

European Development Education Monitoring Report

“DE Watch”

Political support for DE is likely to decline if public expenditure is reduced and DE becomes an “easy victim” in the discussion on budgetary cuts.

European NGOs should assess and possibly integrate DE, advocacy and empowerment of citizens in Europe as key elements of their organisational strategies.

In order to develop the DE sector in a coherent, effective and sustainable way, national strategies should be set up, assessed and revised on a regular basis.

Conceptual clarity is crucial for a meaningful discourse about DE and for developing powerful DE strategies. It is recommended to all stakeholders to clearly and explicitly define their concept of Development Education.

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European Development Education Monitoring Report

“DE Watch”

Written between January and May 2010

by

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DEEEP

Developing
Europeans'
Engagement for
Eradication of Global
Poverty



List of Acronyms

AR	Awareness Raising
CoE	Council of Europe
CONCORD	European NGO Confederation for Relief and Development
CRS	Creditor Reporting System of the OECD
CSR	Corporate Social Responsibility
CSO	Civil Society Organisation
DE	Development Education
DEAR	Development Education and Awareness Raising
DEEEP	Developing Europeans Engagement for the Eradication of Global Poverty
DEF	Development Education Forum
DevCom Network	Informal Network of OECD-DAC Development Communicators
ESD	Education for Sustainable Development
FES	Formal Education Sector
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
GNI	Gross National Income
LA	Local Authorities
LS	Life Skills
MFA	Ministry of Foreign Affairs
MoE	Ministry of Education
MoEnv	Ministry of Environment
MSH	Multi-Stakeholder
MSH SG	European Multi-Stakeholder Steering Group on Development Education
NGO	Non-Governmental Organisation
NGDO	Non-Governmental Development Organisation
NMS	New Member States
NSA	Non-State Actors
NSALA	Non-State Actors and Local Authorities (referring here to the EC co-financing instrument of DEAR projects)
NSC	North-South-Centre
ODA	Official Development Assistance
OECD-DAC	Development Assistance Committee of the Organisation for Economic Co-operation and Development
OMS	Old Member State
PR	Public Relations

Executive Summary

The European Development Education Monitoring Report – “DE Watch” – was initiated by the European Multi-Stakeholder Steering Group on Development Education. It is part of the ongoing process and efforts by the European community of stakeholders in Global/Development Education to discuss and shape common perspectives, concepts, standards and co-ordinated policies in their area of engagement.

The report is based on the analysis of various sources of information on Development Education (DE) practices in Europe. These sources include reports, evaluations, surveys and other documents by the European Commission, the North-South-Centre of the Council of Europe, the Global Education Network Europe (GENE), DEEEP/CONCORD, as well as inputs and feedbacks from various state and non-state actors at national level.

Striving for more conceptual clarity in the DE discourse, this report suggests a typology which distinguishes between four different understandings of Development Education that occur in the concepts and practice of the diverse actors. These include one understanding of Development Education which is considered as inappropriate by most actors (DE as Public Relations for development aid) as well as three legitimate although different types of DE approaches: (a) DE as Awareness Raising, i.e. disseminating information about development issues, (b) DE as Global Education, i.e. aiming at changed behaviour and at enhancing action of the target group for global justice and sustainability or (c) DE as the development of Life Skills, i.e. focusing on the learning process and the enhancement of competences needed for life in the complex and dynamic world society.

At its core, this report provides a detailed overview of DE policies, practices and funding in the 27 EU Member States and Norway. It takes into account the concepts and practices related to DE within the Formal Education Sector, the policies and approaches of national Ministries responsible for development and their subordinate agencies, as well as the activities of civil society actors, local and regional authorities.

As a first attempt to assess the DE performance of state and

non-state actors in the 28 European countries analysed, the DE Watch report develops draft indices and aggregates them into a mapping of the DE commitment and practice of the national Non-Governmental Development Organisations and the national Ministries/agencies responsible for development.

The report concludes with an analysis of the main trends and with recommendations to the European DE stakeholders. The main conclusions include the following:

1. In countries where the different DE actors establish strong Coordination mechanisms, set up multi-stakeholder strategy processes, and enrich these processes through European exchange, the DE sector mostly experiences as significant vitalisation. Such practice is strongly encouraged and recommended to be initiated and maintained in all countries.
2. If European citizens are to gain systematic access to quality DE it is paramount that the Ministry and institutions responsible for education take the lead – in a common effort with governmental development actors and civil society – to integrate pedagogically well-reflected DE approaches into school curricula and further guidelines of education. This conceptual work should be complemented by adequate implementation measures e.g. teachers training and the provision of didactic materials for DE.
3. DE actors and practices are particularly strong and sustainable in societies where DE is understood and conceptualised as part of good democratic practice within a globalised and interdependent world. DE contributes to the awareness and critical engagement of citizens in global issues and equips them with the necessary competencies for living as active and responsible members of their local communities and of world society. Critical engagement of citizens and their associations is crucial for the democratic culture as well as for the quality of governance and of the policies that will be decided and implemented.

1. Introduction

For almost a decade the European community of stakeholders in Global/Development Education has been in a process of discussing and shaping common perspectives, concepts, standards and co-ordinated policies in their area of engagement. This process has materialised for example in the European Conferences on Global/Development Education which took place in Maastricht (2002), Brussels (2005), Helsinki (2006) and Ljubljana (2008). It has led to the establishment of a European Multi-stakeholder Steering Group on Development Education (MSH SG) in 2006 which facilitated the elaboration of the European Development Education Consensus.¹ With the DE Consensus, the European community of Development Education (DE) stakeholders took an important step towards the development of a common DE strategy framework and towards more co-ordinated, coherent and complementary work of the different European actors in DE. With this European Development Education Monitoring Report (“DE Watch”), the MSH SG takes this process forward.

The DE Watch report presents, for the first time, an integrated overview of the existing DE policies, priorities and funding practices in 28 European countries.² The report can thus provide practitioners, researchers and policy makers with synthesised information about some of what happens in DE in these countries – what works well, and where improvements can be made. Additionally, this comparative overview shall be a basis for drawing analytical conclusions and coming to recommendations for the DE sector in Europe. The DE Watch report can thus become a context for the multi-stakeholder process in its efforts of elaborating coherent and co-ordinated DE policies and strategies throughout Europe. Finally, the DE Watch report attempts to contribute, in continuation with the DE Consensus, to the conceptual debate about DE. The European DE actors need to continue this debate if they are to improve the DE policies and practice throughout Europe.

The DE Watch report was elaborated between January and May 2010 by drafting consultant Johannes Krause on behalf of the MSH SG and under the guidance of the co-chairs and secretary of the group. It starts with an outline of the research methodology, including a reflection on the concepts of “Development Education” and on how DE funding can be measured (chapter 2). The main body of the report is the integrated overview of DE policies, priorities and funding in 28 countries (chapter 3). Subsequently the findings of the overview are interpreted (chapter 4). This chapter includes 4.1 a mapping of the commitment to DE by different national stakeholders, 4.2 an account of current trends in the European DE landscape, 4.3 a spotlight study using national examples to analyse the processes of recent increase (Poland, Portugal) or decline (the Netherlands, Sweden) of political support for DE and 4.4 recommendations based on the findings of this report.

This report is not based on any extensive primary research, i.e. direct engagement with the different DE actors throughout Europe. It is mainly the product of a synthesis and analysis of data and information

that was provided in a range of already existing documents about DE in Europe. These documents include, among others, the European DE Consensus (2007), the General Evaluation of DE/AR by the EC (2008), plus the reactions on this study by a range of stakeholders; from the GENE facilitated Peer Review process³ -national reports on Poland (2010), Norway (2009), the Czech Republic (2008), Austria (2005/06) and Finland (2004); DEEEP biannual DE surveys (2007, 2009); the CONCORD/DEF Study on DE in the School Curriculum (2009); GE Country Presentations, GE Seminar Concept Notes and GE Seminar Reports of the process facilitated by the Joint Management Agreement EC-NSC for promoting global/development education in the new EU member States (2009/10); selected academic papers on DE in Europe.⁴

Twice between March and May 2010, draft versions of the report were circulated among the governmental and non-governmental, national and international DE stakeholders in order to ask for feedback as well as corrections of and supplements to the information and data provided. 11 governmental and 20 non-governmental national actors from 18 countries, two international actors (NSC, GENE) and one research institute (Development Education Research Centre at University of London) took up this opportunity to contribute to the revision of the draft report.

At its meeting on May 20, 2010 in Lisbon, the MSH Steering Group approved the final version of this European Development Education Monitoring Report – “DE Watch”. It should be viewed as a ‘working document’ which will possibly be updated in the future.

The author of this report would like to thank all individuals and institutions who contributed with providing information, guidance and feedback to the DE Watch report. These include the European Multi-stakeholder Steering Group on Development Education and in particular its co-chairs Rilli Lappalainen and Sergio Guimaraes as well as its secretary Tobias Troll, the numerous persons who took time to read drafts of the report and gave their feedback, Doug Bourn (Development Education Research Centre, University of London) and Alessio Surian (Department of Education, University of Padova) for advice concerning academic research on DE, and Leslie Pierrard, intern at DEEEP, who helped compiling statistical data.

The DE Watch report was written and produced on behalf of the European Development Education Multi-Stakeholder Steering Group⁵ with financial support of DEEEP, the Portuguese Institute for Development Support, the North-South-Centre of the Council of Europe, the Norwegian RORG-network, and the Ministry of Education of Finland. The views expressed herein are those of the consultant and do not necessarily reflect the official opinion of the MSH SG or its members.

¹ European Multi Stakeholder Steering Group on Development Education (2007): The European Consensus on Development: The contribution of Development Education & Awareness Raising.

² The countries analysed in this report include the 27 EU member states and Norway. This selection reflects the representation of actors in the European MSH SG on DE.

³ GENE has facilitated the Peer Review process since 2006, from 2003-2005 the North-South Centre facilitated the secretariat of the Peer Review process, with support from GENE.

⁴ Cf. the full list of analysed documents in the List of References (annex II).

⁵ Cf. a list of organisations represented in the MSH SG in annex III.

2. Methodological reflections

• 2.1. Methodological challenges

The main purpose of the DE Monitoring Report (“DE Watch”) is to elaborate an overview of present DE policies, priorities, funding practices in Europe, based on the synthesis of already existing studies, evaluations and reports on different aspects of DE in Europe. The endeavour to provide a comprehensive overview of DE policies and funding, however, poses some major difficulties:

- The available information about DE policies, priorities, practices and funding is not based on any commonly agreed concept of what “Development Education” is, how it is distinguished from other communication and education approaches, what kind of funding actually is genuine DE funding etc.
- The available data (statistics, figures, qualitative information) is extremely heterogeneous: The information is coming from different sources. It is based on very different assessment methodologies. Some of the available documents are obviously based on subjective points of view of individual informants. Often the exact source of information is not named in the documents and in many cases the available information is not confirmed by at least one other, independent source.
- On some countries or aspects no or very little information is available.

It needs to be noted that on this basis, a comparative analysis such as undertaken by the present DE Watch report and the conclusions drawn from it, need to be dealt with very cautiously and critically. Based on the relatively thin ground of the available information and without the possibility to conduct a comprehensive primary research within the respective countries, the DE Watch report can only be a first approximation to the desired integrated overview of DE.

Taking these restrictions seriously, the present report can nevertheless contribute to the analysis of DE in Europe in the following manner:

1. In order to contribute to further endeavours to get a sharper picture of DE in Europe based on more solid information, this report reflects, in the remainder of this chapter 2, on the methodological challenges involved in comparative analysis of DE in different countries. The DE Watch report furthermore develops, presents and tests some methodological and analytical tools which may be used and/or developed further in upcoming investigations into DE policies and practices.
2. Although the information base is not very solid, some tendencies and trends can be clearly observed and highlighted and recommendations can be developed based on this analysis. This is happening in the following chapters 3-5. In order to allow the

reader to critically assess the results of this analysis, the trends described and the conclusions drawn, the present report indicates in detail (mainly in its annex I) the sources of all information and data used. The report aims at always making the whereabouts of all information used transparent. As it seems unavoidable that some of the information this document is based on may be one-sided, outdated, incomplete or incorrect, it is Furthermore crucial that the DE Watch report is understood as a “dynamic” document: It will never be a full and valid representation of the reality. Rather, it is an invitation for discussion and for collaboration in the process of completing, modifying and enriching with additional perspectives the picture of DE in Europe which is drawn here. Any feedback on the approach used and the information provided in this report is therefore highly welcome.⁶

• 2.2. The Concept of “Development Education”

DE Watch aims at providing an overview of DE policies, priorities and funding practices in Europe. This task raises the question: What is DE, actually? This is not only a question of terminology, but of concept: It needs to be specified what is meant with “Development Education”, the object of this study needs to be defined and delimited, before the analysis itself can start.

The European DE Consensus defines DE as follows:

The context of development education and awareness raising

12. Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.

The aim of development education and awareness raising

13. The aim of Development Education and Awareness Raising is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world.⁷

⁶ Feedback on this report should be addressed to Tobias Troll (t.troll@deeeep.org), secretary of the MSH SG.

⁷ European Multi Stakeholder Steering Group on Development Education (2007): The European Consensus on Development: The contribution of Development Education & Awareness Raising, page 5.

While this definition provides a good starting point and reference for the DE Watch report, the difficulty lies in the variety of notions and concepts of "Development Education" (or related although differently named concepts) that underlie the existing DE policies, practices and funding mechanisms. How can DE policies and practices be assessed, and how can DE strategies be developed, if different actors talking about DE mean very different things, in terms of thematic scope, educative concept etc.?

Different levels of depth of DE concepts:

It is important to note that the term Development Education is at present used for communication, information and education activities of very different type with very different aims and respective levels of depth.

The DEEEP biannual survey on DE and AR among the NGDO platforms lists, among others, the following elements of DE:

- inform and raise awareness on development issues;
- change attitudes and behaviours;
- enable understanding of causes and effects of global issues;
- mobilise citizens through informed action;
- promote and fundraise.⁸

The OECD DevCom network distinguishes between three areas of Communication work:

- Development Communication, i.e. "communication about aid and development challenges, policies, programmes, and results to publics in donor countries for transparency and accountability purposes as well as to raise public support for official development assistance (ODA) and other forms of development co-operation";
- Communication for Development, i.e. "integrating communication into development planning and implementation in recipient countries' development processes to achieve positive developmental change and progress";
- Development Education, i.e. "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."⁹

The DE concept of the German Ministry for Development Co-operation BMZ distinguishes between

- PR work, i.e. communication about the political objectives and effects of German development policy;
- information work, i.e. encompassing background information about development policy issues;
- education work, i.e. activities of global learning which are supposed to enhance citizens' critical reflection about development issues and to encourage their engagement.¹⁰

These are just a few examples illustrating the manifold understandings of DE that exist. They show that "Development Education" happens at different levels of intensity and for different purposes. Some of the actors in DE underline the information and PR aspect of DE (building public support for development policy and the fight against poverty) while others explicitly count PR for development co-operation out of the DE concept (e.g. the European DE Consensus, paragraph 23). Some stakeholders deem the enhancement of personal skills for a critical and responsible engagement with one's local community at the centre of DE while others completely ignore this facet of the concept. Unless it is made clear who talks about what when they say "development education" there is a great danger that DE becomes a catch all term for very different kinds of activities that have little in common, can hardly be compared and are sometimes even excluding each other.

The distinction between "DE" and other "Educations"

The concept of Development Education is obviously linked with those of Global Education,¹¹ Education for Sustainable Development (ESD),¹² Environmental Education, Human Rights Education, Peace Education, Intercultural Education, Citizenship Education and more. Some actors use some of these terms as synonyms, for others the mentioned concepts are over-lapping although distinguished, for still other actors some of these "Educations" are sub-concepts of other "Educations".

In the practice of many actors Development Education and Global Education are used as interchangeable terms. The DE Watch report acknowledges this fact and includes all discussion around and practice of "Global Education" fully into its analysis of DE, although Global Education is often understood as thematically broader than Development Education.

One feature which distinguishes Development Education from other "educations" is certainly its strong orientation on justice and North-South (or centre-periphery) relations.¹³

It may also be argued that in many cases the distinction of DE from other areas is not based on conceptual considerations but on institutional realities: DE is distinguished through its historical and traditional rooting in the ODA system and its institutions, including public institutions (Ministries and agencies responsible for aid delivery) as well as development NGOs.

However, today many actors take on an understanding of DE/GE which goes far beyond the limits of classic "development co-operation" and further North-South issues. Furthermore, new actors who are not traditionally involved with ODA or development in the South, such

⁸ DEEEP survey „Development Education and Awareness Raising in Europe 2009“.

⁹ OECD Development Centre, DevCom Informal Network of DAC Development Communicators: Communication and Development. Practices, Policies and Priorities in OECD Countries, unpublished study, 2009. (Note: The definition of Development Education used here is an extract of the 2002 Maastricht Declaration of Global Education.)

¹⁰ BMZ Konzept 159, page 3.

¹¹ Some countries and organisations in Europe have evolved on from using Development Education to using Global Education. The Maastricht Declaration uses the following definition for Global Education: "Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship."

¹² The concept of ESD and ESD policies and practices are closely related to the UN Decade of education for Sustainable Development (2005-14), promoted by UNESCO, cf. <http://www.unesco.org/en/esd/>.

¹³ Stephen Sterling distinguishes between the Ethos (epistemological orientation), the Praxis (methodological orientation) and the Eidos (ontological orientation) of an educative concept (in his case sustainability education). While Development Education overlaps with other "educations" in terms of Ethos and Praxis, its focus on justice and North-South/centre-periphery issues provides a fairly clear distinguishing criterion with regard to its Eidos (Sterling 2001). In terms of thematic contents, David Selby and Graham Pike have introduced a narrow-broad focus distinction between the different "educations" (Selby/Pike 1988). The author of this report owes these references to Alessio Surian.

as educational institutions, Local Authorities, governmental and non-governmental organisations which are rooted in the areas of e.g. environment, play a more and more important role in DE/GE. Far beyond being a simple question of preferences in terminology, any strategy debate or comparative analysis of DE is thus confronted with the challenge of identifying in the first place which kind of practice, activity, funding etc. is accounted for as DE and which is not.

Towards a typology of DE concepts

In order to analyse what is happening in DE in the different European countries, it is important to specify which DE concept is used in which context. Obviously, trying to describe the detailed DE concept underlying each and every policy or practice would be too ambitious. Rather it is suggested here to distinguish between four basic types of DE concepts that have a clearly different focus. These four types are not meant to be understood as a normative framework for conceptual orientation but rather as a descriptive account of the different understandings of DE which occur in the reality of different actors' policies and practices:¹⁴

Not recognised approach to DE:

1. DE as Public Relations for development aid (PR): DE denotes communication activities aiming at predefined outcomes in terms of public support for development co-operation efforts, e.g. pro-aid campaigns, the promotion of the positive results of development co-operation by aid agencies, fundraising of NGOs.¹⁵ Note: Although some actors do call such kind of Public Relations work "Development Education", there is a consensus among the European community of DE stakeholders that PR should not be recognised as part of DE.¹⁶

Recognised approaches to DE:

1. DE as Awareness Raising (AR): DE is the public dissemination of information about wider development issues (e.g. sustainable development, peace & development, trade & development, MDGs), developing countries and development co-operation/policy; the AR work focuses on cognitive information disseminated in a "top down" approach.
2. DE as Global Education (GE): DE focuses on local-global interdependence; involves participation by the target audience; stimulates critical understanding of development, environmental, human rights, intercultural, peace issues, and one's own responsibility within a globally interdependent world; aims at changing attitudes and behaviours and promoting engagement and advocacy for global social justice and sustainability.
3. DE as enhancement of Life Skills (LS): DE relates personal and local (political/social/economic/environmental) life to global issues; focuses on the learning process, supports critical thinking, self-reflection and independent choices of the learner; aims at the development of competencies needed to lead a fulfilling life in the complex and dynamic world society; equips individuals with skills needed to participate in change process from local community to global levels.

These categories and proposed types of DE concepts are neither clear-cut nor complete nor exhaustive. They are ideal types – in reality, mostly mixed forms occur.

	Public Relations	Awareness Raising	Global Education	Life Skills
	Not recognised as DE	Recognised as Development Education		
Thematic scope	development cooperation	wider development issues	global interdependency; North-South issues (environmental, economic, political, social)	local and global issues of social ethics in world society (beyond a North-South perspective)
Goal	public support	awareness	responsible action	fulfilling life, social change
Educative approach	"indoctrination"	information	participation; process awareness/experience => understanding/capacity building => action	support/offer; empowerment
Pedagogic thought	commercial	top-down	actor-centred, normative	constructivist, systemic
Target Group	object of PR	recipient of information	subject of a learning process in which normative objectives are given; activist	(dynamic) subject of a self-organised learning process in which results are open; agent of social change
Context	foreign aid	development policy	(recent) globalisation	local community & world society

¹⁴ This typology was inspired by the observation of DE definitions and DE practice of different actors and by the academic work of e.g. Doug Bourn, Annette Scheunpflug and David Hicks. A more differentiated typology which distinguishes between 12 areas of action of DE is suggested by the Austrian NGO platform Globale Verantwortung (2010). Cf. references in annex II.

¹⁵ PR is not understood, in this context, as the pure self-promotion of an organisation but in slightly wider terms as the superficial and uncritical promotion of the idea that aid and helping the poor is a good thing and needs to be supported.

¹⁶ "For the avoidance of doubt, Development Education and Awareness Raising are not concerned with activities that promote or encourage public support for development efforts per se or for specific organisations or institutions. They are not concerned with charity, organisational publicity or public relations exercises" (European DE Consensus, paragraph 23).

This typology aims at systematising the variety of concepts that exist, making more transparent what are the commonalities and differences between them and showing the wideness of DE as well as contradictions between different DE approaches. It can provide a framework of reference as an analytical basis for the following assessment of DE policies and practices in Europe. On this basis, it can be more clearly distinguished, what is meant when different actors talk about “Development Education”. Furthermore the suggested typology is intended to contribute to more clarity in the conceptual and strategic debate about DE which is ongoing at European and national levels.¹⁷

• 2.3. What is DE funding?

There is high interest within the European DE community in a comparative overview of the funding available for DE within the different European countries. However, it is not so easy to determine, what, actually, can be counted as DE funding. Establishing how much money is spent on DE activities relies on certain assumptions:

- (a) It can be (conceptually) distinguished, which funded activities can count as DE and which cannot. This assumption raises questions about the “limits” of Development Education: Is, for example, “PR for development”, as referred to in the typology above, part of DE? Is Education for Sustainable Development part of it? Or “environmental education”? Human Rights Education? Etc.
- (b) It can be established which sources of funding are to be included in the analysis and which are not. This assumption requires to determine, whether accounts of DE funding consider only ODA spent by the MFA, or whether also funds made available by other Ministries and public or even private bodies, whether only ODA or also non-ODA funding are to be counted in.
- (c) Reliable data about DE funding are available.

All three points pose major difficulties which need to be discussed.

Ad (a) and (b). The identification of a sound criterion according to which sources and purposes of genuine DE funding can be distinguished from other forms of spending money seems to be a key challenge. The following categories of funding may be – or not – included in an account of financing for DE in a country:

- DE co-financing for NGOs via DE-specific calls for proposals by the MFA (or equivalent Ministry or development agency);
- other MFA (or agency) NGO co-financing for DE: e.g. a percentage of the budget for development co-operation projects dedicated to awareness raising; funding of development related volunteering schemes; DE-related expenditure of other MFA departments than the department responsible for DE etc;
- DEAR projects under the MFA (or agency) that are directly implemented by the public agencies and not via NGOs;¹⁸
- development related PR expenses of the MFA (or agency);
- ODA spent for DE through other ministries (Ministry of Environment,

- of Education, of Culture, of Youth...) and Local/Regional Authorities;
- non-ODA public money spent, by various public bodies, for wider DE activities: environmental education, citizenship education, human rights education, cultural and youth activities with DE component, DE in the Formal Education Sector...;¹⁹
- non-public money spent for DE (funding from private foundations, charities, companies, religious communities);
- funding from international donors such as the EC (NSA-LA call for proposals, EC structural funds, DG Culture and Youth etc.), CoE, USAid, UNDP etc.²⁰

Which of these kinds of expenditure are to be included in an account of DE funding available in a country and which are not?

Ad (c). A second problem lies in the availability of reliable data. The existing sources of information about DE funding are very diverse: Some of them include certain kinds of expenditure from the list above which other exclude, some include staff costs others do not include them etc. Often the available figures are based on very different measurement and aggregation methodologies. Sometimes the figures are outdated or unreliable, and often no figures are available at all.

This situation makes it hardly possible to provide a solid overview of aggregated total DE funding in a country (absolute, per capita, per ODA or per GNI) which would allow trust-worthy comparisons between countries and meaningful conclusions about trends.

The DE Watch report undertakes, however, the following (modest) steps of analysing DE funding:

- (1.) The DE Watch report includes, in annex I, a compilation of the different figures about DE funding from the different sources of information (EC evaluation, OECD-DAC, DEEEP surveys, CONCORD/DEF report on School Curricula, GENE Peer Reviews, information directly provided by the concerned institutions etc.). Rather than making comparisons and drawing conclusions based on these figures, the report thus provides a simple overview of funding figures which are heterogeneous, sometimes contradictory, based on different standards and methods of research. It is up to the reader to interpret this cluster of figures.
- (2.) In spite of the weakness and diversity of the available data, the report tries, in the overview of DE in Europe provided in chapter 3, to establish one funding figure for each country as a rough orientation. Due to the mentioned difficulties, this is a somewhat adventurous exercise, and it is highly recommendable to look at these figures and the data sources they are based on with a critical eye. Section 3.2 provides a rationale why these amounts (and not others) were chosen out of the available data clusters. By doing so it is hoped that the report can find a balance between (a) the interest to compare DE funding amounts in different European countries, at least in an approximate manner and (b) the wish to be transparent about the whereabouts of these figures, the shortcomings of the data compilation and the need to be cautious in interpreting these results.

¹⁷ The need for an “honest debate” e.g. about contradicting aims between communication and education policies of different actors involved in DEAR, is also called for by the European DE Consensus (paragraph 41).

¹⁸ The example of IPAD (Portugal) illustrates that understanding DE funding only in terms of MFA support for DE activities of NGOs may lead to an incomplete picture in which the MFA's or development agency's own DE activities are overlooked (cf. IPAD reaction on EC General Evaluation of DEAR).

¹⁹ The NSC Peer Review on Finland (2004) illustrates how diverse DE/GE is and in what ways manifold public actors – from institutions of the Formal Education Sector via Ministries of Labour or of Trade and Industry up to the National Commission for Sustainable Development and municipalities – participate in funding and implementing diverse activities that are part of the wider picture of DE/GE.

²⁰ The CONCORD/DEF report on DE in the School Curriculum provides an account of the importance of various financial instruments of the EC, the Council of Europe, and other international actors to DE funding, particularly in the New EU Member States (cf. CONCORD/DEF: DE in School Curricula 2009: page 23).

3. Overview of DE in Europe

The previous chapter has reflected on the methodological challenges that are involved in the attempt to provide a synthesised, comparative overview of DE policies, priorities and funding in Europe. Acknowledging the explored limitations and restrictions that such an undertaking must face, this chapter strives to present the compiled information about the state of DE in 28 European countries, before these records are analysed in the final chapter.

• 3.1. The “standard model” of a national DE landscape

Before presenting in detail the situation in the 27 EU member states and Norway with regard to DE, this section describes – in abstract terms, i.e. not dealing with any specific country – the “typical pattern” or “standard model” of how DE operates in most European countries: What is the typical role of Ministries, agencies and NGOs in the areas of development and of education? Which Coordination mechanisms and strategy processes do usually exist? What may happen at local and regional levels? Each country can then be described, analysed and categorised with reference to the “standard model”.

In a typical pattern or standard model of a national DE landscape, the following actors play a major role:

The MFA (or other Ministry responsible for development co-operation) finances DE activities as part of ODA. Mostly, the Ministry’s operational involvement in DE (sometimes also facilitation of its DE policy) is outsourced to an agency. In many cases, the Ministries and/or agencies responsible for DE share learning and perspectives on activities and policies in the DE area at European level, e.g. within GENE, the NSC and the DevCom network of the OECD Development Centre.

NGOs are important actors in implementing DE. In some countries only a few NGOs carry out bigger DE projects or programmes, in other countries there is a significant number of NGOs working at all levels from local grassroots initiatives up to transnational DE programmes. NGOs are normally represented by a national platform. In many countries, NGOs have set up a specific DE working group or other Coordination forum at national level. The NGO platform and/or the DE working group co-ordinate (more or less intensively) the DE activities of different NGOs in the country, serve for Coordination with the government, and for exchange on DE concepts and strategies at European level, mostly via CONCORD/DEF and DEEEP. DE activities of NGOs are often funded by specific DE budget lines provided by the MFA (or other Ministry responsible for development co-operation). Another important source of funding is the EC NSALA co-financing instrument for DEAR.

The MFA (or other Ministry responsible for development co-operation), the agency under the Ministry, and the NGOs exchange (more or less intensively) on DE policies and strategies. In many countries permanent Coordination mechanisms for multi-stakeholder consultations on DE policies exist, often including further actors such as Ministries of Education and/or Environment, educational institutions and other civil society actors besides NGOs. In some countries, an official national DE strategy or policy exists, usually elaborated in a common effort of various governmental and non-governmental actors.

