



**GENE**

Global Education  
Network Europe

# **INNOVATION, VALUES AND POLICIES IN GLOBAL EDUCATION**

Lisa Babel, Colette Daiute, Katarína Kováčová,  
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# INNOVATION, VALUES AND POLICIES IN GLOBAL EDUCATION

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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.

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## Abbreviations and acronyms

COE	Council of Europe
EAEA	European Association for the Education of Adults
EC	European Commission
GCE	Global Citizenship Education
GE	Global Education
GEIA	Global Education Innovation Award
GENE	Global Education Network Europe
ISC	International Selection Committee
NFE	Non Formal Education
NGOs	Non Governmental Organisations
PIAAC	Programme for the International Assessment of Adult Competencies
PISA	Programme for International Student Assessment
OECD	Organisation for Economic Cooperation and Development
OSCE	Organisation for Security and Cooperation in Europe
SDGs	Sustainable Development Goals
SRH	Sexual and Reproductive Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund

## Acknowledgements

This publication has been developed to stimulate a reflection and dialogue around innovation in Global Education, values underpinning this relationship and what it implies for Global Education policies. The idea emerged from the discussion among the International Selection Committee of GENE Global Education Innovation Award (ISC) and GENE Board around the relevance and value of innovation in Global Education. It includes reflections of academics, practitioner-educators, as well as policy makers and other peers. It has been possible to compile this publication thanks to the active participation and contributions of Prof. Alessio Surian, University of Padova, member of the ISC, and Prof. Colette Daiute, City University of New York, and her team of researchers - namely Ms. Ralitsa Todorova and Ms. Lisa Babel, Ms. Katarína Kovačová, GENE Secretariat.

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## About the Authors

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**Colette Daiute** is Professor of Psychology at the Graduate Center, City University of New York. Dr. Daiute was previously a professor at Harvard University and Columbia University Teachers College. Colette Daiute does teaching, programme creation, and research on human development in extremely challenging and rapidly changing environments. Her research focuses on the political, social, cognitive and emotional development of individuals and collectives across their lifespans in situations of displacement, migration, political violence, and inequality. Dr. Daiute's practice-based research programme highlights participants' uses and purposeful extensions of cultural tools, such as narrative, digital storytelling and policies. Colette Daiute's publications include *Narrative inquiry: A dynamic approach* (Sage Publications); *Human development and political violence* (Cambridge University Press); *Minority educators – Roma in Serbia – Narrate education reform* (with T. Kovacs-Cerovic, R. Todorova, T. Jokic, A. Ataman; published by the University of Belgrade & Roma Pedagogical Assistants Association). Other publications are listed on Daiute's website at <http://www.colettedaiute.org>

**Katarína Kováčová**, holds an MA in Philosophy from the Comenius University, Bratislava. Since 2016 she has been part of the GENE Secretariat, assisting mainly with the Increase and Innovation Programme. Previously she worked for the UNDP Regional Centre in Bratislava, and the Slovak Agency for International Development Cooperation, with a responsibility for Global Education, public awareness, capacity building and democratisation projects. Katarina acted as a

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**Alessio Surian**, PhD in Educational Sciences, teaches and conducts research at the University of Padova. He collaborates with the University of Buenos Aires, the Latin American Council for Social Sciences (CLACSO), the International Alliance of Inhabitants, and the Special Interest Group on learning in culturally diverse settings of the European Association for Research on Learning and Instruction (EARLI). He acts as a consultant for DG Development and DG Education and Culture of the European Commission on project assessment as well as on studies concerning competencies in education. In 2017 he co-ordinated the Italian committee that drafted the Italian Global Citizenship Education Strategy.

**Ralitsa Todorova**, visiting Assistant Professor at Lehman College, City University of New York (CUNY), received her PhD from the Graduate Center, CUNY, and is concerned with questions of adolescent and young adult development. Ralitsa's research focuses on access to education, especially among underserved populations. Her dissertation work focused on the college admissions essay and how students and institutions frame and respond to the essay task. She has previously participated in narrative inquiry projects, such as the Roma Pedagogical Assistants professional and societal development initiative. Among other publications, Todorova's article "Institutional Expectations and Students' Responses to the College Application Essay" appeared in the journal *Social Sciences* (2018).

**Ditta Trindade Dolejšiová**, social innovator, policy advisor, educator and concept developer, was inspired to contribute to social change through innovative Global Education, face-to-face and online learning, and empowerment of young people. Since 2016 she has worked for GENE as a Global Education Specialist on the Global Education Increase and Innovation Programme, based in Slovakia. Prior to that she lived in Brazil for nine years. Alongside her global consultancy work, which involved development of the UNDP Global Strategy on Youth, action research and conceptual development of learning activities, she co-ordinated the work of a Brazilian NGO called University of Youth, and the knowledge management unit of RioCriativo. She holds a Masters in International Relations from the International School for Humanities and Social Science, University of Amsterdam.

## Executive Summary

This publication on Innovation, Values and Policies in Global Education has been developed to stimulate a reflection and a dialogue around innovation in Global Education, the values underpinning this relationship and what they imply for Global Education policy. The 2015-2018 GENE programme, funded by the European Commission, included a programme area called Increase and Innovation. The Innovation part involved the development of the Global Education Innovation Award, which had as its purpose to highlight and support innovative Global Education initiatives in a diversity of sectors and countries in Europe and to share the learning from these initiatives with policy makers throughout Europe.

When developing the award, GENE noted that most Global Education funds reward and highlight success, but not necessarily innovation. Innovation involves risk taking, which may lead to both successes and failures. In education, and also in policy making, failure is often hidden. At the same time, research shows that policy makers and others learn most from failure, from new breakthroughs and from creative newness (Nedergaard, 2006<sup>1</sup>) in environments that enable such learning. Innovation funds in other sectors are often prepared to fund 90% failure, on the basis that the 10% success may entail a breakthrough that can elicit a paradigm shift. Could GENE enable such risk-taking – and potential breakthroughs – in Global Education through the Innovation Award?

The idea for this publication emerged from discussions among the members of the International Selection Committee of the GENE Global Education Innovation Award (ISC) and with the GENE Board around the relevance and value of innovation in Global Education. Following the first edition of the award, the GENE Board and Secretariat undertook a joint reflection with the ISC on the process itself, the 83 applying initiatives as well as the 32 projects that were

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<sup>1</sup> Peter Nedergaard, Which Countries Learn from Which? A Comparative Analysis of the Direction of Mutual Learning Processes within the Open Method of Coordination Committees of the European Union and among the Nordic Countries 2006, p.438.

selected by GENE (12 receiving 10 000 Euro, and a further 20 being included in a publication alongside the awarded 12). This reflection resulted in an idea to further explore what innovation and Global Education meant in terms of values among the 32 recognised applicants. This idea entailed taking a closer look at the narratives in the written application forms, as well as the videos, and explore the meanings and understandings related to innovation and Global Education.

One year later, the outcomes of this experimental initiative are ready to be shared. We call it experimental because it involved stepping out of the GENE comfort zone to collaborate with new partners and their method of Values Analysis, a strand of Narrative Inquiry, which was a hitherto relatively unknown approach to analysing Global Education narratives. Prof. Alessio Surian from the University of Padova, a member of the International Selection Committee and an old friend of GENE's, offered to be part of this process and facilitate the contact with the Narrative Inquiry research group, led by Prof. Colette Daiute from City University of New York.

The purpose of this publication is to identify and describe how innovation in Global Education is understood, through a reflection on the 2017 Global Education Innovation Award. Specifically, with the help of research, to explore the meanings and implications of these findings for policy making.

This publication is composed of six chapters, inviting you to join a conversation and reflection on innovation, values and their meaning for Global Education policies. It starts with an introduction to the theme, along with a presentation of the rationale behind the publication.

The second chapter, entitled Mapping Global Education Discourses: A Selected Literature Review, presents a scene setting overview of contemporary discourses framing the field of Global Education in Europe and globally. It considers both formal and nonformal educational settings, while highlighting some of the challenges that the field faces. It offers excellent background reading and critical perspectives on Global Education concepts and policies.

The third chapter - Values Analysis of Global Education Initiatives - invites you to get acquainted with the theory and method of Values Analysis that offers new

ways of looking at the values guiding the discourses of the 32 recognised practices of the 2017 Global Education Innovation Award. By looking at Global Education from a systemic point of view, the chapter considers all stakeholders in the field of Global Education as participants in a dialogue of policy making. The analysis of the underlying values found in the applications leads to a reflection on the foundation of Global Education with regard to its goals, *raison d'être* and the actual practice; and what these mean for policy.

Chapter four, Themes and Activities from the First Edition of the GENE Global Education Innovation Award, then reflects - from the point of view of GENE Secretariat - on the themes and approaches present among the group of the recognised initiatives. This chapter adds a layer of detail with regard to the work that may be useful to the reading in terms of gaining an overall understanding of the experiment. Some of the research outcomes were also shared with a selected number of Global Education practitioners that were recognised or awarded in the 2017 edition with a view to soliciting a response from them. In chapter five you will have an opportunity to encounter their reflections.

Last but not least, chapter six offers some final thoughts on policy implications. The chapter is divided into four parts. First, by reflecting on practice, several trends are observed, such as the embedded presence of the global/local dimension among the current practices, a subtle shift in the focus of the featured Global Education practice from looking at key challenges towards the search for solutions that contribute to social change, as well as a move towards greater collaboration among actors, with more interactions and partnerships in evidence. It is noted that the award process itself was considered a dialogue and an opportunity to innovate; an experiment that enables and strengthens learning. Furthermore, the potential and importance of innovation through the application of nonformal educational approaches in the formal education sector has also been highlighted.

Next, chapter six focuses on the key challenges arising from the scholarly frameworks explored in this publication. An invitation to step out of our comfort zone was made, that would enable a cognitive de-construction of approaches alongside solidarity and active citizenship. While Global Education can highlight the many opportunities as well as paradoxes of democracy in a particular context, it is the work across and beyond borders that acknowledges diversity and

promotes dialogue across knowledge systems, which in turn makes democracy come alive. The literature review also calls attention to the necessity to avoid reducing our understanding of citizenship in terms limited to an individual dimension focused on skills and disposition alone. It calls for transformative learning among all key actors in Global Education, including policy makers. It has been noted that participatory action-research and other forms of knowledge co-production models are crucial to enable a critical assessment of Global Education practice, study and research. Looking at the Global Education field from a decolonial perspective, it seems reasonable to assume that there are issues of epistemic hegemony of coloniality/modernity that are difficult to transcend for the European organisations and networks promoting GE and for GENE itself. There is a need for critical friends to give feedback on the Global Education work that happens in Europe. Also, partnerships and cross-disciplinary work with scholars can contribute to both constructive and de-constructive perspectives. These can add to the critical dialogue on value education and the assumptions linked to it, and also safeguard a space for mapping, discussing and transforming ideas of modernity and knowledge construction through cross-cultural and decolonial perspectives.

Thirdly, the chapter offers reflections on the research outcomes specifically for policy makers. It highlights the role of dialogue at the core of Global Education practices and suggests that greater use could and should be made of multistakeholder dialogue in policy making, including on funding issues and other Global Education matters. The reflection on the basis of the Values Analysis asks us to consider what is important to the different stakeholders in Global Education, which in turn provides an interesting opportunity to listen.

Finally, this is an encouragement to enter into dialogue with policy makers on the topics of innovation and values in Global Education. It is hoped that these reflections will open the door for innovations also in the public sector, in partnership with other actors and sectors of Global Education.

## Chapter 1 | **Introduction**



## Chapter 1 | Introduction

Innovation is sometimes a contested term, especially in the field of education, and perhaps even more so when it comes to Global Education.<sup>2</sup> There are many reasons for this, ranging from questions about what innovation really is, to the time required to prove that an innovation really works. Additionally, in the formal education sector, a resistance to change and the difficulty of integrating novelty into the practice of educators, who already receive little support and are often overloaded with tasks and responsibilities with little recognition for their work, may be considered. Nonetheless, a decision to start a dialogue around the issue of innovation in relation to Global Education and policy emerged around the time that GENE was formulating the 2015-2018 EC-supported Programme for Strengthening Global Education and DEAR in Europe.

The 2015-2018 programme, funded by the European Commission, included a programme area called Increase and Innovation. The Innovation part involved the development of the Global Education Innovation Award, which had as its purpose to highlight and support innovative Global Education initiatives in a diversity of sectors and countries in Europe and to share the learning from these initiatives to policy makers throughout Europe. Essentially, it was intended that innovative Global Education practice would be identified and then GENE would explore the potential for policy borrowing, transfer and scaling up such practice. It was also expected that the award would increase recognition and visibility of the field of Global Education.

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<sup>2</sup> For anyone who may not be familiar with the term Global Education, it has been used by GENE and other stakeholders over the last 20 years and it is based on the 2002 Maastricht Declaration on Global Education in Europe:

*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

*Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”*



When developing the ideas around the award, GENE noted that most Global Education funds reward and highlight success, but not necessarily innovation. Innovation involves risk taking, which may lead to both successes and failures. In education, and often in policy making, failure is often hidden. At the same time, research shows that policy makers and others learn most from failure, from new breakthroughs and from creative newness (Nedergaard, 2006) in environments that enable such learning. Innovation funds in other sectors are often prepared to fund 90% failure, on the basis that the 10% success may entail a breakthrough that can elicit paradigm shift. Could GENE enable such risk taking – and potential breakthroughs – in Global Education through the Innovation Award?

Initially, a dialogue around the meaning of innovation in Global Education suggested a technical understanding of innovation as supporting the praxis that is grounded in transformative learning and that offers new approaches leading to sustainability and social justice. However, within a short period of time different critical dimensions emerged.

For example, a need arose to explore innovation in Global Education in relation change – stages, types and levels of expected change. Also, a dialogue around innovation resulted in a call for a deeper understanding of innovation itself and the underlying values in Global Education that may inspire policy making.

GENE initially looked at what was happening in other fields, where innovation had been conceptualised through already developed models and approaches. Looking at some of these models, adaptations were made and a new approach was developed for supporting and recognising innovation in Global Education. This process eventually resulted in the first edition of the Global Education Innovation Award (2017), with subsequent learning and collection of practices for sharing and dissemination.

Following the first edition of the Global Education Innovation Award, the GENE Board and Secretariat undertook a joint reflection with the International Selection Committee on the process itself, the 83 applying initiatives as well as the 32 projects that were selected by GENE (12 receiving 10 000 Euro, and a further 20 being included in a publication alongside the awarded 12). This reflection resulted in an idea to further explore what innovation and Global Education

meant in terms of values among the 32 recognised initiatives<sup>3</sup> from the first edition of the Award. This idea entailed taking a closer look at the narratives in the written application forms, as well as the videos, and explore the meanings and understandings related to innovation and Global Education. In conversation with two academics working in the fields of Global Education and values analysis, the idea of this publication was born.

One year later, the outcomes of this experimental initiative are ready to be shared. We call it experimental because it involved stepping out of the GENE comfort zone to collaborate with new partners and their method of Values Analysis, a hitherto relatively unknown approach to analysing Global Education narratives. Prof. Alessio Surian, from the University of Padova, a member of the International Selection Committee and an old friend of GENE's, offered to be part of this process and facilitate the contact with the Narrative Inquiry research group, led by Prof. Colette Daiute, from City University of New York. It is with gratitude that GENE recognises this interesting and valuable contribution to the reflection around the GENE Global Education Innovation Award. It should be noted that the opinions and suggestions in the individual chapters of the book are those of the authors and not representative of GENE as a network.

The purpose of this publication is to identify and describe how innovation in Global Education is understood, through a reflection on the 2017 Global Education Innovation Award. Specifically, its aim is to, with the help of research, to explore the meanings and implications of these findings for policy making.

Below follows some information for anyone who may not be acquainted with the Global Education Innovation Award.

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<sup>3</sup> The list of the 32 recognised initiatives by the 2017 Global Education Innovation Award is included in the Annex.



## Global Education Innovation Award 2017 – First edition

### Initial ideas on innovation in Global Education

GENE Secretariat launched the first edition of the award looking for context, content and process-related innovations among practitioners in both formal and nonformal educational settings. The idea was to comprehend what was going on in the field – in the development of new educational approaches and tools or in other areas – and reflect on its relevance for public policy. Initially, GENE was looking for experiences that would have a potential for scaling up within a national or regional context. The idea was also to offer recognition to the existing good practice.

### Award process

Launch of the Award	May 2017
Deadline for Applications	July 2017
Selection by the ISC and GENE Board	September 2017
Award Ceremony	October 2017

### Award criteria

**Creativity** – a genuine process that demonstrates outside-the-box thinking.

**Interconnectedness** – a global / local interconnectedness what happens in a local context has an influence at the global level, the so-called “glocal” dimension.

**Change in perceptions** – strengthening positive approaches in terms of behaviour, attitudes and values.

**Educational approach** – an approach where the learner is placed at the centre of the learning process and takes an active role in it, whether in formal, nonformal or informal educational settings.

**Coherence** – the initiative enhances synergies and coherence between the purpose, the results and the testimonies of the beneficiaries.

**Outreach** – the beneficiaries of the initiative. GENE particularly welcomes initiatives that address groups that are not engaged – for example low-skilled unemployed populations, young people not in education, employment or training, or groups that are considering radical nationalist, religious and/ or racist ideologies as the only options available.

**Potential for scaling up and sustainability** – the capacity to learn from experience and even failure in order to promote a sustainable future in the long run.

**Inspiring for Public Policy** – GENE facilitates policy learning and for this reason experiences that can become show cases for public policy are welcome.

### **International Selection Committee**

A group of nine Global Education specialists from different sectors. Namely, Ministries and Agencies from Europe, a non-European stakeholder, partner organisations, such as CONCORD and PLATFORMA, a representative of research and an external expert.

