public, community
- NGOs, civil society, youth clubs, activists
- Experts in various fields
- Museum project coordinators and museum director
- Media, private sector, hotel association
- Churchgoers, staff and volunteers in nationwide member church denominations of the Council
- Resource persons and experts from international development NGOs

- Immersion labs
- Mobile game on migration, escape game
- University courses
- Educational workshops
- School competitions
- Didactic material production (focus also on mathematics)
- E-tick online course
- Introducing educational programmes strengthening Global Education

ACTIVITIES



THEMES ADDRESSED

- Life in countries of the Global South
- SDGs, food sustainability, climate change, reusable resource
- Migration, integration
- Social justice, human rights
- Gender, contemporary slavery
- Digital tools – positive and negative impacts

AWARDED INITIATIVES

Seven Global Education initiatives won the 2020/2021 GENE Global Education Award for being inspirational examples of quality GE.



Association for Historical Dialogue and Research (AHDR)
Imagine
Cyprus



HumanDoc Foundation
Introduction to Global Studies. Academic Handbook
Poland



IDEA – Irish Development Education Association
Code of Good Practice for Development Education
Ireland



Institute of Education Policy, Ministry of Education and Religious Affairs Greece
21st Century Skills Labs
Greece



Peace Education Institute
Phenomenal Agenda – Global Learning for Sense of Belonging
Finland



University Centre for Development Cooperation (UCOS)
CHanGE, for: Campaign for sexual Health and Gender Equality
Belgium



University of Klagenfurt
Academic Programme "Global Citizenship Education III"
Austria

They were selected by GENE based on the criteria stipulated in the application process, with some of the following motivations:

Understanding **peace**
that local issues related to peace
and conflict cannot be seen in isolation from
issues of intercultural understanding and social
justice at a global level **conflict cannot be seen in isolation**
Enhancing teachers' shared and co-teaching
professional capabilities to cross disciplinary
and grade-level boundaries in schools **co-teaching**
Combining pedagogical leadership and Global Education
Combining practice + research + policy **pedagogical leadership**
Involving variability of actors **practice research policy**
Partnership and cooperation at various levels **partnership**
Combining education + traveling abroad + collecting positive examples
from Global South + campaigning back home **positive examples**
Youth-led initiatives addressing youth **youth-led**
Tackling challenging topics **challenging topics**
Using innovative approaches **innovative**
Academic and extracurricular dissemination of Global Education **academic**
Addressing students of journalism and political sciences with
global issues. **journalism political sciences**
Struggling for more quality, peer learning, self-assessment, and
critical reflection in Global/Development Education **quality**
Ministerial support to teachers to introduce new
extracurricular Global Education themes **peer learning**
ministerial support
self-assessment

RECOGNISED INITIATIVES

Along with the seven awarded organisations presented here, 27 of the initiatives nominated for the Award are acknowledged as inspiring contributions in Global Education below:

AKTH Project and Research Center and Unit of Education for Environment and Sustainable Development, Pedagogical Institute, Cyprus Ministry of Education, Culture, Sport and Youth
The Used Cooking Oil Is the “Fuel” for the Sustainability
Cyprus

Association Lojtra, Association for Personal and Professional Development of Youth
Experience Erasmus+
Slovenia

Associazione Internazionale Volontari Laici - LVIA
The Recipes of Dialogue. Food and Stories for Interculture and Integration
Italy

BOJA – The National Umbrella Organisation of Open Youth Work in Austria
The Sustainable Youth Centre / Sustainable Mobile Youth Work
Austria

Cesvi Foundation
Agent 0011 – Mission Inclusion
Italy

Christian Council of Norway
Churches Together against Modern Slavery
Norway

Cyprus Ministry of Education, Culture, Sport and Youth, Unit of Education for Environment and Sustainable Development, Pedagogical Institute
SDGs and Global Citizenship Are Travelling in a Suitcase
Cyprus

Echos Communication and RCN Justice & Democratie
Communal Citizenship Path for Young People from Diverse Backgrounds
Belgium

Engagement Global gGmbH, Service für Entwicklungsinitiativen – Service for Development Initiatives
School Competition on Development Policy “All for ONE WORLD for All”, Accompanied by the Song Contest “Your Song for ONE WORLD”
Germany

Helinä Rautavaara Museum
My Story, Our Europe. From Migrants to Content Providers – Gaming for Empathy in Rural Finland
Finland

High School Gazi Husrev Bey's Madrasah
Youth Motivation - Be an Inspiration
Bosnia and Herzegovina

Humanitas – Centre for Global Learning and Cooperation
Global Issues – Global Subjects
Pan-European - Slovenia, Poland, France, Czech Republic, Hungary, UK (England, Scotland), Slovakia, Italy, Austria

Finnish Development NGOs Fingo
Bridge 47 – Building Global Citizenship
Finland

F3_kollektiv
#digital_global
Germany

Impact Games in cooperation with Butterfly Effect
Edugame: Aaron’s Dilemma
Slovakia

Institute for African Studies
Global Education Goes Local, Global Education Goes POP
Slovenia

Ministry of Education and Employment
The GENE School-Based Project Initiative 2018-2019
Malta



AWARDED AND RECOGNISED INITIATIVES SHORT SUMMARIES

This section offers brief summaries of the awarded and recognised initiatives of the GENE Global Education Award 2021/2021. The initiatives included here offer a wide range of activities, themes, stakeholders, and methodologies. Most of them cover more than one theme, involving various stakeholders and delivering a spectrum of activities as part of the same project. They have been grouped into themes here according to aspects areas of particular interest to policymakers.

GLOBAL EDUCATION NETWORKING, ADVOCACY, AND QUALITY ASSURANCE

GLOBAL EDUCATION AT UNIVERSITIES

GLOBAL EDUCATION IN SCHOOL-BASED PROGRAMMES

GLOBAL EDUCATION AND YOUTH

PEACE EDUCATION, AS PART OF GLOBAL EDUCATION

GLOBAL EDUCATION AND SUSTAINABILITY

GLOBAL EDUCATION AND DIGITALISATION

GLOBAL EDUCATION AND EXPERIENTIAL LEARNING

Focusing on themes of poverty, human rights, social justice, integration, food sustainability

Ministry of Education, Children and Youth

VieSo Project (Vie et Société – Leben und Gesellschaft – Life and Society)

Luxembourg

Ministry of Human Capacities

Developing Teachers' ESD Competencies in Hungary

Hungary

Oxfam Italia

Walking with Climate: Youth and Local Authorities against Climate Change

Italy

Oxfam Solidariteit/Solidarité

Immerse Yourself in Globalisation and Climate Issues

Belgium

People in Need

Global Action School

Czech Republic

St Clare College Pembroke Primary

Take Me Home - Bright Ideas for Bright Recipes Using Your Leftover Restaurant Food

Malta

St Thomas More Fgura A

Together We Can

Malta

Studio Globo

Immersion Labs

Belgium

University College of Teacher Education Vienna

OEHA! How Does My Mobile Phone Affect the Environment? Free Learning Materials to Support Ecologically Responsible Media Use in Schools and Beyond

Austria

ZAVOD VOLUNTARIAT with Partners: Association Humanitas (Slovenia), Comhlamh (Ireland), INEX-SDA (Czech Republic), FOCSIV (Italy)

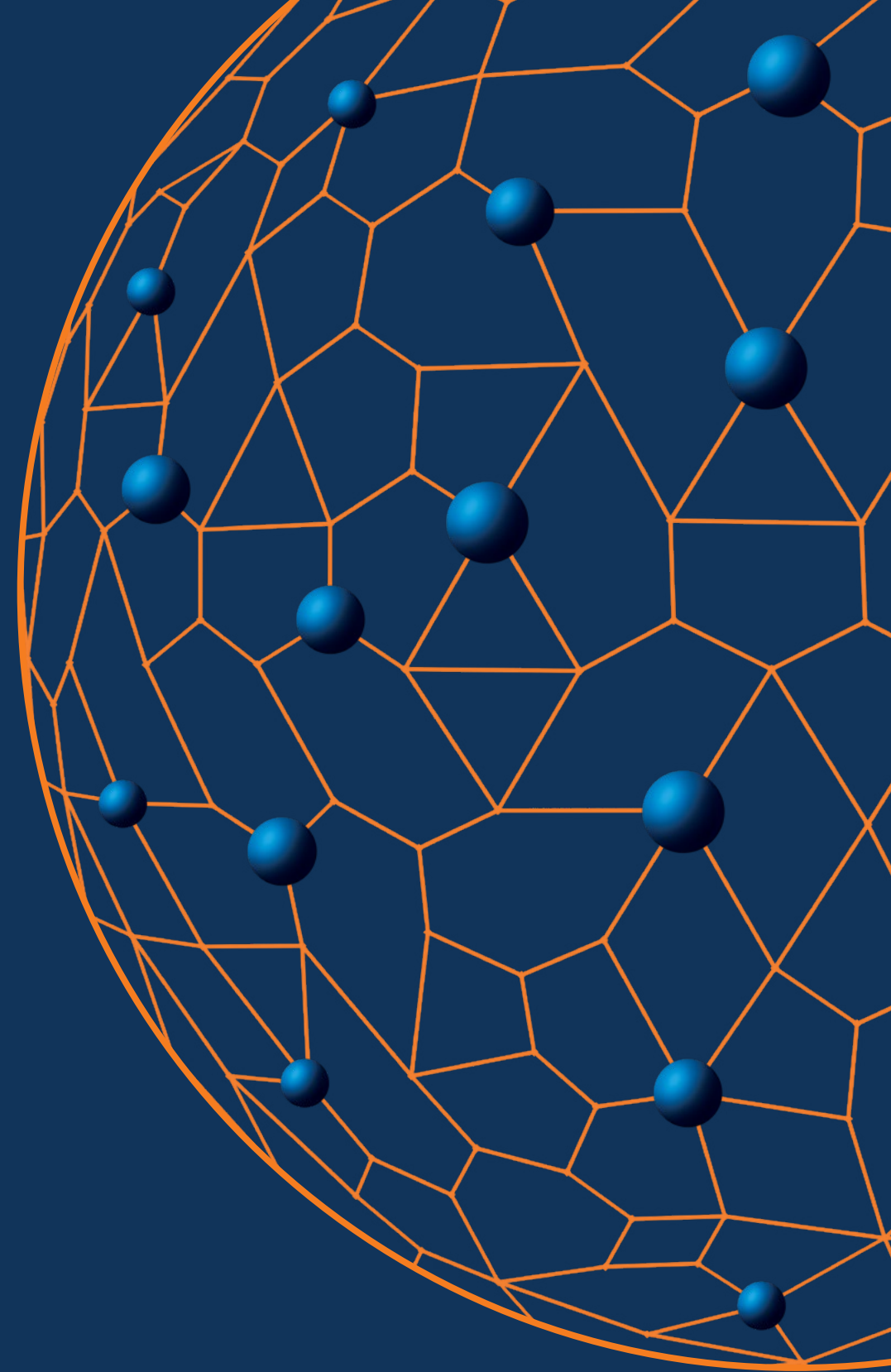
E-tick: Platform on Ethical Communication for Young Volunteers

Pan-European project



GLOBAL EDUCATION NETWORKING, ADVOCACY, AND QUALITY ASSURANCE

Networking, advocacy, and quality assurance represent some of the key aspects for enhancing Global Education policy. Multistakeholder advocacy efforts for more quality Global Education, increased networking, and cooperation, as well as models for quality assurance are needed and may inspire policymakers and practitioners at national and local levels in Europe and beyond.





Organisation name: **Irish Development Education Association (IDEA)**
 Initiative name: **Code of Good Practice for Development Education**

Place of implementation: Ireland
 Activity: The Code is a self-assessment framework for educators and organisations consisting of 12 principles with an associated action plan for quality Development Education

Actors involved: Development Education/Global Citizenship Education actors including international NGOs, civil society organisations, Development Education organisations, youth organisations etc.

Themes: Quality Development Education and critical reflection

Organisation website: www.ideaonline.ie
 Initiative website: www.ideaonline.ie/Code-of-good-practice-development-education
 Social networks: [@IDEAIreland \(Twitter\)](https://twitter.com/IDEAIreland) | www.facebook.com/idea.ireland

Summary:

The Code consists of 12 principles with associated indicators against which practitioners self-assess their practice. It serves as a self-reflection tool with an action plan that helps articulate strengths, allowing practitioners to build on and replicate good practice across different areas of Development Education as well as address challenges. It is applicable across a wide range of Development Education contexts including formal education, adult and community groups, and youth settings. Code members include international development NGOs, civil society organisations, educational organisations, environmental organisations and individual practitioners.

