



GLOBAL EDUCATION NETWORK EUROPE (GENE)
For increased and improved Global Education.

ANNUAL REPORT

2022



Participants of the European Congress on Global Education to 2050, 3-4 November 2022.

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2022 was a challenging year for Europe and the World. It was also an historic year for Global Education in Europe, and for GENE.

2022 was a challenging year for Europe and the world. A global pandemic in previous years had reminded the world of deepening inequality and structural injustice. 2022 also reminded people in Europe of the threat of war and the realities of victims of war, and the movement of peoples caused by war, as Russia's unprovoked further invasion of Ukraine began.

2022 was also a year when:

- Climate change, energy consumption and the loss of bio-diversity came into clearer public focus;
- Inequality and the widening gap between rich and poor became increasingly clear, locally and globally;
- The rise and the acceptance of far-right movements in some countries, unimaginable a few years previously, also became clear;
- The spread of misinformation and disinformation came even more widespread than heretofore; while the rise of Artificial Intelligence, including in education, raised deep ethical issues;
- Backlash against critical movements in education also moved from the US to some European countries; while lies continued to be spread about migrants and refugees.

Nevertheless, a number of multilateral initiatives gave rise to hope for greater global education in troubling times.

MESSAGE FROM THE CHAIR

The French Presidency of the EU successfully achieved the first ever Council Conclusion on Education for Sustainable Development and Global Citizenship Education, and the subsequent Czech presidency committed to these and to the Dublin Declaration on Global Education to 2050. These were real signs of hope at EU level.

At a broader pan-European level, the Ministerial Declaration of Ministers of Education and Environment of the UNECE at the Ninth Environment for Europe Ministerial Conference (5–7 October 2022, Nicosia, Cyprus) clearly put Global Education and Education for Sustainable Development at the heart of achieving a sustainable, greener Europe. At global UN level, the Transforming Education Summit, and the joint team Europe *communiqué* of the EU and member states to the Summit, which again focused on the need for Global Education to transform education systems, was very welcome; as was the process of revision of the UNESCO 1974 Recommendation.

This changing policy landscape for Global Education, as well as the challenging geo-political environment in 2022, formed the backdrop for GENE's 21st year of bringing policymakers together for more and better Global Education. It was also the year in which the new European Declaration on Global Education to 2050 was adopted at the Dublin Congress, following an 18-month process of co-creation and consultation.

The overwhelming support for the process and the declaration was made possible because of the leadership of ministries and agencies in GENE, the engagement of youth and civil society organisations, local and regional government actors, leading academics in the field, colleagues from international organisations and experts from around the world who acted as global critical friends and gave us crucial perspectives on our work together.

A particular thanks to Irish colleagues for chairing the process and hosting the Dublin Congress, and to Luxembourg for co-chairing and for offering constant support; and to colleagues from across Europe in the Drafting Committee of the Declaration, whose sterling work and dedicated commitment and vision ensured that the Declaration reflects both GENE member states realities, the possibilities for real and strengthened policy commitments, and the views and priorities of stakeholders.

We thank most sincerely all those ministries and agencies, policymakers, stakeholders and partners for their support and leadership that ensured that Global Education is a strengthened political priority in many countries in Europe as a result.

Finally, a particular word of appreciation to the Secretariat of GENE who, together with our Irish hosts for the Congress, made enormous efforts to ensure the Congress was a success and the Declaration was approved.

We look forward to working together in the coming years to make the vision of the new Declaration a reality.



Prof. Dr. Annette Scheunpflug
Bamberg, February 2023

MESSAGE FROM THE EXECUTIVE DIRECTOR



June 2021 marked the 20th Anniversary of GENE. We had planned to mark the occasion by looking back and celebrating progress over 20 years. However, inspired by a diplomat from the Irish Department of Foreign Affairs, who suggested that “nostalgia can wait”, we instead began to look forward, to analyse current trends and to imagine what was needed now. We agreed: a new Declaration on Global Education to 2050 was required.

Through the latter part of 2021 and into 2022, GENE sought to learn from the development of existing multilateral agreements and declarations. We studied the content, form and process of other processes; and recognised a new type of process was required to develop the new Declaration, while strengthening political ownership.

We designed a process led by policymakers from member states, but building in, step by step, the voices and visions of stakeholder and partners, informed by the best research in the field, and in cooperation with colleagues from other international organisations. The orchestration of this process by the GENE Secretariat, together with colleagues from Ireland as chair, and Luxembourg as co-chair, took much of our time and most of our resources in 2022.

MESSAGE FROM THE EXECUTIVE DIRECTOR

This singular focus was fruitful, and it was worth it according to stakeholders, partners and Heads of Delegation at the Dublin Congress. While the content of the Declaration speaks for itself, the process has been described by those involved as “exemplary, inclusive, visionary”. We hope it will prove to be so, and intend to make it historic.

Already in January 2023, we are seeing increased political engagement, rejuvenated national strategy processes, and the beginnings of increased funding support at national level in some countries. Following a very successful European Congress in Dublin Castle in November 2022, there is a new energy about, and a new dawn for Global Education in Europe. While we resist calls for a pan-European action plan (the Dublin Declaration is itself, as the subtitle states, a strategy framework) we have begun the process of detailed follow-up with our colleagues: policymakers at national level, representative stakeholder organisations at European level, and with critical global friends in Africa, Asia-Pacific, and Latin America. We will continue to make the road by walking, as we support colleagues in turning the Declaration into reality in member states and in different sectors across Europe.

In these pages you can read of the process, get a glimpse of the content of the new Declaration, and have access to the resources for Global Education in Europe contained in the Dublin Congress. We also outline some of the other processes with which GENE was involved in 2022, and which we continue in 2023 – to ensure that networking for policy learning, peer review for quality enhancement, and policy research for increased and improved Global Education will lead, in the words of the Declaration, towards the day when all people in Europe will have access to quality global education.



Liam Wegimont
Dublin, February 2023

GE

2050

DUBLIN DECLARATION

THE **NEW** EUROPEAN DECLARATION ON
GLOBAL EDUCATION TO 2050

WHY WAS A NEW DECLARATION NECESSARY?

The policy framework on Global Education at European level emerged with the Maastricht Declaration on Global Education, agreed at the Maastricht Congress in November 2022.

The Maastricht Declaration involved governments and engagement civil society, and to a lesser extent local and regional governments and parliamentarians. 20 years later, and with many changes and challenges being faced by the world and by learners now, that did not exist 20 years ago, it was time for a new Declaration.

There have been many positive trends in Global Education over 20 years, many of which are outlined in the new European Declaration. These include strengthened policy frameworks at European level; and a growing number of European countries with strong (and often revised) national strategies that provide frameworks of support for enhanced quality and greater reach.