For more information, please consult [gene.eu/award/awardees-2017](http://gene.eu/award/awardees-2017)



So, what can you find in this publication? Having read through the rationale that led to its development there are five more chapters to hopefully inspire your reflections on the issue and your work in the field. The second chapter, entitled Mapping Global Education Discourses: A Selected Literature Review, presents an exquisite dialogue of contemporary discourses framing the field of Global Education in Europe and globally, considering both formal and nonformal educational settings, while highlighting some of challenges that the field faces. The third chapter - Values Analysis of Global Education Initiatives - invites you to get acquainted with Values Analysis, which offers new lenses for understanding how the various participants in Global Education motivate and practice their roles in the 32 recognised practices of the 2017 Global Education Innovation Award. Chapter four, Themes and Activities from the First Edition of the GENE Global Education Innovation Award, then reflects - from the point of view of GENE Secretariat - on the themes and approaches present among the group of the recognised initiatives, bringing an additional layer of detail that may be useful for the overall understanding of the experiment. Some of the research outcomes were also shared with a selected number of Global Education practitioners that were recognised or awarded in the 2017 edition. In chapter 5 you will have an opportunity to encounter their reflections. Finally, chapter 6 offers some final thoughts on policy implications. It is an invitation to join the dialogue and explore the ways it is relevant to you and your work in policy making.

I sincerely hope that you find it a stimulating and thought-provoking read, and I look forward to seeing how the Award will continue to spark new ideas for Global Education and transformative learning.

Ditta Trindade Dolejšiová

Chapter 2 | **Mapping Global Education Discourses:  
A Selected Literature Review**

*Alessio Surian*



## Chapter 2 | Mapping Global Education Discourses: A Selected Literature Review

*Alessio Surian*

### **The global and European framework**

In his Nobel Lecture (“Let Us March!”), delivered on December 10, 2014, Kailash Satyarthi observes that *“We live in an age of rapid globalisation. We are connected through high-speed Internet. We exchange our goods and services in one single global market, thousands of flights connect us from one corner to another corner of the globe”*. Nonetheless he also observes that *“there is one serious disconnect, and that is a lack of compassion.”* This is a matter of *“rights, security and hope”* and they *“can only be restored through education. (...) An education that gives a sense of global citizenship among the youth.”*

Over twenty years ago, a similar concern was conveyed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). It runs throughout the “Learning: The Treasure Within”, the Report to UNESCO by the International Commission on Education for the Twenty-First Century co-ordinated by Jacques Delors (1996): *“learning to live together is an essential part of school education. It concerns the relationship between schools and communities. (...) you cannot have tolerance without understanding, it is not just a gesture of the heart. It requires an understanding of cultural and religious phenomena”* (Delors, 2013). This awareness builds on the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by UNESCO’s General Conference at its 18th session in 1974. The 6th Consultation on the implementation in 2012-2016 of the 1974 Recommendation reports a disparity between high level of policy commitment and need for more progress in teacher education (UNESCO, 2018a). Today Global Citizenship Education (GCE) is one of the strategic areas of the UNESCO’s education sector programme which considers GCE as being characterized by three notions that distinguish GCE from other educational approaches: (i) “respect for diversity”, (ii) “solidarity”, and (iii) a “shared sense of humanity”.



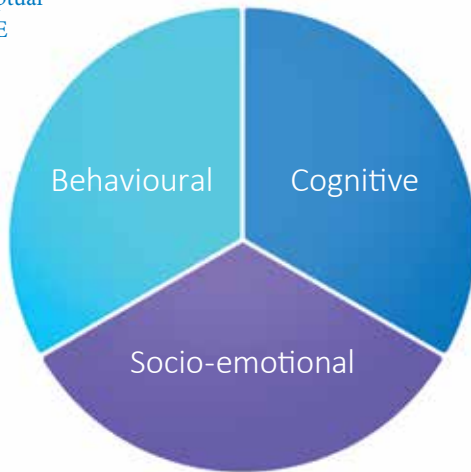
## UNESCO Educational Approach of GCE



Sant, Davies, Pashby, and Shultz (2018) distinguish nine different Educational Frameworks within Global Citizenship Education: Citizenship Education, Decolonial Education, Social Justice Education, Character Education, Global Education, Development Education, Peace Education, Diversity Education, Education for Sustainable Development.

UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action. This is translated in the Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. UNESCO (2015) summarises three core conceptual dimensions of global citizenship education: cognitive (to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations); socio-emotional (to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity); behavioural (to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world).

UNESCO 3 Conceptual  
Dimensions of GCE



This is not just a matter of promoting learning about these themes, as the crucial element to be considered is how we learn about them, what influences our views and behaviours, and how a more critical and engaged approach towards learning can be promoted and sustained for both learners and those facilitating learning (Bourn, 2014; 2016).

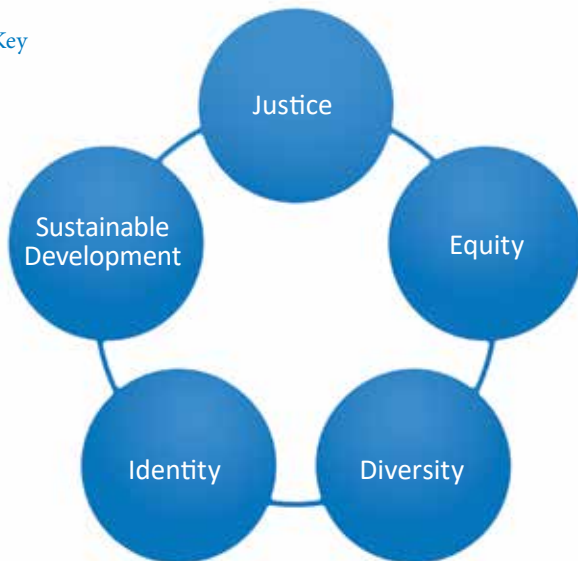
Recently, the Council of Europe contributed to the field of citizenship education by developing a conceptual model outlining twenty competences which citizens would require to participate effectively in a culture of democracy (Council of Europe, 2016). This model is based on a systematic analysis of over one hundred previous conceptual definitions of democratic competence. This led to the identification of 55 already mapped competences that were checked against a set of criteria and pragmatic considerations in order to identify the key 20 competences. They include three sets of values (Valuing human dignity and human rights; Valuing cultural diversity; Valuing democracy, justice, fairness, equality and the rule of law), six attitudes (Openness to cultural otherness and to other beliefs, world views and practices; Respect; Civic-mindedness; Responsibility; Self-efficacy; Tolerance of ambiguity), eight skills (Autonomous learning skills; Analytical and critical thinking skills; Skills of listening and observing; Empathy; Flexibility and adaptability; Linguistic, communicative and plurilingual skills; Co-operation skills; Conflict-resolution skills), and three bodies of knowledge and critical understanding (Knowledge and critical understanding of the self; Knowledge and critical understanding of language and communication; Knowledge and

critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability).

Various and increasing types of conceptual frameworks and research that have addressed Global Education in recent years<sup>4</sup> frame GCE within the economic, social, cultural and environmental domains. They define GCE as underpinned by a number of key concepts with special emphasis on five dimensions:

- (i) Justice, understanding how particular approaches to justice can inform democratic approaches to global citizenship education;
- (ii) Equity, stressing the need to explore citizenship from the perspective of those marginalised or excluded, as well as the need to acknowledge positionality;
- (iii) Diversity, as well as (iv) Identity and belonging, relate to the idea of a culturally responsive learning environment and process;
- (v) Sustainable development, mainly translated into the need to balance economic, environmental and social goals.

GCE Davies Key Concepts



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<sup>4</sup> European Commission/EACEA/Eurydice, 2017; Goren, Yemini, 2017; Harshman, Augustine, Merryfield, 2015; Pike, 2015; Sant et al., 2018; Tawil, 2013; Wegimont, 2018). Davies et al. (2018:XIV)

Davies et al. highlight “*the lack of international consensus and commitment on these issues*”. According to them “*global citizenship education is critical for achieving sustainable development, especially as both areas struggle to find a place in the school curriculum. Increasing global inequalities require governments to take a stronger role in promoting education for sustainable development and global citizenship, as well as to achieving Sustainable Development Goals*”.

GENE works with “Global Education”, an inclusive term which is “*understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship*” (O’Loughlin & Wegimont, 2003) as stated in the Maastricht Global Education Declaration drafted at the occasion of the 2002 Global Education Congress organised by the North-South Centre of the Council of Europe.

### **Global in reach?**

Mannion et al. (2011: 453) raise two concerns with respect to the idea of educating for global citizenship. The first concern considers as too narrow the cultural and economic definition of the “responsible citizen” in relation to the way global citizenship education sums up the new citizenship agenda mainly as environmental and development agendas. Their concern is that “*This may lead to the role of the ‘responsible citizen’ being mainly defined in official curricular documents in cultural and economic terms (i.e., doing work for the economy and doing good work in/for the community). The justice-oriented citizen may be easily obfuscated within the curricular global turn*”. A second concern relates to a reductionist and individualistic attitude that conceives citizenship as skills and dispositions, i.e. a competence rather than an on-going practice, as actions. “*This then defines the task of citizenship education as that of fostering the acquisition/development of these competences (...). There are a couple of problems with the competence approach. One is that it individualises citizenship by seeing it in terms of what individuals have, rather than in terms of what individuals do together*”.

In relation to this collective dimension of active citizenship Hicks (2002) highlights the importance of being able to clarify the range of alternatives that lie before us in any situation. The educational ability to link future scenarios to a wider choice

of options leads to more thoughtful and responsible action in the present. To become effective citizens of tomorrow, it is vital that education addresses “*both a global dimension, which explores the multiple spatial interrelationships between local, national and global communities, and a futures dimension, which similarly looks at the temporal interrelationships between past, present and future*” (Hicks, 2002:12). According to Appadurai (2013) it is crucial to explore and to elaborate the way we conceive the future and to understand “futurity” as a cultural capacity. Such capacity is influenced by social norms. When it comes to “culture” it is the sense of past that dominates: “*culture has been viewed as a matter of one or other kind of pastness—the keywords here are habit, custom, heritage, tradition. On the other hand, development is always seen in terms of the future - plans, hopes, goals, targets. This opposition is an artifact of our definitions and has been crippling*” (Appadurai, 2013:187).

Given the importance of the cross-cultural dimension within Global Education activities, it would be crucial to address this opposition in order to be able to conceive the politics of dignity and the politics of poverty within a single framework. To do this, Appadurai builds on Taylor’s ideas in relation to the politics of recognition, i.e. the ethical obligation to extend moral cognizance to persons who share worldviews deeply different from our own. Such recognition both grounds the idea of tolerance, as well as highlights intercultural understanding not as an option but rather as an essential feature of social interaction and learning in culturally diverse contexts. It also means that within cross-cultural transactions “dignity” has an intrinsic value apart from issues of redistribution. Nonetheless, “*the poor are frequently in a position where they are encouraged to subscribe to norms whose social effect is to further diminish their dignity, exacerbate their inequality, and deepen their lack of access to material goods and services (...). In speaking about the terms of recognition (by analogy with the terms of trade, or the terms of engagement), I mean to highlight the conditions and constraints under which the poor negotiate with the very norms that frame their social lives. I propose that poverty is partly a matter of operating with extremely weak resources where the terms of recognition are concerned*” (Appadurai, 2013:193). Therefore, addressing social justice should be reflected in the way those who are worse off can access ways and resources to transform such terms of recognition, i.e. the poor can strengthen their capacity for voice, the ability to contest and to claim better collective social life according to their experience, and not as symbolic “democratic” form of

“inclusion”. Appadurai (2013:196) links this “voice” capacity to what he calls the capacity to “aspire”, a specific cultural capacity: *“Each accelerates the nurture of the other. And the poor in every society are caught in a situation where triggers to this positive acceleration are few and hard to access. Here empowerment has an obvious translation: increase the capacity to aspire, especially for the poor”*.

This cultural analysis of global citizenship gives relevance to Dower’s (2008) provocative question of whether we are all global citizens or only some of us are. *“Global citizenship is a challenging concept in that it demands both understanding of the interconnectedness of life on a finite planet while at the same time accepting that this interconnection cannot be based on a universalism that denies and denigrates difference”*. (Abdi, Schults & Pillay, 2015:1).

A relevant concern that emerges from studies of citizenship education practice is the dominant association of “citizenship” with “national identity” (Rapoport, 2015). In formal education this often results in constructs of citizenship based on the nation-state dimension. This represents a bias in introducing global themes and in sketching global contexts.

Authors such as Dill (2013) expound the dominant epistemological and ontological assumptions of Western liberal capitalism and its ties to global citizenship education, focusing on the tension that exists within education to respond to the contending interests of the individual and society, self and the other, local and global. Eis and Moulin-Doos (2017) and Birk (2016) advocate a “cosmopolitan” reframing of GCE with implications for both the content and the type of attitudes that are core to GCE. Content-wise Birk identifies three paradigms: rethinking the global and local dimensions as mutually constitutive and relational; expanding and enriching citizenship’s conceptual basis; engaging with otherness on the basis of a complex approach. These three paradigms should work hand in hand with three key sensibilities: self-reflexivity; sense of cosmopolitan responsibility; challenging cynicism and complacency.

Challenging cynicism from a critical pedagogy perspective implies as well deconstructing a dominant modernist and colonial framing of socio-economic and educational relations. In analysing the recent World Bank’s World Development Report “Learning to realize education’s promise”, Langthaler

and Hartmeyer (2018:8) observe that the World Bank educational discourse continues to perpetuate a colonial logic: *“The predominant narrative throughout the report resembles a problematic European-modernist discourse of skills scarcities in the Global South that supposedly are the cause of ‘underdevelopment’. Such a deficit discourse ignores two issues, namely the violent disruption of non-Western epistemologies through colonialism; and, at a more immediate level, the high degree of knowledge, skills and learning that are involved in making a living under very constrained circumstances. The point is not that there is a lack of learning, but rather what kind of learning is valued in order to allow for upward social mobility and how access to the latter is organised. In that logic, the ‘learning crisis’ is rather a symptom of knowledge hierarchies and power asymmetries at different scales”*.

In relation to this hegemonic approach to the education field Appadurai (2013:183) encourages cross-boundaries acts of citizenship: *“One of the many paradoxes of democracy is that it is organised to function within the boundaries of the nation-state—through such organs as legislatures, judiciaries, and elected governments—to realize one or another image of the common good or general will. Yet its values make sense only when they are conceived and deployed universally, which is to say, when they are global in reach”*.

Sharma (2018:43) suggests that global education initiatives and curricula should have an intercultural focus and engage with non-Western and less widely known perspectives, for instance those provided by Asian thinkers such as Makiguchi, Gandhi, and Ikeda. In this way Global Education practices can be enhanced, for example by allowing alternative ways of thinking about and engaging with others to expand the current focus from individual empowerment to an emphasis on enhancing the capacity within students to live a contributive life.

African scholars such as Swanson (2015:34) suggest a core role for “Ubuntu” in global citizenship and related education initiatives: *“Ubuntu is short for an isiXhosa proverb in Southern Africa. It comes from the phrase, Umuntu ngumuntu ngabantu , a person is a person through their relationship to others. Ubuntu is recognized as the African philosophy of humanism, linking the individual to the collective through brotherhood or sisterhood. It makes a fundamental contribution to indigenous ways of knowing and being.”* Therefore, ubuntuizing global citizenship would serve the purpose of decolonising it. Murithi (2004) and Swanson (2015) draw on the philosophical underpinnings of Ubuntu to demand a move towards a culturally

inclusive notion of human rights (including its educational implications) to be reflected into a new international charter. They suggest that ubuntuizing global citizenship discourses and education would offer a counter-hegemonic perspective: *“The moment perhaps has come then where new life can be given to the global campaign for human rights by reformulating the Universal Declaration of Human Rights. In particular, together with a re-emphasis of the provisions relating to social and economic justice, which have been virtually neglected of the last 52 years, it is necessary to re-articulate our aspirations to human rights much more in the language of obligations which in turn would then infer an unambiguous call to action. In essence, a re-articulation of human rights from an Ubuntu perspective adds value to the human rights movement by placing more of an emphasis on the obligations that we have towards the other”* (Murithi, 2004:15).

UNESCO (2018b) includes Ubuntu among the concepts and charters that promote ideas that “echo those at the core of GCE” and that range from “Hongik-Ingan” (To broadly benefit all humanity), in Korea, to “Sumak kawsay” (“Well-being”), in Ecuador, to the Mandinka’s Charter of Manden, one of the oldest recorded references to fundamental rights, dating from the 12th century and advocating for social peace in diversity, the inviolability of the human being, along with education, the integrity of the motherland, food security, and freedom of expression and trade.

From a Latin American and a youth perspective, Cunha and Gomes (2012:104) consider the work of Enrique Dussel, Aníbal Quijano and Walter D Mignolo as crucial in order to understand persisting elements of colonialism and colonality of knowledge that shape power relations in the social realm after the end of the colonial cycle as such: *“colonialism, as a formal political system, may have come to an end, but that it maintains a central role in the social imagination as a system that legitimises roles and relationships of dominators and dominated, citizens and subjects, hegemony and subalterns, based on cultural differentialism, racism, religion and role in human history”*. As Grosfoguel (2007:211) explains: *“Although ‘colonialism administrations’ have been entirely eradicated and the majority of the periphery is politically organised into independent states, non-European people are still living under crude European exploitation and domination. The old colonial hierarchies of European versus non-Europeans remain in place and are entangled with the ‘international division of labour’ and accumulation of capital at a world-scale”*.



This colonial bias affects the production of knowledge and according to Andreotti (2010) it should trigger a transformative approach addressing “*at least three inter-dependent dimensions of global citizenship education. The first is how educators imagine the ‘globe’ in global citizenship and education. The second is how educators imagine themselves as ‘global educators’ and their students as ‘global citizens’. The third is how educators imagine knowledge and learning beyond Eurocentric paradigms*”.

### **Outcome vs Process oriented Global Education**

Hegemonic paradigms are also a concern in adult education. In its recent (September 2018) Background Paper on Adult Education and Sustainability the European Association for the Education of Adults (EAEA) considers agenda setting, best practices identification, statistics on educational attainment (such as PISA and PIAAC) as ways to drive away from the local contexts the educational agenda and to “globalise” its content and method. EAEA quotes King and Palmer (2014), who speak about the emergence of a “*global governance of education*” “*as a result of a power shift away from national structures of decision making to multilateral organisations*” (Langthaler 2015: 10). One of the challenges identified by EAEA is the way educational attainment comparative measures as publicized by PISA (OECD PISA, 2018) and PIAAC lead to stronger international competition and standardisation in education. This trend goes against the educational work that values the specificities of adult education. The social qualities of a bottom-up learning process are driven by local actors and pay attention to acknowledging different backgrounds and educational experience as well as expectations concerning participants’ learning achievements.