The IDEA membership began developing this Code in 2016. The successful roll-out of the Code to date, which has not been disrupted by the challenges posed by Covid-19, highlights the strong commitment to and ownership of the Code by IDEA members.

Frank Geary, Director, IDEA – Irish Development Education Association

"We really believe that the Code of Good Practice for Development Education can be adapted in national and European contexts. We would love to explore this with policymakers and practitioners across Europe. The Code is all about learning and striving for a better world through the provision of quality education and we look forward to creating a better future together."

Organisation name: **Christian Council of Norway**
 Initiative name: **Global Week: Churches Together against Modern Slavery**

Place of implementation: More than 50 locations across Norway
 Activity:

- Training of key persons in how to engage their church in Global Week and anti-slavery work
- Developing resource materials for target groups
- Availing resource persons of quality education and funding to initiate activities.
- Facilitating experience-sharing

Actors involved: Churchgoers of all age groups in Norway, staff and volunteers in 11 nationwide member church denominations of the Council, resource persons and experts from international development NGOs, government bodies, academia, and civil society working in Norway or globally among groups at risk or against poverty, youth organisations, schools and colleges, writers and musicians

Themes: Modern day slavery as a global justice issue, with a focus on forced labour in supply chains and trafficking for work or sexual exploitation, and us being part of the problem and the solution.

Organisation website: www.norgeskristnerad.no
 Initiative website: www.globaluke.no
 Social networks: www.facebook.com/norgeskristnerad | [instagram.com /norgeskristnerad](https://instagram.com/norgeskristnerad)

Summary:

Global Week inspires and equips churches in Norway to take part in the struggle to prevent and overcome modern day slavery. The initiative is ecumenical and coordinated by the National Council. Since 2016, more than 200 church staff and volunteers have set up 400 activities that highlighted local and global forms of slavery, how it contradicts human rights, SDGs and Christian faith, and what we all can do.

The Week was marked in a number of arenas: Sunday Services and church coffee meetings, youth or movie nights, concerts, confirmation classes, seminars, car rebus, college lectures, courses for migrants, and 'stunts' at shopping malls. More than 20,000 people attended, many of them expressing a wish to take more action themselves. Church leaders took part in political advocacy work coordinated by the Council. Global Week will continue for five more years and promote more action by churches.



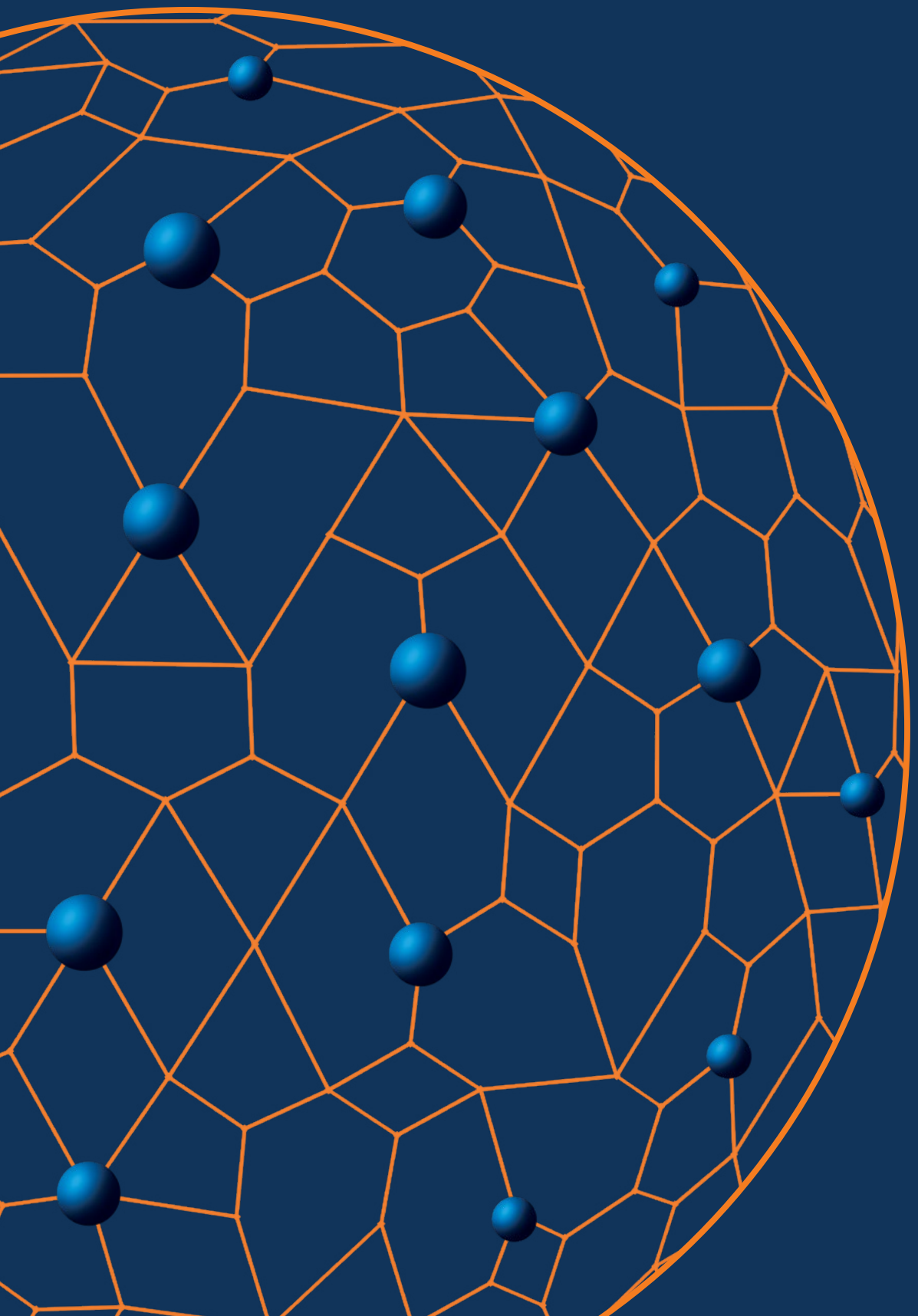


Organisation name:	Finnish Development NGOs Fingo
Initiative name:	Bridge 47 – Building Global Citizenship
Place of implementation:	Finland, Slovenia, Latvia, Estonia, Ireland, Germany, Slovakia, France, Cyprus, Scotland, Bulgaria, Denmark, Europe, globally
Activity:	Policy and advocacy, facilitating networking and partnerships, innovation and capacity building
Actors involved:	Civil society, activists, policy makers, educators, academia, private sector, media and others
Themes:	Transformative education, Target 4.7., Global Citizenship Education
Organisation website:	www.fingo.fi
Initiative website:	www.bridge47.org
Social networks:	www.facebook.com/FingoFi www.facebook.com/Bridge47project https://www.youtube.com/channel/UCqdU8XSBMliJOb143vYu_UA twitter.com/bridge47 www.linkedin.com/company/bridge-47-project

Summary:

The Bridge 47 Network brings together people interested in transformative education and Target 4.7, to exchange and learn from each other. In November 2019, under the auspices of the Finnish Presidency of the EU Council and in partnership with the Ministry of Education and the Ministry for Foreign Affairs of Finland, 200 participants from all over the world joined Envision 4.7 in Helsinki. As a result of a participatory process in this multistakeholder event, the Envision 4.7 roadmap in support of SDG Target 4.7 was created to guide Europe to implement Target 4.7.

Bridge 47 – Building Global Citizenship was an EU-funded project that brought together 14 European and global organisations, led by Finnish Development NGOs Fingo. Through the project, Bridge 47 has built a global network in support of transformative education, advocated for policies in support of Target 4.7, explored ways to collaborate with new stakeholders and built the capacity of civil society to be innovative.



GLOBAL EDUCATION AT UNIVERSITIES

At the university level, Global Education issues were emphasised in the areas of curricula of future teachers, pedagogues and students of journalism and political science. Global learning of these groups is crucial in the process of delivering global-local perspectives further to other beneficiaries.



Organisation name: **University of Klagenfurt in Cooperation with KommEnt**
 Initiative name: **Academic Programme "Global Citizenship Education III"**

Place of implementation: Austria, Germany (study trip to Bosnia and Herzegovina)
 Activity: Seminars, workshops, trainings, study trip
 Actors involved: Teachers, educators, NGO workers, public administration members, UNESCO Chair Global Citizenship Education - Culture of Diversity and Peace
 Themes: Global Citizenship Education – a concept that integrates migration studies, peace studies and peace education, education for sustainable development, inter-/transcultural education in a gender-sensitive and postcolonial perspective

Organisation website: www.aau.at | www.komment.at | www.aau.at/en
 Initiative website: <https://www.aau.at/universitaetslehrgaenge/global-citizenship-education/>
<https://www.komment.at/globales-lernen-global-citizenship-education/universitaetslehrgang-global-citizenship-education/>
www.aau.at/en/unesco-chair-global-citizenship-education/
 Social networks: www.facebook.com/uniklagenfurt | www.facebook.com/kuwi.aau

AWARDED
INITIATIVE

Summary:

GCE III is a unique initiative for the social strengthening, scientific deepening, and academic as well as extracurricular dissemination of global citizenship education. The course broke new pedagogical ground in 2012 due to the cooperation of the University of Klagenfurt, the NGO KommEnt, Salzburg/Vienna, and the University College of Teacher Education Carinthia. A particular strength of the programme is that a team of teachers accompanies the students throughout the learning process. The participants increase their capacity to introduce global citizenship approaches to their diverse professional surroundings and form a network to disseminate the concept in different educational areas. In 2020, this also gave rise to the UNESCO Chair Global Citizenship Education, which in turn now strengthens the network. On a meta-level, the initiative also aims to further develop global citizenship (education) theoretically and conceptually. An essential step for the third stage (2019-2022) was the elaboration of a new curriculum based on the insights and learning experiences of the first two rounds.

Mag. Dr. Doris Moser, Vice Rector for Continuing Education, University of Klagenfurt

"Among our 44 programs in continuing education, the Global Citizenship Education is one of the most successful and maybe also one of the most challenging for students, as well as for teachers. Dealing with the big issues of our time from the pandemic to peace from climate change to migration and so on, it is a challenge in itself. Trying to create awareness, to show people that there are ways of thinking of acting and of behaving that can actually make a difference that have positive impact on global developments on the earth, that is the real challenge."

Organisation name:

HumanDoc Foundation (in cooperation with the University of Opole)

Initiative name:

Introduction to Global Studies. Academic Handbook

Place of implementation:

Poland

Activity:

- Publication of a multimedia handbook "Wprowadzenie do Global Studies. Podręcznik akademicki"
- Implementation of two modules for students: Global Studies for Political Science Students and Film and Communication in a Global World for Development Journalism and Social Communication Students.
- Study trips to Norway and Jordan
- Science conference, two days of events in the city of Opole - workshops, film screenings, guest speeches, lectures on the initiative and assumptions of global education

Actors involved:

Scientists from the University of Opole, NGO experts, students and wide public interested in Global Education

Themes:

Global Education topics

Organisation website:

www.humandoc.pl

Initiative website:

www.globalstudies.humandoc.pl

Social networks:

www.facebook.com/HumandocFoundation

Summary:

The main goal of the innovative project, "Introduction to Global Studies. Academic Handbook", was to improve the quality of teaching at universities in Poland. This is really important because attitudes cannot be changed without proper education. Hence the concept of the project, created by the HumanDoc Foundation and implemented by scientists from the University of Opole.

All activities carried out during the two years of the project focused on improving the quality of Global Education teaching and raising awareness of this topic. The result is two new modules at the University of Opole available to students: Global Studies for Political Science Students and Film and Communication in a Global World for Journalism and Social Communication Students. A multimedia academic textbook **Introduction to Global Studies** was also published, which anyone can download for free from the [website](http://www.humandoc.pl).

