Global Citizenship Education in Europe
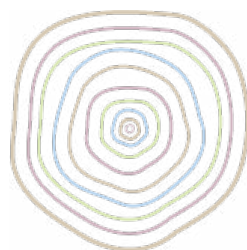
A Comparative Study on Education Policies across 10 EU Countries

GLOBAL
SCHOOLS

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Global Schools

This research was conducted within the DEAR co-financed project "Global Schools" in the framework of the research activity called: "Global Citizenship Education educational policies in 10 EU countries", coordinated by Massimiliano Tarozzi (University of Bologna), for the Training Centre for International Cooperation, supported by the research assistant Carla Inguaggiato on behalf of the leader of the research activity, TCIC.

Each of the ten countries involved appointed a researcher. Each of the 10 researchers wrote a Country Policy Analysis, which describes the extent to which, and in what forms, GCE is present in primary formal educational system. The comparative analysis has been based mainly on a thematic analysis of the Country Policy Analysis, with references to policy documents synopsis, in case of doubts. In each Country Policy Analysis the name of the authors is referenced in the following way: Helmuth Hartmeyer (AT), Zlatina Siderova (BG), Martina Novotná (CR), Luís García Arrazola and María Álvarez Roy (ES), Clémence Héaulme (FR), Sive O' Connor (IE), Carla Inguaggiato and Debora Antonucci (IT), Inga Belousa (LV), La Salete Coelho (PT), Helen Lawson (UK).

Abstract

The EU-funded project Global Schools' research activity is a comparative qualitative analysis of educational policies of 10 European countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Spain, Portugal, UK) that support the introduction of Global Citizenship Education in primary school curriculum.

The analysis focuses on four main topics: 1) identification of key actors and definition of their roles, 2) conceptual and terminology analysis, 3) levels and modes of implementation of GCE in primary school, and 4) identification of barriers to introducing GCE in the primary school system.

The research has highlighted that political actors, not only governmental ones, play a crucial role in implementing GCE policies, as well as in promoting GCE more generally, and in facilitating links between different actors, which in some countries may otherwise have little institutional coordination with schools.

The conceptual analysis points out that, besides the choice of different wording of GCE national terms, the main topics composing GCE are very similar. The specific terminology often reflects the history, will and political discourse of the organisations promoting GCE in the different countries.

The ways in which GCE has been implemented either in the primary school curriculum or in the school practice in the observed countries can be grouped in three policy clusters:

1) Bottom up (AT, LV)/top down (CR, IT-PAT)

2) Centralised (FR, CR, PT)/decentralised (IE, UK, ES)

3) Through one major teaching subject (ES, FR, IT)/through dissemination in several channels (UK, PT, IE).

The main barriers to policy implementation identified are referred to: attitudes, curriculum, teachers' training, resources and system structures.

AT: Austria
BG: Bulgaria
CICL: Camões – Institute of Cooperation and Language (PT)
CIDAC: Centro de Intervenção para o Desenvolvimento Amílcar Cabral (PT)
CoE: Council of Europe
CONGDE: Coordinadora de ONGs para el Desarrollo de España
CR: Czech Republic
DE: Development Education
DEAR: Development Education and Awareness Raising
DFE: Department of Education (UK, IE)
DFID: Department for International Development (UK)
DEFRA: Department for Environment Food & Rural Affairs (UK)
DGE: Direção-Geral da Educação (PT)
Educasol: Plateforme française d'éducation au développement et à la solidarité internationale (FR)
ES: Spain
FI: Finland
EYD: European Year for Development
EU: European Union
FR: France
GCE: Global Citizenship Education
GENE: Global Education Network Europe
GL: Global Learning
IE: Ireland
IT: Italy
LAPAS: Latvijas Platforma Attīstības Sadarbībai (LV)
LOE: Ley Orgánica de Educación (ES)
LV: Latvia
MFA: Ministry of Foreign Affairs
ME: Ministry of Education
OECD: Organisation for Economic Co-operation and Development
PAT: Provincia Autonoma di Trento (IT)
PT: Portugal
SMSC: Social, Moral, Spiritual and Cultural development
UK: United Kingdom
UN: United Nations
UNDP: United Nations Development Programme
UNESCO: United Nations Educational, Scientific and Cultural Organisation
UNICEF: United Nations Children's Fund

Started in 2015, *Global Schools* is a European project delivered in 10 EU countries by 17 partners, led by the Autonomous Province of Trento (PAT, Italy). It is co-funded by the DEAR Programme of the European Commission.

Global Schools brings together research, policy and teaching practice and aims at integrating Global Citizenship Education (GCE) as a cross-cutting theme, and approach, to all existing subjects of primary school programmes in the partner countries.

In the long term, it strives for a cultural change in schools and in the society at large, aimed at the emergence of a new generation of world citizens motivated by values of solidarity, equality, justice, inclusion, sustainability and cooperation.

The project works at 3 levels:

- political: it aims at integrating Global Citizenship Education into educational policies and curricula
- practical: it supports teachers' confidence and understanding of global issues, so that they can integrate GCE into their everyday teaching practice
- social: it promotes the EYD and the Agenda 2030 as vehicles to gain the involvement of teachers, parents and the wider community.

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Introducing Global Citizenship Education (GCE)

The special emphasis given to GCE has a precise origin, easily traceable and directly linked to the Global Education First Initiative (GEFI), launched by the UN Secretary Mr. Ban Ki-moon in September 2012, when the UN Secretary General has set fostering global citizenship among the priorities.

Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, with implications for policy, curricula, teaching and learning (Banks, 2004; Peters, Britton & Blee, 2008; Richardson & Blades 2006; O'Sullivan and Pashby 2008; Abdi & Shultz 2009, 2011; Dower, 2003). However, the approach toward GCE is different worldwide and the approach from Europe and North America is far from being a standard that is accepted worldwide (UNESCO, 2014).

The call for a global citizenship, beyond the extension of the concept of citizenship from the national to the global level, has an inherent ethical and political value and, by implication, educational significance. GCE contributes to make sense of and to frame theoretically and methodologically different types of knowledge, abilities and values.

GCE is an educative concept and dimension grounded in the assumption that today people in the process of learning live in a global context and, even if in an unequal way, interact at a planetary level. In a world that is increasingly interdependent, GCE promotes a sense of belonging to the global community emphasizing a shared common humanity among people. But the community of destiny shared by all human beings, also involves the biosphere and natural environment (Morin, 2014). A GCE entails the need to enlarge the educational horizons in order to locate human identity in the broader context of a homeland-earth. Hence this reflects the importance of reformulating the concept of citizenship, which relies on a new environmental ethics, as belonging to an ecological world.

Beyond the ideal call for a global education, it is difficult to unambiguously define GCE. However, despite its apparent semantic ambiguity and conceptual vagueness, GCE is not as vague as it might seem. There are some recognised topics and conceptual dimensions. In 2015 UNESCO reached a single and shared definition: "Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global" (UNESCO, 2015, p. 14; UNESCO, 2014, p. 14).

However there is the risk that international organisations cannot solve the terminological question because of the influence of the national historical contexts for the definition of GCE. Hence, an appropriate approach to exploring an understanding of what GCE means is to carry out comparative analysis, which allows firstly an understanding of how the concept has developed in the single countries and secondly an identification of the possible shared perspectives on the issue. In fact at the moment there is not an international agreement but it is necessary to acknowledge how the different historical realities impact upon the educational approach that has

been defined GCE (UNESCO, 2014).

It is therefore important to do a comparative policy analysis to understand:

- To which extent and in which forms is GCE present in formal primary school educational systems?
- What are the main actors?
- What is GCE called in the different countries and what are the related thematic areas?