According to Mannion et al. (2011: 453) it is consistent with an active and participatory idea of citizenship to think of citizenship itself as something that “*constantly needs to be achieved (and this can never be guaranteed)*”. One of the consequences of this dynamic framing of citizenship is the need to emphasise the process of citizenship itself. “*This has implications for education. In the outcome perspective, global education becomes the producer of global citizens; in the process perspective the first question to ask is what citizenship practices are possible within schools and society more generally, and only then to ask what and how students might learn from such practices*” (Biesta, 2010).

This process and transformative dimension is, in the first place, a relational and dialogical dimension and it seems particularly relevant in multicultural contexts (Pashby, 2015) and in relation to debates concerning migration, especially those affecting asylum seekers, refugees and “minority groups”. As noted by Dolejšiová (2012: 111) such debates *“often take place without them, and do not benefit from the experiences, knowledge and approaches such groups could bring to the table, and which could certainly enrich the discourse. Whether at school, at the workplace or in other social contexts, debates about current community issues often take place only between traditionally conceived and mandated groups, and rarely among members of the communities concerned. This contributes to the emergence of what can only be considered as partial consensus, involving people with similar values and attitudes agreeing with each other, and not providing space for different opinions or critical reflection”*. Therefore, a double challenge is how to acknowledge diversity and dialogue opportunities at the local level, while at the same time providing such dialogical activities an adequate level of international exchange, reflection and action.

Appadurai (2013:184) suggests that a transformative citizenship process implies two types of “depths”: *“(…) Deep democracy suggests roots, anchors, intimacy, proximity, and locality. And these are important associations. (…) They are about such traditional democratic desiderata as inclusion, participation, transparency, and accountability, as articulated within an activist formation. But I want to suggest that the lateral reach of such movements - their efforts to build international networks or coalitions of some durability with their counterparts across national boundaries - is also a part of their ‘depth.’”*

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Chapter 3 | **Learning from Practices with Values  
Analysis of Global Education Initiatives**

*Colette Daiute, Ralitsa Todorova, Lisa Babel,  
Alessio Surian*



## Chapter 3 | **Learning from Practices with Values Analysis of Global Education Initiatives**

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### **Global Education as a Dynamic Policy System**

Understanding how interactions by global, regional and local actors might be mutually supportive is an urgent contemporary research agenda. Diverse actors can be major agents of interpretation and positive social change. In this publication, we look at policy as a dynamic system. Ultimately based on the analysis presented in this chapter, we suggest shifting away from the typical distinctions between policy makers, policy implementers and beneficiaries to policy participants who interact with one another via their activities, including their expressive processes. Developing policy and bringing it to life involves a research design that acknowledges the system-like nature of social-political change, an analysis from the perspectives of diverse stakeholders, and, thus, their narrations of problems, goals, and practices.

“The GE Innovation Award”, launched by GENE, viewed as a policy system - a system of inter-connected activities of the Network and the Applicants. GENE and the Applicants interact directly with each other and indirectly with multi-national organisations, national government entities, non-governmental organisations, grassroots communities, and participating individuals. A major goal of this policy system is to foster relations promoting transformative learning among local, national, and global partners outside of Europe as well as within. We consider this policy system as having potential for some new developmental goals. Qualities of policy systems include an organising purpose - focal object - of change, such as Global Education, as well as policy makers with different resources and in different geo-political positions around the object of change.

The GENE policy system is dynamic, and the research approach taken views it as an interaction within and across stakeholders, rather than being in a top-down transfer by policy maker to policy implementer and subject, as is often the assumption. This inquiry design includes 32 of the applications to the Global



Education Innovation Award, and it allows for bottom-up influence as well as interaction among stakeholders. Policy makers and organisations applying for the Award are depicted in an equal relation as conversing actors around GE.

This chapter reports on the meaning of Global Education innovation across the policy system enacted in the *GENE 2017 Global Education Innovation Award* process. The theory guiding this analysis envisions the process as a conversation – a conversation most directly between the GENE Global Education Innovation Award project and Applicants and, more broadly, with relevant national, regional, and global policy makers. The following brief excerpts set the scene for results of an analysis of values guiding that conversation across the Global Education system.

### **Understanding the Approach: Values Analysis for Social Change**

The theory guiding this analysis envisions the process as a conversation – a conversation most directly between GENE and the Applicants for the GE Award. The focus on that specific policy system will have relevance to implications for a broader range of national, regional, and global policy makers and for other policy systems.

Consistent with the view that discourse is activity, analyses of policy systems, like the GENE system, posit that documents actually do something in the world. Values are norms and beliefs enacted in expressive activity, like narratives, policy documents, and ritualised imagery (Daiute, 2008; Daiute, Stern, Lelutiu-Weinberger, 2003; Daiute, Kovacs-Cerovic, Todorova, Jokic, Ataman, 2017). Such diverse documents are, thus, not representations of ideas sitting outside of them but are interactions. Such expressive interactions connect in implicit as well as explicit ways – what they say, what they suggest, what they avoid – so listening to them carefully is also dynamic participation.

In the case of the Global Education Innovation Award, understanding it as a system, the stated goals of participants enter a variety of values into circulation among the GENE Secretariat administering the Award, the International Selection Committee, GENE Board, Applicant organisations and their constituencies, and those who learn about GE initiatives. The offered recognition – including some funding – exerts some power to conform, especially for underfunded local grassroots organisations with humanitarian and educational purposes.

Organisations advocating for social inclusion of marginalised groups, which some governments have moved against in recent years, risk being excluded from policy discourse, so entering an arena of ideas also has political currency among those organisations. Understanding discourse across a policy system organised around a call for proposals and responses to the call can reveal innovations, in spite of any rigid definition of power relations by skeptics assuming that the applicants will simply repeat the different funders' goals. In fact, the Applicants expand the meaning of Global Education.

The analysis of the Global Education Innovation Award process brings to light dynamics of knowledge across diverse stakeholders – ones with resources to state and promote policy and ones with resources to create and change policy with their activities in everyday practice. The conversation between GENE and award applicants might also be a way of conversing with nation states, via engaged Ministries and multi-national organisations about issues, such as inclusion rather than rejection of migrants, as well as other contemporary issues. The diverse power struggles inherent in this process operate in multiple and diverse ways.

With 82 organisations applying to the 2017 GENE Global Education Innovation Award, values across a policy system focused on Global Education goals, practices, and project justifications emerge as possible catalysts of positive social political change. On the view that policy systems are negotiations interacting with power relations in potentially multi-directional ways, this study uses values analysis as a way to raise the voices of a range of stakeholders, especially the Applicant organisations, interested in defining and implementing Global Education.

We scholars and teachers authoring this chapter are committed to understanding the role of community organisations as agents of reflection and action in their activities. With this analysis that examines the GENE system as an embodied process of social change, we are stakeholders in the Global Education process rather than objective outside observers. That said, **the research process we present is rigorous and transparent in ways that test the hypothesis that the GENE system is one that can *create* innovation and not only be *about* innovation.**

## Values Analysis Definition

Within the Narrative Inquiry framework, the focus is on how texts express social norms, i.e. the principles we live by. Values Analysis examines the combination of organising narratives' beliefs and norms enacted by the statements in narratives, letters, policies and other documents. Value expressions emerge in the social arrangements where people share their discourse in oral, written, or other formats. Values are, moreover, interactive in the sense that speakers / writers express them for specific purposes and audiences at the time expression. Values are portrayed by different people and organisations in different and flexible ways when it comes to everyday life. The dynamic process of narrating can reveal this diversity of values by individuals and organisations as they interact, taking up others' values, expressing unique personal values, or creating new values together, i.e. values negotiation.

Values analysis focuses specifically on cultural products such as documents, reports, and proposals. Within such documents it considers whether and how values are performed across the various stakeholders. The texts provided by the stakeholders are analysed in terms of what is "important" and "why" for the author(s) of the text. This analysis is best carried out in collaboration with one or more co-researchers. Resulting comparison and discussion activities help to understand the reliability of the analytical work and to identify the most prevalent values organising a stakeholder position. (Adapted from Daiute, 2014).

The following brief excerpts set the scene for results of an analysis of values guiding that conversation across the Global Education system.

### Excerpt from the GENE Call for Proposals:

#### *PURPOSE OF THE 2017 GLOBAL EDUCATION INNOVATION AWARD*

*... To collect examples of innovative practice and disseminate learning from Global Education initiatives to policymakers throughout Europe.*

*...(one among 8 selection criteria): Outreach – the beneficiaries of the initiative. GENE particularly welcomes initiatives that address groups that are not engaged – for example, low-skilled unemployed populations, young people not in education, employment or training, or groups that are considering radical nationalist, religious and/or racist ideologies as the only options available. (<https://gene.eu/award/process-2017>)*

**Excerpt from an Application voicing a similar goal:**

*Through these events, students are given the opportunity to speak with migrants instead of talking behind their back.*

**Excerpt from an Application extending the goal of including those in power:**

*We believe that our initiative has the potential to break down the silos around all the stakeholders (NGOs, UN Agencies, Ministries of Education, etc.) working in nonformal education once and for all by building meaningful and value adding relationships between programmes and peer communities working in the field.*

**Excerpt from an Application expressing a critical learning goal as part of the practice of Global Education:**

*One of the statements most cited by the trainee students in the evaluation of the workshops is that after the workshop they tend to realise that their living conditions are not given, but a matter of power-imbalance and they tend to value their chances far higher than before.*

**Excerpt from the UNESCO Global Citizenship Brief:**

*Although the notion of citizenship that goes beyond the nation state is not new, changes in the global context – for example, the establishment of international conventions and treaties, the growth of transnational organisations, corporations and civil society movements, and the development of international human rights frameworks – have significant implications for global citizenship.*

The above excerpts express the educational goal for organisations to include a wide range of involved participants, including those who have previously been left out of deliberations about the future of humanity. In the aftermath of migrations and backlashes across Europe, such understandings of global consciousness are salient yet bold as educational goals. With those selected excerpts pointing to a much broader range of over 3,000 expressions across 37 relevant documents, this chapter presents results of a values analysis of the GENE policy system as actively brought to life in the 2017 Global Education Innovation Award process (referred to as “GENE system” in this chapter).

## **Values Analysis Process and Methodology**

Although attention to the guiding nature of values on individual and institutional behaviour has had a long tradition in philosophy, classics, literary theory, sociology, psychology, discourse analysis, and, most recently, critical theory and legal studies, analysing values in discursive interactions in practical domains like education is relatively new. Listening to/reading Global Education documents for purpose, thus, acknowledges different speaker/author positions in terms of their roles, resources, assumed authority, familiarity with the expressive form, practical knowledge, and experience. Although policy makers have certain kinds of power and resources in a policy system, they typically have less direct access to experience and knowledge building in practice than do policy participants. The authority of a policy maker who has a position and resources to set agendas differs from the authority of a policy activist who knows which agendas are viable and persuasive in practice. This study considers such a relationship with an analysis of a policy conversation among mutual interacting agents in the Global Education award process via their documents.

The data set for this inquiry included 37 documents: 32 Applications for the 2017 Global Education Innovation Awards and five institutional documents related to the Award.<sup>5</sup>

Values emerged across three researchers' multiple readings, asking "Why might this have been said (and not something else) in this way?" Value definitions were written and revised in a codebook, with indicators and examples. When the researchers (at least two of the three) achieved 82% reliability on approximately 10% of the 4069 sentences in the database, the documents were entered into an Atlas.ti 8 database, with the 48 value categories our research team identified in consecutive phases of preliminary analysis. These phases involved the research team in reading all the documents to become familiar with them, generating a preliminary analysis manual with a list of values, definitions, and examples from a small subset of different documents, discussing those preliminary values;

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<sup>5</sup> UNESCO Global Citizenship Education excerpt; Council of Europe Global Education Guide excerpt; GENE Policy Brief; GENE Purpose, Aims, Visions excerpt; GENE Call for Applications for the 2017 GE Award.

applying the preliminary values to another group of documents, updating the manual based on that phase of analysis and discussion, and so on. After five such rounds, the manual appeared to address all sentences, so we selected 10% of the documents for a round of analysis to test for reliability, as reported below. After that, three researchers divided the entire set of applications and institutional documents randomly for analysis. After the three researchers each analysed one third of randomly assigned documents, they checked consistency of assignment of each value category, consulting with one another if necessary and making changes about any misapplied coding. This process, thus, yields coherent mutually exclusive value categories.

Figure 1 illustrates values analysis applied to an excerpt from an application. The excerpt begins with an application question “Why should you receive the Award?” and continues with the Applicant’s response to the question. Sentences of the response are numbered (beginning with 19 in this example) because the unit of analysis for identifying values is the sentence.

**1.3 Why should you receive the Award? \***

19. AAA is a small size project that has a high impact and replication potential.

20. It deals with migration, a very up to date issue, trying to break down the assumption that migrant can only receive from the community while demonstrating how s/he can become a resource due to the fact that s/he bears a different knowledge.

21. The project reflects the GE achievements gained at european level (DEAR) but keeps a strong linkage and impact on the local territory and community.

22. In terms of change produced it directly addresses the targets: students, associations, migrants, teachers, institutions.

23. The project develops the three dimensions of GE as identified by UNESCO (cognitive, socio-emotional, behavioural).

24. It also let empower migrants in terms of activation for changing people's perception towards them.

- GPr: Ex: Replicating the collab...
- G: Ex: Decreasing discriminati...
- G: Gl: Including communities ...
- G: B: Reaching all in society
- M: In: Integrating broad huma...
- O: C: Changing perspectives I...

Figure 1. Excerpt of an Application with Values Analysis

The value categories appearing on the right side of Figure 1 indicate that the Applicant expressed a range of diverse values in this explanation of why the project should receive the award. The paragraph begins by emphasising the goal of extending the history of this project (*GPr:Ex* is an abbreviation for the value “Replicating the collaboration is important”). The next two sentences summarise goals of this project to decrease discrimination... (*G:Ex*) and the importance of including local as well as regional organisations (*G:Gl*). The fourth sentence expresses the goal of emphasizing beneficiaries of the project as all in

society (G:B). The next sentence shifts to practice, in this case, an integrative holistic approach (M:IM). The paragraph concludes by stating an emphasis on changing perspectives (G:C). Such a range of diverse values is then compiled by a stakeholder, in this case an Applicant, across stakeholder groups, such as all Applicants and Institutions.

After identifying the values for each sentence, the next phase of analysis was to identify patterns of values in terms of relatedness of their meaning. In that phase of analysis, the 48 values were organised into 14 groups based on similar meaning, such as the goal of social change. Moving further toward interpreting the analysis, a final grouping of the values in terms of general discursive purpose identified *Goal Values* (with seven related major values), *Practice Values* (with four major values), and *Project Justifying Values*<sup>6</sup> (with three major values).

In this way, the research team used a “bottom-up” process, first identifying specific values sentence-by-sentence to be attentive to details and nuances, thereby allowing for unexpected priorities among Applicants and Institutions. A “top-down” process would, in contrast, have begun with the institutional values, followed by determining whether those values were also present among the applications. In addition to examining the range of values expressed across the 32 Applications, the analysis identifies similarities and differences in values across the GENE system. We expected that Applicants would echo some of the Institutional values, but that Applicants would also introduce different values.

### **Values across the GENE Global Education Award System**

The analysis revealed 48 values, accounting for every sentence in the database. Those 48 values were then organised into 14 major values by meaning and, ultimately, three rhetorical processes: emphasising goals (what), practices (how), or project justifying processes (why). Table 1 presents the list of values that emerged from our analysis process.

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<sup>6</sup> Project Justifying Values are referring to the values expressed in the explanations of the applicant initiatives descriptions.

**GOALS are important in Global Education innovations, including:**

EMPHASISING CHANGE	<i>Transforming values into action</i>
	<i>Changing perspectives</i>
	<i>Engaging youth/focal participant leadership</i>
	<i>Changing and/or questioning values</i>
	<i>Fostering a sense of the future</i>
	<i>Emphasising innovative emancipatory goals</i>
EMPHASISING GLOBAL-LOCAL CONNECTIONS	<i>Pursuing international collaborations</i>
	<i>Fostering mutual knowledge, respect, solidarity</i>
	<i>Fostering global-local connections</i>
	<i>Including community organizations</i>
EMPHASISING LEARNING AND EDUCATION	<i>Emphasising knowledge building</i>
	<i>Emphasising quality education</i>
	<i>Highlighting mentorship of formal and non-formal teachers</i>
EMPHASISING THE ISSUE OF EXCLUSION, SPECIFICALLY	<i>Decreasing exclusion, xenophobia, stereotyping, gender exclusion</i>
	<i>Acknowledging challenges</i>
	<i>Acknowledging difficulties collaborating</i>
	<i>Acknowledging lack of resources</i>
HIGHLIGHTING BENEFICIARIES	<i>Teachers, parents, others responsible (including those in power)</i>
	<i>Reaching all in society</i>
	<i>Other specific beneficiaries</i>
	<i>Focusing on the plights of vulnerable persons</i>
ACKNOWLEDGE CHALLENGES	<i>Acknowledging histories and traditions of exclusion counter to goals</i>
	<i>Acknowledging challenges</i>
	<i>Acknowledging difficulties collaborating</i>
	<i>Acknowledging lack of resources</i>



<b>EMPHASISING UNIVERSAL VALUES</b>	<i>Working for social justice</i>
	<i>Emphasising ecological, environmental sustainability</i>
	<i>Working for human rights</i>

**PRACTICES are important in Global Education innovations, including:**

<b>INTEGRATING INNOVATIVE PRACTICES</b>	<i>Addressing goals with non-traditional means</i>
	<i>Integrating a holistic humanistic approach</i>
	<i>Fostering critical discussion</i>
<b>EMPHASISING FIRST-HAND EXPERIENCE AND IMMERSION</b>	<i>Emphasising first-hand experience and immersion</i>
	<i>Emphasising participation BY subjects</i>
	<i>Integrating knowledge and practice</i>
<b>PROVIDING NECESSARY TOOLS</b>	<i>Providing necessary tools and supports</i>
	<i>Using/incorporating e-media</i>
	<i>Employing cost-effective means</i>
	<i>Addressing means and materials (generally)</i>
<b>COLLABORATING IS IMPORTANT</b>	<i>Collaborating (when global-local connections not mentioned)</i>
	<i>Emphasising incentives for teachers</i>

**PROJECT JUSTIFICATIONS are important, including:**

<b>EXTENDING PROJECT</b>	<i>Sustainability of the project</i>
	<i>Disseminating program and results</i>
	<i>Replicating the collaboration process</i>
	<i>Extending the life of this innovation</i>
<b>PRESENTING THE PROJECT</b>	

<b>MEASURING PROJECT OUTCOMES</b>	<i>Accounts of personal and group experiences in measuring</i>
	<i>Quantifying project reach and success</i>
	<i>Measuring and assessing outcomes</i>
	<i>Recognising the project</i>
	<i>Mentioning prior success</i>
	<i>Creating a common language and framework</i>

Goal values were the most numerous across the sentences in a full database of applications and institutional documents (1,471 sentences), followed by practice values (884) and project justifying values (783). Figure 2 illustrates this pattern with emphases on goal values as the most prevalent, followed by practice values, followed in turn by project justifying values.