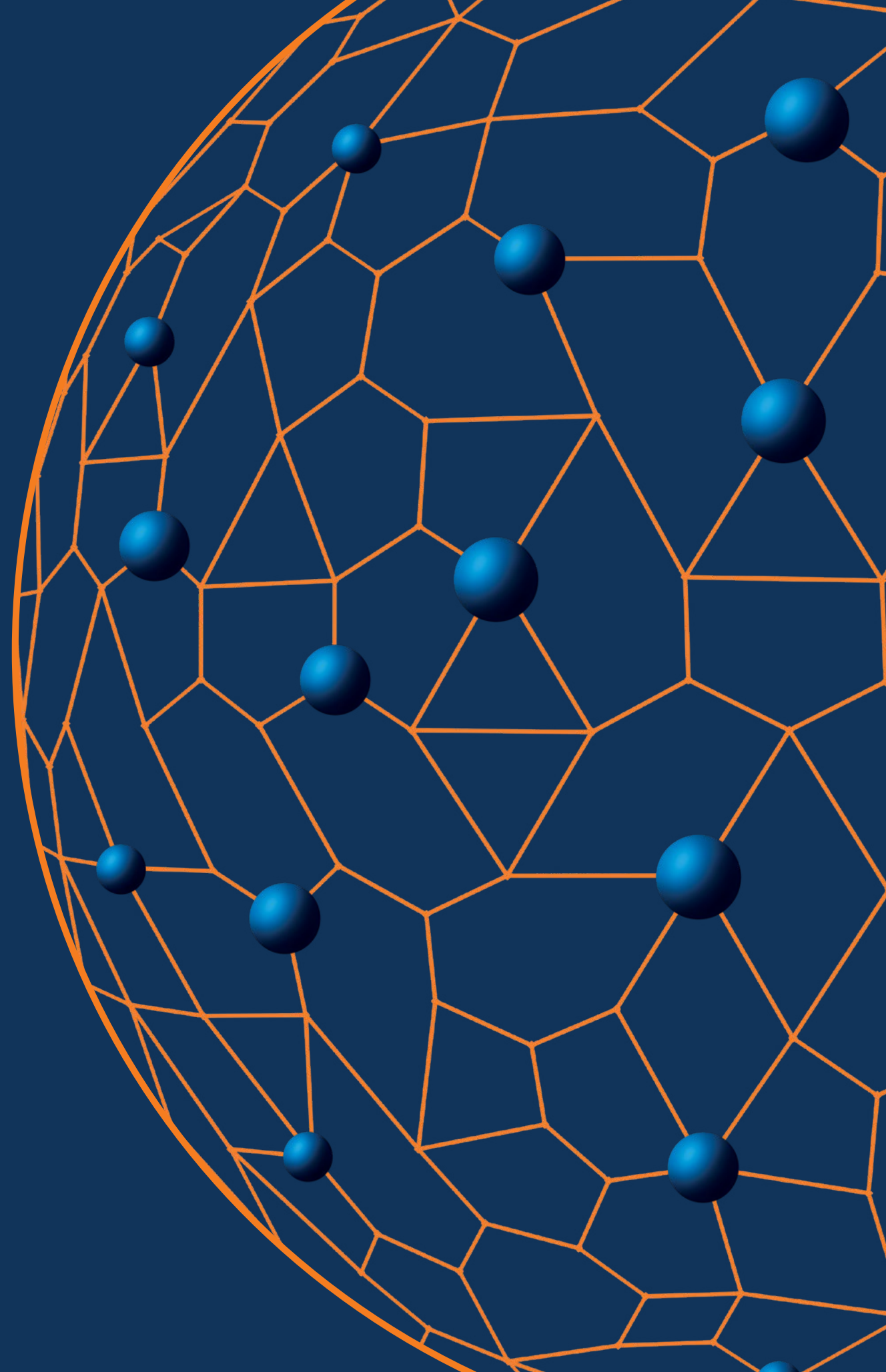
Prof. Adam Drosik, Dean, Faculty of Political Sciences and Social Communication of University Opole

"I hope that in future our graduates in global studies will contribute to making our world greener, more equal and more sustainable."



GLOBAL EDUCATION IN SCHOOL-BASED PROGRAMMES

Global Education is being increasingly integrated in school programmes. Conditions of school programme implementation vary from context to context and learning from such processes is not necessarily directly transferable from one context to another. Still, learning from experiences of others can serve as an inspiration to those who are planning to develop similar programmes in the future. In most cases, sustainability and credibility of school-based programmes are being assured by the ministries and their agencies. At the same time, in many countries, the role of CSOs in delivering Global Education programmes in schools is of utmost importance.





Organisation name: **Peace Education Institute**
Initiative name: **Phenomenal Agenda – Global Learning for Sense of Belonging**

Place of implementation: Finland, Portugal and Romania
Activity: Pedagogical Process (a series of trainings, workshops and seminars for principals and teachers) and Participatory Processes in Schools
Actors involved: Education leaders and principals, teachers, students
Themes: Pedagogical and shared leadership, co-teaching, mentoring, student engagement, Global Education and Agenda 2030, theory of change

Organisation website: www.rauhankasvatus.fi/en
Initiative website: www.rauhankasvatus.fi/en/globe
Social networks: www.facebook.com/Rauhankasvatusinstituutti
www.instagram.com/rauhankasvatus | twitter.com/rauhankasvatus

Summary:

GloBe initiative brings together the themes of pedagogical and shared leadership, co-teaching, mentoring, student engagement, Global Education and Agenda 2030. It is both a national and international initiative: the Finnish pilot was launched in 2020 and the international consortium will launch joint activities in Autumn 2021. The international consortium comprises of civil society organisations and higher education institutes in Finland (University of Oulu and University of Jyväskylä), Portugal (Fundação Gonalo da Silveira and The Polytechnic Institute of Viana do Castelo) and Romania (Peace Action Training and Research Institute of Romania and Alexandru Ioan Cuza University of Iași). During the pedagogical processes, multifaceted written and audio-visual materials are produced and compiled into thematic portfolios. During the process also the theory of change is “tested”.

Dr. Mari-Anne Okkolin, Lead Expert, Peace Education Institute

“I think that concepts and terminology that we choose to use matter. At the same time, regardless of the selected concepts, what matters is what we aim at doing and achieving. What is common for us as educationalists, whether peace, human rights, development or global educationalists – simply to build the world which is understandable and socially just”

AWARDED
INITIATIVE

Organisation name: **Institute of Educational Policy, Ministry of Education and Religious Affairs**
Initiative name: **“Platform 21+: Ergastiria Dexiotiton” / 21st Century Skills Labs**
Place of implementation: Greece
Activity: Research, in service training of teachers to kick off the pilot programme, experience exchanging meetings with head of pilot schools, workshops, trainings, parents’ seminars, participative games, volunteering
Actors involved: Civil society, teachers, school advisors, pupils, researchers, universities’ labs, heads of schools, parents, agencies and the local community
Themes: Climate change, human rights, volunteering, entrepreneurship, routines of thought, digital and life skills, wellbeing, sex education
Organisation website: www.iep.edu.gr/el
Initiative website: www.iep.edu.gr/en/psifiako-apothetirio/skill-labs

Summary:

21st Century Skills Labs is a pilot research project promoting active participation, problem-solving skills and new ways of working and thinking on global issues in elementary and lower secondary education. It includes a “Platform 21+: “Ergastiria Dexiotiton” - an open-source learning environment for teachers to collaborate and exchange good practice. The focus of the programmes is on learning soft, transferable skills that promote democracy, equity, social cohesion, inclusion, active citizenship, volunteering, global-local interconnectedness, problem solving and respect for diversity.

The educational material and activities were developed in collaboration with several stakeholders, including local government bodies for civil rights (Secretary for the Family and Equality), NGOs, intergovernmental organisations (High Commission for Refugees, UNICEF) and university research institutes and centres, private scientific, research and educational bodies and local authorities. More than 2,500 teachers in 217 schools have been trained in designing and implementing classroom action plans, teaching and learning methods, 21st Century Skills and inquiry and participatory learning methods. The Ministry of Education plans to roll out the programmes across the country over the next year.

Ioannis Antoniou, President, Institute of Education Policy

“21st Century Skills Labs are focused on change and aspire to break about paradigm in education. It is a kind of education that wants bring in the classroom all the issues of and goals of our era.”





Organisation name: **Engagement Global gGmbH, Service für Entwicklungsinitiativen – Service for Development Initiatives**

Initiative name: **School Competition on Development Policy “All for ONE WORLD for All”, Accompanied by the Song Contest “Your Song for ONE WORLD”**

Place of implementation: School Competition: Germany as well as at the 140 recognised German schools worldwide; Song Contest: Germany as well as in countries of the Global South (based on the DAC list).

Activity: Workshops, trainings, seminars, teaching material, exhibition of good practice examples of former competition rounds, advisory service, award ceremony, festival.

Actors involved: Children and young adults, teachers, alumni, partner organisations, political actors - Federal Ministry of Economic Cooperation and Development, Federal President, Standing Conference of the Ministers of Education and Cultural Affairs

Themes: While all themes connected to global topics can be dealt with when participating in the competitions, every round of the school competition deals with a thematic focus. The topic of the 10th round is: “The countdown is running: It’s time for action!” and focuses on the SDG.

Organisation website: www.engagement-global.de

Initiative website: www.eineweltfueralle.de | www.eineweltsong.de

Social networks: facebook.com/engagement.global | facebook.com/eineweltsong | www.facebook.com/schulwettbewerb | soundcloud.com/eineweltsong | instagram.com/schulwettbewerb | www.instagram.com/eineweltsong/ | www.youtube.com/user/AllefuereineWelt | www.youtube.com/c/EineweltsongSongContest

Summary:

The School Competition on Development Policy, accompanied by the Song Contest is an instrument that, by supporting Education for Sustainable Development at all types of schools, initiates long-lasting positive changes in teaching and the process of learning. By participating in the competitions, children and young adults acquire core competencies of Global Development Education, as described in the Curriculum Framework: Education for Sustainable Development, developed jointly by the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry for Economic Cooperation and Development.

Key elements of the competitions are their inclusive nature and their emphasis on the joint learning process of the participants. The competitions run every second year; the Song Contest is currently in its fourth round, while the School Competition opened its 10th round in September 2021.

Organisation name: **Humanitas – Centre for Global Learning and Cooperation**

Initiative name: **Global Issues – Global Subjects**

Place of implementation: Europe - Slovenia, Poland, France, Czech Republic, Hungary, United Kingdom (England, Scotland), Slovakia, Italy, Austria

Activity: Long-term and short-term blended trainings for teachers, working groups developing subject-oriented educational toolkits, international seminars and workshops for teachers, workshops for teacher-guided pupil groups, local campaigns organised by pupils, national conferences

Actors involved: Primary/secondary school teachers, pupils, educational stakeholders

Themes: Various global education topics with special focus on sensitive global issues (e.g. climate change, migration, gender equality), and SDGs

Organisation website: www.humanitas.si

Initiative website: globalna.padlet.org/1/GIGS_partners

Social networks: www.facebook.com/humanitas.drustvo

Summary:

Humanitas was one of 10 European NGOs who joined the Global Issues – Global Subjects partnership. The project used a “bottom-up” approach, working with and for the teachers as an effective way of bringing Global Education closer to both those who recognise the value and relevance of Global Education in their teaching, and the wider circle of pedagogues and decision-makers who still believe Global Education should exist outside the curriculum.

Teachers joined subject-oriented working groups to explore and design teaching materials to support pupils to discover the interdependence and interconnectedness between the global and local realities. This resulted in the collection of innovative subject toolkits written in nine European languages. Each partner preselected three to five subjects to tackle within the project (e.g. geography, ethics, foreign languages). Moreover, all partners applied mathematical problems and abstract numbers to foster a deeper understanding of global challenges. The toolkit for Math is the first of its kind in most partner countries, including Slovenia. In addition, contacts with math teachers allow us to promote Global Education among teachers that our activities do not normally reach.

Teachers’ trainings focusing on sensitive global issues, and the development of a special on-line learning platform with educational modules enabling them to study various participatory methods and have free access to teaching resources.





Organisation name: **Ministry of Education and Employment**
Initiative name: **The GENE School-Based Project Initiative 2018-2019**

Place of implementation: Malta
Activity: Workshops, trainings, discussions, seminars
Actors involved: Students, teachers, educational entities
Themes: Global citizenship, human rights, multiculturalism and interculturality, peace and conflict prevention

Organisation website: www.education.gov.mt/en/Pages/educ.aspx
Social networks: www.facebook.com/edukazzjonigovmt
<https://www.facebook.com/GENE-Global-Education-Network-Europe-funded-school-based-projects-289460541890571>

Summary:

In 2018 the Ministry developed this initiative to translate Global Education policy into practice in a more structured and organised manner. The project encouraged schools and educational entities to submit projects aligned to the following priorities: global citizenship, human rights, multiculturalism and interculturality, a culture of peace and conflict prevention. Participating schools were allocated funding to invest in educational resources, teaching aids and initiatives that could support sound cross-curricular embedding and the gradual transformation of the participating entity into a global learning centre.