Ministries of Education and the Formal Education Sector (FES) play an essential role in DE, too. In some countries, Development Education in the formal school system is already the key area of DE activity and the main debate among the national DE actors is about the further improvement and mainstreaming of DE in school curricula and practice. In other countries, the Formal Education Sector was identified as crucial for realising general access of all citizens to quality DE, and MoEs, MFAs/agencies and NGOs have started joint efforts to incorporate DE elements into school curricula, teachers training, didactic materials, and to increase the quantity and quality of DE in the practice of schools.

In some countries, the local and regional levels play an important role in DE, too. In several countries, a lot of DE activities are carried out and coordinated at local and regional levels. In a few cases, Local and Regional Authorities (municipalities and regions) are actively engaged in DE through financial support and/or the development of DE policies.

Many further actors play an important role in most countries: further Ministries, such as the Ministry of Environment which often takes a lead on the national strategies in Education for Sustainable Development; further civil society actors such as NGOs from other spheres than development, trade unions, youth organisations, political foundations etc.; companies which play an important role in the area of Corporate Social Responsibility; institutions of higher education; etc.

• 3.2. DE country overview

The table below provides an overview of the situation of DE in the EU member states and Norway. With regard to the information provided in the table, the following should be noted.

General remarks concerning the sources of information

The table presents only a summary of a more encompassing body of information which is compiled in the DE country profiles in annex I of this DE Watch report. The sources of all data and information

presented in the table are mentioned in the DE country profiles in annex I.

The country profiles in annex I as well as the table below are not based on any systematic primary research – they are basically a simple compilation of the information and data that were available in already existing studies, reports and evaluations on specific aspects of DE. The present overview thus necessarily includes the information gaps, deficits and mistakes of the documents it is based on.

It is also noteworthy that any value judgements (upon the performance of a certain DE actor or the situation in a certain country) contained in the country profiles in annex I or in the overview table are not the judgements of the author of this report but are based on the sources that were available for the elaboration of this report.

In a feedback loop a draft version of the country profiles was circulated among the European DE stakeholders and 34 different actors contributed corrections and updates. Furthermore, in many cases it was possible to cross-check information provided in one document with data coming from a different source. Information which could be confirmed in this way got a prominent status within the country profiles and overview while falsified information was

taken out. However, it must be assumed that not all shortfalls could be cleared and certain gaps and inaccuracies may still remain.

The DE country profiles and the overview table should be read in this light. A critical distance to these records seems appropriate. The findings displayed here can only be considered as a starting point of comparative analysis of DE in Europe. They need to be critically checked and constantly completed and updated.²¹

Specific remarks concerning the presented data

A few more detailed explanations concerning the amounts of DE funding indicated in the table are given in the next section 3.2 below.

The columns which indicate information on MFAs/agencies and NGOs include an assessment of the predominant “DE concepts type”. This refers to the typology introduced in section 2.2 above. The acronyms “PR”, “AR”, “GE” and “LS” stand for different understandings of DE as described in the “Public Relations” “Awareness Raising”, “Global Education” and “Life Skills” type. The DE country profiles in annex I quote the statements upon which this assessment is based.

DE Watch – Country Overview

The sources of all data and information presented in the table are mentioned in the DE country profiles in annex I.

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
AT	<p>Funding: 4.200.000 € (2010) (Does not include DE related to development cooperation projects.)</p> <p>Further DE funding by ADA (DE related to development co-operation projects), MoE, MoEnv, Federal states & municipalities, Church.</p> <p>Commitment: ADA is active in GENE, together with the MoE and KommEnt, and in further national and international DE/GE initiatives.</p>	<p>The NGDO platform works closely with/in CONCORD. Additionally, there is a specialised DE platform (“PEPI”). AT has an extensive network of GE resource organisations and multipliers.</p> <p>12 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>ADA’s DE department and MEIA (MFA) and PEPI meet regularly on DE.</p> <p>The Austrian Strategy Group for GE is a forum for policy-focused discussion and networking. It includes, among others, ADA, the MoE, the Forum for Environmental Education, and some NGOs.</p> <p>DE Strategy: A Global Education strategy plan was officially started in 2008, coordinated by NGOs and supported by the MFA and MoE. The first part of the strategy was published.</p>	<p>GE/DE is not explicitly mentioned in school curricula – but there is space for GE in the curriculum at all levels (particularly under Civics Education).</p> <p>A Strategy Group “Global Learning” is giving advice to the Federal MoE. The Group agrees on DE/GE contents in school curricula and teacher training.</p>	<p>Federal States carry out and/or support DE projects.</p> <p>In Austria, there is a broad range of committed organisations in GE, many initiatives and projects in the FES, in non-formal education and in civil society.</p>

²¹ Feedback on this report should be addressed to Tobias Troll (t.troll@deeeep.org), secretary of the MSH SG.

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
BE	<p>Funding: 24.000.000 € (2008) (Includes NGO financing plus government-implemented DE activities.) Further DE funding by: Flemish/Walloon regions/communities.</p> <p>Commitment: DE is a priority for the Directorate General for Development Co-operation. MFA and BTC, Belgium participate in GENE.</p>	<p>The diversity and autonomy of NGO's, also in DE, is recognised in Belgium.</p> <p>Coordination of NGDOs is spread between 4 structures. Two of them, ACODEV and COPROGRAM have a DE working group each. The 2 DE working groups co-ordinate their work and are both related with the DEF.</p> <p>5 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>There is a semestrial dialogue about DE between the Directorate General for Development Co-operation and NGO Coordination structures.</p>	<p>There is a semestrial dialogue about DE between the Directorate General for Development Co-operation and NGO Coordination structures.</p>	<p>The Flemish, Walloon and Brussels regional authorities, as well as communes support DE.</p>
BG	<p>Funding: 0 € Further DE funding by: MoE.</p> <p>Commitment: Playing a lead role in international development and DE. does not appear to be a priority for the MFA. DE concept type: PR</p>	<p>The platform includes NGOs from diverse backgrounds: social care, education, environment, church, local & regional development. NGO projects include areas of: gender, environmental education, antidiscrimination, integration of immigrants, peace.</p> <p>2 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: AR</p>	<p>Lack of coordination between the actors. NGOs and state authorities used to have tense relationship; now many educational partnerships between institutions of formal education and CSOs appear.</p> <p>DE Strategy: No GE/DE policy exists. NGOs, MoE and MoEnv adopted a Programme Education for Sustainable Development in 2007.</p>	<p>DE/GE is to some extent included in educational documents and policy papers. DE/GE issues are on the curriculum in different subjects, particularly Civic Education. But it is not clearly conceptualised.</p> <p>Implementation is insufficient: resistance, lacking materials, insufficient preparation/training of teachers, DE/GE issues are dealt with superficially, content & methodology are not well defined, descriptive methods predominate over active & participatory ones. Lack of political will to promote DE as an educational priority.</p> <p>DE concept type: LS</p>	<p>In 2004, the MoE and the MoEnv concluded a memorandum of collaboration on ESD. The MoEnv set up a National Strategy and Action Plan 2005-14.</p>
CY	<p>Funding: 0 € (Data based on rather weak sources.) Note: no information available</p>	<p>3 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>NGOs are only recently gaining the trust of governmental institutions and collaboration is improving.</p> <p>DE Strategy: No national strategy.</p>	<p>There is a lack of DE related teachers training and of DE resources for schools and teachers.</p> <p>A few commonly coordinated education events took place: Year of Intercultural Dialogue was carried out by MoE and NGOs; GEW 2008 and 2009: 2 GE workshops for teachers were carried out each year by MoE and CyprusAid together with NGOs.</p> <p>Teachers of 16 schools participated in GE trainings and workshops through an EC-financed project.</p>	<p>The general awareness of development issues within the society is low.</p> <p>DE is still weak at institutional level, but activities increased recently by NGOs and through GEW, through support of Ministry of Education and Culture.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
CZ	<p>Funding: 680.000 € (2009/10) Further DE funding by: MFA, MoE, MoEnv, regional authorities.</p> <p>Commitment: The MFA leads policy making in GE & AR, together with the MoE and the Development Agency. One out of five areas of work of the Czech Development Agency is GE/DE.</p> <p>Both MFA and the Czech Development Agency participate in GENE.</p> <p>DE concept type: GE</p>	<p>FoRS has one working group on GE/DE, another one on Awareness Raising.</p> <p>NGDOs play an important role in GE and AR and have developed strongly in recent years.</p> <p>NGDOs have limited coverage at grassroots level, mostly concentrated in Praha. 9 times lead NGO in EC-NSALA projects 2007-09. DE concept type: GE/LS</p>	<p>The Czech reference group for DE includes: the MFA, the MoE, the Czech Development Agency, FoRS.</p> <p>There is good coordination and co-operation between FoRS and the MFA/Czech Development Agency.</p> <p>There is much room for improved Coordination & sector-wide strategies, funding, and capacity building in non-formal GE.</p> <p>DE Strategy: A broad range of DE actors, including MoE, MFA, NGOs, teachers and universities are involved in the work on the national DE strategy. Consultations are ongoing, the presentation of a first draft is planned for spring 2010.</p>	<p>DE is not in the school curricula.</p> <p>Among the cross-curricular subjects for basic education are: democratic citizenship, thinking within European & global contexts, multicultural education, environmental education.</p> <p>Tolerance, cultural diversity and GE are optional in teacher education.</p> <p>The DE funding scheme of the MFA focuses on the FES. There is strong willingness at all levels of the MoE to take up stronger engagement in GE.</p>	<p>There is a recent, but energetic and growing GE tradition in the Czech Republic: committed organisations, commendable initiatives & projects in formal and non-formal education.</p> <p>The high commitment to GE by the government (MFA, MoE, MoEnv) and NGDOs is reflected by the wide range, high quality and fast Development of GE & AR activities.</p> <p>GE in the Czech Republic has grown from the willingness of the key organisations involved (Ministries, Agencies, NGDOs) to engage with international initiatives (UNDP, EC, DEEEP, TRIALOG, NSC, GENE).</p>
DE	<p>Funding: 45.000.000 € (2010) (Includes NGO cofinancement plus government-implemented DE activities. Includes 29 mil. € for the youth volunteering programme "weltwärts".) Further DE funding by: Länder.</p> <p>Commitment: BMZ and InWEnt are active in GENE, and in the European multistakeholder process on DE.</p> <p>DE concept type: PR/AR/GE</p>	<p>VENRO has a DE working group which comprises 90% of all NGDOs active in DE.</p> <p>The priority of the DE working group is the integration of DE in school curricula.</p> <p>There are DE platforms/networks at regional (Land) level.</p> <p>On NGO side, there is no established channel of DE Coordination between Land, federal and EU level; German NGO participation at European level is weak.</p> <p>25 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>The BMZ has a DE advisory council, which includes academia, media, educational institutions, NGOs, Länder governments.</p> <p>There are regular meetings between the BMZ, InWEnt, VENRO, the association of Länder DE networks.</p> <p>There is a good cooperation between the responsible department on DE in the government and the civil society.</p> <p>Some actors report about competition between NGDOs and InWEnt in the area of DE.</p> <p>DE Strategy: The conceptual basis for DE of the German government is the "BMZ Konzept 159" Development Education and Information.</p> <p>NGDOs' were consulted on the governmental strategy; comments were taken seriously.</p>	<p>The BMZ & the Conference of State (Länder) Ministers of Education (KMK) have agreed on an "Orientation Framework for Learning about Global Development", aiming at the stronger integration of DE issues into school curricula. The Orientation Framework is now being implemented – responsibility for this lies with the Länder.</p>	<p>There are many DE activities happening at Land level. There are several regional DE resource centres. There are NGDO networks at Land level in all 16 Länder. They comprise 2000 NGDOs from very small NGOs and local initiatives to DE centres and local branches of big NGOs. These One World Networks are coordinated in a common forum.</p> <p>Länder governments contribute to DE activities and to DE resource centres. The BMZ-initiated volunteering programme "weltwärts" which exists since 2008 and which is supposed to reach the number of 10.000 volunteers in developing countries (budget 70 million €) p.a. is becoming an important element of DE in Germany.</p> <p>Church and faith based organisations are significant supporters and funders of DE. There has been a strong academic tradition in GE in Germany.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
DK	<p>Funding: 5.300.000 € (2008) (Includes NGDO financing plus DE related to development co-operation projects plus government-implemented DE activities. DE budget was severely cut over past years.)</p> <p>DE concept type: AR</p>	<p>The Danish NGO Forum is coordinating NGOs at national level and has in 2010 established a campaign secretariat with 3 staff members for a joint MFA, UN and NGO MDG campaign.</p> <p>CONCORD Denmark is coordinating Danish NGO participation in EU level initiatives, e.g. CONCORD Europe's Development Education Forum.</p> <p>1 time lead NGO in EC-NSALA projects 2007-09.</p>	<p>DANIDA relies on NGDOs to carry out DE, but since 2001 the relations between government and NGOs have been strained; DE activities were significantly reduced. Now the relations are improving again.</p> <p>A recent national DE evaluation recommends that coordination and co-operation between DE actors should be improved and scaled up. The MFA responded in 2010 with initiating a joint AR campaign on the MDGs by MFA, UN and NGOs.</p> <p>DE Strategy: In December 2008 DANIDA published its Civil Society in Development strategy stating that DEAR and the so-called public engagement is an integral part of civil society involvement in development work both in developing countries and vis-a-vis the Danish public.</p>	<p>DE is not on the school curriculum; there is no policy dialogue about it.</p> <p>NGOs do DE in one third of Danish schools; however this is jeopardised by the cutbacks of national DE funding.</p>	<p>Denmark is not much involved at EU level in DE.</p>
EE	<p>Funding: 159.779 € (2009) (Data based on rather weak sources.)</p> <p>Commitment: In the Estonian Development co-operation strategy 2006-2010, "enhancing DEAR" is one of the specific objectives.</p>	<p>AKÜ has a DE/GE working group which is pro-active in the discussion of a national GE strategy and involved in discussions on curricula reform.</p> <p>An increasing number of GE activities has been carried out over the years, supported by the EC and the MFA.</p> <p>1 time lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>"Close relations between AKÜ and the Development Co-operation Division of the MFA" vs. "So far lack of Coordination of the main GE initiators".</p> <p>DE Strategy: Estonia is in the process of drafting a national DE strategy in a multi-stakeholder approach. It was initiated and is coordinated by AKÜ (GE working group), actively supported by the MFA, with active involvement of the MoE and other stakeholders.</p>	<p>The MoE has not adopted GE as official theme in the school curricula in spite of suggestions from the GE working group of AKÜ. However, the working group continues to be consulted on the current reform of middle/high school curricula.</p> <p>A conference on DE took place, involving the MFA, the Ministry of Education and Science, the Ministry of Culture, the National Examination and Qualification Centre, and NGOs (2009).</p> <p>3 NGOs work together (since 2007) on bigger DE projects in the Formal Education Sector.</p>	<p>Primary promoters of GE in Estonia are AKÜ, the MFA, and some CSOs.</p> <p>Both NGDOs and public development bodies are involved in a regional co-operation with Finland and Sweden.</p>
EL	<p>Funding: 51.888 € (2008) (Data based on rather weak sources.)</p> <p>Commitment: There is little support for NGDOs in DE from the government.</p> <p>DE concept type: AR</p>	<p>The NGDO platform, the Hellenic Committee of NGOs, is weak and not very representative. It has a DE working group.</p> <p>2 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>The Coordination of DE issues between NGDOs and government is weak.</p> <p>DE Strategy: The DE working group in the platform has launched its own national DE strategy in 2004.</p>	<p>DE is not in the school curriculum; it is not officially recognised by the MoE.</p> <p>However, DE resources and activities have been approved by the Pedagogical Institute and the MoE.</p>	

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
ES	<p>Funding: 34.205.275 € (2009) (41,5 mil. € reported for 2008.) Further DE funding by: Autonomous communities</p> <p>Commitment: The MFA participates in GENE.</p> <p>DE concept type: GE</p>	<p>Working Groups are the life of the NGDO platform CONGDE; DE is among the 3 most important ones.</p> <p>Driven by the DE subgroup, CONGDE has formulated an NGDO DE strategy in 2005. 3 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE/LS</p>	<p>The collaboration between the MFA and CONGDE works well. There is no effective Coordination between MFA and MoE at national or autonomous community levels.</p> <p>DE Strategy: Since 2007, there is a national DE strategy which considers all actors, incl. youth, universities, unions, research institutions. The MFA/DGPOLDE had the leadership in the elaboration of the national DE strategy. Participated in the strategy: MFA, AECID, MoE, Ministry of Work and social Affairs, councils of co-operation and education of the Autonomous Communities and Local Authorities, NGDOs, CONGDE and the DE working group, universities, research institutions, trade unions.</p> <p>International participation by: UNESCO, Millennium-campaign, UN agencies, DGDev of EC, OECD Development Centre, NSC, CONCORD.</p>	<p>The MoE organised a working group (with participation of GONGDE's DE group) on the creation and implementation of a new curriculum subject Education for Citizenship where DE is specifically included; the new subject was introduced in 2008. Its implementation faces problems as it is left to the education authorities at Autonomous Communities level.</p> <p>There is a very large offer of non-formal DE in schools.</p>	<p>Autonomous Communities have their own Agencies of Development Co-operation and are strongly involved in DE. Sometimes these agencies coordinate with education authorities.</p> <p>Autonomous governments have largely elevated DEAR in recent years.</p> <p>11 of the 14 autonomous platforms have their DE working group.</p> <p>Some Local Authorities at municipality level also have their DE programmes. Besides NGOs, universities and trade unions are involved in DEAR.</p> <p>Since the 1950s, the civil society is driving DE; the new DE strategy recognises the need to institutionalise it in the public sector.</p>
FI	<p>Funding: 2.000.000 € (2009) Further DE funding by: MFA (NSALA co-financing; DE related to development co-operation projects; financing of other Ministries' DE), MoE & National Board of Education, other Ministries.</p> <p>Commitment: The MFA and the Finnish National Board of Education participate in GENE.</p> <p>DE concept type: PR/AR</p>	<p>There are 2 NGDO platforms: KEPA (for Coordination at national level), KEHYS (link with European level). Out of 200 KEPA members, 80 are active in GE. KEHYS has DE reference group. KEHYS has a strong networking capability and makes a sustained contribution to CONCORD/DEF. KEHYS was active in the formulation of the European DE Consensus.</p> <p>GE in non-formal sectors is ahead other European countries in terms of Coordination and shared learning between NGDOs (2004).</p> <p>2 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: PR/AR/GE</p>	<p>Relationship and co-operation between government and NGOs are positive.</p> <p>There are regular meetings between the MFA and KEPA & its members; between the MFA and KEHYS; and between the MFA, KEHYS, the MoE and National Board of Education.</p> <p>The co-operation between the MFA, the MoE and the National Board of Education is exemplary. The MFA and the National Board of Education represent Finland together in GENE.</p> <p>There is strong multi-stakeholder work in Finland.</p> <p>DE Strategy: Based on a GENE Peer Review recommendation, the MoE has started a national strategy "Global Education 2010" that defines responsibilities for education authorities and other ministries, and for NGOs. Government, Parliament, civil society, and economic actors have agreed on the strategy. An implementation plan is in process. The implementation includes "GE partnerships" which involve public administration, business, media, NGOs (2009).</p>	<p>GE has been part of the school curriculum since the early 1970s; schools have flexibility in implementation. The flexibility causes a problem of GE being the interest of only a few dedicated teachers.</p> <p>The National Board of Education has published the new Core Curriculum which has enhanced the role of GE themes and approaches in formal education (2008). However, it is challenging for teachers to integrate the crosscutting themes of the curriculum into the teaching in practice.</p> <p>GE is included in the training for teachers, headmasters and school admin staff; NGOs contribute to this training. However, there is only one university which has included GE as an extensive part of the teacher training. Other training programs have mainly optional courses on GE. Ministries support NGOs to deliver materials and support the work of teachers. Co-operation between schools and NGOs is active and increasing. However, the regional differences are huge. The choices for schools outside the biggest towns are little.</p> <p>MFA & the National Board of Education co-operate to enhance DE among teachers, pupils, school students and other educational establishments.</p>	<p>Finland is strong in formal and non-formal DE.</p> <p>The work of municipalities in GE is young but impressive.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
FR	<p>Funding: 4.000.000 € (2009/10) (3 mil. € reported by different sources for 2008.)</p> <p>Further DE funding by: Ministry of Agriculture, Ministry of Youth, MoE, Local Authorities.</p>	<p>EDUCASOL is a special platform for DE. EDUCASOL is delegated by Coordination SUD to represent French NGOs in the DEF of CONCORD.</p> <p>DE in France is led by the NGDO sector.</p> <p>French NGDOs are not much involved at European level. 12 times lead NGO in EC-NSALA projects 2007-09 (0,2 times per 1 million inhabitants).</p> <p>DE concept type: GE</p>	<p>The Coordination of DE issues between NGDOs and government is weak since the Public Policies Reform and the disappearance of HCCL (High Council of International Cooperation) and more recently the CCD (Development Co-operation Commission under the MAEE: joint committee NGO/Ministry).</p> <p>DE Strategy: A governmental strategy shared with EDUCASOL had been published officially by the MFA (CICID 2006). Some elements have been applied, but they are on stand-by since 2007, because of the General Reform of Public Policies.</p>	<p>DE is not in school curricula, but the Ministry of Education recommends DE as a cross-curricular subject to teachers and headmasters.</p> <p>The ministerial Programme, the "Grenelle Environment Forum" promotes the spread of ESD in the school curriculum.</p>	<p>Local Authorities are more and more aware of DE issues and finance DE activities through their decentralised co-operation.</p>
HU	<p>Funding: 0 € (Reduced to zero due to financial crisis.)</p> <p>Commitment: DE seems to be not a priority for the government.</p>	<p>The NGDO platform HAND has a GE working group. Its main goal is to strengthen GE in the Formal Education Sector.</p> <p>HAND is proactive at European level.</p> <p>6 times lead NGO in EC-NSALA projects 2007-09 (0,6 times per 1 million inhabitants).</p> <p>DE concept type: GE/LS</p>	<p>DE Strategy: HAND's GE working group has initiated a MSH process to develop a national GE strategy. This initiative is supported by the MFA.</p> <p>The multi-stakeholder process is supposed to include advice from environmental education, active citizenship, formal education experts, stakeholders from Ministries, institutions, CSOs and the Formal Education Sector.</p>	<p>DE is not on the school curricula; there is no governmental support for it.</p> <p>Teachers are mostly not interested.</p>	<p>In Hungary, EC funding has been crucial for initiating DE.</p>
IE	<p>Funding: 4.740.000 € (2009) (Reduced due to financial crisis.)</p> <p>Commitment: IrishAid is very supportive of DE. IrishAid participates in GENE.</p> <p>DE concept type: GE</p>	<p>NGDO platform Dochas is strong in DE. IDEA is the national platform for individuals and organisations involved in DE.</p> <p>IDEA and Dochas have agreed on IDEA taking the lead in the DE sector in terms of Coordination, capacity building and representation of DE.</p> <p>Dochas was leading the elaboration of the "Code of Conduct on Images and Messages related to the South" within CONCORD/DEF.</p> <p>1 time lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE/LS</p>	<p>There is a strong partnership between state and civil society on DE. Good dialogue and DE support mechanisms between government and NGDOs exist.</p> <p>The unexpected IrishAid decision in 2009 to reduce DE funding, was perceived as arbitrary and irritating by NGOs .</p> <p>Irish DE actors are proactive at EU level.</p> <p>DE Strategy: IrishAid has a national DE strategy for the period 2007-11; it is currently under review.</p>	<p>rishAid works with the MoE on the inclusion of DE in curricula. Getting DE into the FES and on the curriculum is one of the main focuses of the national DE strategy.</p> <p>The Department of Education is still reluctant to support DE.</p> <p>All student primary teachers are exposed to DE during their initial training (DICE project).</p> <p>Teaching about development issues is now an integral part in most Irish schools and it is seen as an important part of teacher education at both primary and secondary level. It has also been expanded into third level with all Irish universities having a module on development education.</p> <p>As a direct result of the budgetary cuts more than 250 schools all over Ireland do not receive any DE intervention in 2009.</p>	<p>Development Education Centres are increasing regional networking on DE.</p> <p>Trade Unions are active in DE among workers; focussing on changes caused by globalisation.</p> <p>Ireland is among the front-runners in DE. In its vast variety of interventions development educators in Ireland are continually reaching out across all sectors of Irish society from non-formal education and youth work to corporate, local councils and the media.</p> <p>Irish DE has been seen as a model for many European partners including some new member states that have turned to Ireland for advice on how to develop and implement their development education strategies.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
IT	<p>Funding: 1.089.000 € (2009) (DE budget was severely cut: from 7 mil. € reported for 2008 to 1 mil. €.)</p> <p>Further DE funding by: Local Authorities</p>	<p>1700 associations for international solidarity exist. 243 NGDOs are recognised as eligible by the MFA.</p> <p>NGDO Coordination is fragmented: there are national 5 platforms. Furthermore, regional NGO platforms exist. The umbrella, the Italian NGO Association (AOI) represents Italy in CONCORD. A national DEAR platform (DE Italian Platform) and regional DEAR working groups exist.</p> <p>There are NGOs with experience from grassroots to international levels. Associative life is dynamic and rooted in the regions; there are regional NGO platforms and regional DE working groups.</p> <p>NGOs have a lot of experience in coalition work at grass roots level (working with universities, trade unions, Local Authorities). There is much experience of partnership with the private sector. There is a strong Fair Trade movement.</p> <p>23 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>A consultation group between the MFA and NGDOs on European issues was established in 2009. However due to the changed political agenda and priorities of the new government, the policy dialogue between MFA and NGOs/CSOs and the support for NGOs/CSOs became weaker.</p> <p>There is no Coordination between the MFA and Local Authorities on DE.</p> <p>DE Strategy: There is no national DE strategy. In 2009 a project named "Towards a national system of DE/AR" was implemented, co-financed by the MFA. In March 2010, in a seminar promoted by the DE Platform with the participation of the MFA, the EC and LAs a "National Chart" on DE/AR was presented and the creation of a national multi-stakeholder group was proposed.</p>	<p>An initiative to include DE in the school curriculum was launched during the former government.</p>	<p>DE in Italy is driven by non-state actors and Local Authorities (especially regions). DE has limited importance at government level.</p> <p>Almost all LA-led DEAR projects funded by the EC were submitted by Italian Local Authorities.</p> <p>Private foundations (mostly from the bank sector) are important in DE.</p>
LT	<p>Funding: 389.220 € (2008) (Data based on very weak sources. Other sources mention a figure of zero.)</p> <p>DE concept type: PR/AR/GE</p>	<p>The NGDO platform is weak; its executives do not find common ground.</p> <p>In 2009, five NGDOs formed the Lithuanian Development Education and Awareness Raising network LIDEA.</p> <p>1 time lead NGO in EC-NSALA projects 2007-09 (0,3 times per 1 million inhabitants).</p> <p>DE concept type: PR/AR/GE</p>	<p>DE Strategy: Lithuania currently does not have any strategy or program of global/development education.</p>	<p>DE as such is not included in the curriculum.</p> <p>There are lessons of citizenship in schools which inter alia cover aspects of global/development education. Furthermore, in 2007 Lithuanian Government has approved a Programme and Action Plan of Sustainable Development Education.</p> <p>A lot of topics of it (ecological, environmental, social aspects of sustainable development) are integrated into school curricula. There is orientation towards development of sustainable development competence.</p> <p>These provisions are also included into the long-term program of civic and national education approved by the Seimas (Parliament). But due to economic crisis there is no funding foreseen for it at least until 2010.</p>	<p>DEAR has a low profile in Lithuania.</p> <p>Due to financial and economic difficulties some of the education initiatives are postponed.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
LU	<p>Funding: 1.800.000 € (2009)</p>	<p>The NGDO platform is "Cercle de coopération".</p> <p>Through the Luxembourgish presidency project in 2005, a DE group emerged and stayed functioning. CITIM (Centre d'Information Tiers Monde) is a key institution in DE. 0 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>The Inter-ministerial Committee for Education for Sustainable Development comprises: the MoE (head), MFA/Directorate of Development Co-operation, the MoEnv, the Ministry for Family and Integration, the University of Luxembourg. The Committee holds consultations with the NGO platform through the intermediary of the MFA/DDC.</p> <p>A permanent working group between the Directorate of Development Co-operation of the MFA, NGDOs, and the platform exists. Generally, there is good communication between the government and NGDOs. However, in the area of DE it does not work so well.</p> <p>DE Strategy: In Luxembourg, there is no national DE strategy yet.</p> <p>There are two strategies on their way: a national strategy on ESD which is discussed in collaboration between government and university and a strategy on DE that is discussed between civil society, schools, university and the MFA/DDC. The biggest challenge for Luxembourg is to ensure coherence between the two. Progress on these issues is rather slow.</p>	<p>DE is not yet in school curricula. The Centre de Documentation et d'Animation Culturelle (CDAIC) has DE access to schools and teachers, with financial support by the government.</p>	
LV	<p>Funding: 0 € (2010) (Reduced to zero due to financial crisis.) Commitment: The Department of Development Co-operation of the MFA is supportive of DE.</p> <p>DE concept type: PR</p>	<p>LAPAS is the NGDO platform. Its DE working group oversaw the elaboration of the DE policy paper, monitors DE activities across NGOs and acts as an information exchange forum.</p> <p>The "World Day", introduced by LAPAS as a DEAR platform, is becoming widely known and an important feature of the social calendar of local municipalities. 2 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: AR/GE</p>	<p>The MFA invited LAPAS and the MoE to discuss DE initiatives since 2007.</p> <p>DE Strategy: In 2008, LAPAS facilitated the drafting of national DE strategy. A multi-stakeholder group consisting of NGOs, academics, school teachers, business, media, representatives of the MFA and officials from the Ministry of Education elaborated the final document "Development Education Policy 2008-2015" which was completed by end 2007 and approved by the multi-stakeholder group in 2008. However, it was never officially adopted by the government. It is nevertheless used by DE stakeholders as a framework of DE activities and serves as a basis for coordinated governmental and non-governmental initiatives in DE. In 2009, a seminar on the implementation of the DE Policy took place.</p>	<p>Since 2004, formal education has standards, including Global/Development Education topics in the curriculum.</p> <p>In 2008, the MoE appointed a DE focal point representative; a seminar on integrating GE in the curriculum took place, involving the MFA, the MoE, and other stakeholders from Latvia and Finland.</p> <p>The MoE is not involved in the development of DE policies yet. Teachers lack DE related methodologies and teaching material. Education materials and methodology have been developed by different stakeholders in 2008, 2009; NGOs have held some thematic seminars with teachers.</p>	<p>The government has suspended its ODA for 2009 and does not plan to support financially any development education projects carried out by other actors due to the economic crisis in 2009 and 2010. NGOs & private sector will focus on domestic poverty & development.</p> <p>The DE discourse in Latvia was strengthened through European exchange (for NGOs: through DEEEP, for the academic sector: through the NSC).</p> <p>The appointment of a Latvian as EU Commissioner for Development will increase awareness among decision makers in Latvia for the need to improve DE.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
MT	<p>Funding: 0 €</p> <p>Commitment: The MFA's interest in DE is rather limited.</p>	1 times lead NGO in EC-NSALA projects 2007-09.	<p>DE meetings (workshops and seminars) are rather meetings of the same group of friends.</p> <p>DE Strategy: DE has been specifically mentioned in Malta's Overseas Development Policy issued by the MFA in 2007. However there is still no action plan from the government to implement the published Policy. There are ongoing discussions between the NGO SKOP and the MFA to kick-start a national DE strategy.</p>	NGOs run projects in schools with the permission of the Education Directorate.	The influx of migrants creates a need for a policy and solutions that respect each individual.
NL	<p>Funding: 60.000.000 € (2010) (Includes NGO co-financing plus government-implemented DE activities. DE & public information budget will be severely reduced, from over 60 mil. € in 2010 to 30 mil. € in 2011. Further cuts are announced due to the financial crisis.) Further DE funding by co-funding agencies. Commitment: The government is traditionally very supportive, pro-active and committed to DE at all levels from grassroots to EU. However recently political support for DE is decreasing. NCDO is a member of GENE.</p> <p>DE concept type: PR</p>	<p>The NGDO platform PARTOS has a DE working group.</p> <p>16 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>Relations between government and NGOs used to be tense; over the last 30 years a broad consensus was formed. However, the current political situation is not very favourable for DE.</p> <p>DE Strategy: There is no national DE strategy. As of May 2009, there is a public support strategy in which GE is mentioned.</p>	<p>The MoE has formulated objectives for DE in primary and secondary education; the implementation is left to schools, there are no guidelines how to get to the objectives; schools are autonomous.</p> <p>There is no co-operation between MFA and MoE on DE.</p>	<p>A network of local DE centres (CORS) does grass-roots DE work across the Netherlands. A growing number of citizens are attracted by populism.</p> <p>Elections will be held in June 2010 and define how DE will remain on the agenda. The Dutch tradition of having an open society is in danger.</p>
NO	<p>Funding: 13.800.000 € (2009) (Includes information work of the MFA/Norad some of which might not be DE in a strict sense.) National GE funding is recognised as predictable and long-term.</p> <p>Commitment: DE has a long tradition based on consistent policy support from the MFA. The MFA and Norad clearly take the lead in policy-making and funding in DEAR. The MFA and Norad have a strong participatory approach; are both recognised by key GE stakeholders for their support, consistency, predictability, and for supporting critical voices, too. Norad participates in GENE.</p> <p>DE concept type: GE</p>	<p>The RORG Network is an NGO network engaged in DEAR, funded by Norad. The RORG Network currently has 42 member organisations and represents a wide diversity of Norwegian civil society.</p> <p>The RORG Network is broadly recognised in its co-ordinating role, expertise, commitment to developing quality and building capacity, and for integrating a strong Southern dimension into GE.</p> <p>The RORG Network does a peer review of its own members which is an innovative experiment. The RORG Network participates in GENE.</p> <p>DE concept type: GE</p>	<p>The MFA, Norad and the MoE engage with civil society on GE.</p> <p>DE Strategy: The GENE Peer Review (2009) recommends the Ministries and civil society (incl. RORG) to develop a national GE strategy.</p>	<p>Many GE issues and aims are included in the principles of education from kindergarten to upper secondary level. There is much scope to move from a clear commitment within curricular frameworks and school documents, to a very clear practice of entitlement to Global Education in all Norwegian schools. Current reforms (curriculum, subject guidelines, teachers training) provide opportunities to strengthen GE practice in the FES. There is openness for it within the MoE.</p> <p>The Norwegian UN Association works for many decades on serving the FES with GE. Many civil society organisations (e.g. the RORG Network) input with targeted materials and initiatives concerning GE in the FES. The folk secondary schools are recognised in GE.</p>	<p>There is a long history of GE, one of the longest in Europe. There is a long tradition of critical civil society participation, volunteerism, concern for justice and equity, inclusion, diversity and international solidarity.</p> <p>Global Education in the Civil Society Sector in Norway is very vibrant. There is broad, impressive and inspiring engagement of diverse civil society actors incl. church, trade unions, women's movements, youth sector, students, political parties and UN related organisations.</p> <p>There is strong engagement with perspectives from the South in GE.</p> <p>The use of Information Technology in GE is exemplary.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
PL	<p>Funding: 900.000 € (2009) (Includes information work of the MFA some of which might not be DE in a strict sense.)</p> <p>Commitment: The MFA provides leadership at national level in GE policy making, institutional support and public funding.</p> <p>The MFA (and recently also the MoE) are represented in and actively contribute to GENE.</p> <p>DE concept type: GE</p>	<p>The GE practice of NGDOs is vibrant, committed, growing, guided by clear vision, strong values and with a strong voluntary base.</p> <p>A few bigger NGOs are implementing nation-wide DE projects.</p> <p>The NGDO platform plays a very important role in providing leadership and encouraging greater coordination and improved quality among NGOs concerning GE. It performed a valuable function as a consultative advisory service to the development of the new curriculum.</p> <p>Grupa Zagranica has developed a document on DE and the underlying knowledge, values and attitudes.</p> <p>Grupa Zagranica played an important role in developing development co-operation and DE policies. Upon initiative of Grupa Zagranica, numerous meetings with the MFA and the MoE were held.</p> <p>Polish NGOs are active within DEEEP and CONCORD and international networking programmes in GE.</p> <p>6 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>There is a regular flow of information between Grupa Zagranica and the Department for Development Co-operation of the MFA; the MFA is open for NGDO contributions; there are often shared views between the Department for Development Co-operation, large NGDOs and Grupa Zagranica.</p> <p>The MFA initiates regular meetings with other ministries/public agencies, Grupa Zagranica and large NGDOs.</p> <p>MFA and MoE co-operate closely on GE.</p> <p>The MFA Department for Development Co-operation participates in the group Education for Sustainable Development with university staff.</p> <p>DE Strategy: NGOs, MFA and MoE are engaged in a process of cross-sector dialog based on a series of consultative meetings. Its aim is to elaborate on common priorities and reach consensus on GE in Poland.</p> <p>Development of DE strategy in Poland might be an option in the future as the next natural step of the cross-sector dialog.</p>	<p>In a core curriculum reform in 2008, many DE topics have been included in curriculum of secondary schools. The integration of DE in school curricula as a cross-cutting subject was made possible through the close co-operation of the MoE with the MFA and NGOs.</p> <p>Implementation of the reform started in September 2009.</p> <p>The MoE estimates that after implementation of the curriculum reform, 5% of the education carried out in Polish schools will be quality GE.</p> <p>However, increased and improved teachers training, DE materials and dialogue with school directors are still needed in order to get from curriculum to practice.</p> <p>GE is a priority for the MoE. The National In-service Teacher Training Centre is an Agency of the MoE and promotes GE and incorporates it (since 2007) into the in-service training system through cascade trainings and a national GE trainers network.</p> <p>1.000 teachers per annum participate in training sessions and 50.000 pupils are reached with DE in classrooms.</p> <p>The challenge now is to move beyond the engagement of a number of committed teachers towards an approach that reaches all.</p> <p>Several NGDOs work in teacher training and in schools regularly.</p>	<p>The Ministry of Environment works on a strategy for Education for Sustainable Development.</p> <p>GE in Poland has achieved significant progress over the past 5 years. One of the reasons for the rapid growth, integration and mainstreaming of GE is the strong international engagement of all key actors in GE in Poland</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
PT	<p>Funding: 1.410.000 € (2010) (Includes NGO co-financing plus government-implemented DE activities.)</p> <p>Commitment: DE is one of the three priority areas of Portuguese development co-operation. There is high commitment to and political support for DE within IPAD.</p> <p>IPAD is very engaged in exchange on and Coordination of DE at European level (e.g. GENE, NSC, Multi-Stakeholder group on DE).</p> <p>DE concept type: GE</p>	<p>Development Education is one of the most important activities of about 70% of the member organizations of the Platform. NGDOs carry out DE activities on a regular basis. The work of these NGDOs in schools and in other institutions is widely recognized in Portugal.</p> <p>The Platform of NGDOs participates actively in the Coordination of DE at national level. Its working group on DE has created its own DE concept and does advocacy work for DE (mainly on inclusion of DE in school curricula). The working group plays an active role in the National DE Strategy as it has been consulted to give inputs and suggestions.</p> <p>The Platform offers capacity building to its members. DE is one of the focus areas of the trainings. The NGDO Centro de Informação e Documentação Amílcar Cabral (CIDAC) represents Portugal in GENE, together with IPAD. 2 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>IPAD co-operates on DE with key NGDOs, and with the platform. Under the strategic area "Institutional Dialogue and Co-operation" the National DE Strategy foresees further regular Coordination mechanisms for the DE sector.</p> <p>DE Strategy: IPAD initiated the process of elaborating a national DE strategy and invited the Portuguese Platform of NGDOs, the MoE and CIDAC to join the process in a co-leading role.</p> <p>The first part of the Strategy was officially approved by MFA and MoE in late 2009. The Action Plan for its implementation is being prepared, also in a participative and inclusive manner. Implementation is closely coordinated with the 14 national teacher training schools, A Monitoring Group of the National DE Strategy was set up, including IPAD, MoE, Portuguese Platform of NGDOs and CIDAC. The National DE Strategy was elaborated with international input which came mainly from GENE.</p>	<p>DE is not explicitly part of the curriculum. However, DE is integrated in the non-disciplinary areas: "project area", "monitored study" and "civic education".</p> <p>Strengthening DE in the FES is a priority area of the National DE Strategy.</p>	
RO	<p>Funding: 75.000 € (2008)</p>	<p>The NGDO platform FOND has a DE working group.</p> <p>0 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>DE Strategy: FOND's DE working group has a DE strategy, but it is not yet fully developed and endorsed by a wider range of actors.</p>	<p>There is no collaboration between NGDOs and the MoE or other education bodies.</p>	
SE	<p>Funding: 6.500.000 € (2010) (Severely reduced, by over 50%, due to the financial crisis). Further DE funding by: national education budget.</p> <p>DE concept type: PR/GE</p>	<p>The Platform ForumSyd is the representation of all NGDOs; additionally there is a specialised platform for EU relations: CONCORD Sverige. There is no specific DE working group.</p> <p>Participation in DEF of CONCORD is disappointing for Swedish NGDOs: the subjects on the DEF agenda were discussed 10 years ago among Swedish NGDOs.</p> <p>CSOs have traditionally played a prominent role in disseminating information on and advocating for development and humanitarian issues. Swedish CSOs have helped to stimulate well informed public debate. 2 times lead NGO in EC-NSALA projects 2007-09.</p>	<p>There are regular meetings of the International Co-operation Department, SIDA, CONCORD Sverige, and major NGDOs.</p> <p>DE Strategy: After the adoption by the MFA of a new strategy for CSO's communication in Sweden in 2009, Sida is now working on new guidelines for future CSO funding from Sida.</p>	<p>ESD is on school curricula. Within the FES, there is "Global School" with four regional offices and an own budget out of the national education budget.</p> <p>Its purpose is to improve learning about global issues for sustainable development in Swedish schools. Its focus are teachers, headmasters, the upper secondary level. Schools are supported to develop their own development programme.</p> <p>3000-4000 teachers per year are sent on "global journeys" completed by training seminars, organised by the 26 teacher training units of Sweden; then the teachers disseminate their knowledge/competencies to other teachers and students.</p>	<p>In Sweden, the whole society is engaged in development issues.</p> <p>The Church of Sweden and trade unions are involved in DE, too.</p>