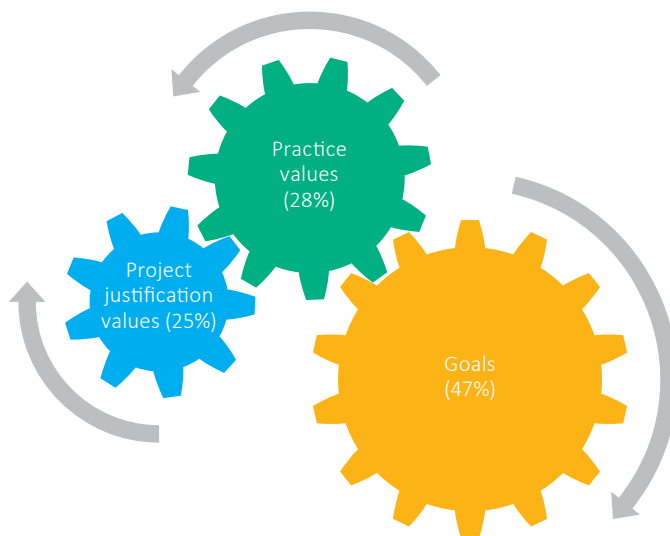


Figure 2. Goals, practice values and project justification values findings.

Values emphasising goals to make social changes through Global Education and goals to foster global-local connections were the most numerous among the goal values (381 each), followed by goal values emphasising learning and education

(211), emphasising eliminating exclusion (137), highlighting beneficiaries, emphasising universals (treaties, truths...) and challenges. As we discuss below, the focus specifically on eliminating exclusion was most frequently expressed by the Applicants, whereas emphasis on universal values was the most interesting of the Institutional documents.

Practice values and project justification values were expressed primarily by the Applicants. This may not seem surprising, given the Applicants' role to advocate for their projects, yet it is worth noting that they could also have advocated for their project simply by emphasising goals with some illustrative practices. Practice values emerged in some predictable ways, with an emphasis on innovations (296), which was the name of the Award, but also, more uniquely with goals emphasising first-hand experience and immersion in practices (241), providing necessary tools and supports (207), and collaborating (77).

### **How are Values Expressed?**

As explained previously, participants in policy development and practice, tend to express values (explicitly and implicitly) in relation to others focused on a similar object – in this case Global Education. Although policy makers may sometimes state their values explicitly, such as in their mission statements and governing documents, they also convey values implicitly, such as by implying a value or by lacking a value, as becomes apparent in examination of values across a document. For example, in another study, values analysis indicated that a *Treaty for Roma Inclusion* emphasised obstacles facing Roma people while not stating the need for self-defined positive outcomes which the Roma participants themselves emphasised (Daiute et al., 2017). The Treaty stated “...we pledge that our governments will work toward eliminating discrimination and closing the unacceptable gaps between Roma and the rest of society, as identified in our Decade Action Plans,” while not mentioning specific strategies of the Roma participants, as they prominently stated: *Accept your duties and try to accomplish them well. Don't let yourselves be humiliated or underestimated; take a stand from the very beginning.*

Because values are implicit as well as explicit, we present illustrative examples. The following expressions indicate **goal values**. Words marking the emphasis of a goal, such as change, or global-local connection appear in bold.

When these people **begin to interact** through meaningful relationships, the **potential** is incredible.

...

Being able to see the effects of this first-hand, as they live in the community that they are collaborating with, **encourages and inspires them to** continue with similar work in the future.

...

The **change of perception** is maybe best characterised with the words of the high-school student, participating in our workshops. "The workshops have been very useful as **my perspective on migrants and refugees has changed a lot**. Before I was »against them, **now I understand** them somehow."

...

Namely, its intervention logic implies a comprehensive strategy **to influence** individual attitudes of boys and men, girls and women on gender equality, non-violence and healthy lifestyles, and indirectly – social norms on gender equality.

...

The game we are experiencing is **helping us to understand** the moves to make, the parts to get rid of to better understand the world around us but mostly ourselves.

...

Our programme is grounded in the belief that if students learn to recognise harmful gender norms and are provided safe spaces to practice questioning these constructs, there is a greater **likelihood of internalising** new ideas in support of gender-equitable, healthy, and non-violent behaviours.

...

What shook me the most, was **the chance to experience** this journey, that these people went through.

...

Innovative methods in Global Education allow one to be bold and question oneself, **get outside of one's comfort zones and question and modify** one's viewpoints.

...

These children have to immerse themselves and truly feel that their help is needed around the world because when they tell me that there are kids around the world that are poor and starving **but that's not enough for them to emotionally invest** themselves.

...

*The participants themselves, in each programme, come from a variety of backgrounds and cultures, and by spending time together they are able to learn about one another, to appreciate each other's differences and to behave respectfully around each other.*

...

*Using storytelling with people from a refugee background, we eliminated the wall between "them and us" and created real relationships and connections between people.*

The following excerpts indicate **practice values**.

*Addressing gender norms, both in terms of promoting gender equality and addressing some behaviour risks young people face related to health and violence requires educating, engaging, and supporting young people.*

...

*At DDD<sup>7</sup>, we feel it is not possible to deal with increasing hate speech, intolerance and growing negative attitudes of the general public against refugees and migrants only using the arguments on a rational level.*

...

*Which not only includes learning and unlearning (HEAD) and trying to rationally grasp new realities and experiences, but also working with feelings (HEART), experiencing global issues through experiential methods and the impact that this has on our feelings and emotions, and then (HANDS) doing something about it and actively changing the world, so that it becomes more just, inclusive and fair.*

The following excerpts indicate **project justification values**.

*Finally, the AAA successes are fully based on extensive expertise in gender equality and related topics, as well as managerial experience, professional enthusiasm, and the personal beliefs of the BBB and partner organisations.*

...

*It is not surprising that the long-term results of our workshops are often further spontaneous actions or campaigns and thus has a kind of radiating effect in the society.*

---

<sup>7</sup> The names of Applicant organisations are replaced with letters for anonymity.

## What Values Organise the GENE GE Policy System?

Major value groups further indicate the organising principles of the 2017 applicants, as representatives of civil society purposes. Figure 3 presents frequencies of those 14 major value categories across the applications. To understand that these categories are principles, read each category of active statements, including the phrase "... is important", such as "Emphasising inclusion goals is important".

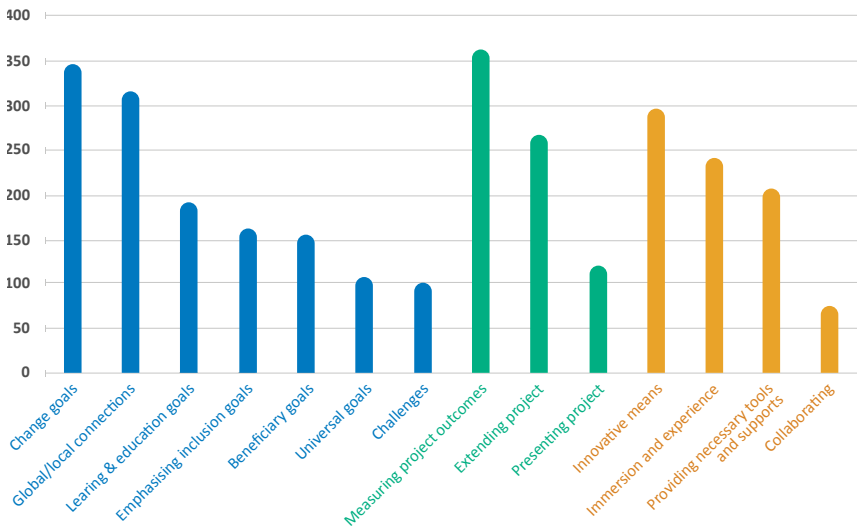


Figure 3. Frequencies of the Major Values Across the 2017 Global Education Innovation Award Applications

As shown in Figure 3, applicants emphasised Goal, Practice, and Project justifying values. The most frequent major value expressed the importance of measuring project outcomes, such as with self-assessments (a value within the project justifying group), creating change (a value within the goal group), global-local connections (another value within the goal group), and integrative innovations (a value within the practice group). The combination of these values indicates a balance of goals, practices, and project justifications.

To identify broader expressive purposes, we gathered the Goal values, Practice values, and Project justification values. The most prevalent group was Goal values (1492 sentences), such as *Fostering mutual knowledge, understanding, and respect* – “The students in Benin were very surprised and moved to learn that Belgian students did not feel safe in their country and advised them not to be afraid and to continue living normally.”

The next most prevalent group was Practice values (884 sentences), such as *Providing tools and supports required for the innovation* - “Lastly, movies are tools that can easily reach an audience that is not necessarily already sensitive to the issues of migration and allows a greater public inclusion.”

Somewhat less prevalent were project justification values (782 sentences), such as *Presenting our project with compelling information like measurement* - such as “CCC has held 20 incredible youth leadership conferences in five countries, with more than 1000 youth participants, from over 80 different inner-city and rural village communities.”

Shifting from the Applicant position in the virtual conversation via the GENE Award system, the next section considers the values emphases in the GENE documents compared to those by the Applicants. GENE documents are two of the five institutional documents. GENE documents, in particular, because they are in the most direct relation to the Applicant documents.

### **Values across Diverse Stakeholders in the GENE System**

In this section, we focus on the GENE documents (among all the Institutional documents) and the applications, as that is the most direct interaction within the broader policy system. Figure 4 presents the percentage of sentences for each of the 14 major value categories.

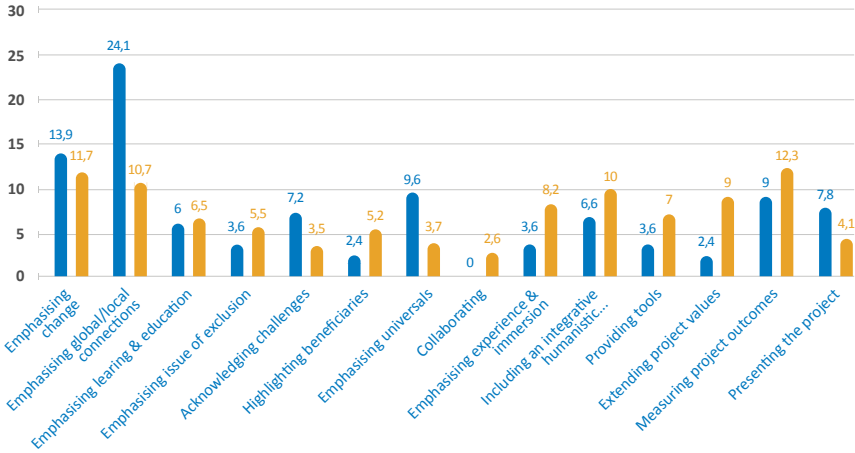


Figure 4. Percentages of values stated within GENE and Applicant documents.

As shown in Figure 4, some values are expressed with relatively similar frequency across the GENE (blue bars) and Applicant (orange bars) expressions. Those patterns, thus, define shared foundations of the policy system, albeit only in part. The next section highlights echoes – similarities across the GENE system, followed by a section highlighting differences.

### Values Echo

Given the structure of this policy system, expressing shared values is not surprising. The Applicants and Institutions express with relatively similar frequency (as indicated by close percentages of values within their corpus), values emphasising change, values emphasising learning and education, values emphasising issues of exclusion, values highlighting beneficiaries, values emphasising integrative humanistic practices, and values emphasising project outcomes. Only one of these similarities is virtually equivalent: percentages in Institutional and Applicant documents on the goal value of learning and education (6.0% and 6.5% respectively). Such emphases on relatively similar values is, however, only half of the value categories. Discussion now turns to differences.



## Values Differ

As illustrated in Figure 4, specific areas of difference between the GENE documents and the applications include GENE expressing relatively more than twice the emphasis (in terms of percentages) on the importance of global/local connections, acknowledging and addressing challenges, emphasising universals, and presenting the project with rhetorical flair. On the other hand, Applicant documents emphasised the importance of first-hand experience and immersion, the importance of providing tools and supports, and the importance of extending (disseminating) project values, with slightly under double relative statements on emphasising an integrative humanistic approach.

Examining emphases within the GENE and Applicant roles is also illuminating. The most prominent within the GENE is emphasising global-local connections (24.1%), followed at a considerable distance by emphasising universals (9.6%) and emphasising measuring project outcomes (9.0%). Applications tended to balance emphasis across a wider range of categories, including emphasising measuring project outcomes, emphasising change, emphasising global-local connections, emphasising integrative humanistic practices, and extending project outcomes (at 12.3%, 11.7%, 10.7%, and 10.0%, and 9.0% respectively). Emphasising first-hand experience and immersion (8.2%) and emphasising tools and supports (7.0%) follow closely.

Two possible reasons why the range of values is engaged more broadly across the applications could be the discursive genres involved in the application than in presenting policy in a call for proposals or policy documents. While the Award Call for Proposals is relatively brief, the GENE Policy Brief is many pages. In addition, policy documents tend to occur as paradigmatic discourse, that is statements of principle, fact, truth, while the applications, especially as designed by the GENE application to request persuasive and narrative as well as informative responses, are narrative discourse. Interestingly, because policy making is considered and some ways occurs from a position of authority, influence, and resources, its actual engagement with the object of policy emerges as much less frequent than the engagement of policy subjects.

Zooming back to differences across the roles, purposes, and knowledge of collectives working across countries for Global Education policy – in this case GENE and Applicants for the Award - is helpful for interpreting these results. That the analysis identified shared values attests to common purpose, yet differences in how shared values occur within and across the stakeholders is also important. Policy documents tend to foreground concepts, as in the following excerpt: *In summary, these concepts appear to have a common core in that they seem to share: ...an analysis that includes a justice perspective, an awareness of interconnectedness, and a valuing of solidarity.*

In contrast, applications tended to include person agents, as in the following excerpt: *...develop and promote global competencies of young people who truly need them for a life in a rapidly changing world, and equip them with the necessary social skills such as critical thinking, action and cooperation in the group, social engagement and active global citizenship for a life in a multicultural environment.*

This more and less abstract language may be relevant to the discursive styles of diverse kinds of organisations and roles in the policy process. To the extent that our identification of the shared value is apt, these specific differences in agents of global-local connectedness indicate a complementarity worthy of theory and inquiry in the future.

Two other relatively prominent values in the institutional documents - emphasising universals and acknowledging and addressing challenges - are worth considering in further detail. This excerpt is from a policy document, emphasising gender equality, in particular.

*Priority Gender Equality: Global citizenship education can play an important role in contributing to gender equality, which is one of the two overarching priorities of UNESCO. Global citizenship education is based on human rights, and gender equality is a basic human right. (From the UNESCO Global Citizenship Manual)*

The following excerpt from an application does the same in a dynamic way. DDD project “engages young men for gender equality”.

As might be appropriate for initiating policies, institutional documents also emphasise the value of acknowledging and addressing challenges.

One interesting challenge by policy makers is the relation between UN Goals and Global Education:

*While this has unifying power, it also carries some conceptual vagueness that may create a lack of clarity and frustration and prevent meaningful and constructive exchange of ideas and debate. (GENE Policy Brief)*

A similarly expressive value by an Applicant is relatively specific:

*Technique becomes more and more complicated and users want more and more.*

Applicants emphasised other values, especially practice values highlighting first-hand experience and immersion, having access to necessary tools and supports, initiating integrative humanistic approaches, and project justification values such as the importance of extending (disseminating) the project. The following section illustrates how applications animated such practice and project justification values with goal values.

### **Bringing Values to Life in Practice**

As illustrated in Figure 1, applicants wove goal values and practice values interactively in explaining their initiatives: Values around how to achieve goals expands the meaning of the goal as in the following excerpt. The goal of integrating those who have been excluded is advanced by practices for doing so, such as creating a programme with refugees as authors of theatre in which locals act in refugee roles.

In this following extended excerpt, notice how the goal of social inclusion is animated in a way that emphatically foregrounds the perspective of the excluded people – in this case “migrants”.

1.4 What is your initiative about? \*Please describe your motivation to receive the Award.

...

*The migrants enrolled in a training course which was specifically designed for them and attended movie projections and debates in higher secondary education institutions, together with their tutors and partners of the project. Migrants participating (as trainees) in this course were given training on specific themes – racism, job market, stereotypes and prejudices, second generations and values– and how to address these issues with students using the cinema as a medium. They then manage projections followed by debates in higher secondary schools, including vocational education institutes, with the aim to debunk myths and misconceptions about migration and what it means to be a stranger. Through these events, students are given the opportunity to speak with migrants instead of talking behind their back. During this training, migrants (as trainees) discuss the movie, underlying important aspects - of the movie and of their lives - to point out during the second phase of the project carried out in the school with students. After the interventions at the partner schools, a learning kit is distributed to the teachers. This kit should help the teachers to further develop the issues raised during the meeting with migrants (as key informants). At the end of the project cycle, three public events were organised to watch the movies in a public space and discuss the outcomes of the interventions with stakeholders, the Trentino citizens and all participants.*

*The project has two aims:*

- empowering migrants whose experience becomes a driver for the awareness raising on intercultural education for the new generations;*
- encouraging and promoting the increase of students' awareness, knowledge and empathy about the migrants' experiences, their countries and their travel.*

The initial phase of “training” shifts from seeming like it could be meant to dictate values and eventually appears to be a sharing of organisational vocabulary that they can then use or not to “train” the public about issues of migration. Practices include integrating ethical knowledge about inclusion via a holistic approach, in this case using film media to transform education into action and as a foundation for critical discussion. While detailed, this explanation of how a programme works is not just technical. Instead, it transforms the concept of inclusion into a

deliberate shifting of power relations through effortful close encounters to open minds and hearts in the face of contemporary xenophobia.