This project experience was the first of its kind for most of the participating schools. Yet, with constant support from the Ministry and other local stakeholders working in the Global Education field, the transformative methodologies adopted by participants strengthened students' critical thinking skills and ability to reflect on real-world issues from a whole new perspective. Educator training, small-group and one-to-one educator support were all crucial in up-skilling them in these methodologies.

The project facilitated further development of the scholastic ethos embraced by participating schools and initiated their transformational journey. They became more open to support and active promoters of their chosen priority themes, while collaborating more closely with local agencies in the field of Global Education.

Organisation name: **Ministry of Education, Children and Youth of Luxembourg**
Initiative name: **« VieSo Project »**
(Vie et Société – Leben und Gesellschaft – Life and Society)

Place of implementation: Luxembourg
Activity: Course of Global Education
Actors involved: Students, teachers
Themes: Human rights, justice, diversity, openness, respect, tolerance
Organisation website: <https://menej.gouvernement.lu/en.html>
Initiative website: portal.education.lu/vieso

Summary:

VieSo is a common course of Global Education since 2016/2017 which replaced religious and moral instruction in Luxembourg. It aims to offer all young people a common course that will help them build their own benchmarks while respecting those of others.

The religious and philosophical diversity of our school population is increasing, and with it the diversity of religious and philosophical convictions in our classes. It is part of the school's educational mission to provide a space for dialogue and understanding on the common values essential for living together and for social cohesion. A government programme can bring all students together into a course based on these values. This is how past traditional courses discussing religion and morality were replaced by a more broad-minded plan of study that would better fit the contemporary globalised society in Luxembourg. Students and teachers, as well as other course participants get the opportunity to learn and question their opinions and values. The quality of the learning particularly lies in the three fundamental objectives supported by the course:

1. Promote knowledge-based tolerance
2. Develop critical and reflective thinking
3. Explore the current important issues of life and society





MINISTRY OF HUMAN
CAPACITIES

Organisation name: **Ministry of Human Capacities of Hungary**
Initiative name: **Developing Teachers' ESD Competencies in Hungary**

Place of implementation: Primary and secondary schools in Hungary
Activity: Workshops on developing ESD competency framework in Hungary, developing guidebooks, trainings, seminars for school principals and teachers

Actors involved: Primary and secondary school teachers
Themes: Teachers' competencies on Education for Sustainability
Organisation website: www.kormany.hu/emberi-eroforrasok-miniszteriuma
Social networks: www.facebook.com/emberieroforrasokminiszteriuma

Summary:

Education for Sustainable Development (ESD) has been integrated in the evaluation and assessment system for teachers. Since 2018 in Hungary this represents central requirements and provides motivation for teachers to develop their ESD competencies. They are regularly evaluated based on a set of indicators which correspond to general competency areas, one of these is ESD. The framework of ESD indicators was developed by an expert group. Online guidebooks were updated to fit the needs of all educational professionals, from kindergarten to secondary school.

As a further step, teachers' ESD competencies have been integrated in teachers' pre- and in-service trainings. In 2019 and 2020, the Ministry of Human Capacities offered trainings, programmes and open lessons free of charge, reaching 5,633 school principals and 5,166 teachers at 80 sites. In 2020, about 15,000 teachers evaluated and assessed successfully.

Organisation name: **People in Need (PIN)**
Initiative name: **Global Action School**

Place of implementation: Czech Republic
Activity: Engaging with progressive teaching and learning methods, workshops, trainings, seminars, project-based methodological support for teachers

Actors involved: Teachers, teachers' assistants, students, children
Themes: Local and global development
Organisation website: www.clovekvtisni.cz/en
Initiative website: www.clovekvtisni.cz/en/what-we-do | www.svetovaskola.cz
Social networks: www.facebook.com/peopleinneed
www.facebook.com/Svetovaskola

Summary:

Global Action Schools is a long-term programme focusing on cooperation with Czech nursery, elementary and secondary schools. Primarily, it encourages teachers to include global development topics into their curricula and extra-curricular activities, and it provides them with progressive methodological support and tools to accomplish this aim.

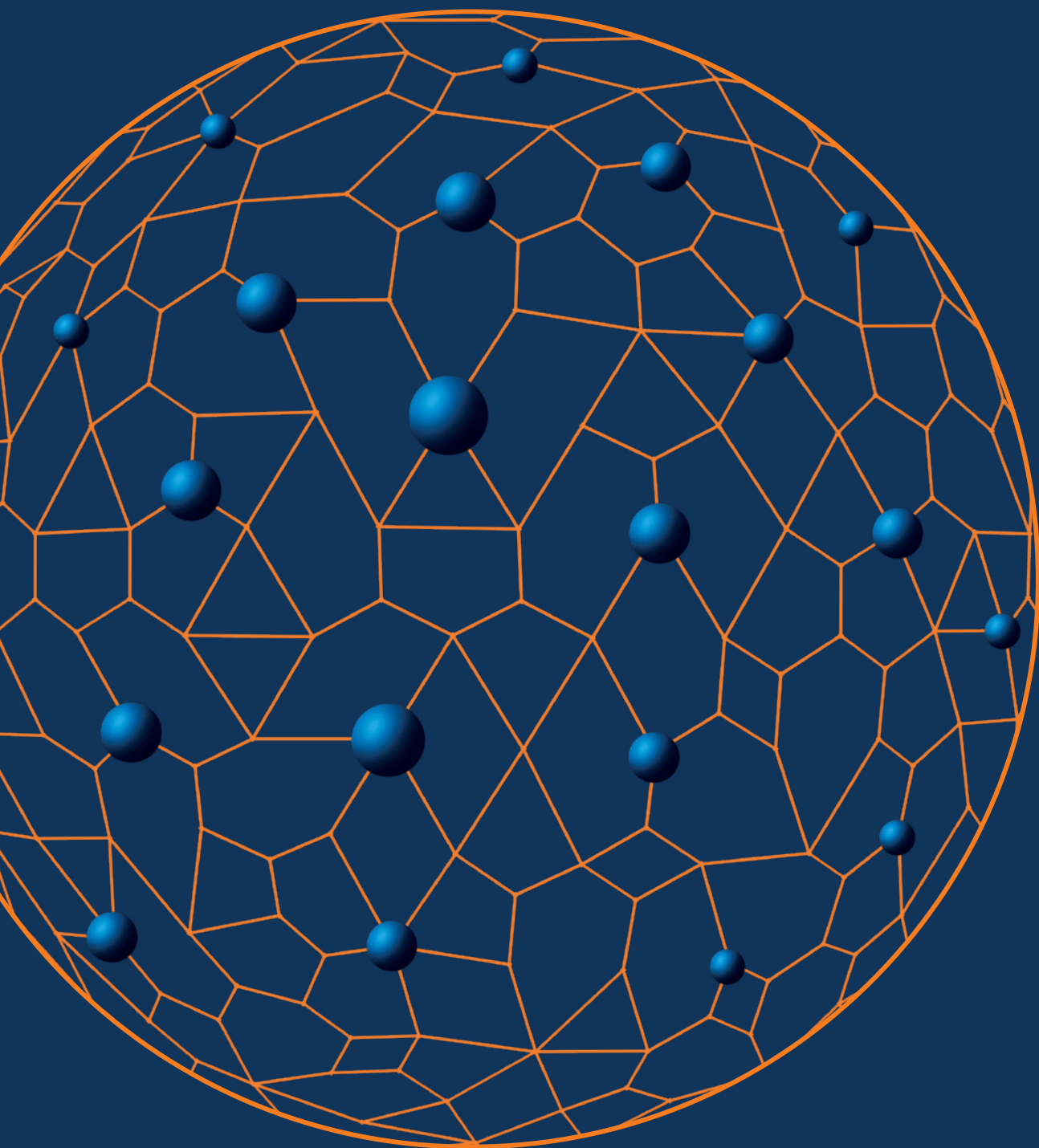
In collaboration with ADRA and ARPOK, the programme combines global topics with local realities and helps teachers to guide students towards an active interest in their surroundings. It does so through project-based education and three simple steps: learn – investigate – act. Schools are developing five main areas: 1) Understanding the interconnected world, 2) Critical enquiry, 3) Partnership, 4) Participation and 5) Responsible behaviour towards the world. Global Action Schools programme helps children and young people to solve local challenges with global impact and make a change.





Organisation name: **St Thomas More Fgura A**
 Initiative name: **Together We Can**
 Place of implementation: St Thomas More College Fgura A Primary School
 Activity: School Leadership Team and teacher training, cross-curricular embedding, identification and procurement of GE books and teaching resources
 Actors involved: Learners from age 3-5 (Kindergarten), learners from 5-8 (Primary), teachers for both areas, School Leadership Team
 Themes: Diversity, Multiculturalism and Interculturality, Peace and Conflict Prevention
 Organisation website: edumalta.gov.mt/en/schools/state-schools
 Social networks: <https://www.facebook.com/GENE-Project-Fgura-A-397146761092519>

Summary:
 The project aimed to support students and teachers to gain deeper insight into and celebrate all forms of diversity. Special emphasis was placed on multiculturalism and interculturality. Learning experiences and activities within the formal and informal curricula addressed self-worth, respect and tolerance to facilitate stronger intercultural dialogue and peaceful cohabitation. For example, learners were presented with situations which lent themselves well to discussion of conflict prevention and to the acquisition of respectful communication skills. They were given classroom time in which they could present themselves in a holistic way. Learners were challenged to question stereotypes and pre-set perceptions of other cultures and people. Empathy games helped students to put themselves in other children's shoes.
 The implementation of this project within the school facilitated increased contextualisation towards more relevant and meaningful learning experiences. Project implementation also supported the school in re-defining its vision of an increasingly safe, inclusive, and accessible learning environment for all.



GLOBAL EDUCATION AND YOUTH

A significant number of initiatives nominated in this Award were youth-led or focused on youth. The issues addressed by youth initiatives were SDGs, climate change, inequalities, human rights, intercultural learning, prejudice and discrimination. Local engagement and active citizenship underpinned most of the activities and challenging issues such as gender and sexual reproductive health rights were also addressed. Some initiatives successfully integrated Global Education and public awareness / campaigning activities.



Organisation name: **UCOS – University Centre for Development Cooperation**
 Initiative name: **CHaNGE – Campaign for sexual Health and Gender Equality**
 Place of implementation: Brussels, Belgium
 Activity: Training and collective learning – international research trips – campaigns
 Actors involved: Belgian students, activists and grassroots organisations from all over the world
 Themes: Gender equality and sexual and reproductive health and rights from an intersectional and decolonial perspective
 Organisation website: www.ucos.be
 Initiative website: www.ucos.be/change
 Social networks: www.instagram.com/ucos.be | www.facebook.com/ucosfanpage

Summary:

When we talk about global challenges of gender inequality, there is a well-known narrative: about women being victims of sexual and gender-based violence, LGBT+ rights that are violated, child marriage and teenage pregnancies. But this is only half of the story. Wherever there is injustice, there are people fighting it. And what if we focus on this story instead? That is exactly what CHaNGE - Campaign on sexual Health and Gender Equality aims to do.

Every academic year, we select a group of diverse and motivated Belgian students to partake in a one-year project. They participate in a series of preparatory weekends, exploring concepts such as gender equality, privilege, intersectionality, intercultural encounters and positive change. Thereafter, they travel abroad (e.g. DR Congo, Uganda, India, Cuba, Morocco and Lebanon) to meet remarkable activists and inspiring organisations in the field of gender equality and sexual and reproductive health and rights. Based on these experiences, the students set up a campaign for a broad Belgian audience. They shine a light on how change happens around the world, challenge the Belgian society with different points of view, raise awareness on a specific gender-topic and broaden the international support for grassroots organisations.

Bert De Bisschop, Director, Director of University Centre for Development Cooperation/Award Ceremony

"...We have learned that we can learn so much from the organizations in the Global South and they have way more experiences in campaigning on some of these issues, and they have a way more in-depth perception of the underlying problems of these issues..."

Organisation name: **Association Lojtra, Association for Personal and Professional Development of Youth Experience Erasmus+**
 Initiative name:
 Place of implementation: Slovenia, Romania
 Activity: Workshops, international youth exchanges, participative meetings, small projects
 Actors involved: Teenagers, youth workers, teachers
 Themes: Interculturality, sustainability, active citizenship
 Organisation website: www.drustvolojtra.si
 Social networks: www.facebook.com/lojtradrustvo
<https://www.youtube.com/channel/UC5DTljBT2QlmbJ5edJQze4w/videos>

Summary:

Društvo Lojtra is all about supporting young people in our local community. Together with Gradec Primary School we designed an extracurricular educational programme for 8th and 9th grade students. The programme consists of: weekly workshops in the school, small projects in the school, educational excursions, educational experience in another country, workshops in local organisations for young people, small projects in the local community. Each year we add a new group and the long-term involvement ensures that the number of aware and active teenagers in our local community is slowly growing.