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
SI	<p>Funding: 60.000 € (2008) Commitment: DE seems to be no priority for the government.</p> <p>DE concept type: PR/AR</p>	<p>The NGDO platform SLOGA has seven working groups – one of them on GE.</p> <p>Some DE activities are carried out by a few NGOs, e.g. during the 2007 the EU presidency projects.</p> <p>DE is new for SLOGA. TRIALOG, DEEEP and the participation in the DEF were crucial for SLOGA to get orientations in DE.</p> <p>The level of debate on DE in the DEF is too high for the stage of development of Slovenian NGDOs and their DE practices. The DE working group still needs a lot of guidance to develop a working plan and strategy.</p> <p>4 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>There is an obvious lack of communication between different stakeholders, especially between the governmental and NGO sector, but also within those sectors.</p> <p>DE Strategy: There is a draft DE strategy initiated in 2008 by SLOGA (DE working group). The draft strategy was discussed with other NGOs, Ministries, and participants of the European DE Conference 2008.</p> <p>It is unlikely that the DE Strategy will be officially adopted.</p> <p>The NSC-initiated GE seminar in November 2009 showed a clear recognition that a national strategy for GE is needed. There is initiative to set up a multi-stakeholder group on GE.</p>	<p>DE is not on the school curriculum.</p> <p>A very first step towards the integration of DE in school curricula was the joint organisation of a national seminar between the MoE and SLOGA (in late 2008).</p> <p>The MoE published guidelines for ESD as a white paper; it was adopted at the minister's collegium in 2007.</p> <p>The proposed measures include updated school curricula, teacher's trainings, material preparation, shaping of quality criteria and evaluation instruments etc.</p> <p>The paper, however, does not include clear operational goals or an implementation plan. GE is still considered as less important than other educational contents and not a key element of formal education.</p> <p>GE is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events and within school projects,</p>	<p>The Slovenian EU Presidency slightly reinforced the profile of DE in Slovenia.</p>
SK	<p>Funding: 295.000 € (2007)</p> <p>Commitment: The interest in DE at government level seems to be very limited.</p> <p>Slovak Aid participates in GENE.</p>	<p>The NGDO platform (members are not only from the development co-operation sector but also including environmental and Human Rights NGOs) focuses not so much on DE.</p> <p>Currently a Global/Development Education working group is being formed within the platform.</p> <p>3 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE</p>	<p>DE Strategy: There is no national DE strategy.</p>	<p>GE/DE is not on the school curriculum. But it appears as extra-curricular or cross-cutting issue.</p> <p>The GE/DE working group will support the implementation of GE/DE in the new curriculum; links with the MoE, the Institute of Education and Methodological Pedagogical Centres have been established. The government used to support a teacher training scheme for DE but stopped funding it.</p> <p>NGOs have conducted GE/DE projects in schools.</p>	

	MFA/agency: funding, commitment, concept	NGDOs: DE activities, structures, concept	Coordination of actors, DE strategy	Formal Education Sector	Other observations
UK	<p>Funding: 727.000.000 € (2009/10) Further DE funding by: MoE, Charities, the four geographic jurisdictions.</p>	<p>In the UK there is a very well established DEAR movement, with its roots in international advocacy work, humanitarian aid and development co-operation programmes of the NGDO sector, and increasingly within the formal education system.</p> <p>There are strong linkages with government initiatives, academic institutions, faith based organisations, and DE has been historically supported through the charitable/voluntary sector.</p> <p>DE sometimes gets lost in the general development agenda of some big NGDOs.</p> <p>DE in the UK is co-ordinated by a UK Development Education Network. This network comprises the DE organisations of each of the four jurisdictions: the Coalition of Aid and Development Agencies (CADA) Northern Ireland, Cyfanfyd (Wales), DEA (England) and IDEAS (Scotland).</p> <p>The four organisations have agreed that in contacts with UK wide departments (such as the Department for International Development, DFID) and with international organisations (such as the EU) the DEA will usually represent all of them.</p> <p>DEA represents the UK in GENE.</p> <p>24 times lead NGO in EC-NSALA projects 2007-09.</p> <p>DE concept type: GE/LS</p>	<p>There are good links between the DEA and the UK government; generally there is a high level of co-operation between civil society and the UK government in DE.</p> <p>DE Strategy: DFID's 'Building Support for Development' strategy is currently under review. The first DFID 'Building Support for Development' strategy was published in 1999. NGOs were involved.</p> <p>The Development Awareness Fund and the EES initiative are about to be abolished (on 1.9.2010) and are to be replaced by four geographical strategies largely funded by DFID and involving both the voluntary and statutory sectors.</p> <p>For England, the National Strategy is indicated through recommendations provided by a multi-stakeholder process defining a Global Dimension in (and across) the school curriculum; the DfID funded EES (Enabling Effective Support) strategy for delivering DE to schools in UK, and support for ESD.</p> <p>Recently, DFID and MoE have agreed on a Global Learning strategy that aims to enhance attention to global learning in the formal school curriculum.</p> <p>In Wales, there is a national strategy for Sustainable Development and an Action Plan for delivering Education for Sustainable Development and Global Citizenship throughout the education sectors.</p> <p>In Scotland, the national strategy for Sustainable Development includes DE.</p> <p>In Northern Ireland, the policies of both the British and Irish governments have an important impact on DE practices.</p>	<p>Good practice takes place in the UK concerning the role of DE in the FES. DE is in school curricula. There are various Coordination mechanisms for inclusion of DE in the curriculum. DFID is pro-active in promoting DE in the FES with support from education ministries, the DE networks in the 4 regions, major NGDOs, universities, professional associations.</p> <p>In many cases, DE may be present nominally in the curriculum but not in practice. Teacher training in innovative pedagogies is key factor.</p> <p>There are strong teacher networks with DE expertise.</p>	<p>There are 38 DE Centres in England, 46 in the UK including Scotland, Wales and Northern Ireland.</p> <p>GE in the UK focuses on the greater integration of global issues and global social justice values into mainstream schooling.</p> <p>DE is regionally well established through DE bodies in Wales, Northern Ireland, Scotland, England.</p> <p>A vibrant voluntary sector has traditionally supported DE, particularly in the children/schools sector.</p> <p>Multi-ethnic groups and diasporas are consulted to ensure a multi-cultural approach to DE.</p> <p>The UK is not so active at EU level.</p>

• 3.3. National DE funding

Explanations to the data presented in the table

With regard to the funding figures, the important methodological difficulties and limitations described in section 2.3 above must be recalled. Besides the difficulty to determine which type of expenditure should be counted as specific DE funding and which should not, it must be noted that quantitative amounts of expenditure say nothing about the ways the money is used and about the quality of implemented activities.

Having underlined these limiting aspects, the table below indicates, in its second column, one key figure standing for the available "National DE funding". This amount refers to specific, explicit DE funding of the MFA (or equivalent Ministry responsible for development co-operation). This includes, if such information was specified in the sources underlying this report, DE budget lines for NGOs as well as expenditure for further DE activities directly implemented by the MFA or public agency itself. The amount, in general, neither includes Public Relations work of the MFA (or development agencies) nor DE-related expenditure of other Ministries or public or private actors.

In some cases, different sources indicate dissimilar amounts of DE funding. The variety of figures is shown in the DE country profiles in annex I. Nevertheless only one figure was chosen as the presumed key figure for the summary table below. The choice was based on the following criteria:

- Frequency of mention of the respective figure: If one amount was mentioned by several independent sources and another amount was referred to only once, usually the more frequently mentioned amount was selected.
- Reliability of the source: Some of the analysed reports and studies were criticised by several DE stakeholders for their lack of accuracy, others fail to name their sources of information, others seem to represent a biased perspective. In case of doubt, data from such sources was used with particular caution.
- Date of publication of the figure: Usually, more recent references were given priority over older ones.

The fourth and fifth column of the table present verbal comments to the indicated amount of national DE funding. These are important for the assessment of the comparability of the data which are, as mentioned earlier, coming from heterogeneous sources and based on different measuring and aggregation methodologies. The column "Remarks" points to

- cases in which the presented figure is reported from only one source which is not above all doubt (CY, EE, EL, LT);
- cases in which sorts of expenditure which are standard-wise included in the given amount of national DE funding are not included, so the indicated DE funding amount for that country might be slightly lower than it would be if all relevant sorts of DE funding were included (AT);

- cases in which sorts of funding which are standard-wise not included in the given amount of national DE funding are included, so the indicated DE funding amount for that country might be slightly higher than it would be if all relevant sorts of DE funding were included (IE, NO, PL);
- further details about the aggregation of the indicated amount (if such information was available) or about recent increase or decline of national DE funding.

The column "Additional DE funding" lists further sources of DE funding that are available at national level which are not included in the indicated amount of "National DE funding" (which comprises only DE-specific expenditure by the Ministry or agency responsible for development).

The remaining columns present a calculation of relative national DE funding. The absolute amounts of the second column are put in relation with

- the national population to get the DE funding per capita;
- the total national ODA to get the proportion of DE funding per total ODA;²²
- the national GNI to get the proportion of DE funding per GNI.

The last column indicates the amounts which some of the countries reported to the OECD-DAC as ODA expenditure under the item "Promotion of Development Awareness". It is interesting to note that these figures differ significantly from the amounts of national DE funding which were provided in the sources this report is based on. This observation raises the question what kind of expenditure governments report to the OECD-DAC as "Promotion of Development Awareness".

Sources of the presented data

- The figure "National DE funding" and the accompanying verbal comments ("Remarks", "Additional DE funding") are based on different sources for each country. All sources are indicated in detail in the country profiles in annex I.
- "Population" – source: eurostat, population of 1st of January 2008
- "ODA" – sources: for EU countries: EC Financing for Development – Annual progress report 2010 (21.4.2010); for Norway: information provided by RORG Network.
- GNI – source: eurostat
- OECD-CRS "Promotion of Development Awareness" – source: CRS data in the OECD-Stat online statistics at <http://stats.oecd.org/Index.aspx?DatasetCode=CRSNEW>

ODA and GNI data are selected of the same year as the indicated amount of National DE funding.²³ ODA and GNI figures are presented in million EUR at current prices.

Concerning the OECD-CRS data about ODA spent for "Promotion of Development Awareness", amounts of 2008 are presented (disbursements 2008 in EUR, using 2008 average exchange rates).

²² The UN recommends 3% of ODA to be spent for Development Education (cf. UNDP Human Development Report 1993, p.8).

²³ In cases in which the presented amount of National DE funding refers to 2010 (year for which GNI data are not available yet), the GNI of 2009 was used.

DE funding overview

Important: See the accompanying explanations to these data above. Do not quote them without these explanations.

	National DE funding (€)	Year	Remarks	Additional DE funding	Population (mil.)	DE per capita (€)	ODA (mil. €)	DE % of ODA	GNI (mil. €)	DE/GNI (€ / 1 mil. €)	OECD-CRS Promotion of Development Awareness (€)
AT	4.200.000	2010	Does not include DE related to development co-operation projects.	Further DE funding by ADA (DE related to development co-operation projects), MoE, MoEnv, Federal states & municipalities, Church.	8,3	0,51	1.031	0,41	273.976	15,33	6.459.070
BE	24.000.000	2008	Includes NGO co-financing plus government-implemented DE activities.	Further DE funding by: Flemish/Walloon regions/communities.	10,7	2,24	1.654	1,45	346.971	69,17	26.108.240
BG	0			Further DE funding by: MoE	7,6	0,00		0,00		0,00	
CY	0		Data based on rather weak sources.		0,8	0,00		0,00		0,00	
CZ	680.000	2009 2010		Further DE funding by: MFA, MoE, MoEnv, regional authorities.	10,3	0,07	170	0,40	125.006	5,44	
DE	45.000.000	2010	Includes NGO co-financing plus government-implemented DE activities. Includes 29 mil. € for the youth volunteering programme "weltwärts".	Further DE funding by: Länder.	82,2	0,55	9.925	0,45	2.450.400	18,36	13.462.061
DK	5.300.000	2008	Includes NGDO co-financing plus DE related to development co-operation projects plus government-implemented DE activities. DE budget was severely cut over past years.		5,5	0,96	1.944	0,27	236.286	22,43	3.875.442
EE	159.779	2009	Data based on rather weak sources.		1,3	0,12	14	1,14	13.411	11,91	
EL	51.888	2008	Data based on rather weak sources.		11,2	0,00	488	0,01	231.285	0,22	67.990
ES	34.205.275	2009	41,5 mil. € reported for 2008.	Further DE funding by: Autonomous communities.	45,3	0,76	4.719	0,72	1.031.372	33,16	58.131.629
FI	2.000.000	2009		Further DE funding by: MFA (NSALA co-financing; DE related to development co-operation projects; financment of other Ministries' DE), MoE & National Board of Education, other Ministries.	5,3	0,38	924	0,22	170.851	11,71	5.507.207
FR	4.000.000	2009 2010	3 mil. € reported by different sources for 2008.	Further DE funding by: Ministry of Agriculture, Ministry of Youth, MoE, Local Authorities.	61,9	0,06	8.364	0,04	1.956.284	2,04	475.931

	National DE funding (€)	Year	Remarks	Additional DE funding	Population (mil.)	DE per capita (€)	ODA (mil. €)	DE % of ODA	GNI (mil. €)	DE/GNI (€ / 1 mil. €)	OECD-CRS Promotion of Development Awareness (€)
HU	0	2009	Reduced to zero due to financial crisis.		10,0	0,00		0,00		0,00	
IE	4.740.000	2009	Reduced due to financial crisis. Includes information work of IrishAid some of which might not be DE in a strict sense.		4,4	1,08	718	0,66	135.289	35,04	14.481.915
IT	1.089.000	2009	DE budget was severely cut. 7 mil. € reported for 2008.	Further DE funding by: Local Authorities	59,5	0,02	2.380	0,05	1.494.576	0,73	9.450.639
LT	389.220	2008	Data based on very weak sources. Other sources mention a figure of zero.		3,4	0,11	35	1,11	31.216	12,47	
LU	1.800.000	2009			0,5	3,60	289	0,62	27.946	64,41	1.767.745
LV	0	2009 2010	Reduced to zero due to financial crisis.		2,3	0,00		0,00		0,00	
MT	0	2009			0,4	0,00		0,00		0,00	
NL	60.000.000	2009	Includes NGO co-financing plus government-implemented DE activities. DE & public information budget will be severely reduced (from over 60 mil. € in 2010 to 30 mil. € in 2011). Further cuts are announced due to the financial crisis.	Further DE funding by co-funding agencies.	16,4	3,66	4.708	1,27	559.041	107,33	55.412.021
NO	13.800.000	2009	Includes information work of the MFA/Norad some of which might not be DE in a strict sense.		4,7	2,94	3.266	0,42	277.352	49,76	18.153.386
PL	800.000	2009	Includes information work of the MFA some of which might not be DE in a strict sense.		38,1	0,02	249	0,32	300.217	2,66	
PT	1.410.000	2010	Includes NGO co-financement plus government implemented DE activities.		10,6	0,13	514	0,27	157.198	8,97	1.767.745
RO	75.000	2008			21,4	0,00	94	0,08	131.323	0,57	
SE	6.500.000	2010	Severely reduced (by over 50%), due to the financial crisis.	Further DE funding by: national education budget.	9,2	0,71	3.020	0,22	291.501	22,30	15.841.719
SI	60.000	2008			2,0	0,03	47	0,13	36.278	1,65	
SK	295.000	2007			5,4	0,05	49	0,60	53.447	5,52	
UK	27.000.000	2009 2010		Further DE funding by: MoE, Charities, the four geographic jurisdictions	61,3	0,44	10.159	0,27	1.598.101	16,90	12.374.218

4. Interpretation and analysis of main trends

• 4.1. Mapping DE in Europe

In a first approximate attempt to assess the “DE performance” of the 27 EU countries and Norway, this section introduces a “DE mapping” tool. The aim of this mapping is to develop, in a methodological exploration, an analytical approach for comparative assessment of the situation of DE in different European countries beyond comparing funding only.

The approach is based on the assumption that (1) the MFAs (or equivalent Ministries of Development Co-operation) and their agencies

responsible for DE and (2) the NGOs are, as a general rule, among the most important national DE actors. In what follows the DE performance of these two actors is assessed and visualised.