The following excerpt highlights practices of first-hand experience and immersion so that through self-inquiry, participants might achieve other inquiry. Self-inquiry in affective as well as cognitive terms might seem outside the global-local education realm, yet this practical explanation shifts the boundaries around Global Education.

2.1 This initiative is innovative because: \*Please describe in which way the initiative uses creativity and innovation.

...

*So, what is “Our Initiative?” it’s a game about creating community, growing community together and activating. It is a game that supports people to explore themselves, helps groups to work together, and helps communities to get in touch. So, it’s a game for community building, team building, and personal awareness. Our Initiative is a European project that is part of Erasmus+ funding born from the collaboration of 5 European partners, two Italians, one Spanish, one Scottish, and a Dutch one, and Brazil as international partner. The idea we have worked on is to put together two techniques of participatory processes to work in communities: Process work and the Oasis Game.*

*The game is created for groups working in the social field, to strengthen the relationship dynamics within the community they work with. When we begin to find out who are the people around, what they do, what they know, we realise the richness we have in the community. When these people begin to interact through meaningful relationships, the potential is incredible. Expressing your potential at best through facilitation, and being able to grow, also empowering the community at the same time, experiencing how different communities can interact. The game is based on a systemic approach, which means that what I’m feeling is related to the group feelings, and to what the community around me is feeling right now. We’ve chosen the metaphor of the Underground: there are travellers who leave, each one from their own home with their own bag of experiences, skills and talents. They meet, play together to explore the potential of the group, and then go to meet the community they work within. After making this journey they choose the metro*

*line to take, and each one explores a different topic: creativity; togetherness; being together; rank and power; vision; feelings and diversity. Through this, we can see the abundance of talents and resources that we often forget, or we cannot see. We are beings, we are meant to live together, we are meant to cooperate, and there is something incredibly joyful and also very difficult. **We learn, realise dreams, do things together for a better world.***

*After the journey together that has involved the community, we go to the final stage of the game, with the purpose of anchoring the acquired awareness and skills and to design a new future together.*

Notice in the following excerpts how social justice shifts from being an abstract goal to an effortful process.

1.4 What is your initiative about? \*Please describe your motivation to receive the Award.

...

*BBB combats physical and mental segregation and empowers those who stand for the coming generations as powerful changemakers and entrepreneurs of their own lives. Our main programmes are “Impower”, “Press Start” and “... Switch”.*

*Impower, our flagship programme, offers 250 hours of pedagogical empowerment workshops and a 45-day cultural immersion experience internationally to youth fellows from mixed social backgrounds, who are motivated to create positive change. Press Start gathers together a group of youth and professionals around the topic of responsible entrepreneurship, for an intensive two-week training programme in France with WWOOFING and business plan creation with the end goal of putting their small enterprises into action. Finally, BBB Switch allows young people from our partner countries to participate in the Impower programme and travel from Senegal to Haiti to India to Nicaragua passing through a training programme in France.*

1.4 What is your initiative about? \*Please describe your motivation to receive the Award.

...

*Our Initiative's gender transformation education (school-based programme) initiative: It has been a documented success in the Western Balkans.*

*The programme is focused on transforming the school environment to one that supports and nurtures gender equality and promotes a culture of nonviolence. Our programme is grounded in the belief that if students learn to recognise harmful gender norms and are provided safe spaces to practice questioning these constructs, there is a greater likelihood of internalising new ideas in support of gender-equitable, healthy, and non-violent behaviours. Within this project, young men and women are inspired to become innovative leaders in their schools for the promotion of non-violence, healthy lifestyles, and gender equality among their peers. Our Programme curriculum teaches young people how to make informed decisions for their own health and well-being, become role models in their social milieu, and cultivate a peer environment that favours non-violence, gender equality, tolerance, and greater choice. On the other side, our initiative supports high school educators who seek an effective educational tool to prevent gender-based and other forms of violence among adolescents. Our Programme pairs an accredited curriculum with a social norms campaign that is proven to reduce harmful gender-related stereotypes and a culture of violence among adolescents.*

*Teachers are certified and given professional points for their continued educational development. Furthermore, this initiative offers solutions to Ministries of Education who seek an affordable, easy-to-adapt, mainstreaming solution to adolescent violence that is tied to gender inequitable norms and addiction. The Programme offers them a piloted and widely implemented professional education programme for teachers, adapted to different resource levels and school settings, as well as an educational programme for Pedagogy students. Also, the project targets parents, especially fathers to take more active role in care-giving and upbringing of children. In essence, the project targets all the individuals or groups of people who have an impact on the lives of youth, and who are living in their surroundings, enabling the environment for their safe transition to adulthood.*

These extended excerpts from Applications illustrate major findings of this study. The activity of writing an application in relation to the GENE process is a developmental process. “Developmental” in this case means relational and expansive in several senses. Applicants responded to the call for proposals in a conversational way, albeit, as the genre requires, in writing and with video statements, by responding to application questions, taking up major goals, like fostering global-local connections, and, most importantly, by extending the conversation with values from their practice. In the effortful process, indicated by results of the values analysis and in the extended excerpts, goal values like Global Education for universal values including social justice are defined by how such goals must play out in practice to ensure they are more than goals. With details expressed in the value of perspective-taking practices, first-hand experiences, and dissemination of programme practices, Applicants insist on the extensive and diverse expressions emphasising the priority of policy subjects – refugees, young men who might have been raised in cultures of violence, and so on – to define values in supported embodied activities rather than to learn and endorse. With their indication of values integrating goals, practices, and project justifications, these extended excerpts also should assuage concerns that interactions between policy makers, policy implementers, and policy subjects would be mere social reproduction of the values of the more influential stakeholders. While that can certainly occur, the discursive engagement around Global Education in this system is that it emerges as generative not only of values from the field of practice but also as a basis of ongoing institutional work in the development of this arena of civil society in challenging times.

## **Discussion**

*For me, Innovation is “asking the question “Why?” repeatedly until the problem becomes an opportunity.*

*Refugees involved in the making of the play and designing the workshops with us are showing the society, and especially the pupils we are visiting, that they are not just passive “mascots” of the workshops but co-trainers of the whole module, bringing new perspectives, cultural practices and their own (sometimes very painful) experiences to the process.*



These two excerpts indicate the critical perspective at play in conversations among actors in different positions of a policy system. The first statement from an Applicant connects with the GENE agenda and application process by presenting an aspect of their initiative in terms of the concept of innovation, while also introducing practices, i.e. “asking ‘why’” and highlighting a problem rather than defining “innovation” as solutions. The second statement also expresses complex affects (pain) and categories (refugees are not “mascots”), thereby adding breadth to their applications beyond institutional values which emphasise universals and cognitive processes. In this way, Applicants connect and diversify beyond what may be implied as a requirement for winning an award.

Values expressed by Applicants and the GE documents overall indicate a shared foundation of Global Education. In addition to those echoes of values across the system, the applicant organisations introduced values, in particular those values emphasising their practices, which extend and sometimes challenge goals, which are often expressed in more abstract terms. Perhaps because the process provided a platform for sharing values through the Applicants’ experience in practice, in spite of their relative lack of power and resources, applications used precise and lively descriptions and examples to show what matters in community activism, such as “asking ‘Why?’” and being vulnerable in open relationships beyond humanitarian postures with “mascots”.

The Applicants emphasised goal values, followed by practice values, followed by project justification values. The purposeful, activist and responsible commitments of these Applicants is evident from these three major groups of values. Interesting for future GE policy making is that goals emerge in practice and become especially salient in practice. Although slightly less of an emphasis than on practice, project justification values indicated that the Applicants’ commitment to their initiatives included generating ideas for how to assess them for future development and dissemination.

In summary, the 3 value groups – emphasising goals, practices and project justifications – include more specific values that are consistent with Global Citizenship and Education discourse, thereby illustrating and not only stating concepts including justice, equity, diversity and belonging, and sustainable development. Nevertheless, the values also analysis revealed some important

innovations beyond previous discourses. For example, applications tended to emphasise universal rights and abstract justice less than the policy documents did and more on specific local practices. Interestingly, identity, which is also prominent in global citizenship and education discourse, was not a prominent value expressed in the data for this study, in part, perhaps because global-local connections are meant to go beyond individual national or other identities. Another unique finding is that our bottom-up analysis, which raises the voices of policy activists, who advocated for their group's initiative. This would make sense in an application for funding and did not mimic the GE discourse. Instead, the Applicants made strong cases for assessing, replicating, advocating for their projects, often with passionate as well as detailed language.

Research by Biesta (2014:XIV) is relevant, with a focus on complex relationships between education and democracy – loosely referred to as processes and practices of 'civic learning' –; particularly interested in the public dimension of such processes and practices. 'Public' here does not simply stand for the physical location of civic learning – although the question of the physical location of democratic processes and practices is, of course, important as well – but rather highlights a particular quality of social action and interaction, one that is aimed at fostering and maintaining interaction 'across difference', with an orientation towards the democratic values of equality, freedom and solidarity. Public relationships are in this sense different from private relationships of family and kinship, but also from economic relationships of transaction and exchange. This particular 'location' of the public sphere, as the sphere where and through which democratic relationships can be established and enacted, also shows one of the enduring problems for democracy – a problem that has become more prominent in an age of identity politics and neoliberalism – namely that the public sphere is being replaced or even destroyed by private relationships of identity or market relationships of competition and financial gain.

Our findings also relate to research by Wegimont and Hartmeyer (2016:245-6): (a) current educational debates at a European level, including the development of competencies and emerging forms of citizenship, can benefit from, and should be informed by a global learning perspective. (b) A Global Learning perspective will also be needed in the continuing debate about the relationship between education and social change; whether and how Global Education will or can

change the situation in the world locally, national and globally. (c) Necessities for Global Education: the need to be challenged by differing and previously excluded perspectives; the need to include challenging, alternative and Southern voices; the need to go beyond the North-South paradigm, and the development paradigm to include a more Global Education perspective.

This analysis also goes beyond such discourse about the goals of Global Education to express values of how goals are developed in practice; over half of the sentences express values of practices. In other words, a rich yet concentrated group of values in how Global Education goals can or, according to these Applicants, must be carried out expands the discussion beyond policy as an abstraction to policy as activity. The emphasis on four major practice values, including the need for first-hand immersion in the experiences of others – especially those who are different and remote – is precisely expressed as required for the enactment of global-local connections.

Finally, to put policy making into a broader context that asks when and why policy is required, we observe, that policy is required when the normal course of events is not going well (as perceived by some for some others) and requires intervention. When policy making is not collaborative and transparent among diverse stakeholders around adversity, insincere motives might be operating. Such insincerity was, for example, identified in a study of the policy system around Roma inclusion, when Roma Pedagogical Assistants realised that leaving monitoring of inclusion policies to them and the Roma community neglected the responsible participation of local, national and regional mainstream school and government authorities to do their part in following through on policy promises (Daiute et al., 2017). This following quote from another study underscores the problem and the need for shared and extended policy conversations among diverse stakeholders: Policies must “facilitate cultural spaces where people—faced with social upheaval and conflicts or in the aftermath of violence and tragedy—can participate in building communities and inter-communal relationships characterised by shared power, mutual recognition, and awareness in order to work together to shape the future.” (Senehi, 2002, p. 55)

In addition to this theory-based method of studying policy systems, this analysis suggests ideas for further exploration in policy studies. Discussions of policy tend

to be phrased and thus designed in hierarchical terms. Beyond the more general and abstract expression of policy goals, is also the assumption that certain actors make policy, others implement and others are beneficiaries. When researchers and practitioners discuss policy it's often in terms of presenting findings in ways that influence policy. Instead, considering policy systems as interactive via concrete discursive activities, in person or in written/visual communication, acknowledges the reciprocal nature of power across the system. The Global Education Innovation Award is clearly a strategy to learn about and to support Global Education activities by community, civil society organisations, and educational institutions. This analysis shows that the applications are more than tactics to carry out or defy those strategies. As was perhaps desired in this policy system, Applicants were precise advocates of their knowledge and experience and, in that sense, also strategic. Extending social theory, narrative activity theory, and Global Education theory, we propose that policy with a capital "P" – that is, the hierarchical notion of policy as trickle-down from designer to subject – be revised to studying policy with small "p" – relational policy. This suggested stance is for policy making as a conversation among equal reciprocal policy makers in diverse positions around the object – the goal – of policy.

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Chapter 4 | **Reflections on Themes and Activities based  
on the first edition of GENE Global Education  
Innovation Award**

*Katarína Kováčová*



## Chapter 4 | Reflections on Themes and Activities based on the first edition of GENE Global Education Innovation Award

*Katarína Kováčová*

This chapter offers an overview of themes and types of activities found in the recognised initiatives of the first edition of 2017 GENE Global Education Innovation Award, followed by a short reflection.

In recent years, emerging trends could be observed in the activities of NGOs and NGDOs. These were also present among the 32 initiatives, such as the use of technical devices and simulation games involving migrants not only as beneficiaries but also as equal partners, e.g. trainers, story tellers. Similar approaches with an equal involvement of actors from developed and developing countries in common projects were used, as well.

Within the 1<sup>st</sup> edition of GE Innovation Award, the quality of the applications and short videos varied from “home-made” to highly professional ones<sup>8</sup>. The video, as an integral part of application, proved to be very useful and illustrative, compared to the written applications. Sometimes, it explained the initiative better than the application itself. Among the applicants, commonalities can be found in terms of GE themes, activities and beneficiaries, yet they differ in approaches and methodologies of addressing certain Global Education issues.

In assessing the Global Education initiatives, one should bear in mind that “when we talk about education, we should be careful when we talk about the aim to have the world as a better place tomorrow – linearity doesn’t work here” (Helmuth Hartmeyer, Chair of GENE 2008-2016).

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<sup>8</sup> The level of professionalism of the narrative and video part of the application was not one of the evaluation criteria



... “The awarded initiatives address a lot of important issues: gender equality, sustainable food production and consumption, migrant situation and asylum seekers in Europe, right to education for refugees, low-tech innovation, deep democracy, community development, active citizenship etc. However, the following topics were missing: addressing global politics, finance, economics, corporate power, incoherencies of Global and European policies and key development policy dilemmas facing nations and societies. Lots of projects “empower” individuals and encourage “critical thinking” about their own individual life and lifestyle and what they can do as individuals to contribute to “sustainable development” through their jobs, individual lifestyles and community service. Few projects address “political literacy”, empowering people to act in order to change national and international policies” ... (Arnfinn Nygaard, GENE Board).

There were very few initiatives in the 2017 GENE Innovation Award edition addressing media. While “the role of media is very important in GE – different people can view the same issue or event differently based on their own personal experience...” (Alessio Surian, University Padova, ISC member).

Another issue to reflect on is that what could be innovative in one country or sector could work otherwise in another sector or country. For example, “responsible food consumption” is a theme which is not much addressed in nonformal education in the youth sector. While this theme is increasingly being discussed in some countries, in Italy “food” is an “old” and quite common topic in GE projects, so there is a need to look for new ways to approach this topic.

Many initiatives directly or indirectly addressed schools. In formal education activities “it is necessary that schools stimulate both learning, as well as, activism and this requires active teachers.” (Yael Ohana, Frankly Speaking – Training, Research & Development, ISC member).

The topics of food, migration, SDGs, global citizenship and sustainability occurred most frequently within the 32 recognised initiatives.

## **Responsible Food Consumption**

Global Food System, Sustainable Food Production/ Consumption, Food Supply

Chains, Greenness and Fairness of our Food, fair trade, responsible consumption, right to food and food waste reduction were addressed by different organisations *using different approaches and methodologies.*

One of the 12 awarded initiatives, Map Your Meal, submitted by the organisation Future Worlds Centre designed the mobile phone application accompanied by global learning activities (workshops, trainings, toolkits, public discussions, film screenings etc.). The application was targeted at young people, global educators, youth leaders, community educators, the general public, food activists and those interested in sustainable food systems. Since several countries joined this initiative (Cyprus, UK, Greece, Austria, Bulgaria, Ireland, Germany), the app currently operates in five languages (English, German, Greek, Bulgarian and Turkish).



Map Your Meal is a user-friendly mobile phone application, free and available for iOS and Android, which lets you scan the bar-codes of food products and gives you a scale of how 'green' and how 'fair' your food product is. The Map Your Meal app has been developed within the framework of the EC-funded project Map Your Meal and aims to engage especially young people in exploring the global dimensions and global interdependencies of our food system through every-day food products.

The topic of food started to be discussed in the schools in countries such as Czech Republic. The aim of the project Eat responsibly! Action oriented global learning programme for EYD 2015 and beyond, from the organisation Glopolis, is to increase awareness amongst youth of the interconnection between our patterns of food production and consumption and multiple global challenges.

The project systematically engaged 513 Eco-schools in nine European Union countries. 539,000 pupils/ students and 27,696 teachers worked together to better understand the connections between our food choices and global challenges. They interviewed 42,212 households and involved 76,000 parents in school activities, which looked at responsible food consumption. The enthusiasm of all led to a proposal by the project consortium to include the theme of the global dimension of food into official topics of the Eco-School in the 67 countries that they work with. The new theme was accepted within Eco-Schools International.



Another Czech organisation, ARPOK, o.p.s., offered an educational project, Čokoška, which reveals what is hidden behind chocolate production. The project also demonstrates good cooperation of schools, NGOs and private sector.

During one school year, children receive information about how cocoa is planted, how chocolate is made and how the profit from chocolate sales is distributed. They are introduced to the concept of fair trade. Afterwards, children create a choco-team in their school. Thanks to the private companies' support, children get supplies of fair trade chocolates for their choco-team activities. Throughout the school year they prepare special chocolate packages and sell them at school events, such as Christmas market, open days, school community meetings, etc. Each team sets its own goals in terms of how much money they would like to raise. Children plan particular steps to reach their goals, thus they improve their financial literacy, team collaboration, communication skills, as well as long-term planning. The profit made is then delivered (as a sponsor gift) to the NGO of their choice. The chosen NGO is usually based in their region.



Salesian Association of Don Bosco from the Czech Republic prepared a simple project, Today I eat as a... Here, the name of the project is actually its main activity based on a very concrete experience that the children could go through.