Whole idea about the programme is based on the principle of active involvement of young people in their different areas of interest. Therefore, we would say the programme is not built for young people, but with them. The exact content is informed by their needs, interests and issues they are facing in the given time. Nevertheless, the process and methods we are using are composed of different elements holding considerable value for greater understanding of interconnectedness in the school, local community, country, Europe and the world.





Organisation name: **boJA – bundesweites Netzwerk Offene Jugendarbeit / The National Umbrella Organisation of Open Youth Work in Austria**
 Initiative name: **The Sustainable Youth Centre / Sustainable Mobile Youth Work**
 Place of implementation: Austria
 Activity: Discussions with experts from the NGO field, the global south, young activists and professional youth workers on the implementation of the SDGs. Participatory development of guidelines and the creation of funding opportunities for small sustainability projects.
 Actors involved: Young people, experts in the field of education for sustainable development, partners from state administration, ministries, municipal and city associations
 Themes: All SDGs
 Organisation website: www.boja.at
 Social networks: www.facebook.com/bundesweitesNetzwerkOJA
www.instagram.com/boja_bundesweitesnetzwerkvoja
www.youtube.com/user/bojamovies

Summary:

With this project boJA aims at implementing and fostering the SDGs as well as the European Youth Goals on the ground – in youth centres and via its mobile youth work. Until now, most of the practitioners working in the field had not been very familiar with the concepts. The field of open youth work is ideal for changing this situation and putting Global Education into practice, as it provides non-formal and informal educational settings for young people.

In a participatory process involving 10 open youth work associations, experts in the field of education for sustainable development, partners from state administration, ministries, municipal and city associations, as well as young people measures are taken that lead to capacity building for the SDGs and youth goals in open youth work. Through exchanging information, existing educational material and resources and political views on the topic synergies can be found and used. The practitioners are motivated to set sustainable activities both at the organisational structural level and regarding the content of offers for young people. In addition to anchoring the SDGs and Youth Goals in open youth work, cross-sector networking and cooperation are main interests of the project. This cross-departmental and cross-professional collaboration is a prerequisite for the implementation of sustainability issues but must first be established in the fields of environment, youth, social affairs and health.

Organisation name: **Cesvi Foundation**
 Initiative name: **Agent 0011 – Mission Inclusion**
 Place of implementation: Italy
 Activity: Training, online activities, workshops and volunteering
 Actors involved:

- High school students (15+)
- Primary and lower middle school students (8 – 13 years old)
- Informal school system (6 – 19 years old)
- Teachers

 Themes: Social inclusion, equality and non-discrimination
 Organisation website: www.cesvi.org | www.cesvi.eu
 Initiative website: www.agente0011.it/progetto
 Social networks: <https://www.facebook.com/cesvifondazioneonlus/>

Summary:

The Agent 0011 programme aimed at involving children and young people in awareness-raising and active participation activities. The programme helped them become Agents of change in their communities and promoters of important messages based on the Agenda 2030, such as sustainable development, social inclusion, equality and non-discrimination. Agent 0011 was developed over two consecutive school years (2017-2018 and 2018-2019) by Cesvi and several Italian partners. It was co-funded by Italian Agency for Development Cooperation.

The partners used three main methodologies to provide the students different spaces of participation and dialogue with citizens, peers and local institutions for a concrete change within their community: the online platform agente0011.it, territorial planning paths and peer education. During the two-year programme, Agent 0011 involved and connected more than 20,000 youngsters, allowing them to be more active citizens at local and European level.





Organisation name: **Echos Communication and RCN Justice & Démocratie**
 Initiative name: **Communal Citizenship Path for Young People from Diverse Backgrounds**

Place of implementation: Belgium
 Activity: Workshops, video workshops, events, community celebration
 Actors involved: Youth, local associations, local authorities
 Themes: Participatory democracy, fight against inequalities, citizenship, dialogue, prejudice and discrimination, inclusive development, local engagement

Organisation website: www.echoscommunication.org | www.rcn-ong.be
 Social networks: www.facebook.com/Echos.Communication | www.facebook.com/RCNJD

Summary:

The global education programme of Echos Communication and RCN Justice & Démocratie, in collaboration with associations and local authorities, is a citizen's journey offering young people a space for reflection and commitment to enable them to take an active part in the life of their municipality. The project arose from the observation that some youths suffer from a sense of exclusion and a loss of confidence in themselves or their environment. They grow up in a society to which they do not seem to relate, and in which they do not always find their place.

Our programme puts young people themselves at the heart of the process. They are the main actors; they have an active and participatory role throughout the process. The programme involves youths aged between 14 and 20 years old from different social backgrounds, origins and religions who nevertheless share common histories and concerns. During the workshops, they are invited to reflect on who they are beyond the labels they have been given, their history, what they have in common and what they want to take as a message to contribute to change. Through their experiences, they can identify certain issues and blind spots that make our societies non-inclusive. They are, individually and collectively, bearers of messages that need to be heard. We support them in formulating and delivering their message in a dialogue with their community and local authority.

Organisation name: **Institute for African Studies, IAS**
 Initiative name: **Global Education Goes Local, Global Education Goes POP**

Place of implementation: Slovenia (Koper, Murska Sobota, Majšperk, Oplotnica, Zagorje ob Savi, Ljubljana and Maribor)

Actors involved: Young people, youth workers, teachers, youth clubs, community
 Themes: SDGs
 Organisation website: www.african-studies.org
 Social networks: www.facebook.com/Instituteforafricanstudies
www.instagram.com/geglslovenia/ | [TikTok @ias_slo](https://www.tiktok.com/@ias_slo)
www.youtube.com/channel/UCPzIQgEBSndzm3MMOH6GhAQ

Summary:

The main purpose of the project was to equip young people, youth workers, teachers, youth clubs, and community entities in different small localities with the knowledge, skills and values to enable reflection on the similarities and differences between them and other communities within and outside Europe. The aim of this was to enable them to become active and global citizens through understanding existing local circumstances, power structures and hierarchies of decision making comparing global communities. Once equipped, they are ready to consciously stand to advocate and spread awareness and to take local actions.

Activities were part of the international project with a consortium of six partners from six countries who took actions within national perspectives, sharing knowledge and resources by using pop culture to develop innovative and creative methods for GE: the "Going Pop" approach. The "Going Local" approach was two-pronged. We reached localities with populations of less than 50,000, including vulnerable and traditional groups, and then simplified global issues by bringing them to local, micro level and then connecting them to bigger global scale. *Going Youth* meant to empower young people to become SDG Advocates. The whole process was based on mutual learning, the structures of power were reshuffled, young people got the chance to be educators and adults became learners and vice versa. In Slovenia 72 activities were implemented, 20 Young SDG advocates and 20 adult multipliers of GE from a school were reached.





Organisation name:
Initiative name:

Oxfam Italia
Walking with Climate: Youth and Local Authorities against Climate Change /In Marcia con il Clima: giovani e autorità locali contro il cambiamento climatico/

Place of implementation:

Italy - Milan, Bologna, Cagliari, Naples, Catania, Tuscany, Marche, Lazio Region, Trento Province

Activity:

- Research and educational activities: Teachers' training; students' training;
- Networking activities: workshops among youth and local authorities; students' winter school; local authorities engagement workshops
- Mobilisation Activities: local mobilisation campaign; a national wide social and media engagement campaign on climate change; an Online National March on Climate

Actors involved:

Students, teachers, media, local authorities, young people, public at large

Themes:

Climate change

Organisation website:

www.oxfamitalia.org

Initiative website:

www.2021ultimachiamata.it

Social networks:

www.facebook.com/OxfamItalia

Summary:

The project, co-funded by the Italian Agency for Development Cooperation, involved about 10,000 young people aged 11 to 25, from Tuscany, Marche, Lazio, the Province of Trento, Milan, Bologna, Naples, Cagliari and Catania in educational meetings, trainings, workshops, online meetings on the theme of climate change, to increase their knowledge, critical thinking, and capacity to act locally and globally on the issue.

As a result of trainings, a youth led engagement campaign called #2021ultimachiamata has been co-created by young people and launched across the Italian territory, with thousands of sign-ups. The main objective of the campaign was to involve young people in decisions concerning the protection of the environment and the fight against climate change at all levels. The project has amplified and connected the voices of students and young activists - from Trento to Naples, Cagliari to Milan, the centre of Bologna to the Marche coasts, up to Rome and Sicily and in Catania - showcasing the many facets of a creative fight against climate change.

The background is a dark blue gradient. On the right side, there is a large, curved structure made of orange lines forming a mesh of irregular polygons. Several blue spheres of varying sizes are positioned at the vertices of this mesh. In the upper left, there is a single, larger blue sphere. In the lower center, there is a large, out-of-focus blue sphere. The overall aesthetic is modern and technological.

PEACE EDUCATION, AS PART OF GLOBAL EDUCATION

Peace education represents an integral part of Global Education focusing on building bridges and connections where relationships were affected by conflicts. These initiatives enable processes strengthening cooperation and mutual understanding among diverse groups, breaking down prejudice and stereotypes while viewing local issues with global perspectives.



ὁμίλος ιστορικοῦ διαλόγου
και ἔρευνας **association
for historical dialogue
and research** tarihsel
diyalog ve arastırma derneği

Organisation name: **Association for Historical Dialogue and Research (AHDR)**
Initiative name: **Imagine**

Place of implementation: Cyprus
Activity: Workshops and sports activities on peace/anti-racism education for teachers, students and school leaders
Actors involved: Students, teachers and school leaders of primary, secondary and vocational/technical schools across Cyprus
Themes: Peace Education, Anti-racism education
Organisation website: www.ahdr.info
Initiative website: www.ahdr.info/peace-education
Social networks: www.facebook.com/ahdrcyprus



Summary:

Imagine is a project on anti-racism education/education for a culture of peace which aims to increase contact, communication and cooperation between students and teachers from all communities in Cyprus. It is based on a holistic understanding of a culture of peace and non-violence inspired by UN documents. It is considered a confidence building measure, under the auspices of the Bi-communal Technical Committee on Education, in the context of the negotiations in Cyprus. The initiative is implemented by the AHDR and the Home for Cooperation under the auspices of the Technical Committee on Education and funded by the Federal Foreign Office of the Republic of Germany and supported by the United Nations Peacekeeping Force in Cyprus and the Office of the Special Adviser to the Secretary-General on Cyprus.

The project follows a step-by-step approach, starting from mono-communal workshops followed by bi-communal workshops, and includes the possibility of various follow-up activities. Since 2020, 5,091 students, accompanied by 582 teachers were trained under Imagine. Another 340 teachers and 92 head teachers were trained in peace education. The project also understands that local issues related to peace and conflict cannot be seen in isolation from issues of intercultural understanding, social justice and compassion at a global level, a comprehensive understanding of human rights and an ongoing effort for sustainability, which are at the core of the curriculum and activities of the project.

Loizos Loukaidis, Director of Association for Historical Dialogue and Research

"Unless we teach our children, our teachers and our youth about peace, someone else will teach them about violence; hence, we have to grasp every opportunity in order to bring people together, especially in difficult contexts like ours..."