The idea is to develop an index (A) for the MFA/agencies’ DE commitment and practice, and an index (B) for the NGOs’ DE commitment and practice. Such indices certainly need a lot of time and thought input in order to be carefully developed, tested, adjusted and refined. As a first explorative attempt, it is suggested here to base these indices on two indicators each:

Proposed Index (A): DE commitment/practice of the MFA and its agencies (0-6 points):

Indicator	What is looked at	Measurement
Provision of funds	What amount of DE funding is provided by the MFA?	0 – 0,73 € for DE per 1 million € of GNI = 0 pts. 1,65 – 5,52 € for DE per 1 million € of GNI = 1 pt. 8,97 – 22,43 € for DE per 1 million € of GNI = 2 pts. 33,16 – 107,33 € for DE per 1 mil. € of GNI = 3 pts.
Political support for DE	Do the MFA & agencies actively support DE and co-ordinate their DE approaches with other actors?	MFA & agencies show low interest in DE = 0 pts. MFA & agencies occasionally participate in dialogue on DE which is initiated by civil society and other actors = 1 pt. MFA & agencies participate in regular Coordination mechanisms for DE at national level and participate in Coordination at European level = 2 pts. MFA & agencies take a leading role in elaborating and implementing national DE strategies in a multi-stakeholder approach and engage proactively on DE with civil society actors, other Ministries, and Coordination structures at European level = 3 pts

Proposed Index (B): DE commitment/practice of the NGOs (0-6 points)

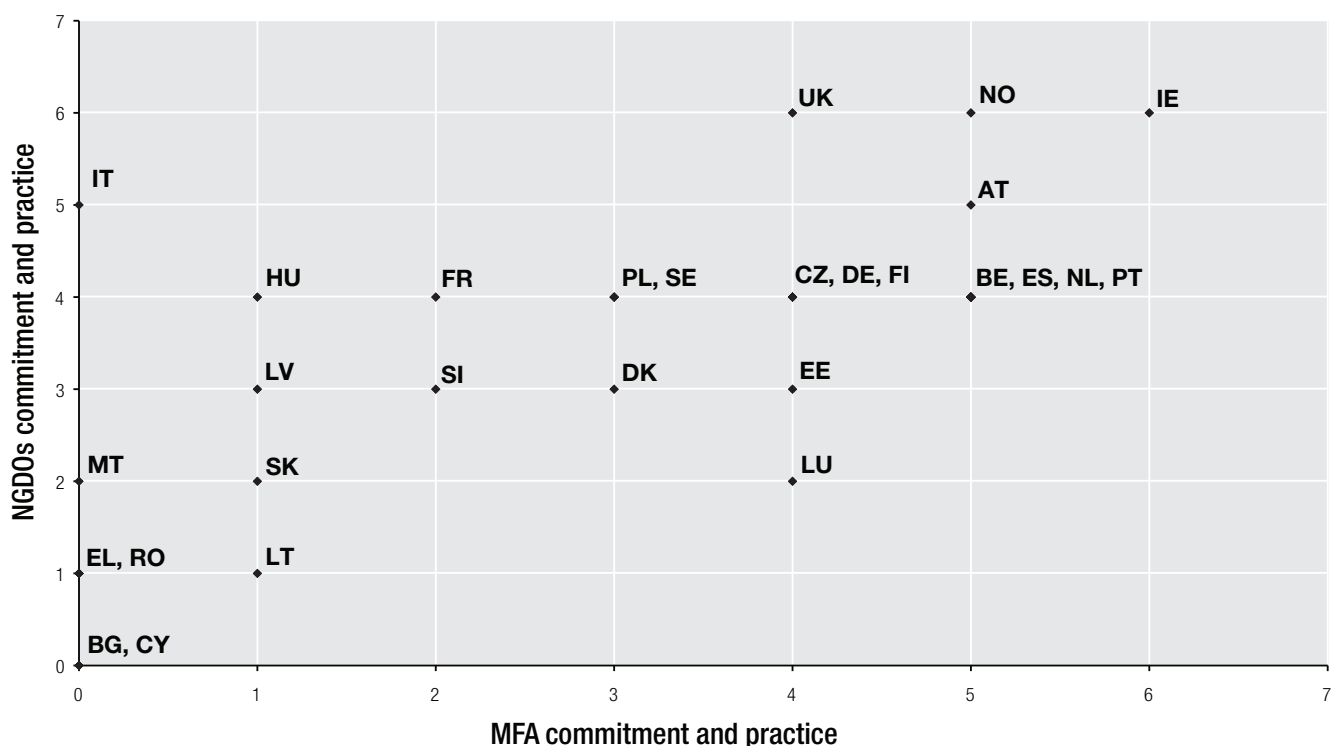
Indicator	What is looked at	Measurement
DE activities	What do NGOs do in DE?	Low profile of NGOs’ DE activities = 0 pts. A few NGOs carry out significant DE projects on a regular basis = 1 pt. There are many high quality DE projects and regular DE programmes implemented by a bigger number of NGOs at national and local levels = 2 pts. NGOs are carrying out extensive, well-established and innovative, high quality DE activities and programmes from grassroots to European levels, reaching diverse sectors and layers of the society = 3 pts.
DE support structures	Do NGOs actively co-ordinate their DE activities and create support structures?	NGOs do not provide any specific Coordination or support structures for DE = 0 pts. A national DE working group is functional with regular meetings = 1 pt. NGOs and NGO platforms participate in regular Coordination mechanisms for DE at national and European levels, create DE concepts, do advocacy work for DE and provide DE support to their membership = 2 pts. NGOs and NGO platforms have created effective local and national support structures for DE, take a leading role in elaborating and implementing national DE strategies, engage proactively on DE with other civil society actors, public actors and Coordination structures at European level = 3 pts

The DE performance of the MFAs/agencies and of the NGOs was assessed using these indices (A) and (B) on the basis of the information presented in the DE country overview table. The assessment leads to the following results:

	MFA funding	MFA support	MFA index	NGDOs activities	NGDOs support	NGO index
AT	2	3	5	2	3	5
BE	3	2	5	2	2	4
BG	0	0	0	0	0	0
CY	0	0	0	0	0	0
CZ	1	3	4	2	2	4
DE	2	2	4	2	2	4
DK	2	1	3	2	1	3
EE	2	2	4	1	2	3
EL	0	0	0	0	1	1
ES	3	2	5	2	2	4
FI	2	2	4	2	2	4
FR	1	1	2	2	2	4
HU	0	1	1	2	2	4
IE	3	3	6	3	3	6
IT	0	0	0	3	2	5
LT	1	0	1	0	1	1
LU	3	1	4	1	1	2
LV	0	1	1	1	2	3
MT	0	0	0	1	1	2
NL	3	2	5	2	2	4
NO	3	2	5	3	3	6
PL	1	2	3	2	2	4
PT	2	3	5	2	2	4
RO	0	0	0	0	1	1
SE	2	1	3	2	2	4
SI	1	1	2	1	2	3
SK	1	0	1	1	1	2
UK	2	2	4	3	3	6

The results of this assessment can be visualised in form of a “DE country mapping” in a two-dimensional space: The horizontal X-axis indicates the DE commitment and practice of MFAs/agencies (index A, between 0 and 6 points), the vertical Y-axis indicates the DE commitment and practice of NGOs (index B, between 0 and 6 points).

DE Country mapping



The picture that appears can give an approximate impression of the national actors' DE performance. It shows that in most cases there seems to be a correlation between the commitment and practice of governmental and non-governmental actors: where MFAs and their agencies perform strongly in DE, usually also the NGDOs show a good DE record and vice-versa. Notable exceptions include Italy where the NGDOs' DE performance is very strong while governmental commitment seems very low, and Hungary where the same situation can be observed, although not as sharply as in the Italian case.

However, the "map" should be looked at cautiously and critically. The presented indicators, indices of DE performance and the mapping involve certain limitations:

- The quantification of the DE commitment and practice of certain actors, based on the subjective assessment of their performance indicated in non-quantified information can never be fully objective and must always remain an estimation which may be contested for being biased.
- It may be questioned whether the suggested indicators and their measurement provide a relevant, complete and balanced representation of the reality of DE commitment and practice of the concerned actors.
- The two indices and the mapping do not (yet) include an account of the DE performance of the Formal Education Sector or of the quality of implemented DE approaches (e.g. in terms of predominant DE type: PR, AR, GE or LS). Both deficits are due to an insufficient availability of related information about all (or at least the majority) of the analysed countries.

- Generally, the basis of information upon which the assessment of the MFAs/agencies and the NGDOs is based could be more solid. The limitations of the information basis of this report and the potential deficits in the country profiles (annex I), DE country overview (chapter 3 above) and consequently in the scores underlying this mapping are reflected on in the methodological chapter (2) and in the introductions to the sections DE country overview (2.2) and National DE funding (2.3).

Nevertheless, the mapping does highlight certain tendencies and trends. If the suggested indicators and the mapping approach in general are deemed useful by the European DE community, the tool can be developed further and improved, based on the first testing of indicators carried out here and on the stakeholders' feedback on this explorative introduction of the analytical tool itself.

If the suggested indices and the DE country mapping are to be used and developed further, obvious points for improvement after this initial testing include the following:

- The data upon which the assessment relies should to be checked and in some cases updated and completed.
- The proposed indicators should be discussed and revised: Do they appropriately reflect "DE commitment and practice" of the concerned actors? In what way do the indicators or their measurement need to be refined? What further indicators should be used? Should the different indicators be weighted differently because some are deemed more important than others?

- So far the selected indicators say nothing about the quality of DE practice of the different actors. How could this quality be assessed? It might be worth exploring whether for each of the key national DE actors the predominating DE type (PR, AR, GE, LS, as suggested in the typology in chapter 2) can be determined and points could be allocated accordingly.
- The mapping inappropriately ignores the importance of the Formal Education Sector. It might be suggested to develop, besides the indices (A) assessing MFA's and agencies' DE commitment and practice and (B) assessing NGOs' DE commitment and practice, a third index (C) assessing the scope and quality of DE within the FES.

• 4.2. Observable trends

The situation of DE in a country is very much marked by the country's specific political, socio-economic and cultural history and present, as Doug Bourn points out:

"For example countries that have had a colonial past have a different relationship to DE than those that didn't. Those countries that have a strong religious influence on their development and DE work have a different approach again to those that don't. Also countries with only a relatively recent democratic history would have different priorities to those that don't. There are also other influences regarding the linkages to cultural diversity and economic migration that have influenced both policy and practice." (Doug Bourn, director of Development Education Research Centre, University of London)

Analysing the influences of these factors on the realities of DE in individual countries and regions would be interesting, but goes beyond the possibilities of this study. However, a few macro-trends can be observed on the basis of the given overview of the state of DE across Europe.

The European geography of DE

With a look at the DE mapping presented in section 4.1 above it is interesting to note that countries which are geographically close also appear in a similar position on the "DE commitment map":

- BG, CY, EL and RO show, overall, the weakest performance in terms of DE commitment and practice. MT and, as far as the governmental side is concerned, also IT are also ranking low.
- In SK, HU and SI as well as the Baltic countries LT and LV the situation of DE appears to be a bit better than in the countries of the first cluster.
- FR, LU, DK, DE, PL, SE, EE, FI and CZ are taking an intermediate position.
- With IE, NO, AT, UK, PT, ES, NL and BE the countries with the highest DE commitment of governmental and nongovernmental actors appear to be geographically situated in the Northern and/or Western parts of Europe (with the notable exception of Austria).

Coordination of DE stakeholders and development of national DE strategies

In a few European countries, national DE strategies have been existing for many years already (DE, IE, UK), while in other countries multi-stakeholder processes of elaborating DE strategies were recently concluded (ES, FI, PT) or are ongoing (AT, CZ, EE, HU). All evidence suggests that where they have taken place or are taking place, these multi-stakeholder processes of joint development of DE strategies contribute significantly to increasing the involved actors' commitment for, support of and performance in DE. This is very clearly documented in the recent cases of national multi-stakeholder Coordination in Spain, Portugal, the Czech Republic and Poland (see country profiles in annex I).²⁴

The facilitation by the Joint Management Agreement between the NSC and the EC of Coordination and consultation processes of DE stakeholders in new EU member states provides further evidence of the positive impact of such processes on the situation of DE in the concerned countries.

It should furthermore be noted that the GENE facilitated Peer Review process appears to have, in many cases, contributed to facilitating exchange between national DE actors and common reflection on the situation and potential of DE, and it has supported learning from other countries. The Peer Review process has thus contributed and is contributing important impulses to the national DE communities in the concerned countries as well as to the European DE community.

DE in the Formal Education Sector

As mentioned above, the Formal Education Sector was identified as crucial for realising general access of all citizens to quality DE. In many countries, MoEs (and their subordinated educational institutions), MFAs/agencies and NGOs have started joint efforts to incorporate DE elements into school curricula, teachers training, didactic materials, and to increase the quantity and quality of DE in the practice of schools. Particularly encouraging developments have taken place or are taking place in:

- **Austria:** A Strategy Group "Global Learning" is giving advice to the Federal MoE. The Group agrees on DE/GE contents in school curricula and teachers training.
- **Finland:** The National Board of Education has published the new Core Curriculum which has enhanced the role of GE themes and approaches in formal education (2008). GE is included in the training for teachers, headmasters and school admin staff. However, the implementation of these policies and the practice of GE in teachers training and in the practice of schools must be further improved. Ministries support NGOs to deliver DE materials and support the work of teachers. Co-operation between schools and NGOs is active and increasing although regional differences exist.
- **Germany:** The BMZ and the Conference of State (Länder) Ministers of Education (KMK) have agreed on an "Orientation Framework for Learning about Global Development", aiming at the stronger

²⁴ The Spanish DE strategy was finished in 2007, the Portuguese one in 2009, in the Czech Republic the process is ongoing. Poland is not officially involved in a process of developing a "national DE strategy". However, intensive Coordination of DE stakeholders, mainly MFA, MoE and NGOs, took place in Poland over the last years.

integration of DE issues into school curricula. The Orientation Framework is now being implemented – responsibility for this lies with the Länder.

- **Ireland:** IrishAid works with the MoE on the inclusion of DE in curricula. Getting DE into the FES and on the curriculum is one of the main focuses of the national DE strategy. Teaching about development issues is now an integral part in most Irish schools and it is seen as an important part of teacher education at both primary and secondary level. All student primary teachers are exposed to DE during their initial training (DICE project).
- **Poland:** Due to close co-operation of the MoE with the MFA and NGOs, many GE topics have been included in the curriculum of secondary schools in a core curriculum reform in 2008. The MoE estimates that after implementation of the reform, 5% of the education carried out in Polish schools will be quality GE. GE is a priority for the MoE. Since 2007, the National In-service Teacher Training Centre incorporates GE into the in-service training system.
- **Spain:** The MoE organised a working group (with participation of GONGDE's DE group) on the creation and implementation of a new curriculum subject Education for Citizenship where DE is specifically included; the new subject was introduced in 2008. However, its implementation faces problems as it is left to the education authorities at Autonomous Communities level. There is a very large offer of non-formal DE in schools.
- **Sweden:** GE is promoted by the "Global School" which has four regional offices and supports schools to develop their own development programme. 3000-4000 teachers per year are sent on "global journeys" completed by training seminars, organised by the 26 teacher training units of Sweden.
- **UK:** DE is in the school curricula. DFID is proactive in promoting DE in the FES with support from education ministries, the DE networks in the 4 jurisdictions, major NGOs, universities, professional associations. Although DE is present nominally in the curriculum, DE practice in schools can still be improved. There are strong teacher networks with DE expertise.

As noted in the report "DE in the School Curriculum (CONCORD/DEF 2009), the co-operation between MoEs and curriculum authorities, MFAs and NGOs improved significantly over the last 3 years. In 13 countries out of 29 analysed in the report, DE or GE or ESD was taken into consideration in official reform strategies of the curriculum (compared to 6 countries in 2006). In many countries the MFA (or other Ministry responsible for development) has played an important role in promoting DE/GE in the FES. However, a major breakthrough can only be reached if the Ministry responsible for education and its subordinate institutions appreciate the importance of DE/GE (see DEF DE in Curriculum 2009).

The mentioned report also records that in many of the analysed European countries DE/GE issues are present mainly in the subjects Geography (74%), History (44%), Environmental studies (44%), Citizenship (34%) – or as cross-curricular themes (66%). Teachers are free to make their own selection of themes according to the framework curriculum of many countries. DE/GE related topics which are most frequently present in the curricula include human rights, climate change, global poverty, sustainable development, intercultural/multicultural understanding and

diversity, global economy/trade, globalisation, conflict, anti-racism, fair trade (see DEF DE in Curriculum 2009).

A common characteristic of a lot of countries seems to be that even if DE issues are included in education policies and curricula, the promotion of didactic methodologies that are consistent with DE concepts, the inclusion of DE elements in teachers training, the provision of quality didactic materials, and the mainstreaming of DE in the teaching and learning practice of schools remains a challenge.

Local and Regional Authorities and DE

In some countries, Local and Regional Authorities play an important role in funding DE and/or in developing their own DE policies and approaches. This applies particularly where federal jurisdictions play an important role in the country's institutional structure, namely in Austria, Belgium, Germany, Italy, Spain and the UK. In these cases, governmental actors at regional/state level are engaged in DE and civil society organisations have developed their regional DE Coordination and support structures, too.

Predominant DE concepts – PR, AR, GE or LS

In the methodological part of this report (section 2.2) a typology of DE approaches was suggested distinguishing between Public Relations (PR) as a non-recognised type of DE and Awareness Raising (AR), Global Education (GE) and Life Skills (LS) as basic types of recognised DE concepts. The country overview (section 3.2) includes, for a majority of governmental and non-governmental DE actors in the analysed countries, a reference to a pre-dominant concept type. The country profiles in annex I quote the texts, mostly DE definitions or statements of DE objectives by the concerned actors, on which this judgement is based.

It needs to be underlined that the existing evidence is not solid enough to come to definite conclusions about the DE types that are favoured by Ministries and NGO platforms in the 28 observed countries. A deeper analysis of a more encompassing body of documents out of the national contexts would be required in order to legitimately identify a certain actor with a certain type of DE approach. For this reason, the DE types mentioned in the country overview are only a very initial indication. Due to their preliminary character, these DE type attributions were considered too weak to be used as an indicator in the mapping exercise undertaken in section 4.1 above.

Looking at this preliminary indication of predominant DE approaches of MFAs/agencies and NGOs, however, suggests at least three hypotheses which might be worth exploring further in subsequent DE research:²⁵

- Among MFAs (or equivalent development Ministries) and their agencies, the predominant DE approaches are PR, AR and GE, with a more or less equal distribution between the three types.
- Among NGOs, GE is, generally, the predominant DE approach. Elements of LS and of AR appear in some countries.

²⁵ The author owes these hypotheses partly to Knut Hjelset from the Norwegian RORG Network who shared his observations and analysis on the proposed DE typology and mapping.

- There seems to be a correlation between a preference of GE/LS approaches and a high scoring of an actor in the DE commitment index suggested in section 4.1 above. PR and AR approaches tend to go together with lower scoring in the index.²⁶

The third hypothesis also leads to a further reflection: If we look at the predominant DE approaches that occur in the different clusters of countries and at the specific situation, history and state of development of the DE sector in those countries, it may also be argued that in different stages of the evolution of the DE debate (and of an actor's DE experience and practice) a different DE approach predominates:

1. In an initial stage, e.g. when a country has reached a historical or economic situation in which it enters the so called donor community and starts development co-operation, the actors of this newly emerging field, both MFAs with their newly established aid agencies and NGOs, are busy explaining to their population (and politicians) what development co-operation is about and why their country should be involved in it. Development Education is, in this phase, mainly a PR tool for justifying engagement in development co-operation and for securing public and political support for it.
2. Once development co-operation is established as a field of engagement, the actors involved have an interest to inform the public in their home countries about what they are doing in this area, what are the realities in the partner countries of the global South, what are the wider development issues at stake etc. The development community wants to account for what they are doing and would like to see a public recognition of and if possible debate about the development challenges they are dealing with. DE is supposed to bring development issues into the field of attention of the people "at home". The predominant concept is Awareness Raising (AR).
3. Longer experience in development co-operation leads to an increased awareness of the fact that development efforts do not succeed overnight and that it is crucial to create global framework conditions that are favourable to development. This is combined with the experience of globalisation and the awareness of interdependency. The focus of DE shifts towards "changing something here, at home" in order to bring about fairer North-South relations and more sustainable ways of living. Global Education (GE) becomes the major DE approach, focusing on critical understanding of North-South relations, quality in DE practice (e.g. in terms of appreciation of Southern voices, avoidance of stereotyping which is sometimes involved with PR approaches), and impact in terms of changing attitudes and behaviours of European target groups.
4. In countries where DE actors have successfully established a strong Global Education movement they may start trying to mainstream DE via the Formal Education Sector. At the same

time, impulses may come from within the education system to include issues of development, globalisation, North-South relations etc. more intensively into school education. The FES, school curricula, teachers training etc. is becoming the focus of attention of DE/GE actors. The new context of formal education also influences the debate about DE and DE approaches. More pedagogic expertise is coming in, normative DE approaches that aim at a predetermined behavioural change of the "target groups" are seen more critically and the autonomous learning process of the learner itself moves into the centre of attention. DE understood as a "pedagogy of learning" (Doug Bourn) aims at supporting the learner in acquiring the Life Skills (LS) needed for a fulfilling life as a member of his/her local community and the complex world society.

This description of the movement through the different DE approaches is, again, an ideal-typical, simplified portrayal of the more differentiated and complex realities that occur. Normally several different DE types exist next to each other at one given point of time and even in the practice of one and the same actor. Also the evolutionary process is not always as simple and linear as described here. However, it seems plausible that the four suggested DE approaches are occurring in a chronological and/or logical sequence and that this may help to understand the different stages of DE debate which can be observed in different countries.

• 4.3. Spotlight study: political support for DE

One important trend that can be observed in the European DE landscape is the fact that in some countries the political support for DE, understood as support from governmental institutions (mainly the responsible national Ministries and their implementation agencies) is increasing while in other countries it is in decline. This section examines these trends a bit closer.

Four example countries were selected for this spotlight study: two countries in which, according to the findings of the DE Watch research, the political support for DE has grown over the last few years – Poland and Portugal – and two countries where it went down – the Netherlands and Sweden. In order to understand these processes better, two contact persons in each country – one from the MFA or its implementation agency and one from the NGOs – were asked for further explanations. In particular, they were asked,

- whether they agree with the observation that the political support for DE in their countries had increased/decreased;
- if yes, why this evolution had taken place, how it happened, what had been important factors influencing the process;
- if no, how they would describe the political support for DE in their country and its evolution over the last 2-3 years;
- what were the consequences of these changes.

²⁶ The Netherlands are a notable exception to this rule. The Dutch MFA/agency scores 5 (out of 6 possible points) on the DE commitment index, while the predominant DE approach is reported as PR (aiming at public support for Dutch development aid). This might either contradict the hypothesis that a high score correlates with GE and LS approaches and a low score with PR and AR – or it might be an indication that the commitment index score of the Dutch MFA/agency (5 points) or the assumed DE approach of the Dutch governmental institutions (PR) does not properly reflect the reality.

Sweden: decreasing political support for DE

Both CONCORD Sweden (the NGDO platform) and SIDA (the agency under the MFA) replied to the questions and kindly provided their explanations. Both actors unanimously report that the Swedish budget for CSOs' "Communication in Sweden" (Development Education) was cut by 58% between 2009 and 2010 (from 128 million to 54 million SEK). This decision by the Minister of development, Gunilla Carlsson, was announced in September 2009 to Swedish NGDOs as well as SIDA. The rationale provided for these drastic cuts is the financial crisis. It is argued that maintaining financing for intervention in partner countries in the South which would have a direct impact on poverty reduction would have priority over Development Education.

The Minister, Gunilla Carlsson, representing the Moderate party (conservative party) which is the only party in Parliament not supporting the current rule of spending 1% of Swedish GNI for ODA, has questioned the funding for "communication in Sweden" ever since the present government came to power in 2006.

In September 2009 Gunilla Carlsson also presented a new strategy for "communication in Sweden" which clearly shifts the focus from a GE approach towards a PR/AR approach (referring to the typology introduced in section 2.2 of this report). According to the old strategy, valid to date, the goal of supporting CSOs' DE activities is "to contribute to equitable and sustainable global development by working to increase the interest and involvement in global development issues in Sweden". In the new strategy, for 2011 and onwards, the goal is "that the general public has good knowledge about the situation in developing countries, Swedish development aid and its results and questions that deal with the driving force of development in developing countries". Several Swedish CSOs are critical to the new goal for "communication in Sweden" but since the new guidelines, adopted by SIDA in June 2010, will be used only from 2011 onward, it is too early to analyse the effects of the change.

Netherlands: decreasing political support for DE

The NGDO COS Nederland and the public agency NCDO provided explanations to the situation in the Netherlands. Due to the economic crisis the GNI has decreased and as a consequence the ODA budget which is, like in Sweden, a percentage of the GNI has decreased, too. The government is currently discussing about measures to decrease public expenditure and development aid is among the sectors suggested for reductions. DE is specifically mentioned as an area in which funding could be cut. Political choices about the suggested budgetary cuts are expected to be made by the new cabinet after elections in June. The discussions in which sectors the budgetary cuts will take place will probably play an important role in the election campaign. Recent opinion polls show that the Dutch public wants to first cut in the budget for the Queen and her household, and secondly on development aid.

The general political support for DE is decreasing. Populist politicians are gaining momentum in the Netherlands. Most of the right wing

parties are expected to cut on DE as part of their measures to fight the crisis. As a consequence, Dutch stakeholders see the traditionally open character of their society in danger.

Poland: increasing political support for DE

The Polish MFA provided explanations concerning the Polish case which are in line with what is reported in the recent GENE Peer Review (2010), NSC GE seminar report (end 2009) and further documentation (see list of references). The growing political commitment to DE in Poland over the last 2-3 years is confirmed and illustrated with the following facts:

- The budget for DE/AR administered by the Polish MFA has grown from 200 000 PLN (ca. 50.000 EUR) in 2005 to 3 500 000 PLN (ca. 800.000 EUR) in 2009.
- The Polish MFA has provided training and counselling together with financing.
- More and more actors have become involved in DE: NGOs, the National Teacher Training Agency, universities, educational institutions, journalists and recently local administration bodies.
- Interest in DE has constantly been growing, especially among teachers and schools. In a recent reform of the core curriculum, DE was successfully integrated.
- A GENE Peer Review of GE in Poland was carried out in 2009 and published in February 2010. The peer review process "provided us with some clear and constructive recommendations for the future development of DE in Poland".
- The cross-sector dialogue on DE/GE is continued with the aim to elaborate common priorities and reach consensus on GE in Poland.

Among the important factors influencing this process of increasing political support for DE in Poland were the following (still according to the Polish MFA):

- vibrant and dedicated NGOs interested in DE;
- commitment of the Ministry of Education and the National Teacher Training Agency;
- closer intersectoral collaboration through a DE working group which exists within the NGDO platform and involves representatives of the MFA, MoE, Ministry of Environment, Teacher Training Agency, teachers and NGOs;
- the participation of the MFA (and recently MoE) in GENE roundtables (peer learning);
- good cooperation between MFA and MoE;
- the development and increase of the Polish aid programme and budget.

Portugal: increasing political support for DE

Three actors from Portugal provided background information about the recent evolution of the DE sector in their country: the governmental agency IPAD, the NGDO platform and the NGDO CIDAC. All three agree that the governmental support for DE in Portugal has grown

over the past few years. The descriptions of the process provided by the three actors are consistent. The main influencing factors can be described as follows:

- In 2005 the Council of Ministers adopted a document entitled “Uma Visão Estratégica para a Cooperação Portuguesa” (“A Strategic Vision for Portuguese Co-operation”). The document gave priority to DE and helped stimulate the discussion on this issue among civil society. It furthermore encouraged the involvement of Portuguese official co-operation in international processes related to the promotion of DE.
- Portuguese NGOs had been active in DE since the 1970ies, also in periods when governmental understanding of and support for DE had been low. The Coordination of NGOs through the Portuguese national platform and also the exchange of experiences at European level (within CONCORD and its predecessor CLONG) were important as sources of learning. Alongside public institutions, NGOs were increasingly demanding a strategic focus and a political framework for DE.
- Since 2005, IPAD is very involved in European coordination mechanisms regarding DE. The regular participation of IPAD and the NGO CIDAC in GENE facilitated the learning of Portuguese key DE actors. In the framework of GENE, Austria and Portugal organised an exchange project in the field of DE between 2006 and 2008. Representatives from Austria, Finland and Ireland were invited to present their national strategies at a seminar in Lisbon which was attended by representatives of key DE actors in Portugal, from governmental institutions and non-governmental organisations. The meeting was opened by the Secretary of State for Foreign Affairs and Co-operation, who announced the launching of a process of building up a national DE strategy for Portugal.
- The process of elaborating the national DE strategy started in 2008 under the responsibility of IPAD with co-leadership of the MoE, the NGO platform and CIDAC and with an unprecedented level of participation from public and private entities. The first part of the Strategy has already been approved and signed by the Secretary of State of Foreign Affairs and Co-operation and the Secretary of State of Education. The Action Plan, the second part of the Strategy, is being prepared, also in a participative and inclusive manner. The Strategy is deemed to provide a formal framework which will boost the DE sector in Portugal and shall, in the long term, have an impact on the Portuguese society contributing to a culture of global citizenship.

Lessons learnt

What can be learnt from these examples? The situation of each country within its specific context, its historical and cultural, political and economic condition is unique. Nevertheless the cases of Poland and Portugal, the Netherlands and Sweden, completed by evidence from other countries (such as the Czech Republic as another example for increasing or Italy as an additional case for decreasing political support) allow certain conclusions about important factors which may influence an increase or decline of political support for DE.

Political support for DE is likely to increase if

- governmental and non-governmental actors at national level engage in longstanding, structured processes of multi-stakeholder dialogue, build confidence, network and develop a common understanding and vision of the issues, tasks and challenges at stake;
- the process at national level is supported and enriched through networking, exchange and learning at international, mainly European level, e.g. within GENE, the European MSH Steering Group on DE, the NSC and CONCORD/DEF;
- the general political context (governmental policy priorities) is favourable for DE and within the institutions engaged individuals who support DE and who have a strategic vision are acting.