There is far greater inter-ministerial cooperation and coordination than heretofore in a growing number of European countries. A greater focus on equity and equality of reach prevails in Global Education policy, as policymakers attempt to reach all people in every country in Europe: also reaching out to those neglected by current education systems. There is a greater focus on whole of institution approaches and a greater acknowledgement of the necessity to include stakeholders, including civil society organisations and representative youth organisations.

While 20 years ago there was a paucity of data on Global Education, this is now greatly enhanced, with greater data and research available. 20 years ago, there was the aspiration to include Southern/global voices in the work of Global Education, but only a few countries (for example Norway, UK) were implementing such approaches. Now there is a clear focus, in many countries, on such approaches – and on related post-colonial analysis, decolonising of curricula, and the inclusion of migrant and minority communities. Finally, aggregate funding from national budgets across Europe has doubled in 20 years – good news, but of course this from a very low base, and funding is still paltry when compared to the advertising budgets of, for example, major perfume companies.

DRAFTING OF THE DUBLIN DECLARATION

**The Dublin Declaration or the GE2050 Declaration is short for the European Declaration on Global Education to 2050, adopted on 4 November 2022 in Dublin at the [European Congress on Global Education to 2050](#).*

At the outset of the process to create the Dublin Declaration, we asked:

What can we include in a new Declaration that will give political support, real meaning and actual leverage to national policies, national strategies, and national provision in Global Education for the next 30 years?



The process to create the new declaration started with a blank page and an open conversation with policymakers from the ministries and agencies that make up GENE to gather initial input and ideas. This meant that the perspectives of national policymakers - those with national responsibility for policy, funding, support and coordination were at the heart of the process from the start. Research that looked back at progress over 20 years and analysed current trends and future perspectives, was commissioned in partnership with the Academic Network on Global Education & Learning (ANGEL), to inform the process.

At the same time, following dialogue and in cooperation with the main platform organisations in Europe for youth, development civil society organisations and local and regional governments, an invitation was issued to youth sector organisations, civil society organisations in the development field, and local and regional governments to get involved. They engaged both in single stakeholder streams, and then across stakeholder groups to feed in their insights, expertise, perspectives and priorities.

Conversations and engagement took place with colleagues and experts from other regions - Africa, Asia Pacific and the Americas - who developed into a group that came to be known as Global Critical Friends to the process and the Declaration.

Consultation also took place, both bilaterally and jointly, with international organisations active in this policy arena - Council of Europe, EC, OECD, UNESCO, UNECE - to ensure coherence with existing and emerging policies and processes. There was also close cooperation with the EU Presidency holders (France and Czechia during 2022) to ensure coherence with the EU policy agenda.

CONSULTATIONS WITH STAKEHOLDERS

From June 2021 to November 2022, numerous consultation meetings with key stakeholders took place.

An iterative process emerged, where each stage of input, review and feedback shaped the drafting of a framework document, based on the desire to build consensus towards more and better Global Education through a common policy language; while ensuring that a challenging and forward-looking Declaration emerged.



CONSULTATIONS WITH STAKEHOLDERS

POLICYMAKERS

Policymakers were consulted through bilateral dialogue. Engagement was intended to dovetail with existing and emerging processes at national level (strategy development, evaluation processes, mapping exercises, etc.), based on GENE's endogenous methodology: national level comes first, international level builds on that.

YOUTH

Youth organisations in the Global Education field were engaged in a working group following an open call for expressions of interest developed in consultation with the [European Youth Forum](#). The work was led by a number of National Youth Councils and European youth organisations with proven expertise in the field of Global Education.

CIVIL SOCIETY

CSOs with expertise in Global Education were engaged in a large working group following an open call for expressions of interest conducted in cooperation with [CONCORD](#), involving networks of networks, thematic umbrella networks; and through national-level-first processes.

LOCAL & REGIONAL GOVERNMENTS

Local and regional governments were engaged through a partnership with [PLATFORMA](#), a European coalition of towns and regions engaged in development cooperation. In addition to feeding into the declaration, this engagement intended to create links with local and regional Global Education, and to develop partnerships and mechanisms of mutual interest.

INTERNATIONAL ORGANISATIONS

GENE was in dialogue with key international organisations with a stake in Global Education such as the European Commission, OECD, UNESCO, United Nations Economic Commission for Europe (UNECE), and the North-South Centre of the Council of Europe in order to identify synergies with current and future processes and strengthen, recognise and refer to each other's work.

RESEARCH AND ACADEMIA

GENE worked with research and academia through the [Academic Network on Global Education & Learning \(ANGEL\)](#) to bring a research perspective to the Declaration process and to consider the developments and movements in Global Education over the last 20 years.

GLOBAL CRITICAL FRIENDS

GENE invited a number of thought-leaders and experts in Global Education from countries outside of Europe, who acted as Global Critical Friends, to jointly reflect on the vision for Global Education in Europe to 2050. The group included policymakers, academics, civil society representatives and educators who offered their perspectives and constructive feedback on the emerging European Declaration.

MEMBERS OF THE DRAFTING COMMITTEE

The overall process of engagement and consultations was facilitated by the Secretariat of GENE, while the drafting of the new Declaration was done by a drafting committee made up of policymakers from member states of GENE:

AUSTRIA

Ms. Evelyn Koch, Austrian Development Agency

BELGIUM

Ms. Mara Coppens, FPS Foreign Affairs, Foreign Trade and Development Cooperation

CZECHIA

Ms. Hana Šišková Grznárová, Ministry of Foreign Affairs

FINLAND

Ms. Satu Honkala, Finnish National Agency for Education

FRANCE

Mr. Thibaut Lespagnol, Ministry for Europe and Foreign Affairs

IRELAND

Ms. Áine Doody, Irish Aid, Department of Foreign Affairs

The process was chaired by Ambassador Feilim McLaughlin of Ireland and co-chaired by Luxembourg, represented by Ms. Virginie Gilbert, Ministry of Foreign Affairs. Ms. Sabine Seiffert, from Engagement Global, Germany, represented the Board of GENE.



Members of the drafting committee on the last day of the European Congress on Global Education to 2050, 4 November 2022.

CONTENT OF THE NEW EUROPEAN DECLARATION

The new European Declaration provides a strategy framework for strengthening national policy and provision for Global Education. It is built on consensus and provides a common, agreed policy language for national level actors.

THE FINAL TEXT OF THE NEW EUROPEAN DECLARATION ON GLOBAL EDUCATION TO 2050, AGREED AT THE DUBLIN CONGRESS ON 4 NOVEMBER 2022, INCLUDES:

- A preamble that outlines the broad consensus on the values on which the Declaration is founded
- A context section which outlines the range and complexity of challenges and crises, and the importance of education to this context
- A vision of a more just world and of the necessity of and the right to global education
- A summary definition of Global Education (with more detail in Appendix 1)
- A synopsis of existing international agreements and commitments (with more detail in Appendix 3)
- An outline of progress made in Global Education over 20 years, on which to build further necessary progress
- An overview analysis of context, and
- Recognition of the importance of Global Education
- The text concludes with commitments at national and European level and includes a further Appendix outlining manageable and clear steps towards achievement, with annual and 5-year benchmarks (Appendix 2).