The intent of the project “Today I eat as a ...” is to make the Czech students experience the life of their peers in a specific developing country. The core of the experience is the preparation of a common meal from the focus country (India, Zambia, Bangladesh, Congo...). Since the meal is usually surprisingly modest and the cost of ingredients significantly lower than that of a Czech meal, the money saved can be collected and used to directly support activities by social workers that are present in the focus countries. The teachers or tutors are given methodology handout with worksheets and other assets – videos, games, photos, stories, food recipes.

Felcos Umbria – Fund of Local Authorities for Decentralized Cooperation and Sustainable Human Development and the project named Don´t waste our future! Building a European youth alliance against food waste, aimed at increasing awareness among European young people regarding food waste, responsible consumption, and the connection with the global right to food in order to make them responsible agents of change. At the same time, the project engaged local authorities and several public, private and key stakeholders in the involved territories (Italy, Belgium, Cyprus, France, Portugal, Scotland and Spain).

Together, students and representatives from local authorities have built a European alliance against food waste and put into effect through the joint elaboration of “THE DON’T WASTE OUR FUTURE CHARTER 2015 – A joint European Manifesto of Young People and Local Authorities to promote Food Waste Reduction and the Global Right to Food”.



It may be observed that many of these projects, were benefiting from the EC Funding on this theme, launched at the occasion of 2015 being the European Year of Development Cooperation and Awareness Raising.

## Migration

The topic of migration was addressed by campaigning activities, involvement of migrants as educators and collaborators, or it was dealt indirectly during the educational workshops or trainings of those who work with refugees.

The Greek initiative of the ActionAid Hellas, Action Week for Education 2017: One song, many schools, one world!, was an example of a school campaign focusing on refugee children and their access to school. It brought together 40 000 students from 700 schools around Greece.

Students, inspired by the musical story “Mahdi and the kite of the world”, decorated kites, wrote messages and sang the core song of the story together on the last day of the campaign. They were encouraged to hold special events, and to send a message to refugees and policy makers about the right to education. ‘Kites’ were collected, shared with refugee children and disseminated from ActionAid online and offline.

Storie da Cinema of the International Cooperation Centre is a project that transforms migration experiences into useful didactic resources and looks at the educational potential of migration. Migrants are trained to teach at secondary schools using creative educational tools such as cinema and workshops. This demonstrates to the local community that migrants are not only service recipients but have also something to give.

Another example of this can be found in a project by the Italian organisation Emergency Architecture & Human Rights, called Architecture in Movement. The project brought together refugees, students and the local community in Fertilia to construct a 61.8 metre rounded bench out of soil and earth bags to provide seating for 100 people at public events. One of the African refugees became a construction leader and through his knowledge, a traditional African weave hut for children and youth was also constructed from leftover branches.

A very useful collaboration between the formal and nonformal education sectors, both dealing with refugee/asylum seekers, was developed through the Lifeline Teaching project of Team Up 2 Teach in Bulgaria, Serbia and Greece. The activities are focused on co-creation of teaching resources and peer-to-peer mentoring between these two sectors.

The mission is to develop a Networked Improvement Community (NIC) of educators on the Balkan Peninsula to improve the quality of nonformal education offered to asylum seekers and refugees in transit to better prepare them to rebuild their lives in a new country.



Two Slovenian organisations chose the form of game and theatre show to simulate realities of refugee life for young people. The Forum for Equitable Development developed an outdoor educational game called Escape and Flight, encouraging young people to understand refugee experiences and the reasons for their flight. This helped enable a change in perception from ‘the unknown and feared’ to something they could relate to and accept.

Two approaches are used: 1) ‘the identifiable victim effect’, the fact that a specific person is easier to empathise with than a number, thus stimulating positive feelings towards refugees, 2) ‘gamification’ approach, whereby game principles and elements are used in a non-game context. The one-and-a-half-hour journey is an outdoor version of the ‘escape room’, based on a real life flight of a refugee from Afghanistan to Ljubljana.

The experiential theatre show 'Through the Refugees' Eyes', accompanied by interactive workshops, was prepared by Humanitas – Centre for Global Learning and Cooperation and refugees with real experience.



Participants identify with refugees' fate using guided visualisation at the workshops and experiential techniques at a theatre show (inspired by CIES plays on migration) and are put to the test of reliving the plight of numerous human rights violations. In the end, they meet the real people behind the stories, while confronting and questioning their own prejudices, reflecting, reacting and acting towards change.

The topic of migration has been addressed through several GENE activities and can be considered as one of the cross-cutting issues identified by GENE participating Ministries and Agencies as being of great relevance. It is hoped that these examples of activities will contribute to the policy-related debates on this topic.

### **SDGs, Global Citizenship, Sustainability**

The three above-mentioned topics are usually addressed with a focus on youth as future active citizens or agents of change at the local and global level. These are again addressed using different approaches and methodologies, such as mutual collaboration on specific projects, constructing a global education park, a radio broadcasting, pedagogical touristic routes, extra-curricular programmes etc. The



projects and initiatives are focused on students from a particular field or aimed at a social group (technical schools, arts, marginalised groups of students etc.)

The initiative IngénieursSud of the Belgian organisation Louvain Coopération is a great example of mutual collaboration between *North and South students* (e.g. of technical or economical faculties). During one academic year, European students, in collaboration with students from Southern universities look for appropriate and sustainable technological solutions to local community issues. The academic year ends with a one-month internship in the field, where European and local students meet each other and implement their technical solutions with the population. Examples include vegetable dryers, fruit conservation, production of soap, electrification of operating theatres, generation of electric power by solar cells or bio-gas, wireless learning boxes, irrigation, agroecology, selection of seeds and planting against erosion.

In the Villages of the World - the Global Education Park in Poland (built by Salesian Missionary Voluntary Service – Youth for the World), the visitors can see faraway regions of the world, touch different realities and feel the daily life of nations or tribes.

This happens through a combination of creative and innovative tools which – appropriately used – develop the imagination of beneficiaries, including through educational pathways, programmes and workshops that mix many fields of knowledge and life. Innovative solutions in workshop programmes, a methodology with elements of informal education, and the construction of the shape of a world map, surrounded by houses from different continents, can expand the imagination of visitors.



The German project *Across Boundaries – Global Learning in Vocational Education*, submitted by the World University Service (WUS), offered workshops e.g. on the SDGs to *vocational training school students* held by the students from Africa, Asia, Latin America etc. The aim of the workshops is to enable students to act responsibly towards nature in their prospective future places of work and to gain insight into an alternative living environment. They acquire valuable intercultural competencies, which prepare them for increasingly international interaction.

IMPOWER is one of the two main signature programmes of the French organisation YES Akademia (YAKA), which offers extra-curricular empowerment programmes to *youth from mixed social backgrounds and mainly marginalized neighbourhoods*.

It lasts 18 months with a total of 300 hours of training. The first phase takes place in and around Paris and involves weekly three-hour workshops over eight and a half months for 30 youth fellows. The second phase is a cultural immersion and intercultural exchange experience. The same youth fellows spend one and a half months in a rural village in YAKA's partner countries: India, Senegal, Haiti, Nicaragua or the Dominican Republic. They are accompanied by urban youth from the partner country who also travel to the village and even to France. Finally, the third phase consists of ten and a half months of mentoring to enable the youth leaders to continue to develop their skills and entrepreneurial projects. They learn the importance of global-local interconnectedness and become actors of positive change within their communities locally and globally.



CARE International Balkans offered a project named Men and Boys as Partners in Promoting Gender Equality and the Prevention of Youth Extremism and Violence in the Balkans which is aimed at prevention of violence and youth extremism, promotion of gender equality and healthy lifestyles.

The project's specific objective is to improve the capacity of Youth NGOs and government to integrate Program Youth – Life-Skills Educational Curriculum in current educational and youth policy strategies and strengthen governmental and civil society efforts related to the inclusion of youth vulnerable to extremism. It also aims to scale up and mainstream prior achievements related to the implementation of the Gender Transformative Life-Skills programme.

The Socratic Institute is a nationally accredited educational programme run by the Slovak organisation ZIVICA – Centre of Environmental and Ethical Education. It brings *together students from a broad spectrum of study fields*, including medicine, philosophy, psychology as well as economics and nuclear physics.

The Socratic Institute brings fresh topics and innovative approaches to Global Education in Slovakia and gives students an opportunity to meet top experts in this field, so they can experience Global Education first hand. Throughout the year-long study, the students are encouraged and supported to walk the talk. They work on micro projects aimed at bringing about justice and improvements in their local community. The Socratic Institute is a product of a unique combination of an NGO, a university and a business donor.



The Change Lab; re-conceptualising art and design education through the tripartite lens of the artist-teacher-activist, is the initiative that involves locating Global Education within the heart of learning in the first year of the Professional Master of Education (PME) Programme at The National College of Art and Design (NCAD).

The primary aim of the project was to provide a critical space for learning for thinking and re-imagining the possibilities of how art and design curriculum in schools can be taught through a GE lens. In doing so, the students responded to the overarching question: “What does it mean to teach and make art that is of and for our time?”. The Change Lab exhibition presented the pedagogical approach and artefacts that the student art teachers created in response to the themes of LAND and HOME. Over the duration of the five-day programme, they engaged collectively to explore the potential of art as a social commentator, working in situ in the Gallery Space at NCAD.

The potato as catalyst for innovative Global Education and multi-stakeholder involvement in Belgium and in Peru is an initiative of the Belgian organisation Trias, which succeeded in gathering a diverse group of stakeholders in West-Flanders, who all committed to supporting the potato farmers in Peru. The students of the local technical school drafted the plans for several machines for the farmers and succeeded in creating momentum in the whole province involving the local population and authorities as well as the private sector and media.

Not only youth, but children can also be actors of change, as proved in the project of the Belgian organisation GEOMOUN NGO called Le Son d’ Enfants – The Sound of Children. Children aged between 10 and 12 years choose a subject (a theme of global citizenship) in common agreement with a class in another part of the world (e.g. Belgium, Togo, Benin, Haiti). Together, they explore their subject by reading information, discussing, meeting specialists and interviewing children from another country. The final production is a live radio broadcast animated by the children.

Participative game Go Deep! can be played by any group that is interested in the future of a community. It was submitted by the Italian organisation Xena Centro Scambi e Dinamiche Interculturali along with the partners in Spain, Scotland, Holland and Brazil, and brings together groups of people to work in the community on themes that are present on a deeper level, yet affect daily interaction. It combines a deepening synthesis of two existing methodologies: The Oasis Game and Process work. The game addresses the topics of Diversity, Deep Democracy, Sustainability, Empowerment, among others.



Coordenadas para a Cidadania Global (or ‘Coordinates for Global Citizenship’) is a Portuguese project, jointly developed by three civil society organisations in Lisbon (Par – Respostas Sociais, Associação Renovar a Mouraria, Instituto Marquês de Valle Flôr). With the creation of pedagogical touristic routes in Lisbon, it aims to empower people from civil society, youth associations, local government and tourism agencies in an innovative and creative approach to Global Citizenship Education.

These tourist routes help participants discover a ‘new’ Lisbon and look at the local context through global lenses, discussing global challenges in relation to the local communities. Above all else, our initiative strives to build bridges between the local and global contexts and to find those aspects of our city that connect us to the world.

The diversity of the themes, educational approaches, contexts and, at the same time, the similarity in ways of addressing some of the themes in different contexts, confirms the initial reflection that what is innovative in one context, may be a recognised practice in another. It can be observed in most of the presented practices that cooperation / partnership or collaboration are key for the development of an initiative that presents some kind of novelty in the field.

Although it is not always clear how a certain activity contributes to transformative learning or inspires change among its participants, the focus on experiential learning as a way to address an issue of global and local relevance while incentivising critical thinking, are certainly key elements of Global Education practice. Following on from the above-mentioned reflection by Arnfinn Nygaard on the lack of political literacy initiatives or political change-oriented activities, the question of how to strengthen the current Global Education practice so it contributes directly to systemic change and inspires transformation - not only at the level of the individual but also at the collective and ultimately societal levels - remains to be answered.



Chapter 5 | **Impressions from Select Leaders of the 2017  
Global Education Innovation Award**

*Katarína Kováčová, Ditta Trindade Dolejšiová*



## Chapter 5 | Impressions from Select Leaders of the 2017 Global Education Innovation Award

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### **Introduction**

*The educator has the duty of not being neutral.*

Paulo Freire, *We Make the Road by Walking: Conversations on Education and Social Change*

A follow-up on the work of the Global Education Innovation Awardees was planned as an integral part of the process. When the preliminary results of the Values Analysis (presented in Chapter 3) were shared, the idea of an additional layer of reflection emerged: to inquire of a selection of the awarded or recognised initiatives whose applications were part of the research exercise, about their thoughts around the emerging research outcomes. Below are four insightful interviews with four women who are dedicated to working towards the goal of achieving greater solidarity and social justice through Global Education: Marina Starcevic Cviko from CARE International Balkans, Serbia, Marta Węgrzyn from Salesian Missionary Voluntary Service, Poland, Manca Setinc Vernik from Humanitas, Slovenia and Kathryn Zaniboni, Team-Up To Teach, Bulgaria.



**Marina Starcevic Cviko, Project Manager in CARE International Balkans**

*My name is Marina Starcevic Cviko, I am Serbian, and I have been working as a Project Manager in CARE International Balkans for 12 years. For the past 10 years, I have been engaged on introducing gender transformative programmes into the*



*official educational system in Serbia. By vocation I am a social worker, holding a bachelor's degree from the Faculty for Political Science, at Belgrade University in Serbia. I started my engagement in civil society sector in Serbia in 2000, working in local NGOs on livelihood projects for IDPs and refugees, as well as on youth projects implemented throughout Serbia. For years, I have been engaged as a Counsellor for SOS phone line for girls - victims of violence, which has largely determined my vocation and interests. In CARE Balkans, I was firstly engaged as a Project Coordinator on projects related to empowerment of youth, anti-trafficking in human beings; in 2008 I initiated my engagement with the CARE's project Young Men Initiative (YMI). During the implementation of YMI over the past 10 years, together with the YMI team, I developed a particular interest in developing educational programmes aimed at the deconstruction of harmful masculinities, prevention of gender and peer violence and promotion of gender equality and gender justice in the Balkans, focusing on the improvement of the educational system in Serbia.*

### **How was the experience of the 2017 GEIA for you?**

The 2017 GEIA experience was amazing for me, since it represented a huge recognition for the Young Men Initiative project as an innovative and important programme bound to become a part of educational system in the Balkans. The fact that YMI was the only programme from non-EU countries that was awarded represents a great reassurance that we are on the right track for modernising our education, in line with European values. The event itself provided a great motivation for me to keep up with this work, accepting all challenges that occur as inescapable struggles, which will bring great accomplishments. Moreover, the event itself represented a great opportunity to meet various stakeholders and counterparts from other countries working on the same priorities and with the same passion.

### **How did it contribute to the follow up of the awarded initiatives?**

The Award financial reward contributed greatly to continuity of the YMI project, because we invested it in the process of spreading and scaling up the Program Y: innovative approaches in gender-based violence prevention and healthy lifestyles promotion for young men and women methodology throughout the region of Balkans. Namely, with the Award, we have developed the new Educational

Toolkit in five languages, which will be introduced to more than 500 high schools in the targeted Balkans countries: Bosnia and Herzegovina, Kosovo, Albania and Serbia. CARE will organise introductory training and information sessions for teachers and educators on how to use the Toolkit and implement the Program Y. This method will increase the impact of the YMI project and secure sustainability of Program Y implementation in high schools.

Furthermore, CARE and the Ministry of Education of the Republic of Serbia have committed to partnership on a future project focusing on introduction of a gender-transformative life skills programme (Program Y of YMI project) in the official national curriculum for high school education and I am sure that the 2017 GEIA Award contributed to this.

**In our findings, we observed a shift in GE practice from a focus on identification of challenges to looking for ways of addressing the change. Could you observe such shift in your GE practice, and, more specifically, in the awarded initiative? Please explain in what ways.**

Our YMI programme is exactly recognised as programme which found innovative ways to address the societal change. The YMI programme theory hypothesises that if students learn to recognise harmful gender norms and are provided safe spaces to practise questioning these concepts, then there is a greater likelihood of adopting new ideas in support of gender-equitable, healthy and non-violent behaviours. The methodology also emphasises supporting influences and structures, such as positive peer groups and role models, and the existing school policies.

**Another change in focus we observed is a change from the awareness of globalisation and the consequences of its processes towards a local-global interconnectedness of issues. How do you see this in the context of your initiative?**

From the YMI experience, we can confirm that violence and gender inequalities are universal issues. The societies around the world are trying to solve these problems in different ways. Since the YMI methodology has a strong evidence-based impact, tested first in the Balkans countries, the interest in its adaptation to other regions started very quickly. Thus, the YMI team already provided training and technical support to programme adaptation / implementation in Germany

with the KIWI Project – Kids Welcome Initiative – programme for integration of children with escape background, in Moldova, Latvia, and in Burundi.

The YMI programme has been listed as a good practice by the European Commission and the Council of Europe Partnership in the field of youth, the “Best Practices in Reducing Armed Violence in Europe”, in the magazine of good practice produced by Comunidad Segura, in the UNFPA toolkit for action in Engaging Men and Boys for Gender Equality and SRH and Rights and in many other publications. In addition, our programme, partners and youth are part of a broader solidarity movement that uses education for social change in work to engage men and boys on gender equality. Through the Men Engage Alliance (<http://menengage.org/>) the YMI team engages with colleagues throughout Europe and the world around advocacy, joint learning and solidarity. Our activities connect to broader efforts in support of the United Nations, such as the Sustainable Development Goals, Commission of the Status of Women and efforts at preventing gender-based violence.

**Another emerging trend relates to the collaboration of partners and mutual support among different actors, based on active participation, which before was not so much present. Did you experience this in some ways? Please comment.**

This is exactly a new trend in the Balkans countries. It is, for example, obvious that various state institutions show greater readiness to collaborate with local non-governmental organisations. It is also significant that new partnerships between the business sector, local NGOs and states are being initiated with the purpose of providing a comprehensive response to societal issues and challenges. Thus, in our programme, where Ministries of Education are adopting the YMI themes in the official curricula, they are crediting YMI for capacity building of teachers in nonformal education. As mentioned above we are very proud that Ministry of Education in Serbia committed to partnership with us in relation to mainstreaming gender transformative issues in the official high school programme.