Political support for DE is likely to decline if

- public expenditure is reduced, e.g. due to pressure caused by economic crisis, and DE becomes an “easy victim” in the discussion on budgetary cuts;
- DE is not appreciated as facilitator of an active citizenry which is aware of and critically engaged in global issues (GE/LS concepts) but seen merely as a tool for promoting the success of the country’s aid programmes (PR concept);²⁷
- the political leadership does not appreciate strong and self-confident civil society organisations;
- the political leadership does not give priority to development co-operation and considers it as luxury that can be afforded only in good times;
- the political leadership does not give priority to DE, considers it as super-luxury that can be afforded only in very good times and regards it as less important than “money and interventions in the South that directly benefit the poor”.


• 4.4. Recommendations

Based on the analysis of DE policies, priorities and funding in 28 European countries this report concludes with the following key recommendations.

Coordination and policy development

1. In order to develop the DE sector in a coherent, effective and sustainable way, national strategies should be set up, assessed and revised on a regular basis. These strategies should define the concept of DE and line out objectives, themes, methodologies, quality standards, resources, instruments, responsibilities, priority areas of action as well as implementation plans.
2. Dedicated structures which define and implement the national DE policy should be set up within national administrations, both in MFAs and Ministries of Education and/or their subordinate

²⁷ Interestingly, in both countries, Sweden and the Netherlands, the drastic cuts in DE budgets were preceded by changes in governmental DE objectives, putting more emphasis on the PR-aspects of DE work (see country profiles).



agencies. As demonstrated in this study, DE is most coherent and strong where a dedicated department or unit is in charge of DE.

3. Civil society should coordinate its policy and practice in DE through dedicated national coordination structures, preferably within the national NGDO platforms or in close Coordination with these platforms.
4. A strong focus on integrating and mainstreaming DE within the Formal Education Sector should be maintained and developed further. The inclusion of DE/GE themes and approaches into formal education must be considered as an essential part of contemporary education of high quality. At the same time, more pedagogic expertise can benefit those DE actors who are traditionally related to the development sphere. Setting up sustainable mechanisms for consultation and Coordination between Ministries, institutions and civil society organisations from both spheres, education and development, has proven good practice in many countries and is strongly recommended.
5. The integration of a broad range of state- and non-state actors in the processes of elaboration and implementation of DE policies and practice proved to be the most effective way to obtain sustainable results. It is recommended to use inclusive multi-stakeholder processes wherever possible in order to develop and co-ordinate national and European DE policies. Such dialogue is crucial for the different actors to create opportunities to learn from each and to develop common understanding and vision of the issues, tasks and challenges at stake in the area of DE. In order to have sustainable effects, these multi-stakeholder consultations should be institutionalised in a longstanding way.
6. International networking proved to be a major asset for learning, innovation and consolidation of national DE policies. It is recommended to use European and international networking opportunities to the widest possible extend, both on an ad hoc basis (conferences, seminars) as well as within established structures (GENE, North-South-Centre, CONCORD DEF, MSH process).

Recommendations to specific actors

7. Member States and in particular political leaders are urged to appreciate DE as a facilitator of an active citizenry which is aware of and critically engaged in global issues and to appreciate strong and self-confident civil society organisations who critically accompany what their government does. Critical engagement of citizens and their associations is crucial for the democratic culture as well as for the quality of governance and of the policies that will be decided and implemented. Support for quality Development Education initiatives should be maintained and where possible extended.
8. The spotlight study on political support for DE has shown that even in countries with a traditionally strong support for DE the sector may be too weak to avoid politically motivated cuts,

particularly in times when public budgets are under economic pressure. It seems to be important for national DE stakeholders to develop a clearer argument for DE and an advocacy strategy in order to prevent budgetary cuts in times of crisis and/or change of government.

9. The European Commission, though not in the direct focus of this study, is a major actor of DE in Europe, mainly in terms of funding. It is recommended that the EC continues and deepens its engagement in international DE processes and structures, and that the EC assesses and improves regularly its DE policies in consultation with other stakeholders. The currently ongoing process towards a more strategic approach of the EC regarding DE is particularly welcome. The creation of a dedicated DE department within the EC, following the examples of many member states, could particularly contribute to a strategic strengthening of the sector.
10. In the context of shifting roles and activities of European actors within the international development agenda, European NGOs should assess and possibly integrate DE, advocacy and empowerment of citizens in Europe as key elements of their organisational strategies.

DE concept

11. Conceptual clarity is crucial for a meaningful discourse about DE and for developing powerful DE strategies. It is recommended to all stakeholders to clearly and explicitly define their concept of Development Education. The typology proposed in this study (Public Relations²⁸, Awareness Raising, Global Education, Life Skills) might be used as an orientation in the process of discussing and defining DE concepts.
12. This study indicated that more research and joint reflection of academics and practitioners of DE is recommendable in order to clarify concepts, establish a common understanding of DE and to define quality standards for the sector. Results of academic research should be shared (and translated) widely. Stakeholders should support and make use of capacity building and academic training opportunities in order to strengthen the sector conceptually.
13. According to the European Development Education Consensus (paragraph 23), "Development Education and Awareness Raising are not concerned with activities that promote or encourage public support for development efforts per se or for specific organisations or institutions. They are not concerned with charity, organisational publicity or public relations exercises". It is recommended to all DE stakeholders to follow this proposition and explicitly exclude pure PR activities from their concept of DE and from reported figures of DE expenditure.
14. It should be discussed whether "Development Education" is the most appropriate terminology for what the sector is dealing with

²⁸ Considering that PR is not recognised as DE, cf. section "The Concept of Development Education" (2.2)

or whether there would not be a more suitable term which finds broader support and characterises more adequately what the stakeholders aim at and what they are doing.

Further monitoring of DE policies, practices and funding

15. More resources need to be invested in monitoring and evaluation of DE projects and programmes. Monitoring and evaluation of DE should thereby focus not only on measuring the effectiveness of activities aiming at changed attitudes and behaviour which is appropriate for campaigns, but also on the learning process and its impact on the perceptions, understanding, skills and competencies of the learner which is paramount in education.
16. In order to monitor the development of the DE sector in Europe more systematically and to obtain a more solid data base, it is recommended to assess DE policies and practice of the European key actors in DE on a regular basis. Feedback on this report should be gathered in order to make DE Watch a dynamic document which is continuously updated and developed further in a participatory multi-stakeholder approach.
17. To date standardised data about DE funding do not exist which makes it difficult (if not impossible) to compare amounts of national DE expenditure. The European DE community should agree on clear criteria of what expenditure can be accounted as DE funding and which cannot. Furthermore a standardised procedure of gathering and aggregating data about national DE funding should be developed and institutionalised so that financing for DE can be better monitored.



Annex I

DE Country Profiles

Note: The data provided in the country profiles should be read in the light of the reflections provided in the methodological chapter (2) and in the introductions to the sections “DE country overview” (3.2) and “National DE funding” (3.3) in the main body of the DE Watch report.

Austria

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> Federal Ministry of European and International Affairs (BMEIA) has outsourced DEAR strategy and management to Austrian Development Agency (ADA) (EC DE Evaluation 2008) BMEIA defines policy, ADA is responsible for implementation. The bulk of GE work lies within ADA – Department for Development Communication and Education (NSC Peer Review Austria 2006) <p>Commitment</p> <ul style="list-style-type: none"> ADA is active in the Austrian Strategy Group for GE (co-ordinated by two NGO representatives; chaired by ADA), NSC, in GENE (where MoE and KommEnt are also members); ADA contributes to the GEW, supported the V4 programme politically. AT co-operates with SK (SlovakAid) & from 2005 to 2008 with Portugal on Global Education (information provided by ADA, 2010).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 6,5 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>ADA – DE-specific funding</p> <ul style="list-style-type: none"> 4,2 mil € (2010) for DE by Civil Society Organisations (information provided by ADA, 2010). 4 mil. € (annually 2008-2010) from ADA (DEEEP DE Survey 2009; EC DE Evaluation 2008). 4 mil. € (2008) is the budget line for DE of the ADA, distinguished from another 1.2 mill € for PR (evaluation report of the ADA, http://www.entwicklung.at/uploads/media/ADA_Evaluierungsbericht_2008.pdf, page 49). ADA (Department of Development Communication and Information) is the most important GE funding source in AT (NSC Peer Review Austria 2006). <p>ADA – further DE-related funding</p> <ul style="list-style-type: none"> NGDOs can use up to 10% of dev co-op project funds for awareness work in Austria (EC DE Evaluation 2008). <p>Other DE funding</p> <ul style="list-style-type: none"> The Ministries of Environment and of Education and Culture co-fund the Forum for Environmental Education which implements education programmes for sustainability (NSC Peer Review Austria 2006). MoE contributes less than one hundred thousand € for DE (information provided by ADA, 2010). Federal states and communities provide also small funds for DE (Österreichische Forschungsstiftung für Entwicklungshilfe, 2010). Catholic Church contributes to some NGDOs' and platforms' operational costs (EC DE Evaluation 2008). Protestant church and other private donors contribute, too (information provided by Österreichische Forschungsstiftung für Entwicklungshilfe, 2010).
NGDO DE Coordination structures	<ul style="list-style-type: none"> Two NGDO platforms recently merged into one: Global Responsibility – Association for Development and Humanitarian Aid (EC DE Evaluation 2008). The NGDO platform works closely with/in CONCORD, works together with other platforms, has reasonable dialogue with the government (EC DE Evaluation 2008). Additionally, there is a specialised DE platform ("PEPI"): 20 members, meets 3 times per year, has several ad hoc sub-groups, has its own summer school (EC DE Evaluation 2008).
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> AT has an extensive network of GE resource organisations and multipliers facilitated through organisations such as BAOBAB, Südwind, Welthaus, Vienna Institute for International Dialogue and Co-operation, Forum for Environmental Education, Intercultural Centre (information provided by ADA 2010; NSC Peer Review Austria 2006). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 2 projects with Austrian lead NGO (EC DE Evaluation 2008). NSA budget 2007: 14 concept notes, 3 projects as lead, 8 as partner (TRIALOG). NSA budget 2008/2009: 21 concept notes, 7 projects as lead (TRIALOG).
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> ADA department is responsible for development communication and education – sees it as independent from PR (EC DE Evaluation 2008.) <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> DE definition by AT NGDOs: "As development political domestic work we understand the sensibilisation on topics of development policy. Development political domestic work has a holistic and broad character. The goal of the work is to make topics of development policy sustainably affecting society and enable concrete engagement to create a sustainable society in which justice and human dignity play a central role. Therefore the mediation of knowledge, the advancement of consciousness and taking influence on decision-makers are important parts of it" (DEEEP DE Survey 2009). Definition of DE by PEPI and the NGDO Platform Globale Verantwortung: „Unter entwicklungspolitischer Inlandsarbeit verstehen die Mitgliedsorganisationen der AG GLOBALE VERANTWORTUNG die Bewusstseinsbildung und Sensibilisierung für Themen der globalen Entwicklung. Wichtige Elemente dieser Arbeit sind das Anregen von kritischer Auseinandersetzung in der Bevölkerung durch Bildungs- und Kampagnenarbeit, das Aufzeigen von globalen Zusammenhängen, das Anbieten von Mitgestaltungsmöglichkeiten zum Ziel einer gerechten globalen Ordnung sowie die diesbezügliche Einflussnahme auf EntscheidungsträgerInnen. Entwicklungspolitische Inlandsarbeit muss unserem Verständnis nach dialog- und zielgruppenorientiert erfolgen. [...] Unsere entwicklungspolitische Inlandsarbeit ist geleitet von folgenden Prinzipien: Menschenwürde, umfassende Menschenrechte, globale Gerechtigkeit, Solidarität, ökologische, ökonomische und (sozio-)kulturelle Nachhaltigkeit, Gendergerechtigkeit, Antidiskriminierung, Friedensförderung, interkultureller und interreligiöser Dialog und Empowerment von benachteiligten Gruppen" (Globale Verantwortung, 2010).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> ADA's DE department and MEIA and PEPI meet regularly on DE (EC DE Evaluation 2008). The Austrian Strategy Group for GE is a forum for policy-focused discussion and networking. It initiated a process towards a national GE strategy. It includes, among others, ADA, the Ministry of Education and Culture, the Forum for Environmental Education, the Institute for school-practical training, the Federal Pedagogical Institute, KommEnt, the BAOBAB Global Education resource centre, Südwind (NSC Peer Review Austria 2006). NGDOs and government speak with almost the same voice at EU level (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> A Global Education strategy plan was officially started in 2008, co-ordinated by NGOs and supported by the Ministries of Education and Foreign Affairs (DEF DE in Curriculum 2009). The first part for the formal education system was published (and also translated into English) in 2009 (information provided by ADA 2010). The NGO platforms (2 at the time) initiated the DE strategy process between their members and brought out a common NGO position paper on DE/AR. The governmental strategy is in development (DEEEP DE Survey 2009). A new position paper was published in 2010 (information provided by ADA 2010).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> GE/DE is not explicitly mentioned in school curricula – but it is generally agreed that there is space for GE in the curriculum at all levels (particularly under Civics Education). There are plans for GE seminars for teachers in all Austrian federal states (NSC Peer Review Austria 2006). <p>Involvement of MoE, Coordination</p> <ul style="list-style-type: none"> A Strategy Group "Global Learning" is giving advice to the Federal MoE. The Group agrees on DE/GE contents in school curricula and teacher training (EC DE Evaluation 2008). The MoE participates in GENE (information provided by GENE, 2010).
DE at local/ regional level	<ul style="list-style-type: none"> Federal State of Salzburg: sends a monthly newsletter on sustainability to every household; spends 60.000 € annually for GE via NGOs; runs DE projects with/in schools (NSC Peer Review Austria 2006). Federal State of Styria: spends 60.000 € for GE annually mainly for GE projects in the FES (NSC Peer Review Austria 2006). DE information and media resource centre exist all over AT (EC DE Evaluation 2008).
Other observations	<ul style="list-style-type: none"> In Austria, there is a broad range of committed organisations in GE, many initiatives and projects in the FES, in non-formal education and in civil society (NSC Peer Review Austria 2006). Trade Unions and Youth Sector appear to have limited involvement in GE (NSC Peer Review Austria 2006).

Belgium

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The Directorate General for Development Co-operation (DGCD) is part of the Federal Public Service Foreign Affairs, Foreign Trade and Development Co-operation. The DGCD resorts directly under the Minister of Development Co-operation. The DGCD is responsible for DE (EC DE Evaluation 2008) <p>Commitment</p> <ul style="list-style-type: none"> DE is a priority for DGCD (EC DE Evaluation 2008) DE has come more in foreground of official politics with the creation in 2003 of a specific DE/AR department and search for new strategies on DE (information provided by Belgium MFA, 2010). MFA and BTC, Belgium participate in GENE (information provided by GENE, 2010). <p>Other observations</p> <ul style="list-style-type: none"> A lot of effort has been put in measuring and understanding public support of development policies, as well as in monitoring DE activities by financing a university research programme during the period 2009 – 2013. This research programme is focussing, among other aspects, on how to measure better the effectiveness of DE activities, and the role of media. It's also aiming to map DE activities in Belgium (information provided by Belgium MFA, 2010).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 26,1 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 24 mil. (2008) (information provided by Belgium MFA, 2010) 24 mil. € for DE in federal co-operation budget 2007 (DEEEP DE Survey 2009) More than 24 mil. € from federal budget 2007 for DE, implemented by the Belgian state, e.g. in governmental advocacy campaigns on MDGs etc., and by civil society organisations such as NGOs, universities, trade unions, scientific institutions, receiving grants. 13.38 mil. € of the 24 mil. € were given to NGOs (DEF DE in Curriculum 2009) 18,1 mil. € (without budget of Local Authorities) (EC DE Evaluation 2008) The DEAR budget is increasing although decreasing ODA (EC DE Evaluation 2008) <p>Other DE funding</p> <ul style="list-style-type: none"> In 2007, the Walloon & Brussels regions spend 152.781 € for DE via the institution "Wallonie-Bruxelles International (WBI)": the Conseil Wallonie-Bruxelles de la Coopération internationale (CWBCI) spent 72.415 € (2007) for the GEW (DEF DE in Curriculum 2009) In 2007, the Flemish Community spent 1.553.982 € for DE of all types of actors (DEF DE in Curriculum 2009)
NGDO DE Coordination structures	<ul style="list-style-type: none"> Coordination of NGDOs is spread between 4 structures: ACODEV (French/German speaking) with 83 NGDOs, COPROGRAM (Flemish/German speaking) with 66 NGDOs; and the advocacy/campaigning federations CNCD (French/German) and 11.11.11 (Flemish/German). All 4 are members of CONCORD (EC DE Evaluation 2008) The 4 federations/platforms meet regularly to co-ordinate the work and positions of the NGOs sector at national and European levels (information provided by ACODEV, 2010). ACODEV and COPROGRAM have a DE working group each. The 2 DE working groups co-ordinate their work and are both related with the DEF (EC DE Evaluation 2008)
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> The diversity and autonomy of NGO's, also in DE, is recognised in Belgium (information provided by ACODEV, 2010). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 1 project with Belgian lead NGO (EC DE Evaluation 2008) NSA budget 2007: 13 concept notes, 2 projects as lead, 7 as partner (TRIALOG) NSA budget 2008/2009: 20 concept notes, 2 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> MFA: General corporate communication and DE/AR are in principle separated within the Ministry (information provided by Belgium MFA, 2010). <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> DE definition by ACODEV: "Faced with the unequal distribution of wealth in the world, in particular between the North and the South, Development Education is a process which seeks to generate changes in values and attitudes at the individual and collective levels with an eye to a fairer world in which resources and power are fairly shared in a spirit of respect for human dignity" (extract of the Reference document on Development Education by ACODEV Sectoral Group on Development Education). (DEEEP DE Survey 2007, 2009) A lot of Belgian NGOs support their public to become themselves actors of change, to be relays of awareness-raising and DE. They give support/accompany action groups to become independent and carry out their own DE projects (information provided by ACODEV, 2010).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> The MFA and the NGO sector have concluded a framework agreement on DE; now the implementation starts (information provided by Belgium MFA, 2008) Comment: It is not really a framework agreement on DE but a more "South"-oriented framework agreement about effectiveness of aid. There are only 5 sentences about DE, saying that the semestrial dialogue between DGCD and the NGO Coordination structures will be continued, aiming at co-ordinated DE strategies (information provided by ACODEV, 2010).
DE strategy	
FES	<ul style="list-style-type: none"> DE has an important access to schools through the implementation of animations, DE activities, development of projects, etc. (information provided by ACODEV, 2010)
DE at local/regional level	<ul style="list-style-type: none"> Additionally to Federal level, the Flemish, Walloon and Brussels regional authorities, as well as communes support DE (see also funding above) (EC DE Evaluation 2008)
Other observations	

Bulgaria

DE in MFAs & development agencies	<ul style="list-style-type: none"> • "The MFA plays its leading role in international development and DE rather unwillingly" (NSC GE/DE Seminar Bulgaria report 2009).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> • No DEAR funding scheme exists nor is it being initiated (DEF DE in Curriculum 2009) <p>Other DE funding</p> <ul style="list-style-type: none"> • The Ministry of Education, Youth and Science has contributed 1 mil. € for activities of intercultural education (DEF DE in Curriculum 2009)
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The platform includes NGOs from diverse backgrounds: social care, education, environment, church, local & regional development (NSC GE/DE Seminar Bulgaria report 2009)
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> • NGOs focus on democracy, citizens' rights, sustainable development of Bulgarian municipalities (NSC/EC GE/DE Country Presentations 2009) • NGOs played an important role in promotion of ED/GE in formal and non-formal education, especially in the 90ies; later state agencies & educational authorities were more visible, due to more control and resources (NSC GE/DE Seminar Bulgaria report 2009) • NGO projects include areas of: gender, environmental education, antidiscrimination, integration of immigrants, peace (NSC GE/DE Seminar Bulgaria report 2009) <p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2007: 9 concept notes, 0 projects as lead, 11 as partner (TRIALOG) • NSA budget 2008/2009: 3 concept notes, 2 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> • "Bulgaria is about to change from a recipient of international aid into donor of such aid to developing countries [...] 'The Bulgarian public should be persuaded that international solidarity, and co-operation for development and humanitarian aid in this number, serve the interests of the developing and of the developed countries.'" (Bulgarian Policy for Development Co-operation, quoted in: NSC GE/DE Seminar Bulgaria report 2009) <p>NGDOs: concept type "AR"</p> <ul style="list-style-type: none"> • "In the field of DE the Platform's objective is people to be informed and to have permanent access to the education connected with international development and to be able to express and realize their solidarity with the people from developing countries." (NSC GE/DE Seminar Bulgaria report 2009) <p>ESD and FES: tendency towards "LS"</p> <ul style="list-style-type: none"> • "The basic objectives of the Concept for Education for Sustainable Development are: To discover the interrelations and interdependencies between the economic, social and environmental processes and phenomena; To ensure critical attitude and higher awareness of the social, economic and environmental processes; To support respect and understanding of the different cultures and to recognize their contribution; To motivate the people of all ages to bear their own responsibility for shaping the sustainable future; To promote the civil society. Under the frame of Education for Sustainable development the central is the place of the problems like equality, solidarity, interdependencies between generations, interrelations between the rich and the poor people, interrelations between the man and nature and man's responsibilities toward himself, toward the society and the environment". (Strategy for Sustainable Development of the Republic of Bulgaria, quoted in NSC GE/DE Seminar Bulgaria report 2009) • "In the field of Formal Education the basic objective of the DE/GE Program in accordance with the realization of the Millennium Development Goals, with the National Strategy for Sustainable Development, with the National Strategy for Development of General Education is the development of every citizen and especially of every young person as a responsible member of his community and of the world, one who is aware and is engaged with the global problems of the world and who uses his knowledge and competencies in his everyday life as a member of his community." (NSC GE/DE Seminar Bulgaria report 2009) • Civic Education "supports the development of the young person as a citizen who ... has to acquire the basic universal values, and to orient himself/herself in the global and regional problems of the dynamically changing modern world." <p>Unclearly of the GE/DE concept</p> <ul style="list-style-type: none"> • GE/DE are new ideas for Bulgaria. Bulgaria still faces some typical development problems => DE, GE, AR towards global problems & poverty have to understand these problems in Bulgaria and at the same time in developing countries (NSC GE/DE Seminar Bulgaria report 2009) • In FES and non-formal education, GE/DE issues were introduced under Human Rights, environmental problems, interethnic relations, poverty and social justice problems, civic education (NSC GE/DE Seminar Bulgaria concept 2009). In Bulgaria, DE/GE, ESD, Education for Democratic Citizenship etc. are closely connected (NSC GE/DE Seminar Bulgaria report 2009) • The dichotomy between the domestic focus of ESD and international focus on global problems hinders the formulation of a clear DE concept (NSC GE/DE Seminar Bulgaria report 2009) • DE/GE are missing focus, no clear concept, definition of scope and content (NSC GE/DE Seminar Bulgaria report 2009)
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • Lack of Coordination between the actors (NSC GE/DE Seminar Bulgaria concept 2009). • The co-operation of actors inside and outside the education system is positive. However, there are not enough opportunities to share good practices, neither local nor national nor international level (NSC GE/DE Seminar Bulgaria report 2009). • A GE seminar initiated by the NSC in Sept 2009 brought together national and local authorities, civil society, the education community, media (NSC GE/DE Seminar Bulgaria report 2009). • NGOs and state authorities used to have tense relationship; now many educational partnerships between institutions of formal education and CSOs appear – this is more effective (NSC GE/DE Seminar Bulgaria report 2009).
DE strategy	<ul style="list-style-type: none"> • No GE/DE policy exists (NSC GE/DE Seminar Bulgaria concept 2009) • NGOs, Ministry of Education and Ministry of Environment and Water adopted a Programme Education for Sustainable Development in 2007 (NSC GE/DE Seminar Bulgaria report 2009).



<p>FES</p>	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • GDE in curricula – policy • Sporadically, GE/DE issues are addressed: ecology, environment, climate change, democracy, intercultural dialogue, human rights (NSC/EC GE/DE Country Presentations 2009) • In the 1990s, GE/DE was to some extent included in the FES: in Human Rights, Civic Education, Geography, Economics, Environmental Education (NSC GE/DE Seminar Bulgaria concept 2009) • DE/GE and ESD are in educational documents and policy papers. The philosophy of new educational standards and programs is based on the globalisation of problems. Subjects which include DE/GE: Civic Education, History & civilisation, Geography and economics, Philosophy, Biology & Health education, Chemistry & Environment (NSC GE/DE Seminar Bulgaria report 2009). • Civic Education is a new crucial part of the curriculum, supports the development of the young person as a citizen who has to acquire the basic universal values, and to orient himself/herself in the global and regional problems of the dynamically changing modern world (NSC GE/DE Seminar Bulgaria report 2009). • Officially, DE/GE are not priorities in formal and non-formal education. DE/GE is not clearly conceptualised – curriculum would need to be revisited from such a point of view (NSC GE/DE Seminar Bulgaria report 2009) <p>DE in curricula – implementation</p> <ul style="list-style-type: none"> • This process is still in flow. There are resistance, contradictions, lacking materials, insufficient preparation/training of teachers (NSC GE/DE Seminar Bulgaria report 2009). • Social sciences (in FES) deal with DE/GE very superficially, global issues are not well defined (content & methodology), DE/GE content is dispersed throughout the curriculum, most of the educational standards sound like mere declarations of intentions (NSC GE/DE Seminar Bulgaria report 2009). • No good pre- or in-service teachers training on DE/GE, no good interaction between educational actors and other stakeholders, good DE/GE practice is not disseminated, European approaches are not disseminated, teaching is mostly based on outdated descriptive methods, active and participatory approaches or global – local community connections are not developed (NSC GE/DE Seminar Bulgaria report 2009). • Education is very centralised, programmes are outdated, approaches are mostly conservative, teachers' values limited to local experience, time pressure effects students and teaches, lack of practical activities in current lessons, curriculum is overload & does not provide life skills, school financial resources are insufficient, lack of Coordination between responsible institutions (NSC GE/DE Seminar Bulgaria report 2009). • Information on DE/GE is unavailable in Bulgarian language (NSC GE/DE Seminar Bulgaria report 2009). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • Weak organisation of CSOs; slow reaction of the formal education system; lack of political will to promote DE as an educational priority (NSC GE/DE Seminar Bulgaria report 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • Recently, the project approach was introduced in education – this provides opportunities for DE/GE mainly in out of school activities (NSC GE/DE Seminar Bulgaria report 2009). • Many DE/GE initiatives are carried out in school and out of school by NGOs – emergence of a school as community centre for educational projects connected with DE/GE (NSC GE/DE Seminar Bulgaria report 2009).
<p>DE at local/regional level</p>	<ul style="list-style-type: none"> • DE/GE seminars and (other) NGO activities are organised in big cities rather than in rural settlements (NSC GE/DE Seminar Bulgaria report 2009).
<p>Other observations</p>	<ul style="list-style-type: none"> • In 2004, the Ministry of Education and Science and the Ministry of Environment and Water concluded a memorandum of collaboration on Education for Sustainable Development. The Ministry of Environment and Water set up a National Strategy and Action Plan 2005-14; The Ministry of Education and Science, the Ministry of Environment and Water, and CSOs run joint projects. 2006 & 2009 national conferences/fora on ESD were held (NSC GE/DE Seminar Bulgaria re-port 2009). • There is distrust against attempts to reintroduce the idea of social solidarity (NSC GE/DE Seminar Bulgaria report 2009). • EU membership changes the DE context in Bulgaria: BG starts playing a role in EU development policy; structural funds are available; new patterns of international co-operation are introduced; new opportunities to study or work abroad appear; immigration increases (NSC GE/DE Seminar Bulgaria report 2009). • The economic crisis narrows the visions of the common people and of the institutions (NSC GE/DE Seminar Bulgaria report 2009). • Foundations promote democracy, climate, Human Rights (NSC/EC GE/DE Country Presentations 2009). • EU structural funds financed activities in Education for Citizenship, Human Rights Education, Intercultural education (DEF DE in Curriculum 2009).

Cyprus

DE in MFAs & development agencies	
National DE funding	<ul style="list-style-type: none"> • CyprusAid works on an NGOs grant funding scheme (DEF DE in Curriculum 2009).
NGDO DE Coordination structures	
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2006: 1 project with Cyprian lead NGO (EC DE Evaluation 2008) • NSA budget 2007: 3 concept notes, 0 projects as lead, 1 as partner (TRIALOG) • NSA budget 2008/2009: 3 concept notes, 2 projects as lead (TRIALOG) ; 3 projects as partners (information provided by NGDO platform, 2010).
Predominant DE concept	
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • NGOs are only recently gaining the trust of governmental institutions and collaboration is improving (information provided by NGDO platform, 2010).
DE strategy	<ul style="list-style-type: none"> • No national strategy (DEF DE in Curriculum 2009)
FES	<ul style="list-style-type: none"> • There is a lack of DE related teachers training and of DE resources for schools and teachers (information provided by NGDO platform, 2010). • Commonly co-ordinated education events: Year of Intercultural Dialogue was carried out by Ministry of Education and Culture and NGOs; GEW 2008 and 2009: 2 GE workshops for teachers were carried out each year by Ministry of Education and Culture and CyprusAid together with NGOs (information provided by NGDO platform 2010, DEF DE in Curriculum 2009) • Teachers of 16 schools participated in GE trainings and workshops through an EC-financed project (information provided by NGDO platform, 2010).
DE at local/ regional level	2010: 1 concept note submitted to the EC with LA as lead, one with LA as partner (information provided by NGDO platform, 2010).
Other observations	<ul style="list-style-type: none"> • The general awareness of development issues within the society is low (information provided by NGDO platform, 2010). • DE is still weak at institutional level, but activities increased recently by NGOs and through GEW, through support of Ministry of Education and Culture (information provided by NGDO platform, 2010).