Research questions

This study broadly aimed at analysing existing educational policies in Europe to ascertain whether, to what extent and how GCE is integrated in formal primary education.
In particular, these were the specific goals:

- to identify the key documents in each of the project countries
- to identify key documents at international/EU level
- to create a conceptual organisation of the notion of GCE
- to create a glossary of relevant terms both in English and in national languages
- to reconstruct the political discourse surrounding the implementation of GCE in 10 EU countries and at EU level
- to compare some general patterns of GCE integration into formal primary education across EU countries.

Ultimately the objective was to explore two main lines, that constitute an original contribution in the literature on GCE, and in particular:

- to what extent is GCE integrated into formal primary school and the different political processes to implement it;
- conceptual analysis of the terms and concepts used in education policy in 10 European countries.

Policy implementation is always the product of compromises between multiple agendas, political actors and conflicts to impose interests, points of view, and discourses. Add to this that researchers' ideas of policy unavoidably affect the way in which they make sense of their analysis. Therefore, every policy comparison is highly interpretive and never politically neutral nor epistemologically objective. This is particularly true when the focus of the analysis is the implementation of a policy or a conceptual analysis.

Moreover, it is important to point out that legislative documents never reveal the full story of policy implementation, especially in education. They rather represent an ideal aspiration, a planning thinking, a political vision more than a real transformative action. Having said this, within the *Global Schools* project the research has had access to a considerable amount of data, usually not easily accessible, which allowed carrying out an original comparative research. While there are a number of studies comparing single cases of national policy to integrate GCE in the curriculum, systematic comparisons between EU member states are still lacking.

The definition of the concepts underlying policies is highly interpretive and there is an unavoidable degree of subjectivity in describing the impact of a policy. However, while it is not possible to completely eliminate the subjective component from the analysis, particularly within the methodological approach here adopted, this comparison is rooted in empirical evidence, and in particular in 5 types of data:

- collection of relevant legislative documents (171 documents in 10 partners countries, plus 6 from Finland, Germany, Greece, Belgium and 10 from EU or international level)
- policy document synopsis (1 per document)
- Country Policy Analysis (10)

- interviews with key informants (20 in total)
- thematic analysis on Country Policy Analysis with a specific focus on policies.

The comparative analysis' results are based on thematic analysis mostly on Country Policy Analysis written by the researchers in 10 European countries (referred to as "Country Policy Analysis"), with references to the policy documents synopsis, in case of doubts. The analysis was conducted by two independent coders for a first set of data through a qualitative data analysis software (NVivo®). After the first analysis the following relevant themes, represented in Table 1, emerged to be further analysed.

First themes	n. Occurrences	Macro themes
Financial allocation	28	To test if binding
GCE national term	21	Conceptual analysis
GCE national term definition	19	
GCE related terms	33	
In-service teachers training in GCE	38	To test if binding
Monitoring and assessing procedures	14	To test if binding
Obstacles to GCE implementation	60	Level of implementation
Role of local entities	37	Political actor
Pre-service training in GCE	33	To test if binding
Role intergovernmental agencies	33	Political actor
Role of Ministries	75	Political actor
Role of NGOs	70	Political actor - role of NGO
Subject or methodology in which GCE inserted	28	Modes of implementation

N° Occurences per themes
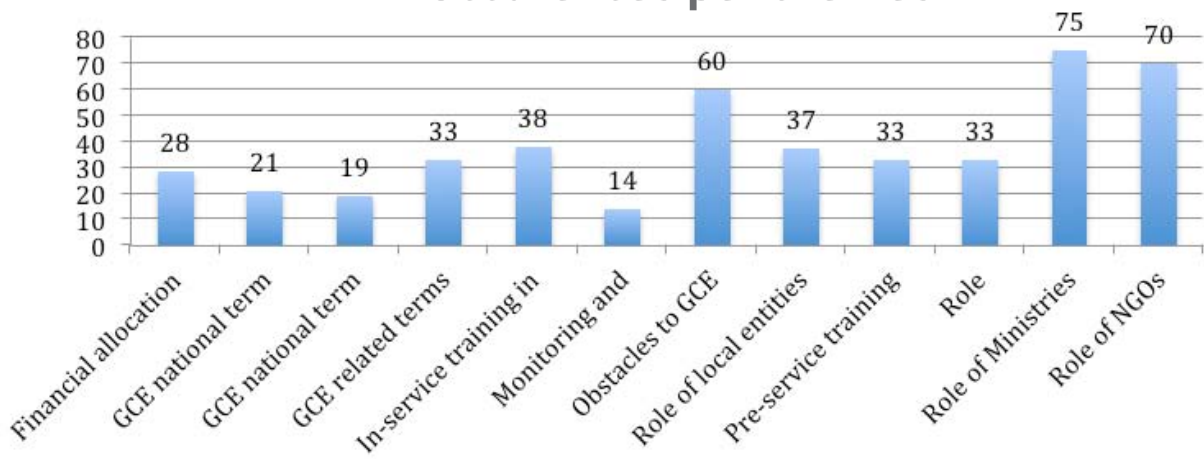
Then, all data where coded on the basis of that coding table, or codebook. Some indicators (financial allocation, monitoring and assessing procedures, initial training) would be used to check to what extent the implementation was real. The problem with legislative documents, especially if recommendatory, is that it is difficult to really know the level of implementation of a policy. It is not expected to dispel any doubt with the data currently available. To deepen this element requires further and different data. A second qualitative phase of the research will be dedicated to this and the interviews explored in greater depth the link between the declared policies and school practice. However, some indicators have already provided some significant information. Not every theme, however, has proved to be meaningful and relevant. So it has been decided to narrow the analysis to a smaller number of macro themes, or levels of analysis, by data merging some of them.

This section aims at comparing cases and national situations that arise from profoundly different traditions, political cultures, pedagogical practices, and institutional systems. The analysis focuses on two levels:

1.Policy analysis
- Levels and modes of implementation of GCE in primary school (Political scales)
- Political actors
- Role of NGOs

2.Conceptual analysis
The conceptual analysis started by the Country Policy Analysis, as a key reference document, built on an outline which was intended to investigate some conceptual axes.
Researchers were asked to indicate what was the "national term" prevailing in each country and the other terms related to it. While aware of the unavoidable interpretive implications of this approach, however, the indication of the national term arose at the end of a systematic pattern of analysis of national policy documents and not only on the basis of extemporaneous subjective impressions or personal experiences. The national terms and the related terms were then connected to each other with a series of conceptual maps that have determined a conceptualization of the terms used in the various European countries and their relationships, as well as the establishment of the shared glossary.

The contents of the research are presented here in a succinct and summarizing way, and the full report of the research is available online on the Global Schools' website. Also included in the full report are the 10 Country Policy Analysis written by the 11 researchers involved in the first part of Global Schools' research activity.

Policy analysis

In none of the project partner countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Portugal, Spain, United Kingdom) GCE is fully integrated into the national primary school curriculum. Only in Finland, that has been only partially examined, there is an explicit and binding reference to GCE and related issues. Here, within the recent new national core curricula (December 2014), Global Education and Global Learning are integrated in a number of ways into the new core curriculum.