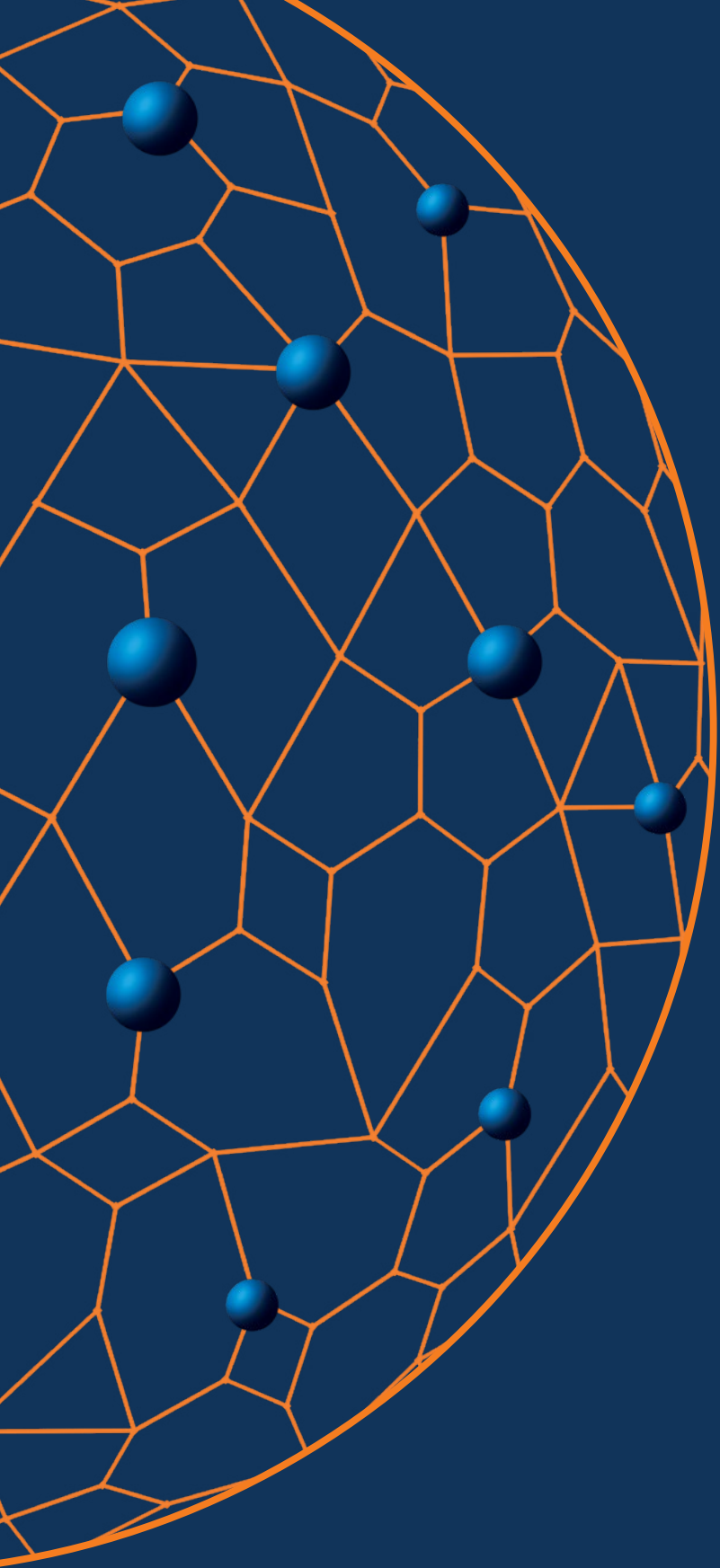
Organisation name: **High school Gazi Husrev Bey's Madrasah**
Initiative name: **Youth Motivation - Be an Inspiration**
Place of implementation: Sarajevo, Bosnia and Herzegovina
Activity: Lectures, interactive workshops, discussions, excursions, tours of cultural-historical landmarks of Sarajevo
Actors involved: Students, teachers
Themes: Human rights, quality education, peace, justice and strong institutions
Organisation website: www.medresasa.edu.ba
Social networks: www.facebook.com/medresa1537

Summary:

The initiative was realised at Gazi Husrev Bey's Madrasah High School in Sarajevo for students from former Yugoslavia. Led by a debate club of Madrasah, Ad Factum, the project involved collaboration with debate clubs, non-governmental organisations, and other schools promoting dialogue around culture (cultural diversity) and reconciliation, and a better understanding of global interdependence. The main activity was a joint meeting of students from former Yugoslavia, with a goal of breaking down prejudices and stereotypes; with awareness that many prejudices stem from ignorance and fear, and to promote open dialogue and willingness to discuss delicate topics. A special emphasis was placed on the role of students in all activities, as well as on the interaction between student and lecturer, student and workshop leaders. It aimed to create a pleasant atmosphere and democratic environment for all participants, encouraging skills, knowledge and creative potential for each of them, as well as a sense of justice, solidarity, with a special emphasis on breaking down prejudices and stereotypes and the importance of their role in society as the pioneers of positive ideas, initiatives and actions.

The goal for the future is to include a larger network of schools from former Yugoslavia, and to promote ideas of reconciliation and unity within community, through workshops, lecturing, socialising of young people, working on breaking down prejudices to develop solidarity and a sense of care for a more just, safer and peaceful world.





GLOBAL EDUCATION AND SUSTAINABILITY

Sustainable development was one of the themes that emerged among the nominees of this award. It included issues such as the SDGs, climate change, ecology, sustainable media, and sustainable food production. The initiatives addressed the issues through workshops, trainings, collective actions, and interactive learning materials involving wide range of stakeholders including students, teachers, parents, inspectors, mentors, local authorities and scientists.



ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ
ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ
ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ

Organisation name: **AKTH Project and Research Centre and Unit of Education for Environment and Sustainable Development, Pedagogical Institute, Cyprus Ministry of Education, Culture, Sport and Youth**

Initiative name: **The Used Cooking Oil Is the “Fuel” for the Sustainability**

Place of implementation: Cyprus

Activity: Training, volunteering, collective actions

Actors involved: Teachers, students, trades, families, local authorities, scientists, professionals, Non-Governmental Organisations, civil society

Themes: Sustainable food production, poverty, quality education, innovation, life on land, life below water, partnership for the SDGs

Organisation website: www.akti.org.cy | www.moec.gov.cy/dkpe

Initiative website: www.tiganokinisi.eu

Social networks: www.facebook.com/akti.cy | www.facebook.com/Tiganokinisi

Summary:

Tiganokinisi is an educational environmental programme that uses the collection of used cooking oil to provide a source of income to schools, to be invested in sustainable practices. Tiganokinisi was based on a clear need to find a solution to address the issue of Used Cooking Oil (UCO) management and the need to enhance education towards sustainable development.

The school becomes the point of reference of the local society, where citizens can be educated about environmental and sustainable practices that can be adopted in their everyday lives. Informational and educational workshops are organised by schools, inviting several local actors to raise awareness of the benefits of UCO collection through Tiganokinisi, and to present and demonstrate the green ‘Infrastructure and Technologies’ and sustainable practices the school has invested in using the resources gained through the programme. The programme’s innovation is based on the provision of funds to schools to invest in sustainable practices and its strong social aspect. Local authorities and businesses donate all or part of their UCO to schools, as part of their corporate social responsibility programmes.

Organisation name: **St Clare College Pembroke Primary**

Initiative name: **Take Me Home - Bright Ideas for Bright Recipes Using Your Leftover Restaurant Food**

Place of implementation: Malta

Activity: Workshops, discussions

Actors involved: Primary school children, teachers, Malta Hotels and Restaurant Association

Themes: Responsible consumption and production, global inequitable distribution of resources, with an emphasis on food

Organisation website: www.education.gov.mt/en/Pages/educ.aspx

Social networks: www.facebook.com/edukazzjonigovmt

Summary:

The project is aimed at helping students to explore global misuse of food resources, and to propose simple and practical ways of how citizens could engage in sustainable and responsible consumption.

The GENE Take Me Home initiative was a multidisciplinary and cross-curricular school-based project planned, developed and implemented by St Clare College Pembroke Primary. This initiative was one part of a broader Global Education vision embraced by the school. It was the starting point for a more systematic approach by Pembroke Primary towards becoming a global citizenship learning institution. During the learning process students garnered stronger awareness about material poverty and food waste on a global scale, thus, gaining a deeper understanding of the importance of more sustainable consumption and production patterns. The Take Me Home brochure, with recipes from left-overs was published and disseminated with support from the Malta Hotels and Restaurant Association.



ST. CLARE COLLEGE



Organisation name: **University College of Teacher Education Vienna/ Pädagogische Hochschule Wien**

Initiative name: **OEHA! How Does My Mobile Phone Affect the Environment? Free Learning Materials to Support Ecologically Responsible Media Use in Schools and Beyond**

Place of implementation: Austria - the free learning materials in German can be used individually or in schools, especially for students aged 8 to 14 years

Activity: Working with a free app and free learning materials on the topic of "smartphones and sustainability"

Actors involved: Children, students, teachers, teachers in teacher (further) education (e.g. together with NGOs)

Themes: Global Education, digitalisation, ecology, sustainable media use and media literacy

Organisation website: www.phwien.ac.at

Initiative website: <https://oeha.phwien.ac.at/>

Social networks: twitter.com/oeha_zli

OEHA app available in the App Store t1p.de/oeha-app-apple

OEHA app available in Google Play Store t1p.de/oeha-app

Summary:

Why is using the internet bad for our climate? What is inside my smartphone? Under what conditions are the individual parts produced? Discussing and finding answers to questions like these are the main concerns of the project.

OEHA (German ÖHA!) stands for "ecologically responsible media use" and offers free learning and teaching materials, including worksheets, videos, quizzes and Augmented Reality. These materials are available for free on a website, an app for IOS and Android as well as in print. It aims to make children and teenagers aware of what the lifecycle of a smartphone has to do with climate change and what impact the development, production, use and disposal of a phone can have on our environment.

Organisation name: **Cyprus Ministry of Education, Culture, Sport and Youth, Unit of Education for Environment and Sustainable Development, Pedagogical Institute**

Initiative name: **SDGs and Global Citizenship Are Travelling in a Suitcase**

Place of implementation: Cyprus

Activity: Workshops, trainings, seminars, school and community projects

Actors involved: Teachers from primary and secondary education, environmental educators working in non-formal settings, inspectors, curriculum planning advisors, mentors and facilitators involved in Education for Sustainable Development, parents' associations and NGOs

Themes: 17 SDGs

Organisation website: <http://mepaa.moec.gov.cy/index.php/el/>

Summary:

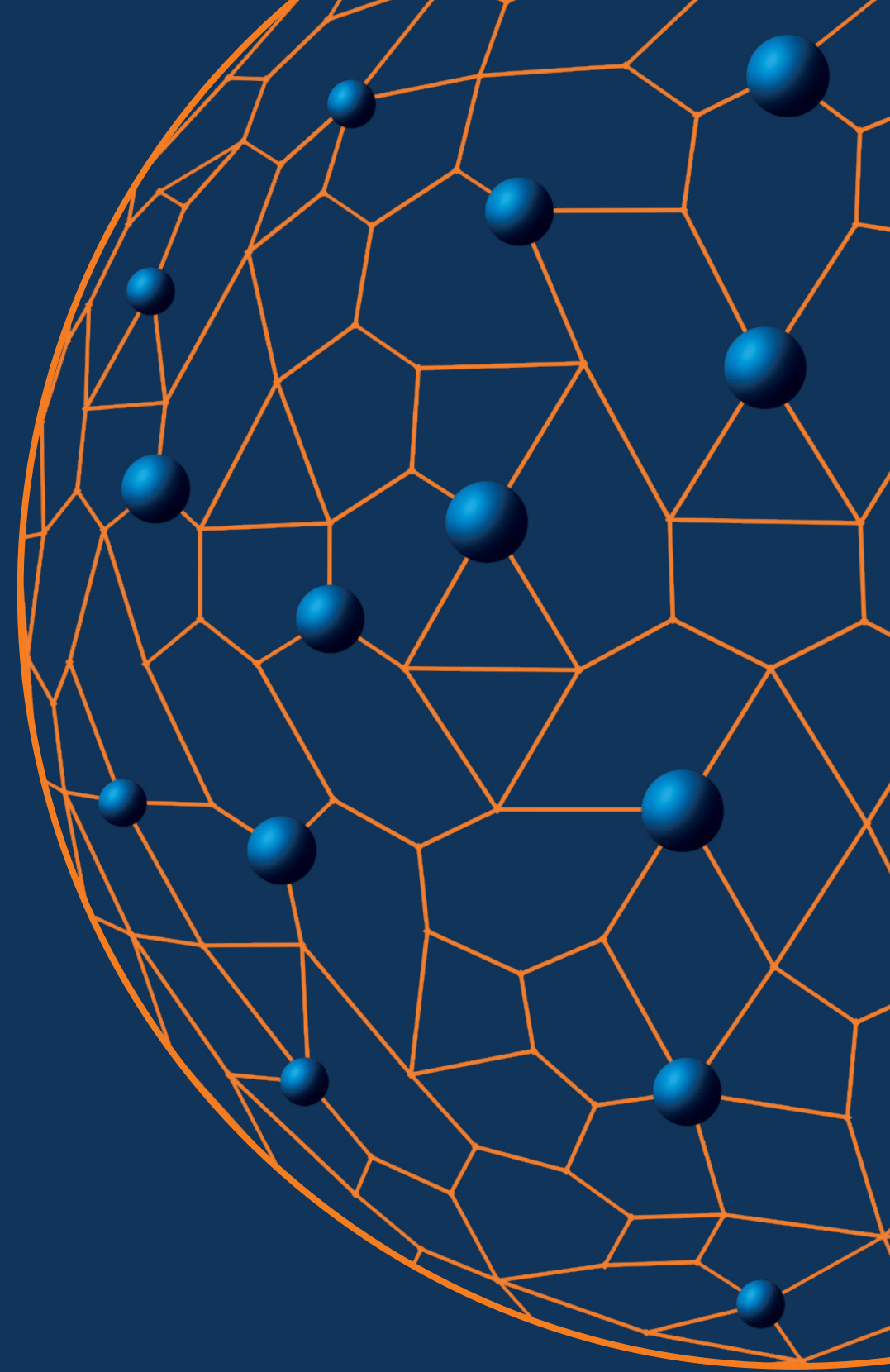
The SDGs and Global Citizenship Are Travelling in a Suitcase is a collection of educational materials with the aim of conveying to the educational community and to civic society the message that each and every one of us, leading by individual and collective example, can contribute to the accomplishment of the Sustainable Development Goals (SDGs). Seventeen books, one for each SDG, "travel in a suitcase", to schools, to neighbourhoods, to businesses, to communities and to organisations. The "travelling SDGs Suitcase" aims to inform, raise awareness, awaken and mobilise individuals to make the necessary changes and interventions that will gradually improve the quality of life and create the conditions for healthy, prosperous and sustainable societies in the long term.