Czech Republic

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The MFA leads policy making in GE & AR, together with the MoE and the Development Agency (GENE Peer Review Czech Republic 2008). The Czech Development Agency is involved in administrative and co-ordinating support for GE, and in appraisal & monitoring of projects (GENE Peer Review Czech Republic 2008). <p>Commitment</p> <ul style="list-style-type: none"> One out of five areas of work of the Czech Development Agency is Global Education/Development Education (EC DE Evaluation 2008). The government is becoming a strong supporter of DE; it contributes to the empowerment of the NGDO platform FoRS (EC DE Evaluation 2008). Both MFA and the Czech Development Agency participate in GENE (information provided by GENE 2010).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 680.000 € (2009/2010): 480.000 € for DE/AR activities of NGOs through an annual grant scheme which exists since 2004; plus ca. 200.000 € co-financing for EC-funded DEAR projects of NSALA ("trilateral grant scheme") (information provided by Czech Development Agency, 2010). 510 870 € (2010, planned), 2009: 419 643 €, 2008: 404 000 € for DE budget line (DEEEP DE Survey 2009) 384.000 € (2008), 2007: 280.000 € for NGOs GE & AR budget line. Additionally, for AR programme implemented by MFA: 92.000 € (2007 and 2008 each). For Summer School in Olomouc: 38.000 € (2007 and 2008 each) (GENE Peer Review Czech Republic 2008). 400.000 € (EC DE Evaluation 2008) MFA continues to be main source of funding for GE & AR. The MFA funding mechanism is perceived as fair and predictable (GENE Peer Review Czech Republic 2008) <p>MFA further DE-related funding</p> <ul style="list-style-type: none"> Capacity building (7 mil. CZK), FoRS support (2 mil. CZK), Local Authorities (2 mil. CZK) (EC DE Evaluation 2008) 40.000 € Awareness Raising budget of the MFA (PR, publications) – independent from the DE grant schemes (information provided by Czech Development Agency, 2010). <p>Other DE funding</p> <ul style="list-style-type: none"> Ministry of Education, Youth and Sports has a Call for Proposal "Education for National Minorities and Multicultural Education" – 13 mil. CZK in 2008 (NSC/EC GE/DE Country Presentations 2009) Ministry of Environment funds projects in environmental education (GENE Peer Review Czech Republic 2008) Some regional
NGDO DE Coordination structures	<ul style="list-style-type: none"> NGDO platform FoRS: 29 full members, 15 observers (GENE Peer Review Czech Republic 2008) FoRS has one working group on GE, another one on Awareness Raising (GENE Peer Review Czech Republic 2008) 8 NGOs meet quarterly in the FoRS working group on DE and Fair Trade; this WG follows the DEF agenda. Additionally, FoRS has a working group on Awareness Raising and G-CAP (EC DE Evaluation 2008)
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> NGDOs play an important role in GE and AR and have developed strongly in recent years. Two thirds of FoRS members do GE & AR activities (GENE Peer Review Czech Republic 2008). Important NGDO activities in GE are carried out by Czechia Against Poverty, People in Need, ADRA, INEX-SDA, Society for Fair-Trade (GENE Peer Review Czech Republic 2008). NGDOs developed strongly in recent years (EC DE Evaluation 2008). NGDOs have limited coverage at grassroots level, mostly concentrated in Praha (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 3 projects with Czech lead NGO (EC DE Evaluation 2008) NSA budget 2007: 3 concept notes, 0 projects as lead, 9 as partner (TRIALOG) NSA budget 2008/2009: 13 concept notes, 6 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> The GE funding scheme of the MFA is open to different and critical views on global development issues (GENE Peer Review Czech Republic 2008). <p>NGDOs: concept type "GE"/"LS"</p> <ul style="list-style-type: none"> DE definition: "Global Development Education is a life-long educational process which: gives information about people living in developing and developed countries and facilitates understanding the connection between their own lives and lives of people in the whole world; facilitates understanding of economical, social, political, environmental and cultural processes which influence lives of all people; develops skills, which enable people to solve problems actively; supports values and attitudes which enable people to take part in problem solving on local, regional, national and international level; leads to accepting responsibility for creating a world where all people have the opportunity to live a dignified life according to their conception. Global Development Education (GDE) is to prepare an individual for life in the current inter-connected changing world. The intention is lead students to understanding of the problems of present world, to creating one's own opinion about these problems and the development of skills to solve these problems. GDE aims can be defined accordingly in fields of specific competencies of the educational process participants, that is in the fields of knowledge, skills and attitudes." (DEEEP DE Survey 2009) NGDOs involved in GE have a reasonable understanding of the difference between GE and campaigning, self-promotion, fundraising or advertising etc (GENE Peer Review Czech Republic 2008) <p>Other observations</p> <ul style="list-style-type: none"> GE in CZ seems to include broader global development issues as well as specific development co-operation issues (GENE Peer Review Czech Republic 2008) Many actors in CZ use the term "Global Development Education"; there is growing reflection on the term (GENE Peer Review Czech Republic 2008)
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> The Czech reference group for DE includes: the MFA, the MoE, the Czech Development Agency, FoRS (GENE Peer Review Czech Republic 2008) There is good Coordination and co-operation between FoRS and the MFA/Czech Development Agency. FoRS is actively present (as observer) in the DE Council of the MFA (EC DE Evaluation 2008) There is much room for improved Coordination & sector-wide strategies, funding, and capacity building in non-formal GE (GENE Peer Review Czech Republic 2008) MFA & MoE should co-ordinate more and co-operate on GE in curricula (GENE Peer Review Czech Republic 2008)
DE strategy	<ul style="list-style-type: none"> A national GE/DE strategy was a key recommendation of the Peer Review (GENE Peer Review Czech Republic 2008) The DE working group of the platform will work on the National Strategy on DE in the course of 2009 and 2010. (DEEEP DE Survey 2009) A broad range of DE actors, including Ministry of Education, MFA, NGOs, teachers and universities are involved in the work on the national DE strategy. Consultations are ongoing, the presentation of a first draft is planned for spring 2010. A national seminar financed through the North-South-Centre Joint Management Agreement will contribute to the process (information provided by Czech Development Agency, 2010).





FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • DE is not in the school curricula; schools are partially autonomous (EC DE Evaluation 2008). • Among the cross-curricular subjects for basic education are: democratic citizenship, thinking within European & global contexts, multicultural education, environmental education (GENE Peer Review Czech Republic 2008). • Tolerance, cultural diversity & GE are optional in teacher education (GENE Peer Review Czech Republic 2008). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • Until recently, there was no cooperation between FoRS and the MoE – this changed now as a consequence of the Peer Review process (DEF DE in Curriculum 2009). • There is strong willingness at all levels of the MoE to take up stronger engagement in GE (GENE Peer Review Czech Republic 2008). • The MoE establishes the framework for content of compulsory education, but also increasingly promotes self-government of schools, local and regional authorities (GENE Peer Review Czech Republic 2008) <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • The DE funding scheme of the MFA focuses on the FES. NGOs such as People in Need and ARPOK conduct DE/GE activities in schools (GENE Peer Review Czech Republic 2008) • The Charles University and People in Need have started a new online education programme for teachers in GE (GENE Peer Review Czech Republic 2008)
DE at local/ regional level	
Other observations	<ul style="list-style-type: none"> • There is a recent, but energetic and growing GE tradition in the Czech Republic: committed organisations, commendable initiatives and projects in formal and non-formal education (GENE Peer Review Czech Republic 2008). • There is strong political support for ODA and global engagement and growing public interest in development issues. Government and NGOs increasingly engage with issues such as trade, climate change, MDGs, North-South geopolitical changes (GENE Peer Review Czech Republic 2008). • The high commitment to GE by the government (Ministries of Foreign Affairs, Education and Environment) and NGOs is reflected by the wide range, high quality and fast development of GE & AR activities (GENE Peer Review Czech Republic 2008). • The Czech Republic could become a bridge between the old and new member states (EC DE Evaluation 2008). • GE in the Czech Republic has grown from the willingness of the key organisations involved (Ministries, Agencies, NGOs) to engage with international initiatives (UNDP, EC, DEEEP, TRIALOG, NSC, GENE) (GENE Peer Review Czech Republic 2008). • The Czech DEAR apparatus is strongly integrated at EU level (EC DE Evaluation 2008).

Denmark

DE in MFAs & development agencies	<ul style="list-style-type: none"> Under the MFA, the Danish Development Agency DANIDA (Department for Development Communication) manages DE grants through (EC DE Evaluation 2008)
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 3,9 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific plus further DE-related funding</p> <ul style="list-style-type: none"> 5,3 mill. € per year (2006-08). In 2009 there was a small increase (400.000€) because of a one-time allocation for climate related DEAR in connection with COP15. This MFA DEAR funding falls into 3 categories each receiving one third of the funds: 1. MFA/Danida's own DEAR activities, 2. The DE appropriation, which is allocated through an open call for proposals, 3. Project-related DE, which is allocated as part of development cooperation project grants (max. 2% of project budget) (information provided by CARE Denmark/CONCORD Denmark, 2010). 5,4 mil. € (EC DE Evaluation 2008). 1,7 Mil. € in 2008 (DEEEP DE Survey 2007). Comment: This amount only counts for one of the DE funding opportunities, the so-called DE appropriation constituting one third of the accumulated appropriations (information provided by CARE Denmark/CONCORD Denmark, 2010). DE funds for NGOs were severely cut (DEEEP DE Survey 2007). Compare: in the years 2000-2005 government DE funding was ranging from 6.7-9.4 mill €/year (information provided by CARE Denmark/CONCORD Denmark, 2010). DE budget was halved since 2001. The government stopped to finance 100% of project costs in order to make NGOs more accountable to Danish society – they now have to find 10% co-funding (EC DE Evaluation 2008) Recent signals from the new Development Minister yield that a significantly larger part of DE resources will be channelled through the World Bank's Fast Track Initiative. This regrettably means less DE resources to CS in partner countries and Denmark (information provided by CARE Denmark/CONCORD Denmark, 2010). <p>Other DE funding</p> <ul style="list-style-type: none"> There is a general feeling among NGOs that EU funding for DE is too insecure compared to the amount of resources invested in the application process – also because they have relatively good access to more flexible government DE funding (information provided by CARE Denmark/CONCORD Denmark, 2010).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The Danish NGO Forum is coordinating NGOs at national level and has in 2010 established a campaign secretariat with 3 staff members for a joint MFA, UN and NGO MDG campaign (information provided by CARE Denmark/CONCORD Denmark, 2010). CONCORD Denmark is coordinating Danish NGO participation in EU level initiatives, e.g. CONCORD Europe's Development Education Forum (information provided by CARE Denmark/CONCORD Denmark, 2010).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Danish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 2 concept notes, 0 projects as lead, 2 as partner (TRIALOG) NSA budget 2008/2009: 5 concept notes, 1 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> Some say, the government wants to support AR rather than DE – this has a negative effect on the relations between MFA and NGOs (EC DE Evaluation 2008). <p>Other observations</p> <ul style="list-style-type: none"> According to the understanding in Denmark, DE takes place both in Denmark and in the South. To quote the DANIDA civil society strategy (p. 44): "Such efforts may involve civil society organisations in developing countries or in Denmark, but they can also be based on partnership agreements with organisations in the North and South jointly launching information initiatives." (http://www.netpublikationer.dk/um/9218/pdf/samfundsstrategien_uk.pdf, information provided by CARE Denmark/CONCORD Denmark, 2010).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> 6 NGOs have framework agreements with the MFA – this ensures a relationship (EC DE Evaluation 2008). DANIDA relies on NGOs to carry out DE, but since 2001 the relations between government and NGOs have been strained; DE activities were significantly reduced. Now the relations are improving again (EC DE Evaluation 2008). In protest against the recent cuts of DE funding, the "Timbouctou Foundation" (100.000 DKR per year) was set up (DEF DE in Curriculum 2009). In 2010 the MFA has allocated 600.000 € for a joint AR campaign on the MDGs, where 60 NGOs, the UN and the MFA are participating. This responds to a recommendation from the recent DE evaluation that coordination and cooperation between DE actors should be improved and scaled up (information provided by CARE Denmark/CONCORD Denmark, 2010).
DE strategy	<ul style="list-style-type: none"> The MFA has recently evaluated DE (2008). In December 2008 DANIDA published its Civil Society in Development strategy stating that DEAR and the so-called public engagement is an integral part of civil society involvement in development work both in developing countries and vis-a-vis the Danish public (information provided by CARE Denmark/CONCORD Denmark, 2010).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> DE is not on the school curriculum; there is no policy dialogue about it (EC DE Evaluation 2008). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> There is no contact between the MFA/DANIDA and the MoE nor any initiative by the MFA to have it (EC DE Evaluation 2008). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> NGOs do DE in one third of Danish schools; however this is jeopardised by the cutbacks of national DE funding (EC DE Evaluation 2008).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> Denmark is not much involved at EU level in DE; an external stimulus could help to establish greater DE commitment (EC DE Evaluation 2008).

Estonia

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The MFA's small Development Co-operation programme which is soon becoming a Department is responsible for DE (EC DE Evaluation 2008) <p>Commitment</p> <ul style="list-style-type: none"> In the Estonian Development co-operation strategy 2006-2010, "enhancing DEAR" is one of the specific objectives (EC DE Evaluation 2008)
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 159.779 € (2009) planned for DE/AR (2006: 38.347 €) (DEF DE in Curriculum 2009) 0,94 mil. € (EC DE Evaluation 2008) 60.000 € (2006) for DE under the development co-operation budget line (DEEEP DE Survey 2007). Due to the financial crisis, Estonian ODA was cut by 10%, support for the NGDO platform AKÜ was cut by 11% (NSC/EC GE/DE Country Presentations 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO Platform AKÜ has 3 staff members (EC DE Evaluation 2008). AKÜ has a DE/GE working group which is pro-active in the discussion of a national GE strategy and involved in discussions on curricula reform (NSC GE/DE Seminar Estonia report 2009, DEF DE in Curriculum 2009).
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> An increasing number of GE activities has been carried out over the years, supported by the EC and the MFA (NSC GE/DE Seminar Estonia report 2009). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 1 project with Estonian lead NGO (EC DE Evaluation 2008) NSA budget 2007: 1 concept notes, 0 projects as lead, 5 as partner (TRIALOG) NSA budget 2008/2009: 2 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	<p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> DE definition: "Global education forms our understanding of the causes and effects of global problems in the everyday life of individuals, communities and the society as a whole and on the ways in which everyone of us can influence the world by changing our behaviour. It is an active learning process which enables people to move, through personal responsibility and informed action and international cooperation, to sustainable human development" (DEEEP DE Survey 2007). NSC conference: GE topics include human development, trade & economy, sustainable development, gender, development co-operation, culture & religion; the objective of GE is to acquire competencies, to shape values, attitudes, behaviour (NSC GE/DE Seminar Estonia report 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> There is a lack of Coordination of the main GE initiators (NSC GE/DE Seminar Estonia concept 2009) There are close relations between AKÜ and the Development Co-operation Division of the MFA (EC DE Evaluation 2008)
DE strategy	<ul style="list-style-type: none"> AKÜ initiated the formation of a national DE strategy; this has support of the MFA and interest of the Ministry of Education and Science and of the Ministry of Culture (DEF DE in Curriculum 2009). AKÜ and the MFA have recently taken initiative to start a multi-stakeholder process that should result in a national strategy for global education. May 2009: kick-off conference (ca. 40 decision-makers and activists from the public sector, schools, the media and the civil society); November 2009 NSC-EC seminar on GE; plan to be finished by spring 2010 (NSC GE/DE Seminar Estonia concept 2009; DEEEP DE Survey 2009). A GE concept paper was elaborated, spearheaded by AKÜ's Global Education working group in consultations with other actors (NSC GE/DE Seminar Estonia report 2009).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> In 2008, the Jaan Tõnisson Institute organised a seminar on GE in the school curriculum (DEF DE in Curriculum 2009). GE is not an official theme in the school curricula (NSC GE/DE Seminar Estonia concept 2009). The National Examination and Qualification Centre (creating curricula for DE themes) has included AKÜ's DE/GE working group in the curriculum improvement process (DEF DE in Curriculum 2009; NSC/EC GE/DE Country Presentations 2009; NSC GE/DE Seminar Estonia concept 2009). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> A DE conference took place, involving the MFA, the Ministry of Education and Science, the Ministry of Culture, the National Examination and Qualification Centre, and NGOs (DEF DE in Curriculum 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> 3 NGOs work together (since 2007) on bigger DE projects in the Formal Education Sector: production of didactic materials, teacher training, webpage. The NGOs got a mandate from the teachers to influence the curriculum development (DEF DE in Curriculum 2009) During the past few years, some CSOs have developed specific programs, which have successfully increased teachers' and students' awareness about global topics: the online information portal www.maailmakool.ee, teacher trainings and lectures by youth that have volunteered in developing countries, documentary video rental for teachers and students' film clubs, study trips, etc. However, these activities have been able to reach only a small number of people (NSC GE/DE Seminar Estonia concept 2009).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> Primary promoters of GE in Estonia are AKÜ, the MFA, and some CSOs (NSC GE/DE Seminar Estonia concept 2009). Both NGDOs and public development bodies are involved in a regional co-operation with Finland and Sweden (EC DE Evaluation 2008). Immigration/nationality is a sensitive issue which could be taken up more in DE (EC DE Evaluation 2008).

Finland

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> Under the MFA, the Department for Development Policy is responsible for DE: the Unit for NGOs / the Unit for Communications Development Communications Group (EC DE Evaluation 2008) <p>Commitment</p> <ul style="list-style-type: none"> The MFA and the Finnish National Board of Education participate in GENE (information provided by GENE, 2010).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 5,5 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 2.000.000 € (2008 and 2009) DE budget line (DEEEP DE Survey 2009). <p>MFA further DE-related funding</p> <ul style="list-style-type: none"> Additionally the MFA supports DE by 15-20% co-funding for EuropeAid funded Finnish projects (DEEEP DE Survey 2009). The MFA also supports DE as optional part of development cooperation projects of NGOs (statistics are not compiled) (DEEEP DE Survey 2009). The MFA funds DE/GE activities of other ministries, mainly MoE & National Board of Education (EC DE Evaluation 2008) <p>Other DE funding</p> <ul style="list-style-type: none"> The MoE plans to fund the "GE 2010" programme from its own budget (EC DE Evaluation 2008) Further financial support for GE-related activities, e.g. in peace education, anti-racist education, multicultural education, environmental education, education for sustainable development, information on climate change, ethical consumption is provided by the MoE, the MoEnv, the Ministry of Labour, the Ministry of Trade and Industry, and the National Board of Education (NSC Peer Review Finland 2004)
NGDO DE Coordination structures	<ul style="list-style-type: none"> There are 2 NGDO platforms: KEPA (for Coordination at national level), KEHYS (link with European level); their offices are in the same building (EC DE Evaluation 2008). The strong networking capability of KEHYS was fostered by the 2006 EU presidency project. KEHYS makes a sustained contribution to CONCORD/DEF. KE-HYS was active in the formulation of the European DE Consensus (EC DE Evaluation 2008). KEHYS has DE reference group (Kehys reaction on EC General Evaluation of DEAR 2008).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> GE in non-formal sectors is ahead other European countries in terms of Coordination & shared learning between NGDOs (NSC Peer Review Finland 2004). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 1 project with Finnish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 8 concept notes, 0 projects as lead, 2 as partner (TRIALOG) NSA budget 2008/2009: 7 concept notes, 1 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "not PR"</p> <ul style="list-style-type: none"> The Finnish Development Policy (outlined in the Government Resolution of 5.2.2004) outlines the relationship between development cooperation and development education: "Development policy and development cooperation enjoy widespread support in Finland. In order that this should continue, Finnish citizens must be sufficiently well-informed about developing countries and development issues, so that they have a comprehensive basis of knowledge on which to form their own opinion..." (NSC Peer Review Finland 2004, 80). "The government, through the information unit of the Ministry for Foreign Affairs, actively promotes public awareness of its development co-operation programme in particular, but also of development issues generally" (NSC Peer Review Finland 2004). "The Ministry for Foreign Affairs has taken a lead in pursuing the agenda of global education and development awareness – under the guise of an enlightened approach to its mandate in relation to public information and awareness of Finland's development co-operation initiatives in particular, and more generally in its task of ensuring public ownership of a foreign policy committed to ethical engagement with the world" (NSC Peer Review Finland 2004). <p>NGDOs: concept type "PR"/"AR"/"GE"</p> <ul style="list-style-type: none"> "Development NGOs have also taken a committed, advocacy stance in relation to global education and public information – again with a balance between the specific concern of ensuring public knowledge of the work of the NGOs and the principles on which this work is based, and the more general and long-term concern for ensuring that the Finnish public is knowledgeable about and engaged with issues of global interdependence and solidarity" (NSC Peer Review Finland 2004). <p>Other observations</p> <ul style="list-style-type: none"> "Global Education" is the most widely used term; it focuses on DE, but also includes Peace Education, Human Rights Education, Intercultural Education, active citizenship (EC DE Evaluation 2008). Recently, Finland has accepted many refugees, therefore the link between migration, integration & development seems obvious (EC DE Evaluation 2008).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> Relationship and co-operation between government and NGOs are positive (EC DE Evaluation 2008). There are regular meetings between the MFA and KEPA & its members; between the MFA and KEHYS; and between the MFA, KEHYS, the MoE and National Board of Education (Kehys reaction on EC General Evaluation of DEAR 2008). The co-operation between the MFA, the MoE and the National Board of Education is exemplary (NSC Peer Review Finland 2004). The MFA and the National Board of Education represent Finland in GENE (EC DE Evaluation 2008). There is strong multi-stakeholder work in Finland (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> The DE strategy process was launched in 2003 and was a multi-stakeholder process from the start. It involved NGOs, governmental bodies, universities, trade unions, the private sector, academies and schools (DEEEP DE Survey 2009). Based on a GENE Peer Review recommendation, the MoE has started a national strategy "Global Education 2010" that defines responsibilities for education authorities and other ministries, and for NGOs. Government, Parliament, civil society, and economic actors have agreed on the strategy. An implementation plan is in process. The implementation includes "GE partnerships" which involve public administration, business, media, NGOs (DEF DE in Curriculum 2009; EC DE Evaluation 2008).





FES	<p>DE in curricula – policy</p> <ul style="list-style-type: none"> • GE has been part of the school curriculum since the early 1970s; schools have flexibility in implementation; government and NGOs play a key role in supporting schools and teachers (NSC Peer Review Finland 2004). Comment: The flexibility causes a problem of GE being the interest of only a few dedicated teachers (information provided by the Finish GE reference group, 2010). • In the FES, GE is growing: recent changes in the curriculum put greater emphasis on multicultural understanding, global citizenship, human rights, knowledge of sustainability (NSC Peer Review Finland 2004) • The National Board of Education has included active citizenship, human rights education, intercultural education, DE, justice and equality into the national core curricula (EC DE Evaluation 2008) • The National Board of Education has published the new Core Curriculum which includes seven Cross Curricular themes, inter alia: Growth as a person, Cultural identity and internationalism, Participatory citizenship and entrepreneurship, Responsibility for the environment, well-being and a sustainable future (Kehys reaction on EC General Evaluation of DEAR 2008) <p>DE in curricula – implementation</p> <ul style="list-style-type: none"> • The MFA & the National Board of Education have a common “Global Challenge Programme” to enhance DEAR & global understanding among teachers, pupils, school students and other educational establishments. It includes: training teachers, providing material, stimulating schools to emphasise GE in the local curriculum, youth forums for students unions, co-operation with GE NGOs. This programme (particularly the partnership between MFA and NBE) is exemplary; it could provide a platform for a nationally co-ordinated strategy (NSC Peer Review Finland 2004). • It is challenging for teachers to integrate the crosscutting themes of the curriculum into the teaching in practice (information provided by the Finish GE reference group, 2010). • GE is included in the training for teachers, headmasters and school administrative staff; NGOs contribute to this training (EC DE Evaluation 2008). Comment: There is only one university which has included GE as an extensive part of the teacher training. Other training programs have mainly optional courses on GE (information provided by the Finish GE reference group, 2010). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • The MoE initiated the “Global Education 2010” strategy (see section Strategy above) • The MFA and the Finnish National Board of Education participate in GENE (information provided by GENE, 2010). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • Ministries support NGOs to deliver materials and support the work of teachers. Co-operation between schools and NGOs is active and increasing (DEF DE in Curriculum 2009). Comment: The regional differences are huge. The choices for schools outside the biggest towns are little (information provided by the Finish GE reference group, 2010).
DE at local/ regional level	<ul style="list-style-type: none"> • The work of municipalities in GE is young but impressive (NSC Peer Review Finland 2004)
Other observations	<ul style="list-style-type: none"> • Finland is strong in formal and non-formal DE (EC DE Evaluation 2008). • DE/GE is well presented in the public debate (EC DE Evaluation 2008).

France

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> • Until 2010, the General Direction of International Co-operation and Development (DgCiD) under the Ministry of Foreign and European Affairs was responsible for DE. The Mission for Support to International Action for NGOs (MAAIONG) was in charge of operational issues (EC DE Evaluation 2008). • In 2010, French development co-operation is being reorganised – everything (except voluntary service) will be concentrated through the French Agency for Development (AFD). The Direction of Partnerships with NGOs (DPO) under the Direction of Communications will be responsible for DE (information provided by EDUCASOL 2010; EC DE Evaluation 2008). • The Inter-ministerial Committee for International Co-operation and Development (CICiD) joins the 12 Ministries concerned with development, including the 4 Ministries involved in DE. DE is a priority of CICiD since 2006, but the effects are weak (EC DE Evaluation 2008) <p>Commitment</p> <ul style="list-style-type: none"> • In the AFD, there is little DE expertise (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 0,5 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> • 4 mil. € (2009) from AFD grants, i.e. 10,5% of all AFD grants (2008: 3 mil. €). For 2010, AFD announces that DE will be at the same level of ca. 10 % of the global cooperation amount (information provided by EDUCASOL, 2010). • 3 mil. € (EC DE Evaluation 2008) • 3 mil. € (DEF DE in Curriculum 2009) • 3 mil. € annually (2008-2010) in DE budget line (DEEEP DE Survey 2009) <p>Other DE funding</p> <ul style="list-style-type: none"> • In addition to the MFA, also the Ministry of Youth, the Ministry of Education and the Ministry of Agriculture and Fishery fund DE activities to a smaller extent (information provided by EDUCASOL 2010; DEF DE in Curriculum 2009; EC DE Evaluation 2008). • Local Authorities finance DE through their decentralised co-operation (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The NGDO platform is Coordination SUD (EC DE Evaluation 2008) • EDUCASOL is a special platform for DE. EDUCASOL is delegated by Coordination SUD to represent French NGOs in the DEF of CONCORD (EC DE Evaluation 2008) • French NGDOs are not much involved at European level (EC DE Evaluation 2008).
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> • DE in France is led by the NGDO sector (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2006: 5 projects with French lead NGO (EC DE Evaluation 2008) • NSA budget 2007: 23 concept notes, 4 projects as lead, 21 as partner (TRIALOG) • NSA budget 2008/2009: 22 concept notes, 3 projects as lead (TRIALOG)
Predominant DE concept	<p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> • DE definition: "L'éducation au développement et à la solidarité internationale a pour finalité le changement des mentalités et des comportements de chacun dans le but de contribuer individuellement et collectivement à la construction d'un monde juste, solidaire et durable. Pour cela elle a pour objectif de favoriser : la compréhension des mécanismes d'interdépendance et d'exclusion dans le monde, la prise de conscience de l'importance de la solidarité internationale comme facteur de changement social, l'action pour la construction d'un monde solidaire. Eduquer au développement et à la solidarité internationale, c'est s'impliquer dans un processus éducatif global dont la dimension Nord/Sud est un élément constitutif déterminant." (Charter of Educasol, quoted in DEEEP DE Survey 2007) • The terminology used is "Development Education and International Solidarity Education" (information provided by EDUCASOL, 2010).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • The Coordination of DE issues between NGDOs and government is weak since the Public Policies Reform and the disappearance of HCCI (High Council of International Cooperation) and more recently the CCD (Development Cooperation Commission under the MAEE: joint committee NGO/Ministry) (information provided by EDUCASOL, 2010).
DE strategy	<ul style="list-style-type: none"> • A governmental strategy shared with EDUCASOL had been published officially by the MFA (CICiD 2006). Some elements have been applied, but they are on stand-by since 2007, because of the General Reform of Public Policies. EDUCASOL is about to lead a MSH process aiming at a national strategy (DEEEP DE Survey 2009).
FES	<ul style="list-style-type: none"> • DE is not in school curricula (EC DE Evaluation 2008); but the Ministry of Education recommends DE as a cross-curricular subject to teachers and headmasters (information provided by EDUCASOL, 2010). • Sustainable Development Education has increased its influence in education forums and media because of a ministerial Programme, the "Grenelle Environment Forum". One of its aims is to strengthen the spread of ESD in the school curriculum (DEF DE in Curriculum 2009). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • The Ministry of National Education is involved in DE through its Office of Multi-lateral Institutions and Francophonie (Direction for European and International relations and Co-operation) (EC DE Evaluation 2008)
DE at local/regional level	<ul style="list-style-type: none"> • Local Authorities finance DE activities through their decentralised co-operation (EC DE Evaluation 2008). • Local Authorities are more and more involved and aware of the importance of DE/AR issues. EDUCASOL is in process of developing links on DE with CUF (United Cities of France) (information provided by EDUCASOL, 2010).
Other observations	