**Finally, how do you see innovation in Global Education in the future within your organisational practice?**

Balkan countries in which YMI is being implemented (Bosnia and Herzegovina, Kosovo, Albania and Serbia) are at different stages within the accession process

towards the European Union, a process that implies transformation of the political, legal and macro-economic framework. They all have made progress in adapting their respective frameworks to the requirements of the European Union. However, further growth is necessary, especially in the field of education. The overall aim of YMI programme is to change educational policy and to introduce programmes that are more innovative and transformative; programmes which could bring to sustainable societal changes, especially in relation to youth issues. After a decade of implementation, CARE's YMI Programme has been proven to reduce violence, improve gender equality and develop healthier lifestyles in the lives of male and female adolescents across varying political, institutional, cultural, and national contexts. From evaluations, we have learned that the project has changed reality and value systems in the schools. Some relevant issues, such as sexual education, have been introduced to some schools for the first time, and teachers started talking more openly about these topics with boys and girls, as has been stressed by the participants and beneficiaries in all sites. Also, we are empowering teachers to teach relevant topics in a creative way so that young people can become active participants in the process of learning. This all brings much-needed change to the traditional and rigid educational system in the Balkan countries.



**Marta Węgrzyn, Salesian  
Missionary Voluntary Service –  
Youth for the World**

*Marta Węgrzyn, Polish, Salesian Missionary Voluntary Service – Youth for the World, Coordinator for Global Education. I am a graduate of international cultural studies and philosophy. Currently, a PhD student at the Jagiellonian University in philosophy, I worked at the National Centre of Culture, as part of my internship, where I was responsible, among other things, for the website content management and*

*was also involved with the Children's University, where I developed databases and lesson plans. Since 2016 I have been an SWM employee, where I act as a Global Education Coordinator - responsible for planning activities and supervising the operation of the World Villages, writing outlines, workshops and scenarios of classes, conducting workshops and educational classes, cooperating with teachers, media, cultural institutions and preparing project applications.*

### **How was the experience of the 2017 GEIA for you?**

We had very good cooperation experience with GEIA 2017 because we have the same goal. We want all people in Europe to have access to high-quality Global Education and to engage in activities for Global Education that contribute to changing perspectives, attitudes and behaviours among children, youth, educators and entire communities. We can share our experience and work, as well as draw inspiration from other organisations in the development and implementation of a joint programme to strengthen Global Education and development.

### **How did it contribute to the follow up of the awarded initiatives?**

Through the award we can continue and develop Global Education in Poland and can extend the activities of the Global Education Park, "Villages of the World". We hope that the GENE award and people's support and commitment will help us achieve our goal to develop "Villages of the World". It is a perfect place, enabling visitors to discover the poorest regions on our planet. After visiting the park, children, teenagers and adults should be more familiar with global problems, particularly with poverty and famine. This knowledge should bear fruit in the future, as many of them may get involved in the struggle for eliminating inequalities between people and nations. Hopefully, thanks to such facilities, this subject will be a place of dialogue about people and for people. Thanks to the awards, we have more groups that participate in the workshops and visit the Park. Through the years more and more people have learned about our work and our organisation. Important institutions such as Ministry of Foreign Affairs have even written about us.

**In our findings, we observed a shift in GE practice from a focus on identification of challenges to looking for ways of addressing the change. Could you observe such shift in your GE practice, and, more specifically, in the awarded initiative? Please explain in what ways.**

Education is one of the main areas of our work. So far, we have managed to establish dozens of projects, such as: creating lesson plans, education workshops, trainings, a mobile exhibition about Millennium Development Goals, movies, games, slideshows. How do we operate due to changes in the practice of Global Education? We train, get the latest information and change the scenarios to respond to the challenges of a changing world. We use tools which aim to raise awareness of development issues, change the way of thinking, inspire visitors, strengthen a sense of responsibility and spark commitment to sustainable development. Villages of the World is an initiative designed to enable young people to discover and understand the realities of their peers' lives in developing countries. Additionally, volunteers who have worked as missionaries in Africa, South America or Asia are prepared to take advantage of their experience and acquired knowledge in order to develop Global Education activities in Poland.

**Another change of focus we observed is a change from the awareness of globalisation and the consequences of its processes towards a local-global interconnectedness of issues. How do you see this in the context of your initiative?**

Villages of the World is a project which helps to familiarise society with the topic of Global Education. It happens through nonformal education tools used with different target groups (children, youth, families, adults etc.). Through created infrastructure visitors are taught how to see and understand global interdependence. At the same time, they develop critical thinking skills and learn how to look beyond stereotypes. It helps to change them from passive observers to active citizens whose local environment become a potential for global activities, such as through Salesian Missionary Voluntary Service – Youth for the World. Residents of Krakow and the surrounding area, pupils from schools and teachers are involved in our missionary projects and actions for sustainable development.

Villages of the World is an initiative in which beneficiaries are mainly inhabitants of Cracow and the surrounding areas, as well as tourists coming to the city. These proposed activities are addressed to local groups and make them reflect

on issues related to global interdependence and relationships with the reality in which the beneficiaries are located (e.g. What happens if you buy cheap chocolate instead of the one with a Fair Trade logo and what does it mean?). Villages of the World is also a place for integrating the local community through a number of regular events that have opened the debate about global issues. We want people to understand the world as a complex, dynamic and changing place, and to show what kind of influence we have locally on global processes and how it affects us.

**Another emerging trend relates to the collaboration of partners and mutual support among different actors, based on active participation, which before was not so much present. Did you experience this in some ways? Please comment.**

Villages of the World – the Global Education Park is one of the projects carried out by the Salesian Missionary Voluntary Service – Youth for the World. We have supported different projects all around the world in financial and personal ways for the last 20 years. The Global Park is the place where visitors – beneficiaries at the same time - can be donors of the development project through buying entry tickets. This kind of donation is going directly as financial support for projects such as construction of wells in Chad, RCA or the South Sudan nutrition programme. It is also necessary to say that the staff of Villages of the World are people with experience of being volunteers in developing countries. Since they have direct contact with visitors of the Global Park, they are responsible for teaching them how to help wisely and to cooperate. They are also responsible for the formation of volunteers preparing for missions as well as cooperation with donors who support children and youth in need within developing countries.

For several years we have noticed an increase in the involvement of the local community, schools and school volunteering circles in activities for Global Education. We work with the Ministry of Foreign Affairs of the Republic of Poland and conduct infrastructure and aid projects in Africa and South America. Together with the Chancellery of the Prime Minister, we are conducting a humanitarian project in Uganda. Teachers and schools work with us to promote equal access to education for children and young people in Bangladesh, Malawi, Bolivia and Kenya. We are co-creating schools, buying textbooks, paying tuition, etc. We train teachers in Global Education, who then teach their students how to help and open their eyes to the world.

**Finally, how do you see innovation in Global Education in the future within your organisational practice?**

SEE, TOUCH, FEEL is the mission statement of Villages of the World – Global Education Park. This phrase means that in this place you can see faraway regions of the world, touch a different reality and feel the daily life of the nations or tribes. This happens through the combination of creative and innovative tools which – appropriately used – develop the imagination of beneficiaries, and through education pathways, programmes and workshops that mix many fields of knowledge and life. Innovative solutions in workshop programmes, methodology with elements of informal education and the construction of the place in the shape of a world map surrounded by houses from different continents can expand the imagination of visitors. Education in the Villages of the World helps to encourage children, youth and adults who become active participants of the society. The biggest advantage of our project is that we can inspire teachers, parents and students to participate in our activities and transfer the gained knowledge to their environments. Seeing the diversity of activities and the professionalism and potential, as well as constant development, they are eager to co-operate for global development. Our previous activities are working. They become more modern and adapted to the changing world.



**Manca Setinc Vernik, Humanitas**

*My name is Manca Setinc Vernik and I am the Project Coordinator at the organisation called Humanitas in Slovenia. I am a Communication Science graduate with 20 years of experience in the field of Human Rights, in particular the field of protection against discrimination. My professional career path led me from the research work at the Institute for Ethnic Studies to the Human Rights Ombudsman of the Republic of Slovenia, where I worked*



*in the Department of Prevention of Discrimination as a Promotion and Education Officer. I am currently working as a Project Coordinator, collaborating on various domestic and international projects and conducting numerous workshops on Human Rights and Global Education in Slovenia and abroad as an independent expert advisor in the field of non-discrimination for organisations like COE, the European Commission and the OSCE.*

### **How was the experience of the 2017 GEIA for you?**

GEIA was a perfect opportunity to share the results of the project and the innovative Global Education methodology we used in it. We believed in our project, Through the Refugee's Eyes, from the moment we first thought of it. After its national success, which in truth took us by surprise, we were searching for ways to transfer it as good practice in international circles and to spread our message of inclusion and acceptance across the borders of the fortress Europe. GEIA is also an opportunity to connect to like-minded organisations active in Global Education and to draw inspirations from others.

### **How did it contribute to the follow up of the awarded initiatives?**

It has helped us in reaching a wider audience and has also given us the extra credibility in the eyes of the educational bodies, ministries and our international project partners etc. At our annual national Conference for Global Education we were able to present the project's success, including the widespread interest in the play and the workshops by the schools, the recommendation from the teachers and positive evaluations of the pupils and the positive recommendations from the Government Communication Office and GENE network. We were also invited to present the project and its results at the annual meeting of headmasters of Slovenian schools. The project was supported and co-financed by the Government Communication Office again in 2018, thus allowing us to offer the workshops and theatre plays to more schools free of charge. This year, we were lucky to hold our 50th performance of the theatre play, Through the Refugee's Eyes, before an international audience in Vienna.

**In our findings, we observed a shift in GE practice from a focus on identification of challenges to looking for ways of addressing the change. Could you observe such shift in your GE practice, and, more specifically, in the awarded initiative? Please explain in what ways.**

I strongly agree. The time of merely identifying challenges is over; now is the time to take action and to envisage and co-create a new world. With Through the Refugee's Eyes we have tried to do just that: to design a transformative educational tool, opening people's minds and hearts for the realities of the world, and to motivate them to make a change in their local environments with local actions. These actions can range from breaking down the borders in their own heads to actually making a difference in peoples' lives too. The project, thus, motivates the participants towards special and actively engaged movements, so-called local youth actions. With such youth actions or campaigns, we encourage the formation of new possible ways of cooperation of schools / communities of students with the local community - particularly with representatives from the minorities and people with a migrant or refugee experience - and in this way promote creative and respectful intercultural dialogue. Thus, these actions with more globally-aware youth contribute to respect for cultural diversity as well as enhancing values of solidarity, empathy and equality in Slovenian society.

People with refugee and migrant experience who were involved in the making of the play and designing the workshops with us are showing society that they are not just passive "mascots" of the workshops or theatre plays, but co-trainers of the whole module, bringing new perspectives, cultural practices and their own (sometimes very painful) experiences to the process. Some teachers have even called the play revolutionary, as well as therapeutic. Our actors with real refugee experience agree. The shift of roles and being on the other side of the story - not playing mere victims after such a long time of degrading and shameful practices on borders across Europe - means a lot to them. So, in a sense, the project has also made personal changes possible for our friends with refugee experience.

**Another change of focus we observed is a change from the awareness of globalisation and the consequences of its processes towards a local-global interconnectedness of issues. How do you see this in the context of your initiative?**

The Global Education projects should always strive to make this interconnectedness as clear as possible: we are all part of the problem as well as the solution. The participants in our workshops and the theatre show experience first-hand how our everyday consumerist decisions, unsustainable way of living and apathy towards policy and politics influence what is happening on “the other side” of the world (climate change, environmental refugees, migrants in search of better jobs because of destroyed economies and degradation of environment etc.). It also fosters understanding that all humans are equal and deserve equal opportunities, whether it is a neighbour we know or a refugee or migrant, whom we do not know (yet). The participants realise the consequences of their own actions, as well as the responsibility to act towards the injustices across the globe and in their own environments. The motto of our workshops is “We are all in the same boat!”. And it does not really matter how many good things we are doing if we are not at the same time trying to stop the bad ones too. This is one of the strongest messages we are conveying through the workshops and theatre shows: by being passive and by looking away or keeping our eyes closed to the realities of the world we are actually creating borders ourselves. Many of the participants are actually saying that they will use the experiences from the workshops and theatre shows in their personal as well as professional lives.

**Another emerging trend relates to the collaboration of partners and mutual support among different actors, based on active participation, which before was not so much present. Did you experience this in some ways? Please comment.**

Humanitas has always acted in a very inclusive and collaborative way. We were, nevertheless, very honoured to receive real active support from the fellow NGOs that were very active in migration field, from Amnesty International Slovenia to the Peace Institute and many volunteers etc. The project can also serve as inspiration for understanding how to approach a co-creation process with people from migrant or refugee backgrounds that is common and shared, whether it is a theatre play, a workshop or public policy directed towards migrant communities. There are still too many projects, conferences or round tables discussing issues of refugees or migrants in terms of “How can we help them?” or “What to do about them?”. We are trying to show that we have to tackle the lines between “them and us” and struggle for a better future for the whole society, the whole of humanity, together.

**Finally, how do you see innovation in Global Education in the future within your organisational practice?**

I am truly humbled to be able to work in an organisation where we have a team of inspirational, resourceful and, sometimes even visionary, group of people cooperating and co-creating every day. In such an environment, it is not difficult to imagine a bright future of innovative Global Education practices at Humanitas. I believe we have proven this with the 2018 Award for our Club of global education teachers, which was run purely through our own enthusiasm and dedication, in our own spare time and without any project-related funds. We have more ideas cooking, and if we didn't have financial limitations, only the sky would be the limit.



**Kathryn Zaniboni, Team-Up To Teach**

*My name is Kathryn Zaniboni. I go by Katie. I live in Amsterdam, the Netherlands with my family. I worked for 15 years in engineering consulting on environmental projects in Boston, NYC and Amsterdam. In 2014, we moved to Sofia, Bulgaria where I started to volunteer as a teacher in one of the asylum seeker centres in town. It was this experience that set me on the journey to look deeply at the quality and role of nonformal educational opportunities being designed and offered to forcibly displaced learners on the Balkan Peninsula.*

**How was the experience of the 2017 GEIA for you?**

My experience with the 2017 GEIA was positive. The communication with the team was clear and concise. I really enjoyed meeting the other teams in Cyprus during the award ceremony and learning about their great work.

**How did it contribute to the follow up of the awarded initiatives?**

The award allowed us to run a six-month pilot of our proposed solution, designed to address the challenges many educators face while working with displaced communities. It allowed us to test and demonstrate the value added with facilitating peer-to-peer learning and knowledge exchange among teachers - at the practical level of Global Education - teaching!

**In our findings, we observed a shift in GE practice from a focus on identification of challenges to looking for ways of addressing the change. Could you observe such shift in your GE practice, and, more specifically, in the awarded initiative? Please explain in what ways.**

Our initiative was always focused on solution generation and action-orientated facilitation; therefore, we may not have noticed this shift as we've been at this stage all along. Because we work directly with teachers of displaced and vulnerable communities, we were always focused on meeting their immediate needs around learning, whether it was learning the new language of the host country, filling the knowledge gap due to disrupted education or addressing psychosocial and social wellbeing needs. As part of addressing their basic needs, finding a place in society where they feel safe, welcome and a sense of belonging is extremely important to support learning, healing, and growth.

**Another change of focus we observed is a change from the awareness of globalisation and the consequences of its processes towards a local-global interconnectedness of issues. How do you see this in the context of your initiative?**

The role of nonformal education for displaced communities is to support social inclusion and integration through learning opportunities. This can be in the form of homework support for children enrolled in school, vocational training for youth to enter the labour market, design workshops to promote creativity and self-expression, or shared cultural experiences that bond the newcomer community with the host community. Therefore, designing NFE programmes focused on the local-global interconnectedness is very important.

**Another emerging trend relates to the collaboration of partners and mutual support among different actors, based on active participation, which before was not so much present. Did you experience this in some ways? Please comment.**

Sustained collaboration and knowledge exchange to drive improvement in programmes take prioritisation on the part of the actors and stakeholders who hold the majority of the resources and influence. In the context of humanitarian responses, this would be government agencies, international non-government organisations, and UN agencies. One thing we've noticed is that collaboration takes many forms and needs time to shape itself into a working model for each set of partners within a context. A model of collaboration is not one-size-fits-all. Therefore, the facilitation around how best to collaborate is needed. Organisations need time to build the trust and working relationships needed to sustain effective collaboration. We see this among our teachers and the Communities of Practice (CoPs) that we are trying to set up.

**Finally, how do you see innovation in Global Education in the future within your organisational practice?**

We try to foster and encourage the innovative spirit and approach in problem solving for our communities of teachers. We believe that you must model the change you are trying to achieve. Therefore, if we want more knowledge exchange and collaboration then we must help model what that could look like and sound like in our context and have the ultimate structure created by the members of the community. So, innovation in Global Education, for us, would be focusing on stakeholder engagement and dialogue between the parents, the students, the NGOs and all the other actors that impact and influence learning opportunities for displaced communities. Then we will see improvements and changes that ultimately have an impact - not only on learning outcomes, but on our perspectives, impressions and mutual empathy as a society.

## Chapter 6 | **Conclusions and Policy Implications**

*Alessio Surian and Ditta Trindade Dolejšiová*

## Chapter 6 | Conclusions and Policy Implications

*Alessio Surian and Ditta Trindade Dolejšiová*

*Every act of reading implies a previous reading of the world (...) transforming it by means of conscious practical action.*<sup>9</sup>

Paulo Freire

### **Reflections on the practice**

The previous chapters offer several opportunities to reflect on Global Education policies and practices, as well as to review the overall GE context and culture in relation to the Award rationale, its procedures and future options.

These snapshots, interviews, and analysis of GE projects suggest some initial observations. In the first place, the values analysis process that was implemented on a selected number of innovative Global Education projects can be compared with previous observation of DEAR projects. It seems that in both cases there is an attempt to overcome Eurocentric perspectives, although the emphasis on global-local connections is more enhanced and frequently quoted in the description of GE practices in the 2017 GENE-awarded projects. While both types of projects deal with global-local development challenges, in the 2017 GENE-awarded projects there seems to be a focus on change and not on challenges alone, often emphasising the activity and the relation dimensions. Making changes is translated into a process implying interactions with diverse others, promoting the opportunities of mutual support, addressing connections by narrating and highlighting citizen participation in practice.