[READ THE DUBLIN DECLARATION](#)



WHAT IS NEW IN THE EUROPEAN DECLARATION?

The new Declaration provides a new European framework for the development of national policy, strategy, and provision for Global Education in Europe to 2050. It is built on progress over 20 years in Global Education and, as well as on detailed consultation to achieve common, agreed policy language, and some policy leverage for national level actors – policymakers and stakeholders – to work to increase and improve Global Education.

One of the strengths of the Dublin Declaration, which is also in keeping with the Maastricht Declaration, is the insistence that, while recognising varied traditions and differing national usages, there is also a need to bring a variety of concepts together under a common, comprehensive understanding. The new Declaration also recognises the division between education for sustainable development, global citizenship education and other forms of global learning as unnecessary.

What is also new in the declaration is the collaborative process of drafting it. The process brought together a diversity of actors using different concepts and strands of learning for global solidarity, social justice, peace, human rights and sustainability that reflects:

- the importance of partnerships and cooperation between key actors at national, European and global levels;
- curriculum reform and whole school approaches;
- the role of educators;
- the need for adequate funding levels and suitable funding mechanisms;
- an appreciation for the leadership role played by civil society and young people in driving change;
- and the continued desire to cooperate for policy coherence and integration of global learning in all education.

THE DUBLIN DEFINITION OF GLOBAL EDUCATION

“Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level.

Global education empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding.

Global education involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.”

CORE VALUES, PRINCIPLES AND DIMENSIONS OF GLOBAL EDUCATION

Global Education includes certain core elements. These include:

- Core values of global and local social justice, peace, solidarity, equity and equality, planetary sustainability, inclusion, human rights, the embracing of diversity, and international understanding.
- A focus on the interconnection between local and global dimensions of issues affecting people, other living beings and the planet; between generations; between cultures and between past, present and future.
- A common commitment to pedagogical practices that are inclusive, participatory, inspire hope, enable critical thinking, and do justice to the primacy of the learners; while building competences and skills for informed, self-reflective, meaningful action, individual and collective.

THE DUBLIN DEFINITION OF GLOBAL EDUCATION

UNITING FOR COHERENCE AND IMPACT

The Declaration recognises the diversity of terms used according to national circumstances, and that the use of specific terms changes over time. It uses Global Education as an umbrella term to bring together related concepts and areas of policy and practice, to promote coherence, facilitate policy learning, avoid silo-isation and ensure greater combined effect.

Global Education encompasses formal, non-formal, informal education; life-long and life-wide and intergenerational learning. It is about people's realities, local, national and global, in a planetary context. It involves critical thinking, learning to deal with complexity, democratic and participatory pedagogical practices. It encompasses a variety of ways of understanding how people learn. It includes historical consciousness, a critical analysis of present systems, and a vision of hope for the future of people and the planet.

Currently aligned to the Global Goals and to specific commitments such as SDG target 4.7, Global Education also harnesses the power of broader, longer and deeper human aspirations for social justice, peace, equity and equality, sustainability, human rights and a decent life for all.

GLOBAL EDUCATION INCLUDES...

Global Education is an intersectional umbrella term which encompasses a variety of related terms that are used at national and international level, including, inter alia:

- Anti-Racist Education
- Development Education
- Diversity and Inclusion Education
- Education for Gender Equality
- Education for Global Citizenship and International Solidarity
- Education for Sustainable Development
- Global Citizenship Education
- Global Development Education
- Global Learning
- Global Youth Work
- Human Rights Education
- Intercultural Education
- Learning for Environmental Sustainability
- Peace Education
- The global dimensions of Citizenship Education, Civic and Moral Education, Digital Citizenship Education

WHAT IS NEW IN THE DEFINITION OF GLOBAL EDUCATION?

The Dublin Declaration offers a detailed and renewed definition of Global Education. It builds on the Maastricht definition, but goes beyond it (Appendix 1); develops a system for monitoring progress (Appendix 2) and clearly takes into account existing policy commitments at European and international levels. Appendix 3 also provides, for those wishing to delve deeper, access to a comprehensive (but not exhaustive) library of policy documents on Global Education and related policy commitments.

There is, evidently, clear continuity between the Maastricht and the Dublin definition – but also a number of substantial changes, which might be summarised as

- a **broadening**, to include issues that are now up on us and were less evident 20 years ago;
- a **deepening**, as the understanding of the operative anthropology of the definition includes a more complex understanding of what it is to be human, and the operative pedagogical perspective suggests a deeper understanding of the nature of human knowing, human becoming, learning and human action;
- a **quickenning**, which emphasises a greater sense of urgency (and liveliness) than heretofore, and also emphasises more explicitly the importance of hope and imagination in Global Education.



Mr. Franz Fayot, Minister for Development Cooperation and Humanitarian Affairs, Luxembourg (left), and Mr. Colm Brophy, Minister for Overseas Development Aid & Diaspora, Ireland (right), at the Dublin Congress.

GLE

2050

DUBLIN CONGRESS

CONGRESS DAY 1

**The Dublin Congress or GE2050 Congress is short for the European Congress on Global Education to 2050.*

The European Congress on Global Education in Europe to 2050 was convened by GENE and hosted by Ireland in Dublin Castle on November 3rd and 4th 2022, with Ireland chairing and Luxembourg as co-chair. The process brought together high-level representatives from member states of GENE, together with representatives from youth organisations, civil society, local and regional governments, academia, international organisations and colleagues from other regions who acted as global critical friends as part of the declaration process.

The congress involved broad stakeholder engagement and dialogue. Coming from a variety of backgrounds and countries and using a range of terminologies to describe their work in transformative education, participants were invited to reflect on the path ahead and to unite around a common desire to give access to quality global learning to all people in Europe, in solidarity with peoples globally. Key elements in the new declaration were debated in order to forge ways to translate words into action and to ensure that the strong political support for the declaration announced at the Congress is harnessed.

The congress began with introductory remarks from Mr. Colm Brophy (Minister for Overseas Development Aid & Diaspora, Ireland), Mr. Franz Fayot (Minister for Development Cooperation and Humanitarian Affairs, Luxembourg), Mr. Bjørn Berge (Deputy Secretary General of the Council of Europe), Ms. Mamusu Patricia Massaquoi (Deputy Minister of Education, Sierra Leone), Ms. Stefania Giannini (UNESCO Assistant Director-General for Education), and Professor Annette Scheunpflug on behalf of GENE.