Germany

DE in MFAs & development agencies	<p>The Federal Ministry for Economic Co-operation and Development (BMZ), Division for Development Education and Information is responsible for DE. InWEnt is the implementation agency involved in DE. InWEnt administers DE grants for NGOs, but it also implements its own DE programmes.</p> <ul style="list-style-type: none"> • German development co-operation is in a process of restructuring: the implementation agencies GTZ, InWEnt and DED are to be merged into one agency. • BMZ and InWEnt are active in GENE, and in the European multi-stakeholder process on DE (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 13,5 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>BMZ DE-specific funding</p> <ul style="list-style-type: none"> • Ca. 45 mil. € (2010): 12 mil. € in Development education and information budget line (10 mil. € for NGOs, rest: BMZ information materials); plus 3,8 mil. € for DE activities implemented by InWEnt; plus 29 mil. € for the BMZ-initiated youth volunteering programme "weltwärts"; plus ca. 250.000 € for the millennium campaign; plus school programme of German Development Service. These expenses are distinct from PR work of the Ministry (information provided by BMZ, 2010). • 12 mil. € (2009); 2008: 11 Mil. €. According to the government, 60% of this funding goes to NGOs. The rest is spent for governmental PR or DEAR activities (DEEEP DE Survey 2009). • 11 mil. € (EC DE Evaluation 2008) <p>Other DE funding</p> <ul style="list-style-type: none"> • Some of the 16 German regional governments (Länder) have their own budgets for DE. These budgets are rather small and declined dramatically during the last ten years. It is hard to tell how much it really is because there is no common definition and no common registration (DEEEP DE Survey 2009; EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The NGDO platform VENRO represents 90% of German NGDOs (independent and church related) (EC DE Evaluation 2008). • VENRO has a DE working group which comprises 90% of all NGDOs active in DE. The priority of the DE working group is the integration of DE in school curricula (EC DE Evaluation 2008). • There are DE platforms/networks at regional (Land) level. These regional DE networks are members of VENRO (EC DE Evaluation 2008). • On NGDO side, there is no established channel of DE Coordination between Land, federal and EU level; German NGDO participation at European level is weak (EC DE Evaluation 2008).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2006: 7 projects with German lead NGO (EC DE Evaluation 2008) • NSA budget 2007: 35 concept notes, 7 projects as lead, 14 as partner (TRIALOG) • NSA budget 2008/2009: 54 concept notes, 11 projects as lead (TRIALOG)
Predominant DE concept	<p>BMZ & agency: concept type "PR"/"AR"/"GE"</p> <ul style="list-style-type: none"> • "Das BMZ unterscheidet zwischen entwicklungspolitischer Öffentlichkeitsarbeit, Informations- und Bildungsarbeit: Öffentlichkeitsarbeit ist die externe Kommunikation der politischen Ziele und Wirkungen deutscher Entwicklungspolitik. Informationsarbeit liefert umfassende Hintergrundinformationen zu entwicklungspolitischen Fragestellungen. Bildungsarbeit umfasst Maßnahmen des Globalen Lernens, welche die kritische Auseinandersetzung der Bürgerinnen und Bürger mit entwicklungspolitischen Themen fördern und zu eigenem Engagement ermutigen sollen" (BMZ Konzept 159 Entwicklungspolitische Informations- und Bildungsarbeit, 2008). <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> • "Global learning aims at forming individual and collective competence for action in the spirit of global solidarity. It promotes the respect of other cultures, ways of living and views of global issues, scrutinises critically the preconditions for one's own points of views and enables to finding sustainable solutions for common problems and challenges", VENRO working paper 10 (2000) (EC DE Evaluation 2008). • DE definition: "Global education follows the model of sustainable development as established in Agenda 21 and developed further in the course of time. It aims at the strengthening of self-organisation and self-competencies as a prerequisite of human development. The content of global education focuses particularly on the subject areas of social and economic development, related to ecological, political, and cultural aspects as well as interactions between local and global realities" (DEEEP DE Survey 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • The BMZ has a DE advisory council, which includes academia, media, educational institutions, NGOs, Länder governments (EC DE Evaluation 2008). • There are regular meetings between the BMZ, InWEnt, VENRO, the association of Länder DE networks (EC DE Evaluation 2008). • There is a good and constructive cooperation between the responsible department on DE in the government and the civil society (DEEEP DE Survey 2009). • "There is competition in DE between NGDOs and InWEnt" (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> • The conceptual basis for DE of the German government is the "BMZ Konzept 159" Development Education and Information (EC DE Evaluation 2008). • NGDOs were asked to make comments on the governmental strategy; these comments were taken seriously (DEEEP DE Survey 2009).
FES	<p>DE in curricula – policy</p> <ul style="list-style-type: none"> • DE is a mainstream subject in German curricula; the implementation is the responsibility of Länder (DEF DE in Curriculum 2009). • The BMZ & the Conference of State (Länder) Ministers of Education (KMK) have agreed on an "Orientation Framework for Learning about Global Development", aiming at the stronger integration of DE issues into school curricula. The Orientation Framework is now being implemented – responsibility for this lies with the Länder (EC DE Evaluation 2008) • The "Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development" ("Orientierungsrahmen für den Lernbereich Globale Entwicklung"): The framework is in its implementation phase and the German states, which are responsible for school education, are running programmes to implement the framework. With support from the BMZ they develop and test teaching models. The teaching models are bridging the gap between competencies and content areas (context) of the framework and the test examples. The states are implementing multi-year programmes to develop such teaching models (information provided by InWEnt, 2010). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • Within ESD in German schools, the President of the Federal Republic of Germany takes responsibility for an annual award scheme: the German President's School Award Scheme on Development Policy (information provided by InWEnt, 2010).
DE at local/regional level	<ul style="list-style-type: none"> • Many DE activities are happening at Land level (EC DE Evaluation 2008). • There are several regional DE resource centres, such as EPIZ (EC DE Evaluation 2008). • There are NGDO networks at Land level in all 16 Länder. They comprise 2000 NGDOs from very small NGOs and local initiatives to DE centres and local branches of big NGOs. These One World Networks are organised democratically & bottom up. They are co-ordinated in a common forum (EC DE Evaluation 2008). • Länder governments contribute
Other observations	<ul style="list-style-type: none"> • Church and faith based organisations are significant supporters and funders of DE (DEF DE in Curriculum 2009). • There has been a strong academic tradition in GE in Germany (information provided by GENE, 2010).

Greece

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> • Within the Development & International Co-operation Department of the MFA, there is Hellenic Aid; its NGOs and DE Directorate is responsible for DE (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> • "There is little support for NGOs in DE from the government" (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: ca. 70.000 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> • 51.888,22 € (2008) in the DE budget line (DEEEP DE Survey 2009) • 0.3 mil. € (EC DE Evaluation 2008) • Calls for Proposal and procedures are not very transparent; the criteria for funding are very demanding for NGOs (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The NGDO platform is the Hellenic Committee of NGOs (22 NGOs). The platform is weak & not very representative (EC DE Evaluation 2008). • The platform has a DE working group (EC DE Evaluation 2008).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2006: 1 project with Greek lead NGO (EC DE Evaluation 2008) • NSA budget 2007: 1 concept notes, 0 projects as lead, 3 as partner (TRIALOG) • NSA budget 2008/2009: 5 concept notes, 1 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "AR"</p> <ul style="list-style-type: none"> • "Hellenic Aid defines 'Development education' as a series of actions of educational character [...] which aim at informing the general public about the Millennium Development Goals and sensitizing them on major global issues, affecting developing countries mostly, as well as on matters concerning the relations between north and south" (EC DE Evaluation 2008).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • The Coordination of DE issues between NGOs and government is weak (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> • The DE working group in the platform has developed a national DE strategy (EC DE Evaluation 2008). • The strategy was launched in 2004 by the Development Education working group of the Hellenic Committee of NGOs (DEEEP DE Survey 2009).
FES	<ul style="list-style-type: none"> • DE is not in the school curriculum (EC DE Evaluation 2008). • DE is not officially recognised by the MoE; however, DE resources and activities have been approved by the Pedagogical Institute and the MoE (DEF DE in Curriculum 2009).
DE at local/regional level	
Other observations	

Hungary

DE in MFAs & development agencies	<ul style="list-style-type: none"> The implementation agency for development co-operation under the MFA administers DE (EC DE Evaluation 2008). "DE is not understood or given priority by the government" (EC DE Evaluation 2008).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> Due to the financial crisis, Calls for Proposals for development co-operation and DE were cancelled for 2008/09 (DEF DE in Curriculum 2009). 0,56 mil. € (EC DE Evaluation 2008) Government funding is low and unreliable; there is no transparent information about a DE budget line or programme (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform HAND (25 NGDOs) is proactive at European level (EC DE Evaluation 2008) HAND has a GE working group with 12 members, meeting every month, supported by an expert group of researchers. The main goal of HAND's GE working group is GE in the Formal Education Sector (NSC/EC GE/DE Country Presentations 2009).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 4 projects with Hungarian lead NGO (EC DE Evaluation 2008) NSA budget 2007: 11 concept notes, 0 projects as lead, 6 as partner (TRIALOG) NSA budget 2008/2009: 14 concept notes, 2 projects as lead (TRIALOG)
Predominant DE concept	<p>NGDOs: concept type "GE"/"LS"</p> <ul style="list-style-type: none"> DE definition: "Global education serves the recognition and shaping of social, economic, technological, political, demographic and environmental inequalities and global processes which are due to globalization. Its aim is to sensitise the participant of the learning process, to enhance his/her social participation as well as to extend his/her responsibility towards future generations, together with the development of relevant attitudes and competences. That can be achieved through dynamic and active learning process and awareness raising, focusing on the continuously changing global society and on the relation of the self and its broader environment. Global Education prepares the individual to evaluate his/her place, role and responsibility and to determine his/her individual and community related tasks in global processes. Global education stimulates open-mindedness, critical thinking, global solidarity, responsibility and conscious co-operative actions." (DEEEP DE Survey 2009) "The mission of the GE WG is that such young people grow up in Hungary who recognise the global challenges of the 21st century, and able to respond to them. The main goal of the GE WG is to incorporate global education into public education. The GE WG wants to reach that relevant competence-development, that is strengthening global responsibility and solidarity appears at every age group in the Hungarian public education system." (NSC/EC GE/DE Country Presentations 2009)
Coordination of DE actors: mechanisms & relationships	
DE strategy	<ul style="list-style-type: none"> In 2008 HAND's GE working group launched a project, approved by the MFA: "Preparing for National GE Draft Strategy and creation of national co-operative network". The process is supposed to include advice from environmental education, active citizenship, formal education experts, stakeholders from Ministries, institutions, CSOs, FES (NSC/EC GE/DE Country Presentations 2009). As a starting point for developing a strategy, a discussion paper was elaborated by HAND's GE working group; it contains recommendations to set a multi-stakeholder process and draft a cross-sectoral strategy; a consultation process has started (DEEEP DE Survey 2009; DEF DE in Curriculum 2009).
FES	<ul style="list-style-type: none"> DE is not on the school curricula; there is no governmental support for it; teachers are mostly not interested (EC DE Evaluation 2008).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> In Hungary there would be no DE without EC funding; EC funding has initiated DE in Hungary (EC DE Evaluation 2008).

Ireland

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> IrishAid, implementation agency for development co-operation under the MFA, is responsible for DE (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> IrishAid is very supportive of DE (EC DE Evaluation 2008). IrishAid participates in GENE (information provided by GENE, 2010). IrishAid participates in the OECD DevComm network (information provided by IrishAid 2010)
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 14,5 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 4,74 mil. € (2009), 2008: 5,8 mil. € (source: IrishAid 2009; part of this money is allocated for public information, no reliable data on breakdown available; information provided by IDEA, 2010). 5,4 mil. € (EC DE Evaluation 2008) Following the financial crash in 2008, the Irish government has cut ODA by 22% in the last year and DE has been heavily affected by these cuts. Reduction of quantity and quality of DE programmes and uncertainty in terms of forward planning, strategic thinking and partnership are the results (DEF DE in Curriculum 2009; IDEA 2009)
NGDO DE Coordination structures	<ul style="list-style-type: none"> NGDO platform Dochas is strong in DE. Dochas has a DE working group (EC DE Evaluation 2008). IDEA is the national platform for individuals and organisations involved in DE in Ireland (over 70 members). Dochas has taken a less active role since IDEA has fulltime staff (March 2009). IDEA and Dochas have agreed on IDEA taking the lead in the DE sector in terms of Coordination, capacity building and representation of DE. The DE working group in Dochas to be retained (information provided by IDEA, 2010).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> Dochas was leading the elaboration of the "Code of Conduct on Images and Messages related to the South" within CONCORD/DEF. <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Irish lead (EC DE Evaluation 2008) NSA budget 2007: 3 concept notes, 0 projects as lead, 2 as partner (TRIALOG) NSA budget 2008/2009: 5 concept notes, 1 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "GE"</p> <ul style="list-style-type: none"> "The Government intends that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world" (White Paper on Irish Aid 2006, quoted in IrishAid DE Strategy 2007-2011). "Development education aims to deepen understanding of global poverty and 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" (IrishAid DE Strategy 2007-2011). <p>NGDOs: concept type "GE"/"LS"</p> <ul style="list-style-type: none"> "In the current global crises we need global citizens that have the knowledge and skills to bring about change. This requires critical and creative minds that are able to read between and behind official lines put forward by politicians, the media and other information providers; people who have the capacity to form their own opinions from a multiplicity of perspectives. Our survival on this planet relies on people who live their life in a responsible and sustainable way. Development Education promotes this by using participatory methods to explore the world in a learner centred way. It promotes a set of values to enable people to work toward eradicating the root causes of poverty. Development Education also challenges global inequalities from many perspectives: It critically examines how our globalised world is still affected by colonial exploitations past and present. It is based on the understanding that the root causes of poverty lie in the inequality of unfair power relations in our globalised world and that those need to be challenged in the global North through Education. It promotes a set of values that allows us to engage in a dialogue with strangers from all over the world on equal footing and with a mindset that values diversity and multiple perspectives over homogeneity and dominion. Development Education does not promote the one right answer but a way of engaging with different perspectives on the world we share. In other words, development education prepares Irish citizens to react to the challenges of today's world" (IDEA 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> There is a strong partnership between state and civil society on DE. Good dialogue and DE support mechanisms between government and NGOs exist (EC DE Evaluation 2008). The unexpected IrishAid decision in 2009 to reduce DE funding, was perceived as arbitrary and irritating by NGOs (IDEA 2009). IrishAid provides a secretariat for a Development Education Advisory Committee (DEAC), composed of experts from NGOs, Academia, non-formal and formal education and government, that reports directly to the Ministers with responsibility for Foreign Affairs and IrishAid (information provided by IrishAid 2010).
DE strategy	<ul style="list-style-type: none"> IrishAid has a national DE strategy for the period 2007-2012; it is currently under review (DEF DE in Curriculum 2009; DEEEP DE Survey 2009; EC DE Evaluation 2008).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> Getting DE into the FES and on the curriculum is one of the main focuses of the national DE strategy (EC DE Evaluation 2008). Teaching about development issues is now an integral part in most Irish schools and it is seen as an important part of teacher education at both primary and secondary level. It has also been expanded into third level with all Irish universities having a module on development education (IDEA 2009). As a direct result of the budgetary cuts more than 250 schools all over Ireland will not receive any development education intervention this year (IDEA 2009). Opportunities to further embed DE in both junior and senior 2nd level school cycles arising from curriculum revisions are being actively pursued with the MoE by both NGOs and IrishAid (information provided by IrishAid 2010). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> IrishAid works with the MoE on the inclusion of DE in curricula (EC DE Evaluation 2008). The Department of Education is still reluctant to support DE (information provided by IDEA 2010; DEF DE in Curriculum 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> All student primary teachers are exposed to DE during their initial training (DICE project) (DEF DE in Curriculum 2009).
DE at local/regional level	<ul style="list-style-type: none"> Development Education Centres are increasing regional networking on DE (EC DE Evaluation 2008).
Other observations	<ul style="list-style-type: none"> Irish DE actors are proactive at EU level (EC DE Evaluation 2008). Trade Unions are active in DE among workers; focussing on changes caused by globalisation (EC DE Evaluation 2008). There is a long and proud history of development education in Ireland and the recent OECD report has congratulated Ireland on being a front-runner in this field. In its vast variety of interventions development educators in Ireland are continually reaching out across all sectors of Irish society from nonformal education and youth work to corporate, local councils and the media. It is also worth noting that Irish development education has been seen as a model for many European partners including some new member states that have turned to Ireland for advice on how to develop and implement their development education strategies (IDEA 2009).

Italy

DE in MFAs & development agencies	<ul style="list-style-type: none"> The MFA is responsible for DE (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 9,5 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 1.089.000 € (2009), 2008: 6.900.273 € - the main reason for this decrease of DE funding is that with the new Italian national government the political agenda and priorities changed (information provided by DE Italian Platform, 2010). 1.080.000 € (2009), 2008: 7.440.000 € (DEEEP DE Survey 2009) MFA does not co-finance any EC-funded projects (EC DE Evaluation 2008) <p>Other DE funding</p> <ul style="list-style-type: none"> Local Authorities contribute to DE (EC DE Evaluation 2008)
NGDO DE Coordination structures	<ul style="list-style-type: none"> NGDO Coordination is fragmented. There are 5 platforms: The Italian NGO Association (AOI) groups 4 associations: FOCSIV (catholic), COCIS (leftist), CIPSI (no affiliation), LINK (10 relevant NGOs that implement development projects financed by the MFA). Additionally, there is CINI, the federation of 6 international NGOs (EC DE Evaluation 2008). Italian NGO Association (AOI) represents Italy in CONCORD. Its Board has 14 members; the three federations Focsiv, Cocis, CIPSI, the regional networks of Lombardia, Lazio, Campania Tuscany, Piedmont, the national association ARCS-ARCI, ACLI-IPSA, the trade union NGOs and environmental associations. It represents a total constituency of 252 Italian NGDOs (information provided by DE Italian Platform, 2010). Furthermore, regional NGO platforms exist (EC DE Evaluation 2008). A national DEAR platform and regional DEAR working groups exist (EC DE Evaluation 2008). DE Italian Platform is a thematic network integrated in AOI and member of DEF (information provided by DE Italian Platform, 2010). The DE Platform organises every year a thematic training for trainers seminar related to the annual priorities (information provided by DE Italian Platform, 2010).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> 1700 associations for international solidarity exist (EC DE Evaluation 2008). 243 NGDOs are recognised as eligible by the MFA (source: Peer review OCSE/DAC 2009, information provided by DE Italian Platform, 2010). There are NGOs with experience from grassroots to international levels (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 10 projects with Italian lead NGO (EC DE Evaluation 2008) NSA budget 2007: 57 concept notes, 4 projects as lead, 16 as partner (TRIALOG) NSA budget 2008/2009: 63 concept notes, 9 projects as lead (TRIALOG)
Predominant DE concept	
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> There is no Coordination between the MFA and Local Authorities on DE (EC DE Evaluation 2008). A consultation group between the MFA and NGDOs on European issues was established in 2009. However due to the changed political agenda and priorities of the new government, the policy dialogue between MFA and NGOs/CSOs and the support for NGOs/CSOs became weaker (information provided by DE Italian Platform, 2010).
DE strategy	<ul style="list-style-type: none"> There is no national DE strategy (DEEEP DE Survey 2009). In 2009 a project named "Towards a national system of DE/AR" was implemented, co-financed by the MFA. In March 2010, in a seminar promoted by the DE Platform with the participation of the MFA, the EC and LAs a "National Chart" on DE/AR was presented and the creation of a national multi-stakeholder group was proposed (information provided by DE Italian Platform, 2010).
FES	<ul style="list-style-type: none"> An initiative to include DE in the school curriculum was launched during the former government (EC DE Evaluation 2008).
DE at local/regional level	<ul style="list-style-type: none"> Local Authorities, especially regions, are important in DE (EC DE Evaluation 2008). Associative life is dynamic and rooted in the regions; there are regional NGO platforms and regional DE working groups (EC DE Evaluation 2008). NGOs have a lot of experience in coalition work at grass roots level (working with universities, trade unions, Local Authorities) (EC DE Evaluation 2008). EC Call for Proposal NSALA 2008: 7 DEAR projects implemented by Local Authorities out of 8 EU-wide were led by an Italian LA (and 9 out of 14 concept notes from LAs came from Italy) (TRIALOG).
Other observations	<ul style="list-style-type: none"> DE in Italy is driven by non-state actors and Local Authorities (EC DE Evaluation 2008). There is a strong Fair Trade movement (EC DE Evaluation 2008). There is much experience of partnership with the private sector (EC DE Evaluation 2008). Private foundations (mostly from the bank sector) are important in DE (EC DE Evaluation 2008).

Latvia

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The Department of Development Co-operation of the MFA is responsible for DE. <p>Commitment</p> <ul style="list-style-type: none"> The Department is supportive of DE (DEF DE in Curriculum 2009).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> Before the financial crisis hit Latvia, there was hope for domestic funding for DE. Due to the financial crisis, the government has suspended its ODA for 2009 and does not plan to support financially DE in 2009 and 2010 (NSC GE/DE Seminar Latvia concept 2009). 95.300 € (2008) for DE under the development co-operation budget line (DEEEP DE Survey 2007). In 2007 the MFA launched a grant scheme "Communication Activities for Informing the Public on Development Co-operation and Development Education" (NSC/EC GE/DE Country Presentations 2009). <p>Other DE funding</p> <ul style="list-style-type: none"> Due to financial crisis, the MoE reduces its DE activities (NSC/EC GE/DE Country Presentations 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform LAPAS has 28 members (NSC GE/DE Seminar Latvia concept 2009). LAPAS has a DE working group since 2006. The working group oversaw the elaboration of the DE policy paper, monitors DE activities across NGOs and acts as an information exchange forum (NSC/EC GE/DE Country Presentations 2009; NSC GE/DE Seminar Latvia concept 2009)
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> Starting with an EU Awareness Raising project with KEPA (Finland) 2006-08, the "World Day" was introduced by LAPAS as a DEAR platform. It is becoming widely known and an important feature of the social calendar of local municipalities (NSC GE/DE Seminar Latvia concept 2009). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2007: 5 concept notes, 0 projects as lead, 1 as partner (TRIALOG) NSA budget 2008/2009: 6 concept notes, 2 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "PR"</p> <ul style="list-style-type: none"> To foster understanding of development co-operation is to date the dominant understanding of Global/Development Education of officials (NSC GE/DE Seminar Latvia report 2009). <p>NGDOs: concept type "AR"/"GE"</p> <ul style="list-style-type: none"> Goals of the LAPAS-initiated DE Policy: "To ensure that by 2015 the people of Latvia have the necessary combination of knowledge, skills and attitudes so that: 1. Individuals understand the effects of their actions on development in the world and locally, and act individually or by organising themselves in groups in order to promote development; 2. Latvian citizens, as decision makers in international and national institutions make policy decisions that promote development." "Latvia's development education policy will have the following impact on society: 1. People in Latvia will have an increased understanding about development processes in the world, the role that an individual can play in influencing development and the responsibility for doing so. Thus, there will be an increase in the number of people in Latvia who know about and understand development cooperation and are ready to participate in actions to promote and implement it. 2. People in Latvia support Latvian policy that promotes effective development cooperation. 3. Latvia's government participates in the improvement of the European Union's development policy and policy at the global level, so that the policy is effective and reaches anticipated outcomes" (NSC GE/DE Seminar Latvia report 2009). The LAPAS initiated DE Policy defines DE as "an active learning process, founded on values of solidarity, equality, inclusion and co-operation that helps create an understanding in society and promotes the participation of individuals and organizations in solving local and global development challenges, including implementation of the Millennium Development Goals" (NSC GE/DE Seminar Latvia concept 2009). "The Latvian policy paper states that a deeper understanding of development issues, for example, global climate change, poverty reduction, the sustainable use of energy resources is necessary so that individuals start recognizing themselves not only as citizens of Latvia and the European Union, but also as global citizens. Moreover, a person with knowledge of development issues is better able participate in finding solutions to development challenges" (NSC GE/DE Seminar Latvia concept 2009). Debate among Latvian NGDOs: DE has so far focused on a primitive level: NGOs have promoted MDGs and done advocacy for development co-operation; they should rather concentrate on effecting people's behaviour instead of just providing information (NSC GE/DE Seminar Latvia report 2009). <p>Other observations</p> <ul style="list-style-type: none"> DE and GE are used as synonyms (NSC GE/DE Seminar Latvia report 2009). Three strands of Global/Development Education exist in Latvia: 1. Education on Human Development: emerged out of UNDP support, established at University of Latvia). 2. ESD – UN Decade: co-operation agreement between Ministry of Environment, UNESCO Latvian National Committee, MoE; working closely with NGOs. 3. DE – started by 4 NGOs which later established LAPAS; integrated into European structures through DEEEP, DEF (NSC GE/DE Seminar Latvia report 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> The MFA invited LAPAS and the MoE to discuss DE initiatives since 2007 (NSC/EC GE/DE Country Presentations 2009). LAPAS and the MFA initiated a DE multi-stakeholder seminar with academics, educators, NGOs, practitioners (NSC/EC GE/DE Country Presentations 2009). The NSC seminar on GE in late 2009 brought together university lecturers, NGOs, teachers, local government, media, business, foreign experts – from all 3 strands of GE in Latvia (NSC GE/DE Seminar Latvia report 2009). The government has suspended its ODA for 2009 and does not plan to support financially any development education projects carried out by other actors due to the economic crisis in 2009 and 2010. Under these conditions LAPAS member organisations have an increasingly important role in development education. It is of utmost importance to provide a wide array of local stakeholders knowledge of existing best practice in development education in Latvia and abroad, better access to existing materials and methods available in Latvian, and to promote networking among players in different fields. "The creation of core national ownership of the development education policy in Latvia is of utmost importance" (NSC GE/DE Seminar Latvia concept 2009).
DE strategy	<ul style="list-style-type: none"> March 2007, the MFA invited the MoE and LAPAS to decide on future action for a DE policy. LAPAS then facilitated the development of a national DE strategy. A multi-stakeholder group consisting of NGOs, academics, school teachers, business, media, representatives of the MFA and officials from the Ministry of Education elaborated the final document "Development Education Policy 2008-2015" which was completed by end 2007 and approved by the multi-stakeholder group in 2008. However, it was never officially adopted by the government. It is nevertheless used by DE stakeholders as a framework of DE activities and serves as a basis for co-ordinated governmental and non-governmental initiatives in DE. In 2009, a seminar on the implementation of the DE Policy took place (DEEEP DE Survey 2007; DEF DE in Curriculum 2009; NSC GE/DE Seminar Latvia concept 2009; NSC GE/DE Seminar Latvia report 2009; NSC/EC GE/DE Country Presentations 2009). Due to the financial crisis, the government will need to cut its budget enormously – the DE working group recognises that a flexible framework to be revisited every year is necessary (NSC GE/DE Seminar Latvia report 2009). At the multi-stakeholder seminar on GE initiated by the NSC in late 2009, an Action Plan 2010 for implementing the DE Policy was developed (NSC GE/DE Seminar Latvia report 2009).





FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • Since 2004, formal education has standards, including Global/Development Education topics in the curriculum; however teachers lack methodologies and teaching material (NSC GE/DE Seminar Latvia report 2009). • Involvement of MoE & its agencies, Coordination • In 2008, the MoE appointed a DE focal point representative; a seminar on integrating GE in the curriculum took place, involving the MFA, the MoE, and other stakeholders from Latvia and Finland (NSC/EC GE/DE Country Presentations 2009). • The MoE is not involved in the development of DE policies yet (NSC GE/DE Seminar Latvia report 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • Education materials and methodology have been developed by different stakeholders in 2008, 2009; NGOs have held some thematic seminars with teachers (NSC GE/DE Seminar Latvia report 2009). • A course on Development Co-operation was prepared at 2 universities (with MFA support); Environmental Studies stress sustainable development (NSC GE/DE Seminar Latvia report 2009).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> • NMS have victim identity, no colonial past and no sense of being guilty with regard to the South; the middle class is weak and has a nationalist perspective; the tradition of volunteerism, charity and civic education is weak (NSC GE/DE Seminar Latvia report 2009). • The DE discourse in Latvia was strengthened through European exchange (for NGOs: through DEEEP, for the academic sector: through the NSC) (NSC GE/DE Seminar Latvia report 2009). • Financial crisis: decline of GNI by 20%; highest unemployment rate of all EU; austerity budgets 2009-11; NGOs & private sector will focus on domestic poverty & development (NSC GE/DE Seminar Latvia report 2009). • The appointment of a Latvian as EU Commissioner for Development will increase awareness among decision makers in Latvia for the need to improve DE (NSC GE/DE Seminar Latvia report 2009).