However, in some cases that have recently reformed the primary education national legislation, there are significant and explicit references to similar issues, as in Czech Republic and Wales. In addition, due to an international pressure on global issues and concerted advocacy from NGOs and the role of grassroots movements, there is a noticeable trend towards the implementation of GCE in the curriculum, though with different paces and modes in different countries. For example, in some States there is a national strategy on GCE (AT, LV), elsewhere it is restricted to Development Education (PT), often enforced with the coordinated action of the NGOs for the promotion of these themes in the school. Even if it is not a real reform of the national curriculum, however, it is an integrated and significant reference for, and influencer of, school practices. In other cases, such as IE, IT or FR, although there is no explicit reference to global citizenship, this knowledge and these skills are easily conveyed through other teaching subjects (citizenship, development or intercultural education).

It should be noted, nevertheless, that, despite the aforementioned trend towards increasing adoption of a global perspective in primary schools, there are some significant cases where, on the contrary, an alarming retraction was evident, particularly England and Spain where conservative governments have been in power respectively since 2010 and 2011, showed an alarming reduction of attention to GCE as a result of political changes and increasing social fears towards foreigners, immigrants and international terrorism (attacks to London 2005, and Madrid station in 2004). As an example of this climate is the UK curriculum reform (2013), which testifies that:

"The changes of government in 2010 and 2015 saw government support for global education reduced dramatically" (UK Country Policy Analysis).

In particular, the introduction of the subject "Promoting the Fundamental British values" arguably implies quite opposite values from GCE:

"Actively promoting the values of GCE means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC" (UK Country Policy Analysis).

The methods of integration of GCE follow different strategies in each country. At the end of this section some modelling will be proposed, some clusters of countries that

summarise the possible patterns of action for the implementation of GCE policies. Here there is a focus on two different overlapping dimensions which shed light on the phenomenon from two different but interrelated perspectives: political scales, and political actors. In other words, we interrogate the scales (international, national, regional and local), at which action by certain political actors is legitimated. There are several horizons of action within particular institutions, which differently influence the ways in which a policy is or could be implemented. In particular, the role of different agencies was observed at the following levels:

Intergovernmental organisations at UN level, such as UNESCO, UNDP, UNICEF. Some countries receive crucial support from intergovernmental agencies, but also other global organisations such as the World Bank and OECD play an important role in spreading global education worldwide.
UN organisations for development are important for the promotion of development projects in the form of aid, involving also some European partner countries (BG, LV, CR until 2006) considered by these organisations among the "developing countries". In particular BG, according to the BG *Country Policy Analysis*, focuses more on "Global Education" rather than "Development Education", because being for long time a receiver of development aids itself, it has been traditionally outside the western development discourse.
The support by supranational agencies has also been aimed initially at promoting the transition from communism to democracy and integration in the European Union community:

"The second root of the introduction of GCE in primary school is connected to transition from communism to democracy and its impact on the educational system" (CR Country Policy Analysis).

European bodies. Both institutional (EU Commission) and international membership organisations (CoE, GENE), as well as the DEAR programme are important not only for producing GCE resources, policy assessment, dissemination and public advocacy, or supporting new-member states (LV, CR), but in some countries, the very presence of European agencies such as the North-South centre of the CoE in Portugal or GENE in Austria is a valuable resource for the territories themselves:

"The debate in Austria on Global Citizenship Education/Global Education/Global Learning is basically in line with the general European debate (see GENE, North-South Centre of the Council of Europe, magazines like ZEP in Germany, International Journal of Development Education and Global Learning in the United Kingdom, Synergias in Portugal or curricula developments in Finland)" (AT Country Policy Analysis).

While GENE has huge impact in some countries (AT, IE, LV, PT, CR), the European programme DEAR is critical elsewhere (LV, IT):

"The creation of a European budget line inside the Development Cooperation Instrument (DCI) to finance Non-state actors to support DEAR activities has strengthened the role of local authorities by enabling access to EU funds to finance their activities" (IT Country Policy Analysis).

National governments encompassing two main bodies (MFA and ME) but also some national public agencies. In general this is the most important level for the implementation of education public policy as can be seen (Figure 1) by the high number
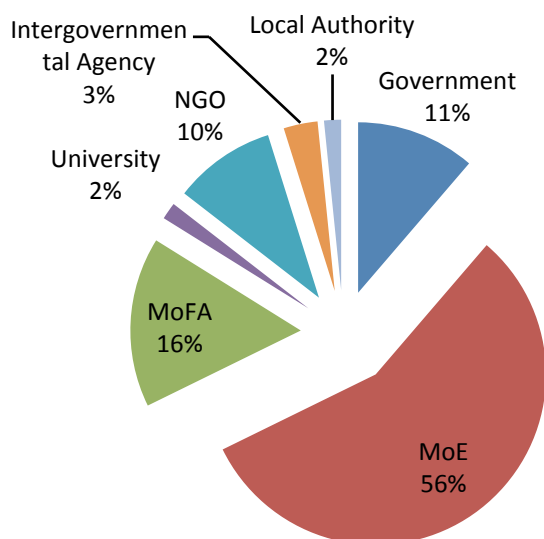

Government
11%

Local Authority
2%

Intergovernmental Agency
3%

NGO
10%

University
2%

MoFA
16%

MoE
56%

of relevant documents provided at this level (78.8% of the collected documents are issued at the national level).

As one can see, more than half of the relevant documents, those most significant and impacting ones (62/171), are issued by the ME which shows greater regulatory activities (even though most of the documents have only recommendatory value and not normative). The normative documents are mostly national curriculum reforms, launched by national governments (11%).

In our sample the ME is central in AT, BG, FR, IT (for Intercultural Education) and UK; in FR it is significantly called "Ministry of National Education"; and, in PT, it has an important role in the strategic group of the National Strategy on Development Education.
There are, in some countries, agreements with other Ministries (Environment and Water in BG; Environment in IT), or Memoranda of Understanding between public agencies (PT: DGE and CICL).
Apart from BG, where the MFA is reluctant toward development education, the Ministry of Foreign Affairs is crucial elsewhere and in particular in CR and PT:

"The Ministry of Foreign Affairs has traditionally been the largest promoter and sponsor of GCE, through its special grant programme called Global Development Education and Awareness" (CR Country Policy Analysis).

Very relevant and unique in the EU is the role of Irish Aid, a division of the Department of Foreign Affairs,

"Aiming at promoting development education within the primary school curriculum. In particular, Irish Aid has increased focus on initial and continuous professional development of primary teachers, including its support for colleges of education through the Development and Intercultural Education (DICE) project and through funding to development education organisations working with primary schools". (IE Country Policy Analysis).

It is one of the few cases of a combination between Development Education and Intercultural Education with a special focus on teacher training. This is somewhat similar to the Italian Inter Ministerial Committee for Development Cooperation, grouping several political actors.
On the contrary in the UK:

"There has been little collaboration between the three main ministries (DEFRA, DFE and DFID) with no clear and identifiable UK wide education strategy on global and sustainable education" (UK Country Policy Analysis).

Nevertheless it is important to stress that beyond the legislative action, the impact of the MFA can be seen mainly in the provision of funds for cooperation and development that often include funds for training on these issues.

Regional. This is a key level of governance only in federal states or where regions have a large autonomy on the educational themes, like ES (Aragon) and IT (PAT).
Although *stricto sensu* they are not regions, something similar happens in the UK where, beyond very vague national guidelines, individual countries (Scotland, Wales, England, Northern Ireland) have autonomous and independent regulations and policies. In particular in recent years, Scotland and Wales have experienced quite advanced policies on the topic of GCE, at least from the point of view of the formalisation of the concepts.

Provincial or municipal. While in general this level play a lesser role in promoting GCE, Local Authorities can be crucial where a level of local autonomy is recognised like PAT in IT or *Comunidades Autónomas* in ES.