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<sup>9</sup> Reading the World and Reading the Word: An Interview with Paulo Freire, *Language Arts*, Vol. 62, No. 1, Making Meaning, Learning Language (January 1985), p.18. Published by: National Council of Teachers of English, Stable URL: [www.jstor.org/stable/41405241](http://www.jstor.org/stable/41405241). Accessed: 15/07/2014 22:59



It is also remarkable that the GENE Award is evolving through dialogue. Already in 2018, the feedback by participants and from consultative activities has resulted in including a dimension of peer learning and review as part of the selection process. Thus, each application is assessed not just by GE experts, but also by other applicants. In the 2018 Brussels Award ceremony, this aspect of the selection process was reported by participants as a constructive and very useful learning dimension. The dialogue with participants has also generated the proposal that the Award could fund GE ideas, rather than already existing projects, for example through a funding scheme shifting away from the past dimension of the award and towards funding ideas for future endeavours.

The interviews with a group of selected Awardees help us to listen to their experience and follow-up and might suggest priorities and key issues for further research in this field. NGOs are observing changes in “value systems in the schools” as a result of GE interventions and such observations are worth sharing, comparing and further grounding. What are the sources of such change and innovation? The reference to methodologies that privilege elements of “nonformal” and “informal” education should probably benefit from further spelling out the “nonformal” and “informal” approach in ways that can be acknowledge also in formal education and that relate to a more horizontal dimension when it comes to interaction and communication, to the process of questioning, to inclusive and dialogic attitudes, to the ability to relate inquiry to both local and global context, and to check understanding also in terms of acts of citizenship.

### **GE and Innovation: scholarly framework and challenges**

Through the interviews we are also invited to stretch out of our comfort zone. For example, to attempt to look at things through refugees’ eyes and to reflect on what the opportunities are to strengthen messages of inclusion and acceptance across the borders of the “fortress Europe”. This invitation places cognitive “deconstruction” next to the solidarity and active citizenship messages promoted by these projects in search for “creative and respectful intercultural dialogue”. It seems that GE projects can have the ability to raise awareness of the opportunities as well as the paradoxes of democracy, the latter being linked to its functioning within the boundaries of the nation-state. Searching for ways to work across and beyond such borders seems vital to the democratic process and is being fed

by projects that acknowledge diversity and promote dialogue across different knowledge systems.

Reviewing current literature in the field of Global Education suggests a key role for Global Education initiatives in avoiding the reduction of citizenship to an individual dimension focusing on skills and dispositions alone. This is not just a matter of choosing the most appropriate methodologies, but rather of encouraging transformative learning also among the very actors promoting Global Education activities. The reflective dimension which is at the heart of any transformative learning process suggests collaboration and feedback among Global Education actors, participating groups and researchers is crucial to the development of Global Education. Participatory action-research and other forms of knowledge co-production are vital to both a critical self-assessment of Global Education project as well as to an informed and evolving body of Global Education studies and research practice.

The acknowledgment of diversity and promotion of dialogue could also be an opportunity and a potential improvement for the GENE Award itself. Looking at the Global Education field from a decolonial perspective it seems reasonable to assume that there are issues of epistemic hegemony of coloniality/modernity that are difficult to transcend for the European organisations and network promoting Global Education and for GENE itself. Therefore, further developing the GENE Award process might involve reflection on how to involve key actors and critical friends that could feedback their analysis and suggestions concerning the cultural assumptions and bias of this type of work, the way it is communicated, potential partnerships and ways forward. Hopefully, the results of the values analysis provided in this book are offering some ground to spark such cross-cultural reflection.

The field of Global Education research seems to have much to gain from establishing partnerships and cross-disciplinary work with scholars that can contribute to both constructive and de-constructive perspectives. The constructive pillar seems in need of finding frameworks that are able to analyse the field of education beyond the many adjectival educations, especially when it comes to learning process that place the value dimension at the heart of their initiatives. Indeed, values education is a complex and controversial area. This publication makes its contribution to avoid taking for granted the nature of values and to explore their sources. It also

asks educators and scholars of educational sciences to trigger and to scaffold learning in the value domain across the critical understanding of key moral issues and the individual and collective dispositions to act in ways that are consistent with active citizenship. This critical reflection on values and education should also address assumptions about science as objective, neutral and autonomous and question to what extent it embodies values that are Western, male and privileged. Therefore, from a de-constructive perspective, Global Education seems to offer a privileged space for mapping, discussing and transforming ideas of modernity and knowledge construction through cross-cultural and de-colonial dialogues that involve both specific scholarship and groups whose values are not Western, male and privileged.

### **Research outcomes for policy makers**

The values analysis process, which built from more specific value statements to three major value groups goals, practices, project justifications revealed shared and different values across policy makers and policy implementers, as presented in Chapter 3.

One sentence stands out as remarkable as it seems to offer an umbrella definition for most awarded projects: they promote “dialogue about people and for people”. This dialogue is at the core of GE activities and it seems to interrogate the current GE funding schemes: if dialogue is a crucial methodological GE choice and practice, shouldn't GE funding schemes also include and enhance a dialogue dimension in the process of funding and receiving feedback about the funding?

One of the outcomes of the Value Analysis in chapter 3 (Figure 3) presents the importance of the values as they appear according to the applicants who presented the awarded initiatives. It is noteworthy that the most prevalent value has to do with goals enacted across the GENE system. Also important is the comparative emphasis of the official policy documents on universal goals, whereas the applications emphasise learning and education goals. This difference is consistent with the relative emphasis on practice and initiative advocacy by the Applicants. What does this say about a possible necessary shift by policy makers for their role in the field where problems are actually occurring and solutions are creatively realised?

Under pressure to get funded, practitioners are often caught up in responding to measuring requirements in order to prove the efficiency and efficacy of their administration and financial management, before looking into the learning paths. GE initiatives funded through ODA are often judged based on other public policy criteria (i.e. international cooperation and development, infrastructures) that are working with considerably larger budgets compared to those of GE and apply a very different logic. Wouldn't it be marvellous to jointly reflect on the criteria and requirements of funders with regards to GE initiatives?

As noted in chapter 4, topics such as food, migration and the SDGs feature significantly within the initiatives that were awarded and documented through the 2017 Innovation Award. These projects present learning specificities and are opportunities to listen to the evolving mediation processes that are happening right now throughout European countries when NGOs, educators, community actors and partners from around the world negotiate ways to match forward thinking education and citizenship and solidarity challenges. The specificities provided by educational approaches and citizenship content seem to interrogate, at the same time, both the flexibility of the educational contexts and the ability of the GE funding schemes to respond to a rapidly evolving global learning scenario. In essence: the values analysis contribution of the present publication represents an opportunity to pay attention to “what is important” for the various stakeholders involved in Global Education. Such active listening offers opportunities to go beyond the award framework or, better, to use the award framework as a starting point to search for common ground and dialogue dynamics that try to accompany and discuss the evolving global learning scenarios and negotiations as they are happening.

### **Concluding remarks**

In a time of rising radicalisation, economic inequalities, climate change and conflicts causing refugee flows, it is also important to reflect on whether GE practice, and those who fund it, are tackling one of the key questions that have been raised at the GENE Paris Conference in 2016: How can GE reach those who are not the traditional Global Education audiences? In other words, how can we facilitate a dialogue with those who are neutral, or even openly contradict the values of GE? While not wanting to suggest that GE is a response to all negative

social phenomena, there is clear evidence that well-designed Global Education learning paths can initiate transformative learning, even among “hard-to-reach” audiences.

Considering the different realities and the changing situation in the public sector, particularly among the GENE participating Ministries and Agencies, it can be observed that in some cases budgets for GE have suffered severe cuts, even in countries that used to be traditional funders of GE. Examples from other public sectors also show the benefits of new partnership models in funding that could be better explored in the field of GE. This would necessarily require more openness and flexibility to “innovate” - involve new actors and identify resources and possibilities of support from non-traditional sectors and sources.

This publication wished to contribute to a reflection and a critical dialogue on innovation, values and policies in Global Education by looking at practice, the scholarly framework and a specifically conducted piece of research. It is somehow also an invitation to reflect on the policy making practice, and to let it be inspired by the presented questions. Often, what brings inspiration is an explorative dialogue with other actors across the field and even beyond it. Why not re-think approaches in policy making, as well? Some of the initial suggestions are part of this publication. Certainly, there are many others to be yet explored.

Finally, the experience of GENE Global Education Innovation Award and the reflections brought by the conceptualisation and writing of this publication inform of the great benefit of connecting research, practice with policy making, trusting that this will contribute to strengthening of values of social justice, solidarity and human rights for all.



Annex | **List of the 32 recognised initiatives of the 2017  
Global Education Innovation Award**



## Annex | List of the 32 recognised initiatives of the 2017 Global Education Innovation Award

These are the 32 recognised initiatives of the 2017 Global Education Innovation Award, out of which 12 received the award of 10 000 Euro.

### 12 awarded initiatives

Organisation name: **ActionAid Hellas**

Project name: Action Week for Education 2017: One song, many schools, one world!

Website: [education.actionaid.gr/gaw](http://education.actionaid.gr/gaw)  
[actionaieducation.tumblr.com](http://actionaieducation.tumblr.com)

Organisation name: **CARE International Balkans**

Project name: Men and Boys as Partners in Promoting Gender Equality and the Prevention of Youth Extremism and Violence in the Balkans

Website: [www.youngmeninitiative.net](http://www.youngmeninitiative.net)  
[www.facebook.com/youngmeninitiative](http://www.facebook.com/youngmeninitiative)

Organisation name: **Future Worlds Center**

Project name: Map Your Meal

Website: [www.mapyourmeal.org](http://www.mapyourmeal.org)  
[www.facebook.com/mapyourmeal](http://www.facebook.com/mapyourmeal)

Organisation name: **Glopolis**

Project name: Eat responsibly! Action oriented global learning programme for EYD 2015 and beyond

Website: [www.eatresponsibly.eu](http://www.eatresponsibly.eu)  
[www.facebook.com/weeatresponsibly](http://www.facebook.com/weeatresponsibly)

Organisation name: **Centro per la Cooperazione Internazionale**

Project name: Storie da Cinema

Website: [www.tcic.eu/Static/StorieCinema.aspx](http://www.tcic.eu/Static/StorieCinema.aspx) (ITALIAN)  
[www.tcic.eu/Static/StorieCinema\\_en.aspx](http://www.tcic.eu/Static/StorieCinema_en.aspx) (ENGLISH)



Organisation name: **Louvain Coopération**  
Project name: IngénieursSud  
Website: [www.ingenieursud.be](http://www.ingenieursud.be)

Organisation name: **Salesian Missionary Voluntary Service – Youth for the World**  
Project name: Villages of the World – the Global Education Park  
Website: [wioskiswiata.org](http://wioskiswiata.org)  
[www.facebook.com/WioskiSwiata](https://www.facebook.com/WioskiSwiata)

Organisation name: **Team Up 2 Teach**  
Project name: Lifeline Teaching  
Website: [www.teamup2teach.org](http://www.teamup2teach.org)  
[www.facebook.com/teamup2teach](https://www.facebook.com/teamup2teach)

Organisation name: **World University Service (WUS)**  
Project name: Across Boundaries – Global Learning in Vocational Education  
Website: [www.wusgermany.de/de/auslaenderstudium/grenzenlos](http://www.wusgermany.de/de/auslaenderstudium/grenzenlos)  
[www.facebook.com/wusgermany](https://www.facebook.com/wusgermany)

Organisation name: **Xena Centro Scambi e Dinamiche Interculturali**  
(Applicant for the Award) - Italy  
Project name: Go Deep!  
Partners: Altekio - Spain, Diversity Matters - Scotland, Comunitazione - Italy, Elos Foundation - Holland and Brazil  
Website: [godeepproject.wordpress.com](http://godeepproject.wordpress.com)  
[www.facebook.com/GoDeepProject](https://www.facebook.com/GoDeepProject)

Organisation name: **YES Akademia (YAKA)**  
Project name: IMPOWER  
Website: [www.yesakademia.org](http://www.yesakademia.org)  
[www.facebook.com/yesakademia](https://www.facebook.com/yesakademia)

Organisation name: **ZIVICA – Centre of Environmental and Ethical Education**  
Project name: Socratic Institute  
Website: [en.sokratovinstitut.sk](http://en.sokratovinstitut.sk)  
[www.facebook.com/Sokratovinstitut](https://www.facebook.com/Sokratovinstitut)

## 20 recognised initiatives

Organisation name: **ARPOK, o. p. s.**

Project name: Čokoška

Website: [arpok.cz/cokoska](http://arpok.cz/cokoska)

Organisation name: **Arigatou International, Geneva Office**

Project name: Learning to Live Together: Strengthening Teachers Competencies for Interfaith and Intercultural Learning in Romania

Website: [www.ethicseducationforchildren.org](http://www.ethicseducationforchildren.org)  
[www.facebook.com/ethicseducationforchildren](https://www.facebook.com/ethicseducationforchildren)

Organisation name: **Bourgogne – Franche – Comté International**

Project name: Tandems Solidaires

Website: [www.bfc-international.org/-Tandems-Solidaires](http://www.bfc-international.org/-Tandems-Solidaires)

Organisation name: **Education for Democracy Foundation**

Project name: E-globalna in Practice

Website: [www.e-globalna.edu.pl](http://www.e-globalna.edu.pl)

Organisation name: **Défi Belgique Afrique**

Project name: Do It with Africa/Asia

Website: [www.facebook.com/ongdba](https://www.facebook.com/ongdba)

Organisation name: **Emergency Architecture & Human Rights**

Project name: Architecture in Movement

Website: [ea-hr.org/tibo-and-kori-in-fertilia](http://ea-hr.org/tibo-and-kori-in-fertilia)

Organisation name: **Fairtrade Germany**

Project name: Fairtrade Campaigns

Website: [www.fairtrade-deutschland.de](http://www.fairtrade-deutschland.de)  
[www.facebook.com/fairtrade.deutschland](https://www.facebook.com/fairtrade.deutschland)

Organisation name: **Felcos Umbria – Fund of Local Authorities for Decentralized Cooperation and Sustainable Human Development**

Project name: Don't waste our future! Building a European youth alliance against food waste

- Website: [www.felcos.it](http://www.felcos.it)  
[www.facebook.com/FELCOSUmbria](https://www.facebook.com/FELCOSUmbria)
- Organisation name: **Finn Church Aid**  
Project name: Teachers Without Borders Finland  
Website: [www.opettajatilmanrajoja.fi/en](http://www.opettajatilmanrajoja.fi/en)  
[www.facebook.com/Opettajatilmanrajoja](https://www.facebook.com/Opettajatilmanrajoja)
- Organisation name: **Forum for Equitable Development / Forum za enakopraven razvoj – FER**  
Project name: Escape and Flight  
Website: [www.forumfer.org/projects.html](http://www.forumfer.org/projects.html)  
[www.facebook.com/forumfer](https://www.facebook.com/forumfer)
- Organisation name: **GEOMOUN NGO**  
Project name: Le Son d’ Enfants – The Sound of Children  
Website: [www.lesondenfants.be](http://www.lesondenfants.be)  
[www.facebook.com/Geomoun-asbl-107567922646168](https://www.facebook.com/Geomoun-asbl-107567922646168)
- Organisation name: **Humanitas – Centre for Global Learning and Cooperation**  
Project name: Through the Refugees’ Eyes  
Website: [www.humanitas.si](http://www.humanitas.si)  
[www.facebook.com/pg/humanitas.drustvo](https://www.facebook.com/pg/humanitas.drustvo)
- Organisation name: **Oxfam Italy, CARDET, University of Lodz, Jaunimo Karjerosn Centras, Oxfam GB**  
Project name: Future Youth Schools Forums  
Website: [fys-forums.eu/en/](http://fys-forums.eu/en/)
- Organisation name: **Par – Respostas Sociais, Associação Renovar a Mouraria, Instituto Marquês de Valle Flôr**  
Project name: Coordenadas para a Cidadania Global / Coordinates for Global Citizenship  
Website: [www.coordenadas.pt](http://www.coordenadas.pt)

Organisation name: **Peipsi Center for Transboundary Cooperation**

Project name: SAME World/Climate change and sustainable agriculture programme in schools

Website: [www.ctc.ee](http://www.ctc.ee), [www.sameworld.eu](http://www.sameworld.eu)  
[www.facebook.com/peipsicenter](https://www.facebook.com/peipsicenter)

Organisation name: **Pontis Foundation**

Project name: Sote ICT

Website: [sotehub.com](http://sotehub.com)  
[www.facebook.com/SoteHub](https://www.facebook.com/SoteHub)

Organisation name: **Salesian Association of Don Bosco**

Project name: Today, I eat as a...

Website: [www.dnesjimjako.cz](http://www.dnesjimjako.cz)  
[www.facebook.com/dnes.jim.jako](https://www.facebook.com/dnes.jim.jako)

Organisation name: **The National College of Art and Design (NCAD)**

Project name: The Change Lab; re-conceptualising art and design education through the tripartite lens of the artist-teacher-activist

Website: [www.ubuntu.ie](http://www.ubuntu.ie)  
[twitter.com/ChangelabNCAD](https://twitter.com/ChangelabNCAD)

Organisation name: **Trias**

Project name: The potato as catalyst for innovative global education and multi-stakeholder involvement – in Belgium and in Peru

Website: [www.trias.ngo](http://www.trias.ngo)  
[www.facebook.com/GIPvrieskamer/](https://www.facebook.com/GIPvrieskamer/)

Organisation name: **UdiGitalEdu / University of Girona**

Project name: Inventors4Change

Website: [www.inventors4change.org](http://www.inventors4change.org), [globalchangemakers.eu](http://globalchangemakers.eu)  
[www.facebook.com/inventors4change](https://www.facebook.com/inventors4change)



Global Education is an area of policy, practice, research and educational advocacy. It is an umbrella term that encompasses a variety of areas within differing terminologies: development education, human rights education, education for sustainable development, education for global education. Global Education has become increasingly central to education policy and practice.

With this book GENE - Global Education Network Europe - contributes to a reflection on how innovation in Global Education is understood, inspired by the experience of GENE 2017 Global Education Innovation Award. Specifically, with the help of research, the idea is to explore the meanings and implications of the findings for policy making.

The book will be of use to policy makers, educators, researchers, and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in solidarity with peoples globally - might have access to quality Global Education.