The innovation of this educational material comes from cohesively capturing the SDGs as a whole, through activities that focus on learning to be and to live with others, as well as learning by doing, giving and sharing. Each book follows a specific structure: a) a brief presentation of the SDG along with its interconnections with the other SDGs, b) 20 learning scenarios for each SDG and c) activities developed for synchronous and asynchronous learning.



GLOBAL EDUCATION AND DIGITALISATION

The switch to digital tools has become the new reality with an increased speed given the worldwide pandemic. On the positive side, more people can be reached virtually, at any time and distance across the globe. On the other hand, the issues of access and equity still represent an enormous challenge, as the disparities between those who have access to technology and the internet and those who don't are becoming ever greater. Developing new approaches in providing equity in digital GE need to be celebrated. At the same time, among those who have the access to a learning environment, the issues of quality in Global Education provision, personal interaction and group dynamics can represent a challenge. With all the pros and cons, digital tools and resources enabling global learning require exploration of new approaches and deserve an acknowledgment.





Organisation name: **F3_kollektiv**
 Initiative name: **#digital_global**
 Open Educational Resources about the global process of digitalisation with a critical perspective on global power dynamics and structural inequality

 Place of implementation: Germany
 Activity: Workshops, seminars, online-seminars, production of Open Educational Resources
 Actors involved: Multipliers who work in the field of Global Education, teachers, pupils, students
 Themes: Digitalisation - gender and digital media, resources and digital technologies, pandemic and digitalisation
 Organisation website: www.f3kollektiv.net
 Initiative website: www.digital-global.net
 Social networks: twitter.com/F3Kollektiv | www.instagram.com/f3_kollektiv
www.facebook.com/f3kollektiv

Summary:

The project #digital_global aims to open the “black box” of digitalisation and to understand it as a global process with a critical perspective on global power dynamics and structural inequality. Through this, the F3_kollektiv hopes to empower students and young adults to shape the process of digitalisation towards a globally socio-ecological and fair digital world. The project addresses interlinked issues in a holistic way: The Open Educational Resources show that the process of digitalisation is not happening in a social vacuum but is influenced by global power structures. Issues such as gender or resource and climate justice are closely intertwined with digitalisation. The project combines the content discussions on digitalisation with open-source digital tools for Global Education in “on campus” workshops as well as online seminars.

#digital_global is a Global Education activity because the project helps target groups to understand digitalisation as a global process by showing examples from local initiatives and people in Germany and different regions in Latin America. It connects the local with the global, sheds light on unequal power structures and shows the ability to act, especially by people of the Global South and BIPoC (Black, Indigenous and People of Colour). Those examples of worldwide agency are supposed to show alternatives and inspire students and young adults to get active themselves.

Organisation name: **Impact Games in cooperation with Butterfly Effect**
 Initiative name: **Edugame: Aaron's Dilemma**

 Place of implementation: Slovakia, globally
 Activity: Game development, Game distribution (Google Play, App Store), Workshops
 Actors involved: Teachers, students, institutional partners (UNHCR, Slovak Migration Bureau, SlovakAid)
 Themes: Migration, refugees, human rights
 Organisation website: www.impactgames.eu | www.butterflyeffect.sk
 Initiative website: apps.apple.com/sk/app/aaronova-dilema | play.google.com/store/apps
 Social networks: www.facebook.com/impactgames.eu
www.facebook.com/butterflyeffectSlovensko
www.facebook.com/aaronovadilema | www.instagram.com/aaronovadilema

Summary:

Project Edugame has, in the span of 2020 and 2021, successfully brought to life a unique mobile gaming experience, entitled Aaron's Dilemma. This has been mostly possible in the context of a creative partnership put in motion through the project, between Innovation Platform Impact Games, technological educational programme Butterfly Effect and overall support of SlovakAid.

Aaron's Dilemma is a narrative-driven mobile game putting the player “into the skin” of Syrian youth Aaron who faces difficult decisions while fleeing the Syrian civil war. The game offers more than 20 possible endings, and the gameplay lasts from five minutes to two hours. The game has reached TOP 1 ranking in the educational games segment on Google play and has been deployed in Slovak schools and educational programmes. More game content will be produced in the coming years.



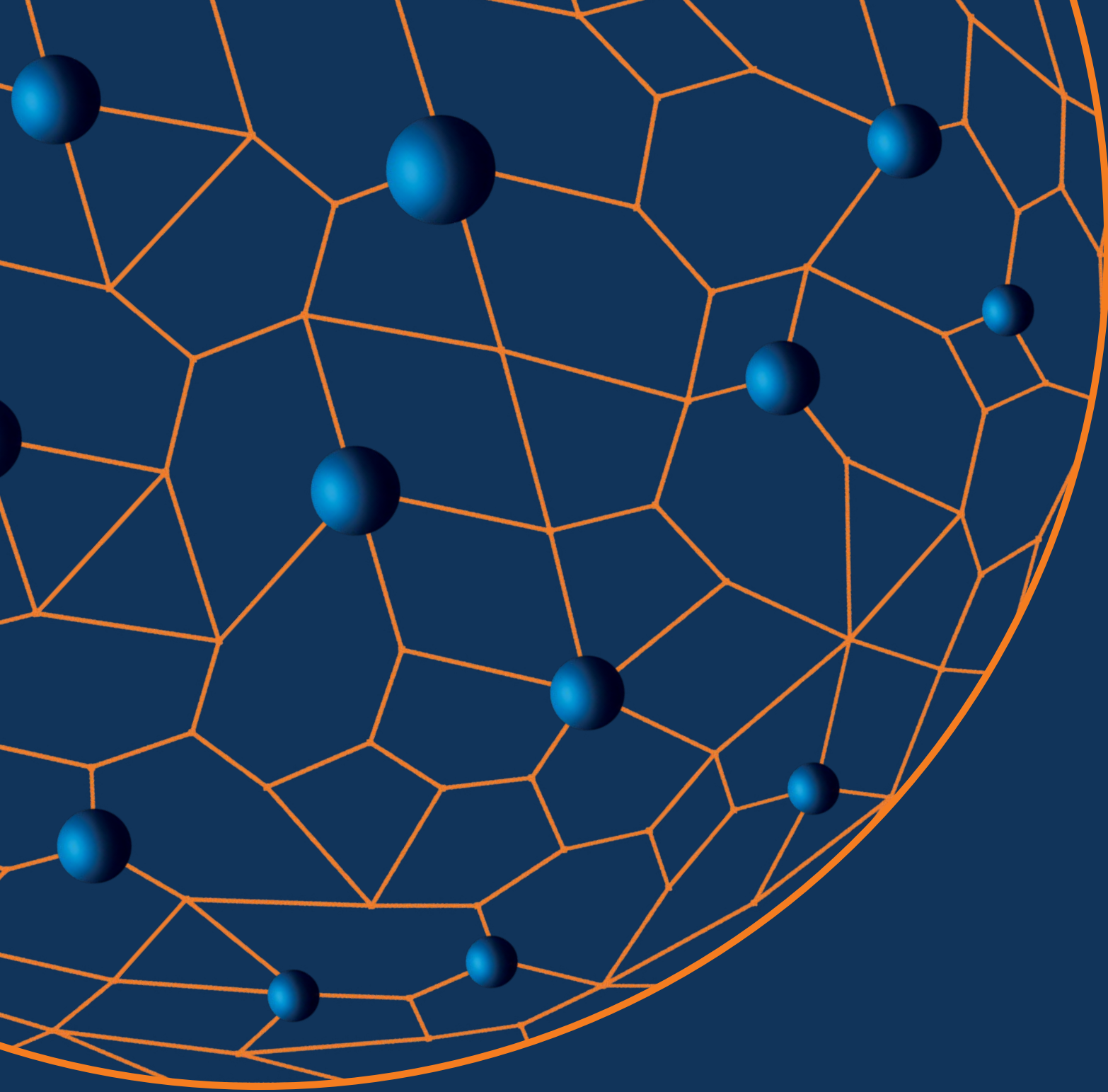


Organisation name: **ZAVOD VOLUNTARIAT with Partners: Association Humanitas (Slovenia), Comhlamh (Ireland), INEX-SDA (Czech Republic), FOCSIV (Italy)**
 Initiative name: **E-tick: Platform on Ethical Communication for Young Volunteers**
 Place of implementation: Slovenia, Ireland, Czech Republic, Italy
 Activity: Online course development, creation and promotion, training for youth workers, multiplier events
 Actors involved: Youth workers, NGO managers, volunteers, students, teachers
 Themes: Ethical communication, media, media literacy, global development and volunteerism, cultural awareness etc.
 Organisation website: www.zavod-voluntariat.si
 Initiative website: www.ethicalcommunication.org
 Social networks: www.facebook.com/zavodvoluntariat

Summary:

E-tick: Platform on Ethical Communication for Young Volunteers was a 24-month project funded by ERASMUS+ and launched by Zavod Volontariat to develop knowledge, skills and attitudes based in critical thinking and intercultural awareness among the youth, especially volunteers. The project addressed an importance that volunteering has acquired in Europe and its potential benefit for global and European society. It aimed at supporting young volunteers to effectively harness and communicate their experiences of overseas volunteering, through an online interactive training platform on common Global Education-related modules, in particular “ethical communication”.

The team of 50+ young people and educators from across Europe piloted the course last year, which combines reading, viewing, quizzes, flip cards and journaling to create a stimulating experience. It offers resources and exercises to build capacity for ethical communication. It also raises questions around unequal power relations between North and South; communicating effectively and with humility; interpreting the news and image saturated world with careful criticism and caring for ourselves and others online. The course can be completed at their own pace, in their own time, and a certificate is awarded on completion.



GLOBAL EDUCATION AND EXPERIENTIAL LEARNING

**FOCUSING ON THEMES OF POVERTY, HUMAN RIGHTS,
SOCIAL JUSTICE, INTEGRATION, FOOD SUSTAINABILITY**

Learning by doing, learning by experience, storytelling - are learning methods enabling a deeper reflection on inequalities, power relations, social justice, global-local interdependencies contributing to the development of empathy and solidarity with others. It is noteworthy that gaming, immersion labs and other interactive methods are especially useful for learners, when accompanied by additional educational activities. These may include reflection and debriefing activities, enabling discussions, and enhancing understandings.





Organisation name: **Associazione Internazionale Volontari Laici - LVIA**
 Initiative name: **The Recipes of Dialogue. Food and Stories for Interculture and Integration**

 Place of implementation: Piemonte Region, Italy
 Activity: Formal and non-formal education activities with schools and youth groups, professional trainings for people with a migratory background, workshops, conferences, living libraries, cooking laboratories, events and festivals involving the communities

 Actors involved: Primary school children, secondary school students, youth groups, diaspora associations, citizens, people with a migratory background, public institutions

 Themes: Migration, human rights, social cohesion, social and labour inclusion
 Organisation website: www.lvia.it
 Initiative website: www.lvia.it/portfolio-articoli
 Social networks: www.facebook.com/LVIAong
www.facebook.com/groups/lericettedeldialogo
www.youtube.com/user/LVIAaltrosviluppo
www.instagram.com/lvia_ong

Summary:

The project promotes the socio-economic inclusion of people with a migratory background through intercultural dialogue, active participation and responsible citizenship. The project uses food as an element of sociability, as a representation of the connection between "old and new inhabitants", the residents and the migrants. The act of preparing specific meals triggers dialogue, leading to mutual understanding. In this sense, food has become a vehicle of communication, knowledge sharing, as well as a possible path towards entrepreneurship and or employment.