All speakers emphasised the relevance of Global Education in the current context, and the need, now more than ever, to appeal to shared values and recall our common humanity. They highlighted the importance of having a strategic vision and political commitment to education as means of social transformation and of adopting collaborative approaches to educational policy-making, as envisaged by the new Declaration.

In his Keynote speech Mr. Leonardo Garnier (Special Adviser to the Secretary-General of the United Nations for the Transforming Education Summit), mentioned the urgency of responding jointly and acting in solidarity in order to achieve transformation.

Three panel discussions addressed three related topics: 1. Putting Global Education at the heart of learning – policy coherence and public engagement; 2. The GE2050 Declaration - Uniting in Diversity for a Common Vision; 3. Delivering quality Global Education for all people in Europe – improving reach and exploring new paradigms. The panels were chaired by Mr. Michael Gaffey, Department of Foreign Affairs, Ireland, Ms. Ida McDonnell, OECD and Mr. Kieran McLaughlin, VentureWave Capital, respectively; and involved a wide-ranged of high-level speakers. There were also eight parallel sessions which were stakeholder-led, focused on sharing good practice, on common possibilities, on perspectives on follow-up to the congress and the implementation of the Declaration. These sessions brought together Civil Society Organisations, Policy-Focused Research, Local and Regional Governments, GENE Roundtable policymakers.

CONGRESS VIDEOS DAY 1



Welcome & Opening Statements

[WATCH HERE](#)

Global Education and Transformation (Keynote Address)

[WATCH HERE](#)



Panel 1: Putting Global Education at the heart of learning

[WATCH HERE](#)



Panel 2: The Dublin Declaration - Uniting in Diversity for a Common Vision

[WATCH HERE](#)



Panel 3: Delivering quality Global Education for all people in Europe

[WATCH HERE](#)



CONGRESS DAY 2

*The Dublin Congress or GE2050 Congress is short for the European Congress on Global Education to 2050.

The second day opened with Welcoming Statements by Mr. Ban Ki-moon (former UN Secretary General) and Ms. Jutta Urpilainen (European Commissioner), followed by an interactive session with Ministers and Heads of Delegation in dialogue with stakeholders. There then followed formal national statements regarding the Declaration.

Minister Colm Brophy reiterated Ireland's commitments to Global Education as well as youth involvement, and the importance of backing commitments with funding. He stated that the current moment was not just the point of adoption of the Declaration, but also the culmination of a long and meaningful process. He invited Minister Fayot of Luxembourg, Congress co-chair, to address the session.

To be truly radical is to make hope possible. (Raymond Williams cited by Minister Franz Fayot). Minister Fayot gave the floor to Ms. Virginie Gilbert, who acted as co-chair of the Declaration drafting committee on behalf of Luxembourg. Ms. Gilbert stated that Global Education had found its place in Luxembourg transversally across curricula and subjects and that education needed to be forward looking and participative, in partnership with young people. She appreciated the opportunity to cooperate with others through GENE and invited the countries present to support the GENE network's continued work.

CONGRESS VIDEOS DAY 2



Former Secretary-General of the United Nations Ban Ki-moon (Video Message)

[WATCH HERE](#)

EU Commissioner for International Partnerships Jutta Urpilainen (Video Message)

[WATCH HERE](#)





Ministers and Heads of Delegation in dialogue with stakeholders

[WATCH HERE](#)

Ministerial Discussion and Adoption of the Declaration

[WATCH HERE](#)



Global Education and the Future (Closing Addresses)

[WATCH HERE](#)

CONGRESS PHOTOS

[GALLERY DAY 1](#)



[GALLERY DAY 2](#)



ACCLAIMING THE DECLARATION



NATIONAL STATEMENTS

AUSTRIA

Austria's Head of Delegation and Director of the Austrian Development Agency, Ambassador Friedrich Stift, stated that the new Global Education Declaration would empower and support all of us. He noted that Austria was a founding member of GENE and that much had been achieved since then. He highlighted the pivotal role of Global Education in achieving the SDGs and stated that Austria would continue integrating GE in its national policies and strategies, with the new Declaration as a milestone in line with the priorities of the Austrian Development Agency, as well as the Ministry of Education.

BELGIUM

The Head of Delegation from Belgium and member of the drafting committee, Ms. Mara Coppens, welcomed the new Declaration and commented that Global Education in Belgium had developed considerably since the Maastricht Congress, but that there was still work to do. She highlighted the need to work with and learn from marginalised groups and to create change through social co-creation.

CYPRUS

Cyprus, represented by Ambassador Charis Christodoulidou, highlighted the synergies between the European Declaration on Global Education to 2050 and the UNECE strategy on Education for Sustainable Development to 2030. She stated that the Dublin Declaration would be a key reference point for Cyprus in formulating its national strategy on Education for Sustainable Development and more broadly in education in general, and that Cyprus will collaborate closely with GENE to address global challenges and global citizenship.

CZECHIA

The Deputy Minister of Education of Czechia, Mr. Jan Mares, highlighted the ongoing curriculum reform, aligning education with Agenda 2030 through an inclusive process with stakeholders, experts and schools. GE is being embedded in learning outcomes and in cross-cutting themes in all education. *We are ready to fulfill the commitments in the Declaration and see great value in implementing the vision for the benefit of learners and society.*

ESTONIA

Ambassador Kari Kunka highlighted that the new Estonian Development Agency is acting as coordinator for Global Education at national level. She outlined how Estonia is committed to making Global Education part of the curriculum at all levels, from pre-school to university.

FINLAND

Ms. Minna Kelhä, Director of EDUFI and Head of the Finnish delegation, stated that Global Education is embedded into curricula at all levels in Finland and encompasses a wide range of linked efforts focused on key topics of Global Education, as well as drawing together people from key sectors and stakeholders. Ms. Kelhä stated that Global Education is an integral part of quality education. *Maastricht inspired us to develop Global Education that empowers people. The Dublin Declaration will help us to continue on this path and build GE for the future.*

NATIONAL STATEMENTS

FRANCE

Ms. Anne-Charlotte Dommartin, speaking on behalf of France then made a statement fully endorsing the new Declaration and committing to implementing it, commending its great potential for transformative power. She referenced the EU Council Conclusion on ESD and GCE, adopted during the French presidency of the EU, as a testimony to France's commitment to the Declaration and its implementation. *France will continue to contribute and support partners to promote sustainability and peace, to leave no one behind.*

GERMANY

The head of the German delegation, Dr. Claudia Funke-Mandelli, speaking on behalf of Germany, highlighted the national action plan on Education for Sustainable Development, of which Global Education is an integral part. Germany anchors ESD structurally in education through several policy and practical instruments, with efforts underpinned by the work of Engagement Global. She stated that *the Dublin Declaration gives us the courage to take ESD further, but also to critically question our efforts. We do so, committed to the partnership between our organisations.*

GREECE

Deputy Minister for Education Ms Zoi Makri spoke on behalf of Greece, of the importance of understanding global issues, while also gaining the skills to take action. She also stressed that the ability to reflect critically on reality was an essential part of preparing learners for life. She further highlighted the GENE Award for quality in Global Education and stated her appreciation for the award having been given to a Greek project in the previous year.