"*The regions where there is a strong decentralised cooperation are also the regions where the development education activities are stronger*" *(Country Policy Analysis IT).*

Municipalities are less relevant, even if sometimes they fund NGOs (AT, FR); or they can play a functional role for the state like in CR where:

"*They appoint and dismiss directors and provide funds (through state budget redistribution) for schools*" *(CR Country Policy Analysis).*

Yet, the political scales alone are not sufficient to explain the governance and implementation processes of educational policies. Many political actors, not only governmental, play a primary part in implementing GCE policies as well as in creating a widespread sensitivity and in the promotion of good practices. This is especially true for NGOs that are so essential in this area that a later section will be totally devoted to an explanation of their role, but also universities (AT, CR), governmental agencies, social movements and teachers. Universities are mandated by law to coordinate and oversee pre-service teacher training in some countries (AT), without law mandate in others (IE, LV).
In general, everywhere in the EU the two fundamental Governmental actors are the

c. Political actors

Ministry of Education (ME) and the Ministry of Foreign Affairs (MFA). In some countries the two play their role with a similar weight (IT) in others traditionally prevails the ME (IE, BG, AT, FR, UK) or instead the MFA (CR, LV, PT). It must be said that these institutions portray two different traditions, that both connect to the concept of GCE: (1) the Ministry of Education, which traditionally promotes Intercultural and Citizenship Education approach; (2) the Ministry of Foreign Affairs that promotes Development Education and International Cooperation Education. This gap between the two traditions, with separate approaches, purposes and bureaucracies, is one of the most relevant results of this comparison and bridging the gap between the two is one of the most important political challenges.

Teachers in almost all analysed countries are considered a key actor for different reasons, and they create the link between policy and practice.
"Probably the most relevant actor is the teacher him- or herself" (AT Country Policy Analysis). Given the centrality of the teacher's function, recognised everywhere, the initial and in-service training is of utmost importance.

NGOs have emerged in our research as fundamental political actors, recognised by all researchers in all countries (but in particular in LV, PT, ES, UK), and as such they deserve special attention. They are the ones who have contributed the most to the affirmation of the term "GCE" and have facilitated the migration towards such a framing paradigm. More than the national governments and government institutions, NGOs have contributed to connect and merge different approaches.

To summarise the main fields in which NGO are engaged and their main achievements:

- they promote a national strategy on GCE or DE (AT, LV, PT) and growing acceptance of terms;
- they promote the shift from the term "Development Education" to GCE (IT);
- they endorse the use of new terms in the country (AT, CR, IT, PT);
- they build national and regional platforms to disseminate information, practices, knowledge and resources (PT, LV, FR, IT, CR), such as BG, CR (Global Development Education and Awareness Work Group of the Czech Forum for Development Cooperation - FORS), FR (Educasol), IT, LV (LAPAS), PT (Platform of Development NGOs), ES (CONGDE), and the European network Concord (Concordeurope.com);
- they provide in-service teachers training (AT, IT, IE, PT, ES, UK), and push initiatives for teachers training (AT, BG) and teachers support (IE, IT, PT), and *concienciación* (ES);
- they lobby at national level (IT) and advocacy (PT, ES) and represent a bottom-up political approach (PT, FR); they also promote a critical attention (ES);
- they promote a new sensitivity about these themes in the school (IT, PT, ES) to integrate GCE in primary school (LV, ES);
- they directly carry out activities with children (PT, ES) or involve teachers and students in many projects and activities (BG, CR, IE, PT);
- they elaborate and disseminate guidelines, lesson plans, activity descriptions, support materials (LV, PT), they also award programmes (UK), participate in preparation of many official materials (CR), translate and implement educational materials and resources (BG, CR, FR, IE, IT), implement formal and mostly informal education (LV).

In sum, NGOs have the potential to create links between different actors, which in some countries risk having little institutional coordination with schools. They bring together the agenda of different governmental bodies and different topics, even if sometimes they are likely to be too isolated, not dialoguing with other political and educational actors.

Models and clusters

This section aims at presenting models that can summarise the way in which GCE can be integrated in the primary school curriculum or in the school practice. The objective of the previous thematic analysis was to elicit a few clusters of nations, to illustrate and typify some political paths used in certain group of countries.

Of course, while the subjective dimension and the risk of over-simplification here is very high, this modelling can be very useful in practice for both practitioners and policy makers.

Accordingly, based on the analyses included in this research, it is possible to identify for further discussion the following three main models or clusters of countries, which exemplify how the implementation of educational policies can be seen as a continuum between two extremes:

- Bottom-up (AT, LV)/top down (CR, IT - PAT)
- Centralised (FR, CR, PT)/decentralised (IE, UK, ES)
- Through one major teaching subject (ES, FR, IT)/through several channels (UK, PT, IE)

Before developing the three main clusters, two premises are necessary:

- From the analysis, certainly not neutral, some researchers showed a significant trend on how GCE is implemented. In more than one country they noted that GCE proliferates under progressive governments, while conservative ones oppose it (UK, FR and ES). For example, in FR in 2007, citizenship and development projects were stopped by Prime Minister Sarkozy; in Spain the subject "Education for Citizenship and Human Rights", brought about by socialist governments could introduce GCE topics in school, but this subject was cancelled by recent education reform under a conservative government. On a different perspective, however, GCE and in particular the idea of "global competence" as currently widely promoted by OECD, can be also understood as a conservative approach. That is, as an educational resource to train élites who are called to have an international perspective. But there is not enough data on which to empirically found such claims. A more careful inquiry, based in particular on policy makers' interviews will shed better light on this issue that is certainly interesting and deserves attention.
- A second premise concerns the EU's and other supranational UN agencies support to some European countries, including some partners of this project. They experience a particular mode of implementation of GCE. Some countries are "new" EU member states (CR, LV, BG) and therefore beneficiaries of support policies. So GCE takes here a very particular position. However this has not been codified as a typical cluster as it refers only to a limited number of countries and to very special circumstances and temporary measures.

After these two premises, the next paragraph summarises three main models of policy implementation, based on clustering some countries cases:

- **Bottom up/top down.** This cluster is based on two opposite extremes: intervention from institutional actors to introduce GCE using normative or recommendatory policy documents (top-down), versus no policy documents were used to introduce GCE related areas (bottom up). There are some examples of each case: bottom-up approach (AT, LV), and top-down approach (CR, PAT). While NGOs play a crucial role, the role of the state is crucial in CR, making it concerned an example of top-down political approach:

"The ME is responsible for the overall Education Strategy, there included issues connected with GCE, mainly in a form of so-called cross-cutting issue Education towards Thinking in European and Global Context (CR Country Policy Analysis)."

At the opposite extreme of the axis is AT, where there is a significant role played by NGOs in promoting the adoption of a national strategy, in-service teachers' training and development of pedagogical resources.

