

Book Review

**Helmuth Hartmeyer, H. & Wegimont, L. (ed.).
(2016). Global Education in Europe Revisited.
Strategies and Structures - Policy, Practice and
Challenges, Waxmann, Münster/New York, 252
pages, paperback, 29,90 €, ISBN 978-3-8309-
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This volume was published as No. 9 in the series "Erziehungswissenschaft und Weltgesellschaft" (Education and World Society) by Waxmann. It offers a kind of inventory of the work of GENE in the past decade and a half by exclusively English-language articles of 25 authors from 12 countries covering 250 pages. The abbreviation "GENE" means "Global Education Network Europe", which - after a series of precursors, especially in the 1990s - began with a congress in Maastricht in 2002. At this meeting, which was carried out by the North-South Centre of the Council of Europe in cooperation with several other organizations, a policy paper was adopted which became a milestone and a frame for further work in this area, especially for the implementation of "Global Education" into the educational systems of European countries.

In an introductory article by the two editors, a chronology of the corresponding congresses in the period mentioned is presented. These conferences have led to a considerable establishment and consolidation of national strategies for global learning in a number of European countries and promoted the exchange of strategies, model projects and evaluations.

In the first section, under the heading "National Strategy Development", developments for Global Learning in national strategies are presented using the examples of Austria, the Czech Republic and Portugal.

The next part is entitled "National Structures" and explains the structures in ten European countries. Three countries, namely Belgium, Germany and Portugal, are presented in separate articles. The conceptual development in Germany for the exchange of students and teachers between Germany and countries in the southern hemisphere as well as the inclusion of migrants and refugees from such countries in global learning measures is worth mentioning.

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The third part is under the heading "Global Learning in Education Systems". The conceptual developments in Finland, Ireland, the Netherlands and Sweden are presented in detail.

In a further part, articles on overarching topics are compiled, namely the role of non-governmental organizations in the field of global learning, the role of science in "a culture of research" that goes beyond an evaluation of individual learning measures, and the importance of the "Global Education Peer Review Process" that was initiated by the Maastricht Congress in 2002 which includes eleven European countries.

In the last section, five contributions give a perspective outlook. An article from Norway advocates the involvement of experts from the global south. Another article introduces the concept of "yet-to-come postcolonial possibility". The following article provides an overview of the results of scientific studies that have examined the framework conditions and the effects of global learning among young people, their parents, teachers, in curricular discussions, in the media, the public and other fields.

In the two concluding contributions to the volume, the two editors formulate a number of summarizing points of view. Liam Wegimont advocates a paradigm shift and a new model of global learning. The term "Global Education" has proven itself and, as an "umbrella term", includes numerous aspects. He pleads for the inclusion of critical voices in the further conceptual discussion and considers it urgent to rethink the underlying theoretical and philosophical foundations.

One can certainly agree with the editors in their final assessment that the establishment of global learning on the various levels has been a success story in the past years and continues to be so. As a European network, GENE has made an important contribution to this success. So it is not surprising that the editors plead in the last sentences of this book for an opening of this network beyond Europe.

For the interested reader, the study of such a volume requires some effort to work through. The chronic documentation, the very different contributions and the difficult internal structure of the volume is demanding. This also applies to the interplay between a large number of organizations and actors at both national and international level. However, this volume does indeed document how the interaction with important political institutions and developments on a global level can be organized. These include, for example, the codification of human rights, the 1992 Rio Conference and the Millennium Development Goals. At national and European level, progress has been made in the interplay of state and non-state actors to anchor Global Learning in education systems. At the same time, support from science and civil society has also contributed considerably. In this respect, the book documents very clearly that and how in today's extremely complex societies collective processes can be organized and successfully advanced in interaction at the European level and beyond.