HUNGARY

Ms. Monika Réti, representing Hungary, stated that Hungary incorporates Global Education topics found in the Maastricht and Dublin Declarations in education, and also adheres to the UNECE strategy on Education for Sustainable Development. She stated that the Dublin Congress and Declaration would be crucial for putting policy into practice. She made an analogy with the music of Mozart, who was criticised for using too many notes in his elaborate melodies, but stated that *these complexities are the pieces worth practicing and performing.*

ITALY

The Head of Delegation for Italy and Director of the Italian Development Agency, Mr. Luca Maestripieri, welcomed the new Declaration and stressed the importance of inter-ministerial cooperation between ministries and agencies responsible for international development, education and environment to ensure reach and involvement, as well as coherence in achieving global citizenship. He stated that *the Italian Agency fully endorses the Declaration, with a clear mandate to implementing it.*

MALTA

The Minister of Education from Malta, Dr. Clifton Grima, warmly welcomed the Declaration and reiterated Malta's commitments in Global Education and cooperation. He stated that *we have to produce an education system that enables our children to dream*, and welcomed the ways in which the Declaration furthered such a vision.

NATIONAL STATEMENTS

MONTENEGRO

Mr. Marko Vukasinovic, Head of the Directorate for European Integration from Montenegro, warmly welcomed the Declaration and thanked GENE and other colleagues for the work of the Declaration and Congress. He announced that its Education Strategy 2030 would reflect the Dublin Declaration and that Montenegro will support efforts at the European level to further the vision and achieve the commitments contained in the declaration.

POLAND

Representing Poland, Ambassador Anna Sochańska stated that recent crises were a reminder of how urgently action is needed and that Global Education is a tool for enabling such action, as well as for building support for international cooperation. The Ambassador stressed that Global Education was particularly important in light of the ongoing war against Ukraine and because of the prevalence of misinformation. She stated that Poland would support GE at community level throughout the country through a wide network of local partners.

PORTUGAL

The Head of Delegation for Portugal, Ambassador Bernardo Fernandes Homem de Lucena, stated that the new Declaration would be an opportunity to shape our vision of Global Education to 2050, 20 years after Maastricht. The latter had a profound impact on Global Education in Portugal and Portugal has high hopes that the Dublin Declaration will be equally or more impactful. Portugal further stated that national policy and strategy is and would be aligned with the Declaration.

SLOVAKIA

The Slovak Head of Delegation, Mr. Kalman Petőcz, expressed appreciation for the cooperation with GENE, especially around the development of the Slovak National Strategy on Global Education, which was developed in line with the emerging Dublin Declaration. Mr. Petozc stated that the coordination of Global Education had moved from the Ministry of Foreign Affairs to the Ministry of Education, with continued strong involvement by the MFA. We will work to align and ensure that Global Education is an integral part of learning for the 21st century.

SLOVENIA

Dr. Darjo Felda, Secretary of State at the Ministry of Education, Science and Sport and Head of Delegation for Slovenia, welcomed the Declaration and endorsed it as a strategic framework that Slovenia was committing to use to develop and implement Global Education in the country, stressing that partnerships and cooperation would be key to success.

SPAIN

Dr. Eva de Hoyo Barbolla, Director General for Sustainable Development policies at the Ministry of Foreign Affairs of Spain, confirmed Spain's commitment and support for the new Declaration and for ensuring access to Global Education. Spain's 2020 education law means that Global Education must be included in all education. New steps are in progress to reinforce commitment to Global Education, with implementation taking place at local, regional as well as national level, in line with the new Declaration.

OTHER STATEMENTS FROM THE CONGRESS

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INTERNATIONAL
ORGANISATIONS

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YOUTH
ORGANISATIONS

03

LOCAL AND
REGIONAL
GOVERNMENTS

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CIVIL SOCIETY

05

GLOBAL CRITICAL FRIENDS

INTERNATIONAL ORGANISATIONS

MS. AGNIESZKA SKURATOWICZ
HEAD OF UNIT FOR YOUTH,
EDUCATION AND CULTURE,
DG INTPA, EUROPEAN
COMMISSION

According to Ms. Skuratowicz, the Declaration is a solid framework for putting Global Education at the core of ongoing societal transformation in Europe: *The Declaration recommit us to freedom, human value, justice, solidarity – all found in the Treaty of the EU. It is a reference and a way to remind us to connect our core values to our efforts for education, awareness and partnerships in Europe and around the world. Success is dependent on linking all the dots. You can count on the EC to play its part as a core partner.* She also called on youth to remind policymakers of the commitments they have made in the Dublin Declaration.

MR. ROEL VAN RAAJ
UNECE STEERING COMMITTEE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

Mr. Roel van Raaj stated that the Dublin Declaration fully aligns with UNECE plans and strategies in the area of Education for Sustainable Development until 2030. He welcomed the Declaration and on behalf of the chairperson, committed UNECE to working closely with GENE to implement it. Mr. van Raaj stressed the need for partnerships and the opportunities opening up to cooperate to jointly implement education to achieve transformation towards prosperous, healthy and sustainable societies: recognising the organising work behind the Congress, he stated that the Global Education Declaration is a declaration of hope.

MR. MIGUEL SILVA
NORTH-SOUTH CENTRE OF THE
COUNCIL OF EUROPE

Mr. Miguel Silva expressed his appreciation for the 20 years of commitment and partnership work between the NSC and GENE. He stated that the NSC and Council of Europe were committed to the follow-up and implementation of the Declaration and highlighted the crucial role of educators as the ultimate implementors of our commitments in Global Education.



YOUTH ORGANISATIONS



MS. ANJA FORTUNA
VICE PRESIDENT,
EUROPEAN YOUTH FORUM

Ms. Fortuna stated that: *youth organisations are committed to implementing the Dublin Declaration, but we need your support.* She urged everyone at the table to be clear about implementation and about how youth will be involved: *It is our joint responsibility to put this declaration into practice.*

MR. RAREȘ VOICU
MEMBER OF OBESSU (THE
ORGANISING BUREAU OF
EUROPEAN SCHOOL STUDENT
UNIONS)

Mr. Voicu, speaking on behalf of the group of youth organisations engaged in the Declaration process, thanked the convenors, host and co-chair for the opportunity to be part of the process and stated that young people need to be at the table for every step of the way in Global Education.