- **Centralised/decentralised.** A second cluster is based on the distinction between centralised (FR, CR, PT)/decentralised (IE, UK, ES). Emblematic is the National Strategy for Development Education (ENED) in PT, and its strategic group combining public governmental bodies, national agencies and NGOs. In this sense a context that would be highly centralised from an institutional point of view sees a situation in which a powerful alliance prevails between school autonomy and supra-national NGOs. Ministries follow the agenda set by this alliance. An illustration of decentralisation is the UK case:

"The opportunities available are, to some extent, implicit within the curriculum, rather than explicit in the form of either being statutory or recommendatory. This means that the inclusion of global issues within the curriculum relies heavily on individual teachers to champion and drive forward global issues." (UK Country Policy Analysis)

- **Through one major teaching subject (ES, FR, IT)/through several channels (UK, PT, IE, CR).** One route for embedding GCE in primary schools is through a specific, well-established discipline already present in the national curriculum, which is systematically applied in primary school, like the case of Citizenship Education (FR), or to some extent Intercultural Education (IT, AT). In particular in FR Moral and civic education, covers a number of topics related to GCE. Or, elsewhere, the presence of Civic Education references inside the curriculum of history and geography. In other countries (UK, PT, ES) school autonomy, decentralisation, plurality of disciplines provided in the curriculum allow teachers and school leaders to introduce GCE in a number of different fields and access points. UK: Citizenship Education, PSHE (Personal, Social and Health Education), SMSC (Spiritual, Moral, Social and Cultural Development), as well as through the approach of Philosophy for Children. In IE there is:

"Space for GCE integration in the curriculum of 4 subjects:
- Social, Personal and Health Education (SPHE)
- Social, Environmental and Scientific Education (SESE)
- Education about Religions and Beliefs (ERB) and Ethics (in preparation)
- Ethical Education Curriculum called "The Learn Together" curriculum present in Multi-denominational Community National Schools" (IE Country Policy Analysis).

Figure 2
GCE national terms
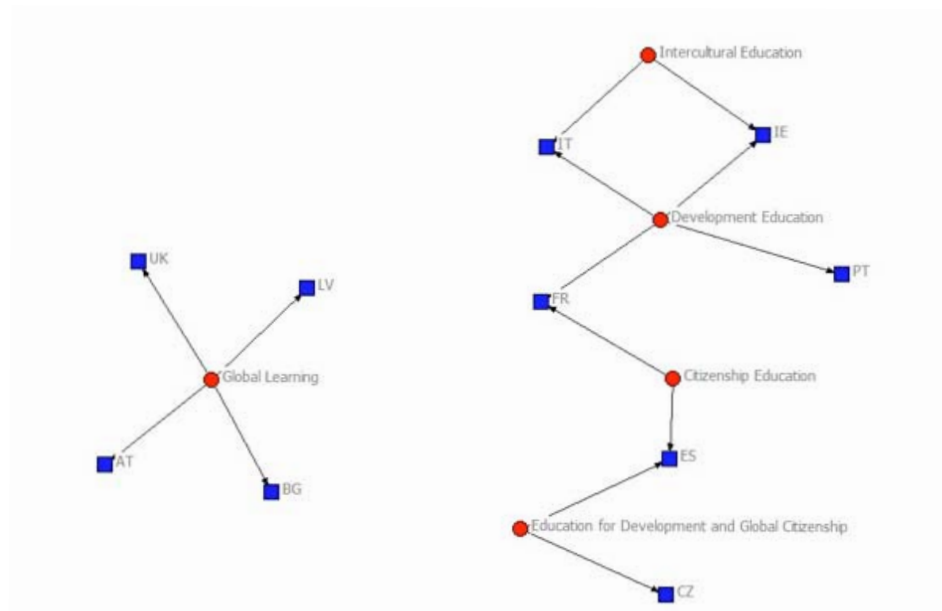
Another way to throw light on national policy is the use of national terms, which in some cases is even indicative of policy implementation strategies.

As Figure 2 shows, the main thematic areas covering policies and practices in the Reviewed european countries are basically five:

1. Global Learning, which merges Global Education and Global (Development) Education (BG). This group includes: AT, BG, LV and UK
2. Education for Development and Global Citizenship, which combines the ES term, and the CR (Global Development Education)
3. Citizenship Education which unifies the ES term (Education for Citizenship and Human Rights) and the FR one (Moral and Civic Education)
4. Intercultural Education (IE and IT)
5. Development Education (IE, IT and PT)

The main objective of this section is to understand if, besides the different terminology, there is a common ground in terms of GCE related themes.

The analysis has been based on three main steps.

The first one has been the identification of national terms (as indicated in the 10 Country Policy Analysis).

The second step has been merging the national terms into wider categories to reduce the number of national terms and merging GCE related terms that express the same concept with different words (ex. peace education and education for peace). GCE national terms were thus sorted into categories – or broader "umbrella" terms (Table 2) – to allow comparative analysis. The assimilation of terms is based on the assumption that all the terms classified under the same "umbrella term" express the same concept.

The Bulgarian national term, Global (development) Education, is part of Global Learning "umbrella term" for two main reasons:

1. the word "development" was put into brackets,

2. The Country Policy Analysis explicitily indicated that the word "development" is not well accepted, given the peculiar condition of Bulgaria, which has been in its own

history involved in development projects as beneficiary.

The third step has been producing a network of related terms that combine the GCE national terms with their own related terms. Starting from the affiliation matrix that has on the rows GCE related terms and on the columns GCE national terms all the networks have been developed using UCINET.

An important disclaimer to be done is that the identification of national term(s) is highly interpretive and it very much depends on the individual perspectives of researchers that wrote the Country Policy Analysis. In most policy documents analysed there is not explicit and univocal identification of specific term(s).

The list of GCE national terms (Table 2) first of all shows that none of the 10 partners countries have identified Global Citizenship Education as the main national term used in policy documents and discourse practice. Second, it is possible to observe that in four countries there is more than one term used to refer to our object of analysis, more specifically two: one for the MFA and one for the ME. Third, it shows the presence of common terms used by more than one country. In reference to this last aspect it is important to indicate where countries have indicated only one term. This does not necessarily imply that there is a unanimous agreement between the Ministries on which term is preferred. The most frequent national terms are Development Education and Global Learning followed by Intercultural Education (also used at EU level). More rare is Citizenship Education with global reference and Sustainable Development.

	Min. Foreign Affairs/ NGOs term	Min. Education term	Umbrella term
AT	Global Learning		Global Learning
BG	Global (Development) Education		Global Learning
CZ	Global Development Education		Education for Development and Global Citizenship
FR	Development and International Solidarity Education	Moral and Civic Education	Development Education/ Citizenship Education
IE	Development Education	Intercultural Education	Development Education/ Intercultural Education
IT	Development Education	Intercultural Education	Development Education/ Intercultural Education
LV	Global Education		Global Learning
PT	Development Education		Development Education
ES	Education for Development and Global Citizenship	Education for Citizenship and Human Rights	Education for Development and Global Citizenship/Citizenship Education
UK	Global Learning		Global Learning

Figure 3 is the result of the analysis of GCE national terms and related concepts indicated in the 10 Country Policy Analysis. Nodes are GCE national terms (blue squares) and concepts, which refer to, and are part of, GCE national terms (red dots). National GCE
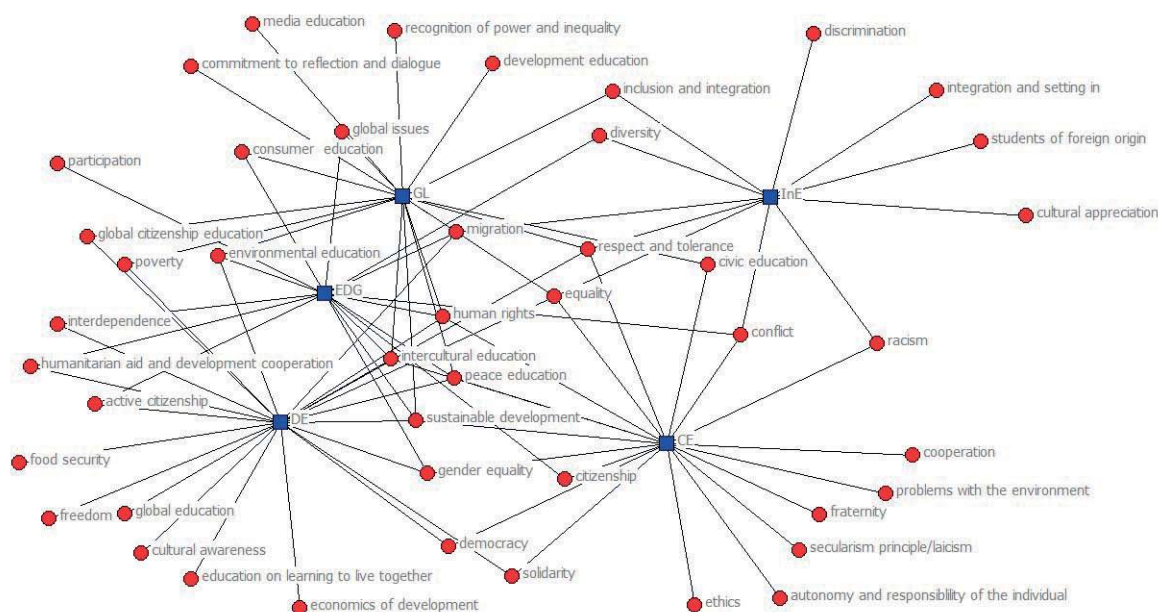
Legenda: CE "Citizenship Education", DE "Development Education", GL "Global Learning", InE "Intercultural Education", EDG "Education for Development and Global Citizenship"