Partners worked to build a society capable of a broad vision, through workshops co-designed with schools, youth trainings and laboratories/community events, raising awareness of values such as equity and welcoming, and making citizens protagonists of change and integration, as well as offering people with a migratory background social participation and working inclusion opportunities. In this sense, "Home Restaurants" have proven to be a positive experiment for bringing together culturally different realities, for creating a network and for increasing the domestic economy. A recipe book was published with traditional recipes accompanied with migrants' stories of difficult migration journeys, but also positive experiences of migrant entrepreneurship.

Organisation name: **Helinä Rautavaara museum**
 Initiative name: **My Story, Our Europe. From Migrants to Content Providers – Gaming for Empathy in Rural Finland**

 Place of implementation: Secondary schools and high schools in rural areas of southern Finland
 Activity: Participative escape game, workshops with the students, interviews with people with an immigrant background, the real stories of asylum seekers, video series

 Actors involved: Students (aged 13-19 years), teachers, informants with immigrant backgrounds, asylum seekers, refugees, museum project coordinator and manager, museum director

 Themes: Human rights, migration, real life stories, equality, tolerance, empathy, prejudice, discrimination, racism, from youth to youth, residence permit, immigration policy, peace, fact-based discussion

 Organisation website: www.helinamuseo.fi
 Initiative website: www.oleneurooppalainen.fi
 Social networks: www.facebook.com/HelinaRautavaaranmuseo
www.instagram.com/helinamuseo | www.instagram.com/oleneurooppalainen

Summary:

The project was created by an ethnographic museum and the Afghan born project coordinator who arrived to Finland in 2015 as a juvenile asylum seeker and has since become an activist, peacemaker, photographer and video producer. The initiative uses personal life stories of young people from immigrant backgrounds, and an educational escape game to raise the empathy of Finnish youth towards refugees and to give them knowledge to engage in peaceful dialogue on migration.

Gamification provides an experiential exercise that invokes emotions and deepens learning. This engaging method appeals especially to young students, because it includes instant problem solving and fast action. The method is familiar to the museum, and it will be developed further by engaging with youths from immigrant backgrounds to provide their real life stories as content for the game.

With the help of the escape game, young people must walk in another person's shoes. They hear the stories of different people, get more information and facts about immigration and learn how to apply for a residence permit in Finland. The most important part of the project will take place when the game ends and pupils discuss the contents face to face with former asylum seekers and have a chance to get to know the real people behind the phenomena.





Organisation name: **Oxfam Solidariteit/Solidarité**
 Initiative name: **Immerse Yourself in Globalization and Climate Issues**
 Place of implementation: Brussels, Belgium
 Activity: Interactive workshops
 Actors involved: People from 16 to 35, teachers
 Themes: Climate change, social justice, globalisation, poverty, human rights, agriculture and food sustainability
 Organisation website: www.oxfamsol.be/nl/inleefateliers
 Social networks: www.facebook.com/oxfamsol

Summary:

In the heart of Brussels we have built two lifelike workshops where we invite groups of youths to become a Cambodian garment worker, a Bolivian farmer or a bonus-driven CEO.

In the Climate workshop visitors put themselves in the shoes of a poor Bolivian farmer and discover the impact of climate change already happening there, and in many other countries. They defend their rights in a climate summit. In the Mondiapolis workshop participants learn about how globalisation works through a roleplay in the textile industry. They understand how a t-shirt travels more than a regular person, and how they as consumers can change these unfair practices. Active learning by roleplay and discovering the environment are key to the tremendous success of both of these workshops. It's like the Disneyland of global education; you remember its details years later, because it is an out of the ordinary school day.

Organisation name: **Studio Globo**
 Initiative name: **Immersion Labs**
 Place of implementation: Studio Globo has 9 residential immersion labs on 5 locations in Belgium: Roeselare, Ghent, Antwerp, Brussels, Hasselt, and 1 traveling programme
 Activity: Teacher training, activities in the classroom (primary school), visit to the immersion lab ('learning by doing')
 Actors involved: Primary school children, teachers, teacher training students
 Themes: Diversity, poverty, equal opportunities, the lives and everyday challenges of people worldwide
 Organisation website: www.studioglobbo.be
 Initiative website: www.studioglobbo.be/inleefateliers
 Social networks: www.facebook.com/studioglobbo | www.pinterest.com/studioglobbo
www.instagram.com/studioglobbo | twitter.com/studioglobbo
www.youtube.com/user/studioglobbo

Summary:

Studio Globo's immersion labs, based on the principles of 'learning by doing', engage teachers, teacher training students and primary school children in Global Education. Immersion labs are life-like settings that create a powerful learning environment, where participants experience the challenges in our society (e.g. diversity, poverty, equal opportunities), or the way people live in other countries (e.g. Congo, Peru, Guatemala, India) and their everyday challenges, with the aim of building an open attitude and solidarity with people in our own society and abroad. We emphasise how people fight injustice from below, avoiding a colonial or charitable perspective.

The visit to the immersion lab is part of an integrated programme consisting of four steps: teacher training, preparation in class, experience in the immersion lab, and 'debriefing'-activities in class. Every year, around 1,000 teacher training students, 1,500 teachers and 17,000 children take part in an immersion programme with Studio Globo.



PEER LEARNING SESSION ON QUALITY IN GLOBAL EDUCATION

KEY TAKEAWAYS AND FEEDBACK FROM POLICYMAKERS

Introduction

Peer learning is at core of GENE's work and forms part of all key areas of work, including the biannual Roundtables where policymakers from approximately 25 countries come together to share and learn from each other. It is also an intrinsic part of the Global Education Peer Review process and of smaller joint initiatives that GENE organises between members of the network. This is an opportunity for the participants from European ministries and agencies to network, gain new knowledge, broaden their perspectives in the wider field of Global Education, and to reflect on policy and practice challenges and solutions with their peers. Building on this foundation, it naturally followed that we would include an element of peer learning in the award process, especially since the initiatives in this edition of the award were nominated by the participating ministries and agencies in GENE. GENE therefore invited network members to participate in a peer reflection on quality in Global Education in the context of the initiatives nominated for the award.¹ Below follows a short summary of the key reflections from this meeting.

Reflections on quality in GE

Context Matters

The submitted GE initiatives present a considerable **complexity of issues and approaches** that are **context specific**. While it is very interesting to learn about the local processes, these are **not wholly transferable** to other contexts. At the same time, there are some useful **approaches that can be adapted** to a different context and can **provide an inspiration to others**, such as examples of stakeholder collaboration, self-assessment frameworks, well-elaborated materials, to name a few.

Quality and Innovation

It may be challenging to plan an initiative or a project that presents quality and innovation in Global Education at the same time, as a good practice can become outdated in a new context and the experiment does not always bring the desired outcomes. A Global Education project, that combines both quality and innovation, has the potential to inspire many in the Global

Education field. Yet, there needs to be an understanding that quality and innovation in one context, is not necessarily the same in another context.

Linking Education and Awareness Raising

There has been an ongoing discussion among Global Education actors and within GENE network about Global Education vs awareness raising. Each has its clear specifics: Global Education focusing on learning processes has more implicit immediate results often revealed only in the long term, and awareness raising presents clearly visible results in the short-term. Quality practice shows that Global Education and awareness raising can be integrated and complement each other very well when global learning and global local interconnectedness are at the core of the initiative.

GENE has recognised and awarded Global Education initiatives that combined in-depth educational activities with campaigning and public awareness activities.

Quality Considerations for Funding

For policymakers responsible for funding Global Education, the following issues were considered when reviewing and evaluating Global Education initiatives:

- Importance of feedback and additional support to those who are yet struggling to **achieve quality in GE** in their contexts
- Funding a wide range of ad hoc GE activities vs **systematic approach to funding GE**
- Focus on the specific GE issues arising in a particular local context vs **using the learning potential** from that practice to address GE issues **that can be transferable to other localities** at the national level
- **Some of the GE initiatives could benefit from broadening of the level of implementation** – going beyond the focus on one actor, one issue, one educational segment
- One-off GE activity projects vs **longer term perspective**
- Importance of **alignment with GE strategy documents** when developing new initiatives
- The imbalance between the **presentation of the application** and the performance and **implementation of the initiative in reality**

¹ We are thankful to the colleagues from GENE ministries and agencies who joined this peer learning experiment and shared their knowledge, experiences, and views on what makes quality in Global Education.



SOME QUALITY ELEMENTS IN GE INITIATIVES

On Processes

- Learning by doing
- Longer learning process
- Stepping out of the comfort zone
- Complexity and collaboration
- Peer learning and networking
- Self-assessment tools
- Combining policy-research-practice
- Empowering action, innovation, trans-disciplinarity and future competence of teachers
- Understanding and practice of trans-disciplinarity, mainly among teachers
- Follow up and sustainability



On Actors

- Active participation of all stakeholders in the process
- Diversity of stakeholders involved
- Involving school management (principles etc.) contributes to the GE whole school approach
- Young people addressing young people
- Recognising the diversity of perspectives in GE
- Strong empathy element - crucial in early age
- Reaching community level

Other elements

- Pointing to possible solutions of a problem leading to policy change
- No “white saviour’s” perspective
- “Not victims, but actors” perspective
- Gaming with a strong educational component embracing the complexities of GE issues
- Tackling SDGs more globally, focusing not only on environmental and sustainability aspects
- Identifying and raising important / pressing issues of the current times

Aine Doody, IrishAid/Department of Foreign Affairs

“There is a risk of quality being compromised if we focus too much on quantity ...The whole school or whole of institution approach is very much the holy grail of quality Global Education...”

Ana Larcher, Policy and Research, GENE

“What has emerged - is the difficulty in evaluating the quality of global education with the models, we have. The relationships between cause and effect in Global Education are very complex. There is not a straight line from intervention to the results. There is a lot of unpredictability, GE is a long-term process, so there is really a wide gap between what Global Education wants to achieve and what is being evaluated”.

ANNEX 1 SELECTION PROCESS

The Selection process of the GENE Global Education Award 2020/2021 comprised three phases:

Phase 1

Ministries and agencies participating in GENE nominated initiatives from their own countries that exemplified quality and had a potential for policy learning in other countries.

Phase 2

The nominated organisations were invited to submit the application.

Phase 3

The final selection was made based on the pre-established criteria.

GENE awarded 10 000 Euro to the seven most inspiring Global Education initiatives. The award prize is intended to support, improve and/or expand the work. Thirty-four initiatives are recognized as inspiring examples of Global Education and included in this publication.

SELECTION CRITERIA

The initiatives presented in this Compendium were selected based on the following criteria:

- The initiatives had to be in line with the Maastricht definition of Global Education (2002): “Global Education is education that opens people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship”, contributing to Sustainability, Global justice, Human Rights for all.
- In line with the Maastricht definition, with a strong justice focus.
- Interconnectedness between the global and local, i.e. relating the relevance of the issues addressed to the wider context; what happens locally is linked to the global level and vice-versa (the so-called “glocal” dimension).
- Sufficient quality to enable learning in other countries and suggest strategies that can be transferred across borders.
- The educational approach where all those involved were learners and took an active, participatory and critical role in the learning process, whether in formal, non-formal or informal education settings, including educational action.
- The proposed initiatives had to be ongoing or recently concluded.
- Initiatives with and by young people: in formal, non-formal and informal settings - schools, youth organisations, youth movements and youth-led initiatives were encouraged to apply.
- The diverse context of the European countries was also taken into consideration.

TIMEFRAME

Official Launch:	23 November 2020
Deadline for Nominations:	25 January 2021
Deadline for Applications:	26 February 2021
Final Selection:	6 May 2021
Award Ceremony:	19 May 2021

ANNEX 2 AWARD CEREMONY

Seven initiatives were selected and participated at the virtual Award Ceremony on 19 May 2021. Although it was a first online Award Ceremony and it was not possible to hand the certificate over to the awarded organisations and their representatives in person, the Award Ceremony was open to all the interested representatives of the awarded organisations. A surprise guest, the Greek Minister of Education and Religious Affairs, Ms. Niki Kerameus, joined the Ceremony and contributed to the celebration with her speech. The recording of the Award Ceremony is available on [GENE website](#).

Each awardee had the opportunity to present the awarded initiative. The Ceremony also included the contributions of the GENE Chair, Prof. Dr. Annette Scheunpflug, representatives of GENE participating ministries and agencies, and GENE Secretariat.

According to some of the award recipients, the acknowledgement and recognition of high quality work has given them a boost and more motivation for future work in Global Education.