LOCAL AND REGIONAL GOVERNMENTS, CIVIL SOCIETY

DR. MARLÈNE SIMÉON DIRECTOR, PLATFORMA

Ms. Siméon expressed her strong appreciation for the process towards the new declaration and highlighted the importance of local and regional governments (LRGs) being involved. Working with LRGs in Europe and beyond, we create partnerships and enable peer learning. She also stressed the need for clarity around involvement of local and regional governments at national level and stated that defining the ways in which LRGs can be involved would enable them to play a clear role.

**PLATFORMA is the pan-European coalition of towns and regions – and their national, EU and global associations – active in city-to-city and region-to-region development cooperation.*

MR. RILLI LAPPALAINEN PRESIDENT, CONCORD

Mr. Lappalainen stated that this was one of the milestones in a longer journey: *we need transformation in our societies, including in education. We need whole of society approaches. Not only government can implement education – we can all do it. We can find common solutions. We need to link our work to the global agendas. We are very pleased to see the recognition of formal, non-formal and informal education equally.* He highlighted that Europe is fortunate in many ways in terms of opportunities to implement Global Education - resources are key, as are partnerships. With his colleague, Ms. Patricija Virtič (Platforma SLOGA), Mr. Lappalainen, thanked the congress hosts and organisers for the opportunity to share the views of civil society as part of the declaration process.

**CONCORD is the European Confederation of NGOs working on sustainable development and international cooperation.*



GLOBAL CRITICAL FRIENDS

MR. ANDREW TABURA
MINISTRY OF EDUCATION,
UGANDA

Mr. Tabura shared his appreciation of the inclusiveness of the process. He stated that taking the time, over a year, to truly consult and integrate feedback from different stakeholders, gave the consultation process meaning. He focused on one phrase in the declaration: "Working in solidarity with people globally" and stated that we need to work together to help each other. We need to bring along other countries and other regions to follow suit. He emphasized the role of educators, contending that change happens too fast for structures to adapt: We have to focus on the teachers, the people who make the difference. They are the ones who can make the changes and enable students to deal with these rapid changes.

PROF. NAMRATA SHARMA
STATE UNIVERSITY OF NEW
YORK COLLEGE AT
OSWEGO

Prof. Sharma described her impression of the Declaration process as intense deliberations and discussions that led to consensus despite the actors not always agreeing. She stated that to her, the phrase in solidarity with peoples globally, meant that the commitments made by countries and actors through the declaration connects global and social justice and inclusivity.



After a round of statements by Ministers, Heads of Delegation and representatives of stakeholders, on the implications of the Dublin Declaration for Education, Foreign Policy and Development Cooperation, the Congress concluded with the **official adoption of the new Dublin Declaration.**



EMERGING FOLLOW-UP TO THE DECLARATION

What is next? Over the next few years, GENE will continue to work with member countries to support their efforts at national level and to connect them at European level to realise the vision of the Declaration.

GENE offers policy learning opportunities, a peer review mechanism, technical advice and support on matters such as developing national strategies and funding mechanisms, monitoring and evaluation, curriculum integration, teacher education and focused research – all in the pursuit of more and better global education policy, strategy, funding, coordination and practice – core tenets of the Declaration on Global Education to 2050. GENE will also bring information from European countries together to report on progress regularly through its publications and events.

While GENE's work focuses on supporting policymakers, GENE will continue to maintain dialogue with other actors and stakeholders in Global Education to enable interaction and exchange around achieving access to quality global learning for all people in Europe – in solidarity with peoples globally. We know that uniting our efforts across sectors, themes and actors is the only way to approach [target 4.7](#) and to realise the vision of the European Declaration on Global Education to 2050.



Participants of the European Congress on Global Education to 2050, 3-4 November 2022.

OTHER KEY ACHIEVEMENTS IN 2022

01

SUPPORT TO
MINISTRIES AND
AGENCIES

02

GENE
ROUNDTABLES

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GENE
STRENGTHENING
INTERNATIONAL
POLICY ON GLOBAL
EDUCATION

04

RESEARCH AND
POLICY WORK

05

GENE IN
INTERNATIONAL
CONFERENCES AND
PROCESSES

SUPPORT TO MINISTRIES AND AGENCIES

GENE continued to strengthen Global Education policy at national level by offering support to the Ministries and Agencies participating in GENE. The support activities in 2022 included capital visits, inter-ministerial cooperation at national level, national consultations and ongoing advice and support to national policymakers.

Symposium on Education for Sustainable Development and Global Education in Malta

On 28-29 April 2022, in partnership with GENE, Malta's Ministry for Education and Sports organised a National Symposium on Education for Sustainable Development and Global Education together with the Centre for Environmental Education and Research (CEER). In parallel to the symposium, GENE representatives had bilateral meetings with Dr. Clifton Grima (Minister for Education and Sport, Malta) and Dr. Ian Borg (Minister for Foreign Affairs, Malta). Both ministers expressed their continuous support for Global Education and expressed their interest in cooperation with GENE.



GENE representatives meeting Malta's Minister of Foreign Affairs, Mr. Ian Borg.

SUPPORT TO MINISTRIES AND AGENCIES

New Slovak Strategy on Global Education to 2030

On 29-30 November 2022, GENE participated in an event to discuss the new Slovak Strategy on Global Education to 2030, organised by the Slovak Ministry of Education (MoE) in partnership with the Slovak Ministry of Foreign and European Affairs (MFA) and Ambrela, the Slovak Platform for Development Organisations. MFA State Secretary Ms. Ingrid Brocková highlighted that the new Slovak strategy is the first in Europe to be developed in line with the Dublin Declaration on Global Education to 2050. She stressed the urgency of developing values and attitudes of solidarity, equality, justice, openness and critical thinking and addressing the root causes of today's challenges.

Meeting with the Austrian Global Learning Strategy Group

On 28 April 2022, GENE participated in a meeting hosted by the Austrian Global Learning Strategy Group to present the process of developing the new Declaration on Global Education in Europe to 2050 and to engage in substantive discussions with Austrian stakeholders. The Austrian Global Learning Strategy Group is a multi-stakeholder forum established in 2002 and is a partnership between key ministries and agencies, civil society organisations, universities, the national youth council and school leaders. It consists of the Austrian Development Agency (ADA), representatives of school practice and the teacher training sector, civil society organisations, academia, youth and the Austrian Commission for UNESCO.

Training for Greek Teachers

The Institute of Educational Policy of the Greek Ministry of Education together with GENE has been piloting online Global Education training for teachers since the beginning of 2022. The first online module, which focused on the concepts and approaches to Global Education, has already been completed by more than 700 teachers in Greece. The second module started in May 2022 and focused on teachers' practice. GENE has contributed short videos from Cyprus, Finland, Ireland and Slovenia focusing on teachers' training, work at school, the whole-school approach and the use of modern technologies in Global Education. The online training course was initially kicked off on 20 December 2021, with over 1,300 teachers (the seminar report can be found [here](#)).