terms (blue squares) are connected with a tie when they share a same GCE related concept. The network developed with the software UCINET connects countries that share the same national term, according to grouping of national GCE terms indicated in Table 2 (umbrella terms). Figure 3 shows that Global Learning and Education for Development and Global Citizenship share several concepts.

Figure 4, represents only terms that are cited more than once by the 5 GCE national terms. Grey lines connecting GCE national terms and related concepts mean that the term is cited twice. Yellow lines mean that the concept is cited 3 times ("Human Rights", "Environmental Education", and "Respect and Tolerance"). A red line indicates that the concept is cited 4 times ("Sustainable Development"). A purple line means that the word is cited 5 times ("Diversity").
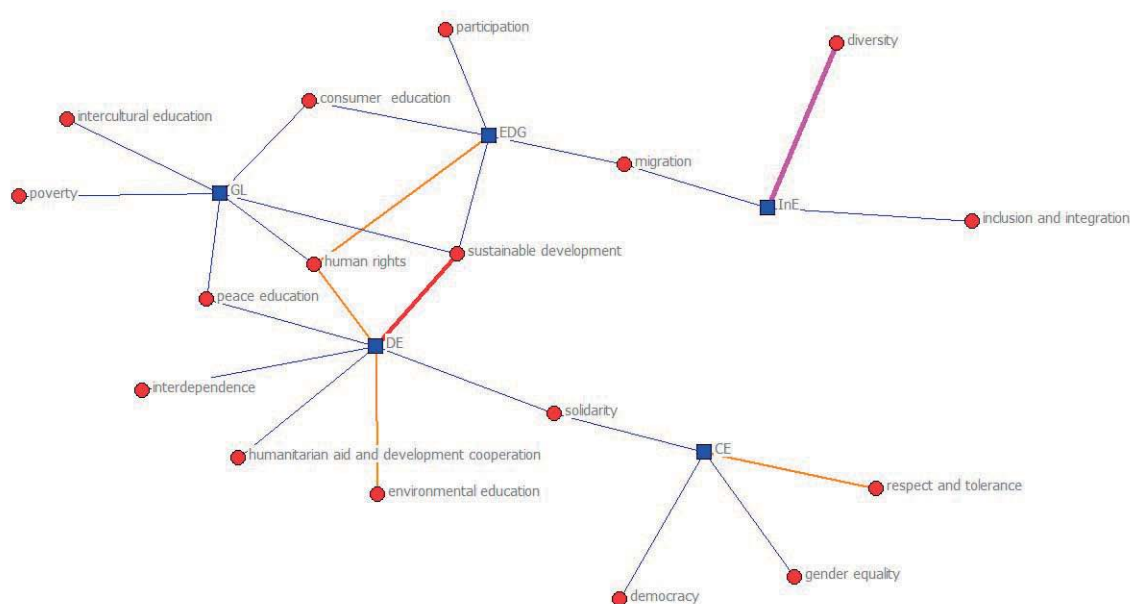
Figure 5
Word cloud of GCE related terms

It stands out that "Human Rights" and "Sustainable Development" are at the centre of the network as they are the concepts, that are most frequently cited by national terms: Global Learning, Development Education and Education for Development and Global Citizenship all include "Human Rights" and "Sustainable Development" among their related concepts.

In order to further explore the results of such analysis, a word cloud was also produced (based on the number of occurrences), which visually portraits the relevance of terms occurring more than once.

The word cloud (Figure 5), which represents in larger font the most frequent terms, confirms that the most frequent terms are GCE key thematic areas.

By comparing Figure 5 with the network of terms in Figure 4, it emerges that the main areas identified as relevant are also the ones which are common to the different national terms with the exception of Social and Economic Justice. It is true, however, that even if the exact wording is not listed among the related terms most frequently cited by partners, the related main concepts, that are connected to Social and Economic Justice, such as poverty and equality, are present.

In sum, it is possible to argue that, besides the choice of different wording for GCE national terms, the main topics of which GCE is composed are very similar. Diversity, human rights, environment, peace and themes related to social and economic justice such as poverty and equality are shared across the countries analysed. These areas coincide with the five topics identified by the Global Schools project as the main concepts encompassing GCE. The wording of GCE national terms mostly reflects the history, will and political discourse of the organisations promoting GCE in the different countries.

In conclusion of this comparative review across 10 European countries, it is possible to schematically highlight the main obstacles to the implementation of the GCE in primary schools. Having briefly summarised the main modes of implementation, it is important to emphasise the barriers to implementation, because the articulation

Barriers to implementation

of obstacles and barriers can represent an illustrative and meaningful way to provide preliminary guidelines and advice to policy makers and practitioners.

The main barriers can be identified in four fields: curriculum, attitudes, system structure, and resources with a special focus on "teachers training", as teachers are key actors for the implementation of GCE.

GCE is too often outside the official curriculum (AT); documents regulating GCE in schools are just recommendatory (FR); or the global approach is prevalent merely in the introduction of the document (not binding, just principles) (IT).

It is not clear how to incorporate it into the existing subject fields, how to realise the interdisciplinary approach (BG); or there is a lack of tradition in working in interdisciplinary projects (PT). The prevailing result-oriented approach of educational system in LV and the growing emphasis on content, competences and results in PT do not favour the introduction of a GCE approach. In general, the current neoliberal discourse stressing efficiency and focusing on skills for employability (UK, PT, LV) leaves no room for GCE.

Little motivation for the teachers (BG); teachers may feel they lack the knowledge or understanding of global issues (IE); teachers often feel unprepared to tackle global issues in the classroom (IE); for teachers on primary levels these issues are often perceived as unnecessary (CR):

"They think it is more appropriate to focus on helping children understand local conditions." *(CR Country Policy Analysis)*

GCE encompasses a non-neutral political and ethical perspective, therefore it strongly depends on ideas and visions of policy makers. It is also influenced by social division (ES, LV) and by the growing importance of religion in education systems (ES).

Many countries underline the lack of any coordination of the efforts by the different actors (BG, IT). In BG, GCE is more prevalent in some big cities and less in rural areas (BG).

As for school organisation, obstacles are staff time and an overcrowded curriculum (IE, ES), as well as mobility of teachers (PT). The use of active methods, typical to this approach, is often incompatible with school time (PT).

Most of the countries complain about a lack of resources for GCE in pre-schools and schools and in particular for teachers (FR, LV, ES). Teaching resources and materials on GCE are available but, for some, it is difficult to access them because they are mostly in English (BG, LV, PT).

This issue is crucial because it concerns the second part of the Global Schools research. Teachers are often not prepared, they lack methodologies (BG, LV) and feel unprepared (IE):

"Teachers often feel unprepared to tackle global issues in their classroom and lack confidence in their own ability or understanding of GCE issues." (IE Country Policy Analysis)

"LAPAS study (a 2008 research report) on GE in national educational standards and curricula. This study highlighted that although GE topics were present in curriculum, teachers lacked methodologies and teaching material in GE" (LV Country Policy Analysis)

Pre-service training, with few exceptions (AT, CR), is absent or only introduced in a short-term course (BG), or unsystematic (BG, LV, PT), or focused on particular topics (Intercultural Education in IT; Citizenship Education or Education on Sustainable Development in FR). Sometimes it is provided without law mandate (IE, LV); one problem is that it is unpopular among teachers. Moreover, teachers' qualification is considered inadequate (BG, PT) and they do not have sufficient methodological skills (BG):

"Teachers' training in Development Education/Global Education is provided primarily by NGO trainers who, as a rule, do not have enough methodological competence" (BG Country Policy Analysis).

In general, it is not a priority (IT), and even where initial training is provided under law mandate (AT) it is not uniformly provided:

"Initial teacher training is based on new curricula since 2015/2016. They are different in each of the 14 Colleges of Education". (AT Country Policy Analysis)

Conclusions

Global Citizenship Education is a perspective firmly undertaken by various international organisations. It is considered to be a paradigm shift capable of overcoming the inadequacies of multicultural integration models, to enhance a widespread sensitivity towards the natural environment, to promote international solidarity, peace and social justice, through an established ethical background founded on human rights. National governments and European civil societies are moving towards the introduction of this concept, this approach and this perspective within their own education systems. But even before it became a subject of public policies, GCE had become firmly rooted in the social fabric of the communities and it is rapidly emerging as a new educational discourse potentially capable of promoting a profound change in formal education as it has already done in the non-formal one.

This text summarises an extensive piece of research[1], which arose in the context of the Global Schools project supported by the European programme DEAR involving 10 European countries. The findings of the research are presented here in a succinct and summarising way. Here we briefly contextualise the origin of a concept that can integrate and make sense of a number of issues hitherto thought of as distinct and sometimes opposed. Furthermore, there are some methodological elements that led the research, based on a substantial amount of data: in the course of a year of work 171 documents from the 10 partner countries were analysed and filed plus 16 from other countries or supranational contexts, 20 interviews, and 10 Country Policy Analysis (published in the full report). From the analysis of these data we attempted a difficult but necessary comparative work. It was a complex comparison because it was based on data which are highly interpretive and constitutively dissimilar between themselves. However, in order to identify possible pathways for the implementation of policies and educational practices inspired by GCE in the primary school, it is essential to try to systematically and rigorously compare cases and national situations that arise from profoundly different traditions, political cultures, pedagogical practices, and institutional systems.

Three are therefore the macro categories, empirically identified, that significantly vary across different countries: (1) political scales, referring to the levels and modes of implementation of the policies, (2) the key political actors and, among them (3) a particular focus on the role of NGOs.

From the comparison of the different variations taken from these categories in different national contexts, we have tried to derive some clusters or typologies that may exemplify different modes of implementation of GCE in primary school. Our intention was neither evaluative nor purely descriptive (in fact it has required a certain interpretive intention), but the aim was to highlight possible access points through which change can be enabled, providing practitioners and decision-makers with a catalogue of opportunities to embed GCE in schools. Besides the comparative policy analysis, a second comparative research line focused on the conceptual analysis of the key terms used across Europe to define the issues that only recently is taking

[1] See the full report at www.globalschools.education/Activities/Research

an univocal denotation under the GCE label. In particular, there is a wide need to understand if, besides the presence of a different terminology, there is a common ground in terms of GCE related themes.

In conclusion of this report are briefly presented a number of points that summarise areas that seem particularly significant, and maybe useful, to indicate the intrinsic use value of this research:

- In none of the project partner countries is GCE fully integrated into the national primary school curriculum, however there is a visible trend towards increasing the adoption of a global perspective within primary school through a variety of ways, sometimes more institution-driven sometimes driven by local initiatives. In addition, although the term GCE is not yet firmly established in the vocabulary of political documents (despite the fact that its use is visibly growing) the themes belonging to this concept are uniformly spread across EU partner countries.

- GCE encompasses a non-neutral political and ethical perspective, therefore it strongly depends on ideas and visions of policy makers. GCE is a nebulous and provisional concept and allows different interpretations and understandings. Depending on the values in which it is rooted, it takes special connotations which, as the research shows, cannot be accepted in the same way by everyone. For a full integration of GCE in primary school and especially for the concrete transformation of an abstract concept in educational policies and practices, it is necessary to acknowledge that this concept is not value-free. Otherwise, a GCE conceived as abstract and generic risks to become an empty label, sterile and unable to produce consistent practices and policies.

- Role of ME and MFA. The two main institutional actors involved in spreading the GCE ideas and practices throughout Europe are the Ministries of Education and of Foreign Affairs. The two insitutions have been promoting GCE related areas through different modes, goals and approaches. However, the two Ministries have not always found effective ways of dialogue among themselves. There is often a gap or a tacit conflict between the two traditions, with diverse approaches, purposes and, above all, two bureaucracies. The research, showes that bridging the gap between the two is a strategic challenge for disseminating GCE ideas and practices.

- Role of NGOs. Unlike institutional bodies, NGOs are more flexible and open to change. They have been fundamental in promoting new ideas, in networking between different actors, and in particular in disseminating the concept and practices of GCE. In bringing together the agenda of different governmental bodies and different topics, NGOs have been strategic in promoting and encouraging the creation of national strategies involving multiple actors. The risk that NGOs must guard against is isolation and tendency towards self-reference. The ability to connect together different subjects and to build a meaningful dialogue with school staff requires they are able to overcome - and willing to negotiate - values, approaches and styles that each NGO has over time developed around its own identity.

- Clusters. Although the "cluster" typology presented above is not based on rigorous

statistical criteria but on a highly interpretive analysis, the possibility of providing a "catalogue" of possible approaches through which GCE can become embedded in primary schools is one of the most significant results of this research. The three clusters of dimensions exemplify ways in which educational policy can be implemented and can be seen as three interconnected continuums:
- Bottom-up vs top down
- Centralised vs decentralised
- One teaching subject vs cross-curricula
Along these continuums, countless opportunities for integrating GCE in schools exist, consistent with the different national, institutional and cultural contexts. In other words, it is necessary to recognise that a single European approach (e.g. trying to simply copy the Finnish approach in all European countries) is not possible if one ignores the specificities of local contexts. On the contrary, local contexts provide many opportunities and resources, that are vital to take into consideration.

- National terms. Although the term "GCE" is not officially and univocally used in almost any of the countries, the conceptual analysis revealed that behind the use of different national terminologies there is a widely shared semantic landscape. Not only the central concept, even if otherwise called, refers to the same object, but there is a common ground among GCE related areas. In fact, also satellite terms that make up the GCE "spider" are the same and refer to the 5 key concepts around which the central concept is articulated (Table 3).