“As teachers, we need to provide our students with the ability to understand the world as it is, and to imagine the world as it might be — a world of greater justice for all, of greater sustainability, of openness to others and of care for each other and for the earth — that is at the core of what it means to be a good teacher. It is also at the heart of Global Education.”

— Mr. Liam Wegimont, GENE Director

GENE ROUNDTABLES

The Roundtables continued to act as GENE's primary vehicle for in-depth networking and policy learning, through building a policymaker community of practice in global education. **Two Roundtables were held in 2022.**

RT 46

RT46 took place on 4 April 2022 with an opening by Professor Dr Annette Scheunpflug (GENE Chair), on why Global Education matters now more than ever. The Roundtable brought together over 50 policymakers from Ministries and Agencies of Foreign Affairs and Education from across Europe. GENE Member States shared national updates on the situation of Global Education each country and shared strategies and exchanged on issues of common interest. The Roundtable was also an opportunity to give an update on the next steps regarding the process of drafting the Dublin Declaration and to hear feedback on key issues that might be contained in it.

RT 47

RT47 was organised in the framework of the Dublin Congress and brought together representatives of the delegations in attendance. The session welcomed members new and old and also heard from Ms. Agnieszka Skuratowitz (Head of Unit for Youth, Education and Culture, DG INTPA, European Commission) who acknowledged the important achievement of the new Declaration and reiterated the Commission's full support for its implementation.



RT47 participants at the European Congress on Global Education to 2050, 3 November 2022.

GENE STRENGTHENING INTERNATIONAL POLICY ON GLOBAL EDUCATION

One of the core purposes of GENE is to contribute to the policy discussion at European level, bringing together the voices of policymakers in Global Education. Here is a glimpse of the role GENE has played in the political and policy arenas throughout 2022, not only at European level, but also on an international scale.

Council Conclusions on Education for Sustainable Development (ESD) and Global Citizenship Education (GCE)

In Spring 2022, GENE worked closely with the French Presidency of the EU, with GENE member states and with colleagues in the European Commission, to ensure coordinated and coherent common positions regarding the emerging Council Conclusions. Thanks to the hard work and immediate response of many GENE members, and to the leadership of French colleagues, strong Council Conclusions were agreed as of 21st June 2022 which brought together previously somewhat divided fields of ESD and GCE and was strongly coherent with the Dublin Declaration.

Presenting the Dublin Declaration at the European Council's Working Party on Development Cooperation (CODEV)

In mid-November 2022, following the Dublin Congress, the Czech Presidency of the EU kindly invited GENE to present to the CODEV on the Dublin Declaration. Following GENE's presentation, many EU member state delegations took the opportunity to reaffirm their commitment to the declaration, and to policy learning through GENE. The European Commission representatives also took the opportunity to call on member states not yet involved in supporting the work of GENE to consider doing so.

GENE STRENGTHENING INTERNATIONAL POLICY ON GLOBAL EDUCATION

Team Europe contribution to the United Nations Transforming Education Summit

With a combined effort of GENE and its members, a strong reference to Global Citizenship Education and Education for Sustainable Development, and to the Declaration and to the Dublin Congress, was included in the communiqué shared in the framework of the participation of Team Europe to the Transforming Education Summit (16 – 19 September 2022, New York).

Revision of UNESCO's 1974 Recommendation

In early April 2022, colleagues at UNESCO carried out regional technical consultation meetings on the revision of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. GENE was honoured to give feedback, participate in the discussions for Europe and North America and to speak about the priorities emerging from the development of the new Declaration. We hope that the revision will lead to the further strengthening of this valued and ambitious international instrument.

Updated guidance on Global Education in the OECD DAC Peer Review

The GENE Secretariat liaised with the OECD DAC Peer Review Secretariat regarding how Global Education is approached in the DAC Peer Review Process, and provided detailed input and advice on possible ways to strengthen this aspect of the review. Now, pillar I.3 of the (2021) OECD DAC Peer Review Methodology – approved by consensus by the OECD DAC – focuses in Section I.3 on “Global Education, awareness-raising and public support”. This focus, and the associated indicators, will be assessed in all DAC members. The official document is available [here](#).

Partnering with UNECE to align agendas and strengthen coherence

As part of the process to create the new Declaration, GENE was in contact with colleagues at the United Nations Economic Commission for Europe. At the 9th Environment for Europe Ministerial Conference in Nicosia, Cyprus in October 2022, a new Action Plan on ESD to 2030 was adopted, in line with the UNECE regional strategy on ESD. GENE attended the conference and organised a side event on inter-ministerial policy learning, as well as including references to and aspects of the UNECE regional ESD framework in the Dublin Declaration.

RESEARCH AND POLICY WORK

GENE has continued its collaboration with academic institutional partners for the implementation of ANGEL, the Academic Network on Global Education Learning, aimed at bridging the gap between Global Education researchers and policymakers, as well as increasing the availability of and access to research on topics of interest to policymakers. The main highlights for 2022 were:

GLOBAL EDUCATION SUMMER SCHOOL

The first ANGEL Summer School aimed to provide students with a theoretical overview of Global Education research and the practical skills to conduct a literature review, focusing on methods to (systematically) explore academic literature. The programme offered a wide range of approaches and practical tools for querying databases, systematic reviews and the recent development of qualitative reviews, various types of syntheses and meta-analyses. [Read more.](#)

GLOBAL EDUCATION DIGEST #5

The fifth edition of the Global Education Digest was published, offering a reasoned bibliography of academic and research materials relevant to the field of Global Education. It provides a valuable guide for researchers, policymakers and practitioners. This multilingual edition covers documents that have been published in Dutch, English, Finnish, French, German, Italian, Polish, Portuguese, Slovak, and Spanish. It was produced by ANGEL with the contribution of an international team of researchers. [Read more.](#)

GLOBAL EDUCATION WEBINAR SERIES

The ANGEL Webinar Series, created with the needs of members in mind and open to all, was aimed mainly at Global Education professionals, as well as anyone with an interest in research in the fields of Development Education, Global Citizenship Education, Human Rights Education, Education for Sustainable Development, Education for Peace, and Intercultural Education. [Read more.](#)

GENE IN INTERNATIONAL CONFERENCES AND PROCESSES



Ninth "Environment for Europe" Ministerial Conference, 5-7 October 2022, Nicosia, Cyprus.

UNECE Ministerial Conference on the Environment for Europe

GENE participated and intervened in the Ninth "Environment for Europe" Ministerial Conference, at the invitation of the Chair of the UNECE Committee on Education for Sustainable Development, Ms. Aravella Zachariou. The conference took place from 5-7 October 2022 in Nicosia, Cyprus. UNECE acted as a partner in the process toward the new European Declaration on Global Education to 2050, and GENE likewise supported the adoption of the UNECE Action Plan on Education for Sustainable Development to 2030 in the interests of coherence between related areas of education for transformative change.

Pan European Congress on Global Education of the Council of Europe

GENE Director, Liam Wegimont, together with other colleagues from international organisations, governments, parliamentarians, local and regional authorities, and civil society organisations from Europe and beyond, spoke virtually (pictured above) at the Pan European Congress on Global Education, held on 31 May and 1 June 2022 in Strasbourg. This was a great opportunity to recall those who led the original Maastricht Declaration on Global Education in 2002 and to reflect together on the achievements since then.

FINANCIAL STATEMENTS

INCOME & EXPENDITURE
YEAR 1 OF 3

YEAR TO DECEMBER
2022

INCOME		€
National Funders		485,932
EC Contribution		1,410,807
Total Income		1,896,739
EXPENDITURE		
Programme Area Costs		
1. Support to Ministries and Agencies		38,009
2. Networking		39,625
3. GENE Peer Review		-
4. Int'l Networking Incl Dublin Congress		499,087
5. Policy Research		110,986
6. Comms, Visibility, AR, New Publics		160,709
		848,415
Other Area Costs		
Staffing		826,883
Equipment and Supplies		18,609
Office & Indirect Costs		77,759
Audit, Bank, Financial Services		9,994
Other Indirect costs		-
		933,245
Total Expenditure		1,781,660
Surplus/Deficit (Year 1 of 3)		115,079

FINANCIAL STATEMENTS

BALANCE SHEET
31 DECEMBER 2022

	YEAR TO DECEMBER 2022
ASSETS €	
Current Assets	
Funders & EC	728,892
Prepayments	398
Cash at Bank	254,965
Total Assets	984,254
FUNDS & LIABILITIES	
Funds	
Funds brought forward	11,987
Net result for Year	115,079
Total Funds	127,066
Current Liabilities	
Suppliers and accrued Expenses	842,872
Funders & EC paid in advance	-
Payroll Taxes	14,315
	857,188
Total Funds & Liabilities	984,254

BOARD AND SECRETARIAT 2022

GENE BOARD

Prof. Dr. Annette Scheunpflug
GENE Chair (Germany)

Ms. Sabine Seiffert
[Engagement Global](#) (Germany)

Ms. Florence Depierreux
[ENABEL](#) (Belgium)

Mr. Charles Zammit
[Education Malta](#) (Malta)

Mr. David Gorman
Financial Advisor to the Board (Ireland)

GENE SECRETARIAT

Mr. Liam Wegimont
Executive Director (Ireland)

Ms. Jo McAuley
Head of Peer Review & Policy Research (Sweden)

Ms. Ditta Trindade Dolejsiova
Head of Support & Innovation (Slovakia)

Ms. Ana Larcher
Research and Evaluation (Portugal)

Ms. Lidia Labbaci
Office Management (Italy)

Ms. Katarina Kovacova
Awards and Support (Slovakia, part-time)

Ms. Plamena Slavcheva
Communications (Bulgaria)

Ms. Rumi Gumus Mattiussi
Programme Assistant (Italy)

Mr. Patrick Lee
Policy Research (Ireland)

Ms. Debbie Brennan
Accounts (Ireland)

Ms. Barbara Treacy
Administration (Ireland – part time)

GENE OFFICE

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REPUBLIC OF IRELAND

GENE PARTICIPATING MEMBERS 2022

Austria

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

Belgium

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

Bosnia and Herzegovina

- Ministry of Civil Affairs

Bulgaria

- Ministry of Education and Science
- Ministry of Youth and Sports

Cyprus

- Ministry of Education, Culture, Sport and Youth
- Ministry of Foreign Affairs

Czech Republic

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

Estonia

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

Finland

- Ministry for Foreign Affairs
- Finnish National Agency for Education
- Ministry of Education and Culture

France

- Ministry for Europe and Foreign Affairs
- AFD – French Development Agency

Germany

- Ministry for Economic Cooperation and Development
- Engagement Global

Greece

- Ministry of National Education, Research and Religion
- Institute of Educational Policy

Hungary

- Ministry for Foreign Affairs and Trade
- Ministry of Human Capacities

Ireland

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

Italy

- Italian Agency for Development and Cooperation

Latvia

- Ministry of Foreign Affairs
- Ministry of Education and Science

Lithuania

- Ministry of Foreign Affairs
- Ministry of Education, Science and Sport

Luxembourg

- Ministry of Foreign and European Affairs

Malta

- Ministry for Education, Sport, Youths and Research and Innovation
- Ministry for Foreign and European Affairs and Trade
- Education Malta

Montenegro

- Ministry of Education, Science, Culture and Sports

Norway

- The RORG network
- UNA Norway

Netherlands

- Nuffic
- Ministry of Education, Culture and Science

Poland

- Polish Aid, Ministry of Foreign Affairs
- Ministry of National Education

Portugal

- Camões – Institute for Cooperation and Language
- Directorate-General for Education – Ministry of Education
- CIDAC

Serbia

- Ministry of Education, Science and Technological Development

Slovakia

- Slovak Agency for International Development Cooperation
- The Ministry of Foreign and European Affairs of the Slovak Republic
- Ministry of Education, Science, Research and Sport

Slovenia

- Ministry of Foreign Affairs
- Ministry of Education, Science and Sport

Spain

- AECID – International Development Cooperation Agency
- Ministry of Education and Vocational Training

Sweden

- Swedish Council for Higher Education
- Swedish National Agency for Education
- SIDA (Swedish International Development Agency for Cooperation)

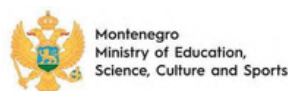
United Kingdom

- Foreign, Commonwealth & Development Office (FCDO)

A WORD OF THANKS

We would like to recognise and express our thanks to the European Commission and to the increasing number of ministries and agencies that have funded GENE in 2022. We very much appreciate the support. We also very much appreciate the consistent support of our ongoing, annual and long-term funding ministries and agencies. Finally, we appreciate all the non-financial, but nonetheless precious, support and engagement by all GENE member state ministries and agencies that participate in various GENE policy learning and networking processes.

The work of GENE is supported and made possible by the contributions of the following Ministries and Agencies:



Global Education Network Europe (GENE)

is the network of ministries, agencies and institutions with national responsibility for Global Education.

GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education.

GENE works to increase and improve Global Education towards the day when all people in Europe - in solidarity with people globally - will have access to quality Global Education.

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