Human rights	Global Citizenship Education
Environment	
Social and economic justice	
Peace	
Diversity issues	

- Barriers of implementation. The last significant result that emerges from the research has explored the obstacles that obstruct the development of effective policies and especially a concrete translation of policies into practice. On the basis of the identified obstacles, three considerations can be drawn in closing this report: (1) almost everywhere a reference to GCE in the National Curriculum is missing. On the one hand, this makes it difficult for teachers and school leaders to activate specific programmes on this subject. On the other hand, the lack of a rigid curricular reference to this subject allows the teachers a greater flexibility and the possibility to insert the topic of GCE and related terms through a wide variety of disciplines and with a multiplicity of approaches. (2) Lack of coordination between political actors and the need for system-oriented measures. This recalls the need to prioritise the construction of structural, systemic and participatory policy actions, providing the active involvement of all political actors described here as fundamental. Individual action of one of them, even if effective and of high quality, is likely to fail if it is not systematic and involving a wide range of actors. (3) Teachers are not only agents of change but also key political actors; it is in their practice that GCE policy is enacted, and experienced by learners. For this reason, teachers' education is not only necessary to provide them the skills and knowledge required by teaching GCE, but it is a crucial political action to promote change and education reform.

Given the centrality of the teacher's role in the effective introduction of GCE in primary schools, it is of great importance both to thoroughly study the process of GCE teachers' education, and to experiment new training paths. The latter deals with the core activity of the Global Schools project, exploring various courses for teachers and multipliers; the former will deal with the second phase of the research: a qualitative research study on teachers' education practices in 4 European countries will be carried out in order to highlight the pedagogical models and the theoretical and conceptual frameworks that underlie these practices.

Glossary

Global Learning (Globales Lernen)[1]
Definition
Global Education is an 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 (Maastricht declaration, 2002).

Education for Sustainable Development
Global (Development) Education *(Глобалното образование)*
Definition
ESD is defined as an education that promotes: (a) understanding and critical awareness of interrelations and interdependencies between economic, social and environmental processes; (b) respect towards different cultures; (c) responsibility for shaping a sustainable future; and (d) an active civil society (Programme for Education for Sustainable Development, 2007).
Global Education is an educational perspective originating from the fact that contemporary people live and interact in a more globalised world. So topics such as fair trade, sustainability and poverty are in the focus. The concept is based on the mutual relations among politics and social relations and aims to provoke a more active sensitivity towards the structure as similarities, inequality and injustice in different parts of the world (www.glob-edu.net/bg/global-education/).

Global Development Education (Globálnírozvojovévzdělávání)
Definition
Global Development Education is a lifelong educational process that supports people in understanding the differences and similarities between the lives of people in developing and developed countries, thus promoting public knowledge of economic, social, political, environmental and cultural processes that influence them. It develops skills and supports adoption of values and beliefs that increase willingness and ability of people to take an active part in tackling local and global issues. Global Development Education leads people to accept responsibility for creating a world where all people may live with dignity (National Strategy for Global Development Education for the period 2011-2015).

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[1] While the institutional reference definition is the one of the Council of Europe, the term that is most commonly used, both at academic and institutional level in Austria, is Global Learning. For more comprehensive conceptualisation of the term, please refer to Hartmeyer H. "Experiencing the world, global learning in Austria: developing, reaching out, crossing border", 2008, Munster: Waxmann Verlang.

Citizenship and International Solidarity Education (Education à la Citoyenneté et à la Solidarité Internationale)
Development and International Solidarity Education (Education au Développement et à la Solidarité Internationale)
Definition
Citizenship and International Solidarity Education is a social and political approach. It aims to develop individual and collective contributions to build a fair, supportive and sustainable world. CISE is a lifelong pedagogical process.
Moral and civic education aims to couple in one subject the training of future citizens and the training of their critical reasoning. Thus, pupils have a moral conscience, which brings them to understand, to respect and to share humanist values: solidarity, respect and responsibility.

Development Education
Intercultural Education
Definition
Development Education aims to deepen understanding of global poverty and to encourage people towards action for a more just and equal world. As such, it can build support for efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level (Irish Aid, 2007).

Intercultural Education (Educazione interculturale)
Development Education (Educazione allo sviluppo)[2]
Definition
Interculture is the way through which students develop an aware and open identity. Interculture is considered important both for foreign students and for the Italian ones because it is necessary to educate to active citizenship.

Global Education (Globālāizglītība)[2]

Development Education (Educação para o desenvolvimento)
Definition
Development Education is a dynamic, interactive and participatory process aimed at: people's full education; awareness and understanding the causes of development problems and local and global inequalities in an interdependent context; intercultural experiences; commitment to collective action grounded in justice, equity and solidarity; promoting the right and duty of all people to participate in and contribute to a full and sustainable development. Development Education cannot be confused with fundraising campaigns, organisational marketing or official information on development aid. The singularity of Development Education is its connection to the South and the fact that it always takes into consideration the narratives and proposals made on and for the South (Portuguese NGOs Platform).
Development Education (DE) is an educational process that promotes social, cultural, political and economic interrelationships between the North and South and that also promotes values and solidarity and justice attitudes, that should feature a responsible global citizenship. It consists on an active learning process, aimed at raising awareness and mobilizing society to sustainable human development priorities. It is fundamental to create the basis for a common understanding and support from the public opinion

2 There isn't a definition of the term in the normative or recommendatory policy documents analyzed

at a national and international level, regarding development cooperation issues. Although DE is not only about formal education, it is important that it is progressively integrated in school curricula, similarly to other European countries, so that the formal education contributes to the formation of watchful, demanding and participative citizens (Strategic Vision, 2005).

Education for Development and Global Citizenship (Educación para el desarrollo y la ciudadanía global) NGOs term
Education for Citizenship and Human Rights (Educación para la ciudadanía y los derechos humanos) Ministry of Education term
Definition
Education for Development and Global Citizenship is a continuous process aimed, through knowledge, attitudes and values, to promote active and responsible citizenship, committed to the justice system, peace and sustainability, that promotes respect and appreciate diversity, that defends and respects individual and collective human rights, gender equality and appreciate the dialogue, participation, co-responsibility and commitment to a just, equitable and caring society.
Education for Citizenship and Human Rights is a learning responsible citizenship approach that includes aspects related to knowledge, participation and exercise of civic rights and responsibilities, it requires a long learning process that begins when affective relationships are established, social habits are acquired and techniques are learned to develop critical thinking, which facilitate the assimilation of the values on which democratic society is based, in order to form future citizens responsible, participatory and supportive. The Citizenship Education contributes to the development of salient aspects of various competencies, mainly the social and civic ones.

Global Learning
Definition
Global Learning can be described as an approach to learning about international development through recognising the importance of linking people's lives throughout the world (Global Learning Programme).
Global Learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather it is about engaging in a process of learning that recognises different approaches and different ways of understanding the world, and engages with them through different lenses (Bourn, 2014, p. 6).

Global Education is an education that opens people's eyes and minds to the realities of the globalised 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 dimension of Education for Citizenship.

Global Education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we might all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues (North-South Centre, 2010, p.10).

Global Citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global (UNESCO, 2015, p.14).
Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global Citizenship Education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. Global Citizenship Education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation (UNESCO, 2015, p.15).
Global Citizenship Education (GCE) highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world (UNESCO, 2014, p.15).

Global Competence (GC) is the capability and disposition to act and interact appropriately and effectively, both individually and cooperatively, when participating in an interconnected, interdependent and diverse world.
It is foreseen the introduction of global competence in the PISA assessment even though from a different perspective: "The main dimensions to be evaluated are the following: knowledge, Openness and Flexibility, Emotional Strength and Resilience, Communication and Relationship-Management. The contexts in which these dimensions are evaluated are the following: Education (Learning), employment (working), communities (living)" (Piacentini, 2015).

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