Lithuania

DE in MFAs & development agencies	<ul style="list-style-type: none"> The MFA Department for Development Co-operation and Support for Democracy is currently preparing DEAR action programme (EC DE Evaluation 2008).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 389.220 € (2008) for DEAR - 13% of the development co-operation programme budget (2007: 144.656 €, 6%) (NSC/EC GE/DE Country Presentations 2009). 0 – until now, no DEAR has been funded yet (EC DE Evaluation 2008). <p>Other DE funding</p> <ul style="list-style-type: none"> The MoE has supported the Global Education Week for 7 years, but considers now to suspend this funding until the economic crisis is over (NSC GE/DE Seminar Lithuania concept 2009). The Ministry of Social Affairs and Employment is European Social Fund Managing Authority and thus is encouraging and financing projects of social integration, equal rights, children rights, etc., thematically matching the issues of global education (NSC GE/DE Seminar Lithuania concept 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform (19 members) is weak; its executives do not find common ground, there is no agreement on key policy issues regarding Lithuanian development co-operation & policy yet (EC DE Evaluation 2008). In 2009, five NGDOs formed the Lithuanian Development Education and Awareness Raising network LIDEA (TIS April 2009, www.trialog.or.at).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> A few NGOs engage in DE (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 1 project with Lithuanian lead NGO (EC DE Evaluation 2008) NSA budget 2007: 5 concept notes, 0 projects as lead, 2 as partner (TRIALOG) NSA budget 2008/2009: 4 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type “PR”/“AR”/“GE”</p> <ul style="list-style-type: none"> MFA: “The lack of public awareness is one of the main challenges facing Lithuanian NGOs in their efforts to advocate for a strengthened poverty focus in development cooperation” (NSC/EC GE/DE Country Presentations 2009). Policy guidelines for DE and public awareness projects 2009: “The aims of the projects are [...] to inform Lithuanian society about the global challenges and to encourage them to become active global citizens. The implementation of development education and information projects in partner countries, aims to ensur[e] a positive environment for policy implementation and Lithuanian business” (NSC/EC GE/DE Country Presentations 2009). <p>NGDOs: concept type “PR”/“AR”/“GE”</p> <ul style="list-style-type: none"> LIDEA: “Lithuania - being a member of the EU - is a donor country and has the responsibility to help others. Aiming at Lithuania's support to be more efficient, we need to pay more attention to inform our society members, to give them a better understanding what is education about development cooperation. It is very important to help young people to understand the priorities of global development and to raise awareness for cooperation and communication with people from developing countries. After five years being a member of EU, Lithuanian citizens still know very little about what it means to be a donor country” (TIS September 2009, www.trialog.or.at). LIDEA: “In Lithuania, as in many countries there is no single name or definition to describe Development Education. It is a synthesis of ideas and values within the definitions, and differences are a matter of emphasis. All of them assume as a basis; social justice, empowerment, and an understanding of our interconnectedness and interdependence socially, structurally and environmentally” (DEF DE in Curriculum 2009). “Members of the Platform implement projects, activities, campaigns in Development Cooperation field and some of them are closely related to global (development) education” (NSC GE/DE Seminar Lithuania concept 2009). <p>Other observations</p> <ul style="list-style-type: none"> Challenges of terminology: Sometimes the Lithuanian term for “global education” is understood as “education for all” which is an obstacle to achieve the goals of global education initiatives and to promote it in Lithuania. Therefore one of the priority tasks in any global education activities is to raise public awareness about the primary concepts such as global education, development cooperation, development education etc. (NSC GE/DE Seminar Lithuania concept 2009).
Coordination of DE actors: mechanisms & relationships	
DE strategy	<ul style="list-style-type: none"> Lithuania currently does not have any strategy or program of global/development education (NSC GE/DE Seminar Lithuania concept 2009).
FES	<ul style="list-style-type: none"> The MoE has to revise the curriculum to include DE (DEF DE in Curriculum 2009). There are lessons of citizenship in schools which inter alia cover aspects of global/development education. Furthermore, in 2007 Lithuanian Government has approved a Programme of Sustainable Development Education for 2007-2015 and respective Action Plan for 2007-2010. A lot of topics of it (ecological, environmental, social aspects of sustainable development) are integrated into school curricula. There is orientation towards development of sustainable development competence. These provisions are also included into the long-term program of civic and national education approved by the Seimas (Parliament) of the Republic of Lithuania but due to economic crisis there is no funding foreseen for it at least until 2010 (NSC GE/DE Seminar Lithuania concept 2009). The Ministry of Education and Science and its subordinate body the Lithuanian Youth Centre are supporting co-ordinating and organising the Global Education Week (GEW) in partnership with NGOs and other partners (NSC GE/DE Seminar Lithuania concept 2009).
DE at local/regional level	<ul style="list-style-type: none"> In recent years the Association of Local Authorities in Lithuania started emerging as a new actor in this area, promoting development cooperation among Lithuanian and partner states' municipalities as well as striving to promote the concept of development cooperation among Lithuanian municipal players (NSC GE/DE Seminar Lithuania concept 2009).
Other observations	<ul style="list-style-type: none"> Global education in Lithuania is still in its rudimentary phase (NSC GE/DE Seminar Lithuania concept 2009). DEAR has a low profile in Lithuania (EC DE Evaluation 2008). Lithuania does not have significant intercultural or environmental problems, cultural and economic links with the developing world are relatively sporadic and loose so the general society very often does not understand the needs of people in the other parts of the world as well as the meaning of global education. Therefore the civil society, NGOs', other stakeholders engaged in the process of global education faces a major task to change the public attitude (NSC GE/DE Seminar Lithuania concept 2009). Due to financial and economic difficulties some of the education initiatives are postponed (NSC GE/DE Seminar Lithuania concept 2009).

Luxembourg

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The MFA, Department of Development Co-operation is responsible for DE (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> In the MFA, DEAR is a priority – but it is not visible (EC DE Evaluation 2008)
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 1,8 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 1.800.000 € (2009) (DEEEP DE Survey 2009) 1,6 mil. € (2008) (DEEEP DE Survey 2007) 1,6 mil. € for DEAR (not including extra 450.000 € for communication of the MFA (EC DE Evaluation 2008)
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform is "Cercle de coopération" (EC DE Evaluation 2008). Through the Luxembourgish presidency project in 2005, a DE group emerged and stayed functioning (EC DE Evaluation 2008).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> CITIM (Centre d'Information Tiers Monde) is a key institution in DE (EC DE Evaluation 2008) <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Luxembourgish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 1 concept notes, 0 projects as lead, 0 as partner (TRIALOG) NSA budget 2008/2009: 0 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> The Inter-ministerial Committee for Education for Sustainable Development comprises: the MoE (head), MFA/Directorate of Development Cooperation, the Ministry for the Environment and Sustainable Development, the Ministry for Family and Integration, the University of Luxembourg. The Committee holds consultations with the NGO platform through the intermediary of the MFA/DDC (information provided by the MFA 2010). However, the NGO community does not feel to have properly consulted, there is neither an acceptable flow of information from the IMCESD to NGOs nor a sufficient commitment to take on board their comments (information provided by Cercle de coopération, 2010). There is good communication between the government and NGDOs. A permanent working group of government ministries, the Department of Development Co-operation of the MFA, NGDOs, and the platform exists (EC DE Evaluation 2008). Comment: In general this is true, but in relation to DEAR it is exactly the contrary. There is a very weak information flow from NGDOs to the permanent working group of government ministries, and no active implication from the NGOs into the work of the working group (information provided by Cercle de coopération, 2010).
DE strategy	<ul style="list-style-type: none"> In Luxembourg, there is no national DE strategy as yet, but the respective Ministries are aiming to achieve one, with the creation of a multi-ministries committee in 2008 (DEF DE in Curriculum 2009). Comment: However, the committee ignores the existing NGO actors in the field of DE (information provided by Cercle de coopération, 2010). There are two main strategies on their way in Luxembourg: A national strategy on "Education on sustainable Development", which is discussed in collaboration between government and university and on the other hand a strategy on "Development Education" that is discussed between all the actors of DE (civil society, schools, university and ministry for development and cooperation). The biggest challenge for Luxembourg is to unite them to one (DEEEP DE Survey 2009) Comment: No progress has been made on this challenge (information provided by Cercle de coopération, 2010).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> DE is not yet in school curricula (EC DE Evaluation 2008) The Centre de Documentation et d'Animation Culturelle (CDAIC) has DE access to schools & teachers, with financial support by the government (EC DE Evaluation 2008)
DE at local/regional level	
Other observations	

Malta

DE in MFAs & development agencies	<ul style="list-style-type: none"> The MFA's interest in DE is rather limited (NSC/EC GE/DE Country Presentations 2009).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> There is no annual DEAR grant existing or initiated (DEF DE in Curriculum 2009) <p>MFA further DE-related funding.</p> <ul style="list-style-type: none"> Among the projects co-financed by the MFA under the development co-operation call 2009, there were no DE initiatives (MFA, 2009, http://www.foreign.gov.mt/web/default.aspx?MDIS=21&NWID=664). In 2008, there was a first development co-operation Call for Proposals; some projects had a small DE component (DEF DE in Curriculum 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> DE meetings (workshops and seminars) are rather meetings of the same group of friends (NSC/EC GE/DE Country Presentations 2009).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2007: 2 concept notes, 1 projects as lead, 5 as partner (TRIALOG) NSA budget 2008/2009: 1 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	
Coordination of DE actors: mechanisms & relationships	
DE strategy	<ul style="list-style-type: none"> DE has been specifically mentioned in Malta's Overseas Development Policy issued by the MFA in 2007. However there is still no action plan from the government to implement the published Policy. There are ongoing discussions between the NGO SKOP and the MFA to kick-start a national development education strategy (DEF DE in Curriculum 2009). SKOP is planning to start a DE strategy, but it is finding difficulties in taking off (DEEEP DE Survey 2009).
FES	<ul style="list-style-type: none"> NGOs run projects in schools with the permission of the Education Directorate (NSC/EC GE/DE Country Presentations 2009).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> The influx of migrants creates a need for a policy and solutions that respect each individual (NSC/EC GE/DE Country Presentations 2009).

Netherlands

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The MFA directs most DE funding through NCDO (National Committee for International Co-operation and Development) (EC DE Evaluation 2008). NCDO is a centre of DEAR expertise. It does DE through sub-granting; running campaigns and producing DE materials together with NGOs, media and business; awareness raising campaigns on TV/radio; capacity building for DE. NCDO represents NL in GENE (EC DE Evaluation 2008). Significant changes are underway in the structures that support DE in the Netherlands (information provided by GENE, 2010). <p>Commitment</p> <ul style="list-style-type: none"> The government is very supportive, proactive and committed to DE at all levels from grassroots to EU (EC DE Evaluation 2008). The MFA supported the V4 programme (information provided by GENE, 2010). NCDO is currently a member of the board of GENE (information provided by IPAD Portugal, 2010). In 2009 the Development Minister decided that the National Committee for International Cooperation and Sustainable Development (NCDO) will cease awarding grants and become a knowledge centre; the funding for DE will be halved from 60 to 30 million € (http://www.government.nl/News/Press_releases_and_news_items/2009/May/Koenders_new_public_information_policy).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 55,4 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 60 mil. € for public information (2010). In 2009 the Development Minister decided that total amount to be spent on public information will be halved (from 2011 on only 30 mil. € will be available). In the new grant framework, the government will "only give money to campaigns that yield measurable results". Now, the NCDO as a knowledge centre will receive up to 11 million €, and the new grant programme will receive 19 million € (information provided by NCDO, COS Nederland 2010; http://www.government.nl/News/Press_releases_and_news_items/2009/May/Koenders_new_public_information_policy). April 2010: Due to the tight economic situation, the Dutch government discusses measures to decrease government expenditure. Development aid (of which development education is part) is one of the suggested sectors to decrease expenditure. Development education is specifically mentioned as an area in which funding could be cut (information provided by NCDO, COS Nederland, 2010). 60 mil. € (2009) (DEF DE in Curriculum 2009) 32 mil. € (EC DE Evaluation 2008) <p>Further DE-related funding</p> <ul style="list-style-type: none"> Co-funding agencies have increased their budget for DE. However with the next call for co-funding agencies (implementation starts in 2011) the budget for DE seriously decreases. They are allowed to only spend 4% of their total budget on DE and the DE activities have to be directly linked to their work overseas (information provided by NCDO, COS Nederland, 2010). Other ministries have been open towards supporting development education, environmental education, CSR – but this funding is only project related and on a small scale (information provided by NCDO, COS Nederland, 2010).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform PARTOS has 93 members (EC DE Evaluation 2008) PARTOS has a DE working group (EC DE Evaluation 2008)
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> Dutch civil society and NGOs have formed networks through beliefs; divisions still exist today (EC DE Evaluation 2008). Civil society could be more committed to DE (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 5 projects with Dutch lead NGO (EC DE Evaluation 2008) NSA budget 2007: 23 concept notes, 4 projects as lead, 5 as partner (TRIALOG) NSA budget 2008/2009: 21 concept notes, 7 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "PR"</p> <ul style="list-style-type: none"> NCDO has a government remit to demonstrate more positive results of development co-operation (EC DE Evaluation 2008).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> Relations between government and NGOs used to be tense; over the last 30 years a broad consensus was formed (EC DE Evaluation 2008). The government tries to make NGDOs more anchored in society: asks them to raise awareness of what they do, to raise funds from the public, to involve public participation (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> There is no national DE strategy. As of May 2009, there is a public support strategy in which GE is mentioned (information provided by NCDO, 2010). A national DE strategy was adopted several years ago (DEF DE in Curriculum 2009).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> The MoE has formulated objectives for DE in primary and secondary education; the implementation is left to schools (DEF DE in Curriculum 2009). Schools are autonomous, the objectives for what students need to have learned at the end of their school period is formulated by the MoE, but there are no guidelines on how to get there offered by the Ministry. There is no official cooperation between the MFA and MoE on this matter (information provided by NCDO, 2010). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> There are DEAR initiatives aimed at schools, individual teachers, professional associations, textbook publishers (EC DE Evaluation 2008).
DE at local/regional level	<ul style="list-style-type: none"> A network of local DE centres (CORS) does grassroots DE work across the Netherlands (EC DE Evaluation 2008).
Other observations	<ul style="list-style-type: none"> The political support for DE is decreasing budget reforms are high on the agenda, cuts will have to be made in one sector or the other. Recent opinion polls show that the Dutch public wants to first cut in the budget for the Queen and her household, and secondly on development aid. A growing number of citizens are attracted by populism. Most of the right wing parties are expected to cut on DE as part of their measures to fight the crisis. Elections will be held in June and define what government there will be and if and how DE will remain on the agenda. Political support seems to be much less than citizen's support for DE. The Dutch tradition of having an open society is in danger (information provided by COS Nederland 2010).

Norway

<p>DE in MFAs & development agencies</p>	<p>Structures</p> <ul style="list-style-type: none"> On behalf of the MFA, Norad (Norwegian Agency for Development Co-operation) is responsible for the implementation of DE/GE (GENE Peer Review Norway 2009). <p>Commitment</p> <ul style="list-style-type: none"> DE has a long tradition that is based on consistent policy support from the Ministry of Foreign Affairs and the Parliament. The MFA and Norad clearly take the lead in policy-making and funding in DEAR, based on guidance from the Parliament. It is also increasingly recognised that this must be done in consultation with other Ministries or Agencies, in particular, the MoE and the MoEnv (GENE Peer Review Norway 2009, completed by information provided by RORG Network, 2010). The Ministry of Foreign Affairs, as part of its work in global affairs and in development policy, seeks to encourage critical public debate, deepened public knowledge, and strengthened public ownership of global development issues and of Norway's involvement in them (GENE Peer Review Norway 2009). The MFA and Norad have a strong participatory approach; are both recognised by key GE stakeholders for their support, consistency, predictability, and for supporting critical voices, too (GENE Peer Review Norway 2009) There is strong support within both the MFA and Norad for the position that civil society needs to be supported to provide broad-based critical engagement, including critical assessment, and critique of government policy in order to ensure improvement and progress (GENE Peer Review Norway 2009). Norad and the RORG Network participate in GENE (information provided by GENE, 2010).
<p>National DE funding</p>	<p>All ODA spent for "Promotion of Development Awareness", 2008: 18,2 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 9,8 mil. € (= 81 mil. NOK, 2009) from MFA/Norad for supporting North-South Information and Global Education work of NGOs and civil society: the RORGs and the RORG Network, the UN Association, the big 5 NGOs, and others (GENE Peer Review Norway 2009 and information provided by RORG Network, 2010). 4 mil. € (= 33,5 mil. NOK, 2009) additionally for information work of the MFA/Norad, including: Dissemination of knowledge about development policy issues; Debate and Participation; Information about results; Establishment of "Development House" (GENE Peer Review Norway 2009). According to NGOs, this amount includes some PR but also a fair amount on DE activities (information provided by RORG Network, 2010). <p>MFA further DE-related funding</p> <ul style="list-style-type: none"> The MFA has a range of further grant schemes for information related to development issues (GENE Peer Review Norway 2009). <p>Other observations</p> <ul style="list-style-type: none"> Funding for GE is relatively strong; there is strong political and institutional support for GE funding; national GE funding is recognised as predictable and long-term (GENE Peer Review Norway 2009).
<p>NGDO DE Coordination structures</p>	<ul style="list-style-type: none"> The RORG Network is an NGO network engaged in DEAR, funded by Norad. (Nygaard 2009) The RORG Network brings together organisations that have framework agreements with Norad in development education (the "RORGs"). The network provides a forum for agreeing common principles and priorities and for ensuring improvement and promoting quality. The RORG Network is as a key coordinating organisation for this sector, assisting the sector at many levels, including encouraging a focus on quality in Global Education and awareness raising. The RORG Network currently has 42 member organisations and represents a wide diversity of Norwegian civil society, including a number of development and solidarity organisations, as well as adult education associations of political parties, national women and youth networks, church organisations, the national confederation of trade unions, and other internationally oriented organisations engaged in development (GENE Peer Review Norway 2009). The RORG Network is broadly recognised in its co-ordinating role, expertise, commitment to developing quality and building capacity, and for integrating a strong Southern dimension into GE. The RORG Network has clearly played a useful role in encouraging its members to focus on quality in their activities on North-South information, and to help shift the content focus from development assistance issues, towards broader global development issues. After concluding this process, the RORG network took the initiative to be reviewed by the South, through a South Evaluation in 2002/2003. After this, its main area of work has been competence building within and among its members, focusing on developing conceptual clarity and developing improved relations of co-operation and partnerships with the South in the field of DEAR. Currently the RORG Network does a peer review of its own members which is an innovative experiment (GENE Peer Review Norway 2009). The RORG Network participates in GENE (Nygaard 2009).
<p>NGDO activities in DE</p>	<p>Special characteristics</p> <ul style="list-style-type: none"> Changes since mid 1990s (due to Norad funding & NGOs' DEAR activities): 1. Shift from aid focus, donor-recipient relations, "aid works" messages to broader development issues: sustainable production & consumption, debt, trade, climate change, tax justice, distribution of power in the world community. 2. Broad political acceptance of the principle that the state finances its critics; critical debate is crucial for improving development policies. 3. Inclusion of Southern views. 4. Increased commitment among young people (Nygaard 2009). There is strong support by all stakeholders for the diversity of critical viewpoints (GENE Peer Review Norway 2009).
<p>Predominant DE concept</p>	<p>MFA & agency: concept type "GE"</p> <ul style="list-style-type: none"> "DEAR should be linked to educational work in a holistic North/South perspective. The main objective is to help create understanding and public support for Norwegian North/South-policies that can contribute to the global changes that are necessary for a global development that is economically, ecologically, socially and politically sustainable' (Norad 1992). A major shift made by the report was that DEAR was no longer seen as an effort merely in support of ODA and increased ODA budgets, but in support of global sustainable development (of which ODA can, of course, be a part)" (Nygaard 2009). MFA 1995: "Information and awareness-raising is important to induce changes, but also to create acceptance of such changes. The information work shall contribute to providing broad layers of the Norwegian society with knowledge of and insights into the global challenges facing us. [...] We have to acknowledge that we are in a process of global change that will require critical engagement and a search for new insights and new solutions. Information and awareness-raising thus have to be understood in a broader perspective aiming at stimulating active popular participation in these processes of change. [...] It has to be a main goal for information and awareness raising to prepare a political will within broad layers of the population for the consequences required by global sustainable development. Such a development will require, inter alia, a change to sustainable production and consumption patterns, and changes in the unjust distribution of resources and wealth in the world" (Nygaard 2009). <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> The RORG Network has played a key role in promoting a shift of focus in DEAR in Norway from a focus on aid and the situation in developing countries, aimed at promoting and increasing development assistance, to a broader development focus beyond aid promoting critical engagement and debate on development issues and development policy in a North-South perspective (North-South information). Some years after the conclusion of this process, the RORG Network took the initiative to be reviewed by the South, through a South Evaluation in 2002/2003. Based on the recommendations of the South Evaluation, the RORG Network and its members engaged in in-depth reflection on the concept, content and aim of North-South information in Norway (GENE Peer Review Norway 2009). <p>Other observations</p> <ul style="list-style-type: none"> In the 1990s, a new DEAR concept "North-South information" emerged: broader development perspective beyond aid, focus on wider North-South relationships beyond donor-recipient. This concept is still widely used. Besides that, "enlightenment work" and "information work" are used which are implicitly linked to development issues. "Information" has, in Norway, a notion of "public enlightenment" – adult education in a democratic, participatory process, citizenship education (different from "development information" in other countries) (Nygaard 2009) "Despite a changed perspective on global development challenges having reached political prominence today, historical and paternalistic stereotypes of donor/recipient relationships are still widespread as a result of a powerful and active donor lobby which is still focused on aid relationships, fundraising and the promotion their own work" (Nygaard 2009).





Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • The MFA, Norad and the MoE engage with civil society on GE (GENE Peer Review Norway 2009). • The State (Norad) finances its critics (NGOs) – this is a widely accepted principle in Norway (Nygaard 2009).
DE strategy	<ul style="list-style-type: none"> • The GENE Peer Review recommends the Ministries and civil society (incl. RORG) to develop a national GE strategy (GENE Peer Review Norway 2009).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • GE issues (international aspects, multiculturalism, democracy, solidarity, environmental awareness, gender, minorities, globalisation, human rights) and aims (development of personal identity, values, ethical, social, cultural competences, ability to participate in democracy) are included in the principles of education from kindergarten to upper secondary level (GENE Peer Review Norway 2009). • Current reforms (curriculum, teachers training) provide opportunities to strengthen GE in the FES; there is openness for it within the MoE (GENE Peer Review Norway 2009). • There is much scope to move from a clear commitment within curricular Frameworks and school documents, to a very clear practice of entitlement to Global Education in all Norwegian schools. There is currently an ongoing implementation of the new "Knowledge Promotion" Curriculum in progress. Based on the Core Curriculum and Quality Framework, subject guidelines are currently being elaborated in programme subjects. While these may have a firm basis in values akin to Global Education it may be difficult for those elaborating guidelines to embed Global Education with the subject guidelines, and from there to ensure entitlement in practice. The basis is there in the curriculum – the challenge is to translate this into practice in every school (GENE Peer Review Norway 2009). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • The Ministry of Education and Research leads a strong partnership in the field of Education for Sustainable Development with the Ministry of Environment and with Environmental NGOs. The Ministry sees the processes of curriculum reform and changes in teacher training as opportunities for Global Education – not to add new programmes to a full curriculum, but more an opportunity to emphasise the global and North-South justice dimension in related initiatives such as ESD, Intercultural Education, and Human Rights Education (GENE Peer Review Norway 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> • With the recent White Paper on teacher training, the government proposition about teacher education was presented to the Storting (Parliament) in early 2009. The overarching purpose is to improve the teaching skills of teachers, and to ensure that their education is up to date. Global Education is an important part of the proposition (GENE Peer Review Norway 2009). • The Norwegian UN Association works for many decades on serving the FES with GE (focus: issues of UN concern). Many civil society organisations (e.g. the RORG Network) input with targeted materials and initiatives concerning GE in the FES (GENE Peer Review Norway 2009). • The Faculty of Journalism and the Faculty of Education and International Studies offer study programmes with a strong GE focus (GENE Peer Review Norway 2009). • The folk secondary schools are recognised in GE (GENE Peer Review Norway 2009).
DE at local/ regional level	
Other observations	<ul style="list-style-type: none"> • There is a long tradition of critical civil society participation, volunteerism, concern for justice and equity, inclusion, diversity and international solidarity (GENE Peer Review Norway 2009) • Norwegian public opinion is strongly engaged with global and development policy issues, along with issues of sustainable development. This is in keeping with Norwegian cultural values and with broad political consensus and support (GENE Peer Review Norway 2009). • There is a long history of GE, one of the longest in Europe (GENE Peer Review Norway 2009, Nygaard 2009) • Global Education in the Civil Society Sector in Norway is very vibrant. This is reflected in the broad range of active organisations in Global Education and Awareness-Raising on North-South issues. There is broad, impressive and inspiring engagement of diverse civil society actors incl. church, trade unions, women's movements, youth sector, students, political parties and UN related organisations (GENE Peer Review Norway 2009). • There is strong engagement with perspectives from the South in GE (GENE Peer Review Norway 2009) • The use of Information Technology in GE is exemplary (GENE Peer Review Norway 2009).

Poland

<p>DE in MFAs & development agencies</p>	<p>Structures</p> <ul style="list-style-type: none"> The MFA, Development Co-operation Department is responsible for DE; the Development Agency is still not approved (EC DE Evaluation 2008). The recent merger of the Office of the Committee for European Integration (UKIE) with the MFA as part of Poland's implementation of the EU Lisbon Treaty has more than doubled the Ministry's development co-operation capacity. There are now two separate departments dealing with development co-operation with one dedicated Under-Secretary of State: Development Cooperation Department (24 people) and a new Department of Implementation of Development Programmes (36 people). Development Education and Volunteering Programme remain for the time being within the Development Cooperation Department's competency but it is planned to hand it over to the new department in the following months (information provided by the Polish MFA, 2010). The Information, Development Education and Volunteering Programme Team which has 5 permanent staff, including one official directly responsible for development education (GENE Peer Review Poland 2010). <p>Commitment</p> <ul style="list-style-type: none"> The MFA provides leadership at national level in GE policy making, institutional support and public funding (GENE Peer Review Poland 2010). The MFA plays a leading role in DE from the governmental side (NSC GE/DE Seminar Poland report 2010). The MFA (and recently also the MoE) are represented in and actively contribute to GENE. A GENE Peer Review on GE in Poland was realised in 2009 and published in 2010. Poland is furthermore engaged in the work of the OECD DevCom (GENE Peer Review Poland 2010). <p>Other observations</p> <ul style="list-style-type: none"> The MFA developed a sound initial structure for an annual DE funding round – based on learning from other countries (GENE Peer Review Poland 2010). The MFA launched a volunteering programme with 31 volunteers in the South in 2008 – however its DE potential is underutilised (NSC GE/DE Seminar Poland report 2010).
<p>National DE funding</p>	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> Ca. 800.000 € (3.500.000 PLN) in 2009; compared to 50.000 € (200.000 PLN) in 2005 (information provided by the MFA of Poland, 2010). Ca. 800.000 € (3.500.000 PLN in 2009), including the DE grant scheme for NGOs, a DE component in assistance projects, in-service teachers training, grants for higher education institutions and academia, other education/information activities such as co-operation with radio, and annual Development Co-operation Forum (GENE Peer Review Poland 2010). Since 2005 the MFA has regularly announced an open call for proposals in DE. In 2009 there were approx. 40 NGO Global Education projects financed. The DE funding scheme of the MFA/MoE for NGOs is implemented by the Education for Democracy Foundation. The overall aim, intent and framework of the Polish Aid development education funding mechanism is sound, with the Ministry of Foreign Affairs clearly developing the grants mechanism based on international learning. The involvement of the Ministry of National Education in decisions, the outsourcing of the small grants scheme, and the guiding principles are all to be commended. Non-governmental Organisations recognise many of the strengths of the Ministry of Foreign Affairs funding procedure, and the good work of staff. However, there are shortcomings, too: The funding level needs to be significantly increased. Applicants need a greater continuity and predictability of the funding. The implementation phase is too short (projects have to end before the end of the year). The guiding by the MFA should not focus on annually chosen topics but on strategic choices of target groups, quality criteria and the achievement of results at national level (GENE Peer Review Poland 2010; NSC GE/DE Seminar Poland report 2010). To support teacher-training, MFA funds a training scheme in Global Education implemented by the National In-Service Teacher Training Centre (GENE Peer Review Poland 2010). <p>MFA further DE-related funding</p> <ul style="list-style-type: none"> The Development Co-operation Department of the MFA encourages NGOs to include a DE component into development co-operation projects. 10% of the project budget may be used for this "global dimension in aid projects" (activities in Poland) (GENE Peer Review Poland 2010; NSC GE/DE Seminar Poland concept 2009; EC DE Evaluation 2008) The Department launched/funds an international youth volunteering programme which includes an optional DE component for every volunteer involved (EC DE Evaluation 2008; NSC GE/DE Seminar Poland report 2010; GENE Peer Review Poland 2010). Recently, the MFA in cooperation with the MoE and Ministry of Science and Higher Education opened also a possibility for local governments, research institutions and universities to apply for funding for Global Education projects. MFA funds also provide grants for researchers to participate in international conferences (GENE Peer Review Poland 2010). To increase public support for development cooperation the MFA, through the Information, Development Education and Volunteering Programme Team, organises public awareness events, co-operates with the media (including training for journalists, first funded in 2009), is funding media programmes, and commissions public opinion polls (every year since 2004) (GENE Peer Review Poland 2010). <p>Other DE funding</p> <ul style="list-style-type: none"> The MoE also has an annual Call for Proposals for DEAR (NSC/EC GE/DE Country Presentations 2009)
<p>NGDO DE Coordination structures</p>	<ul style="list-style-type: none"> Grupa Zagranica has 49 member organisations who are engaged in international development co-operation. It has played an important role in shaping Poland's DE/AR policies and organisation (NSC GE/DE Seminar Poland report 2010). The NGDO platform Grupa Zagranica (49 members) lacks a professional office structure (only 1 staff person); heads of large NGOs have bigger influence than the platform (EC DE Evaluation 2008) Grupa Zagranica works mainly through its working groups. The DE working group is among the most active. The DE working group is open also for non-members of Grupa Zagranica. It meets on a monthly or bi-monthly basis. The working group on development education plays a very important role in providing leadership and encouraging greater coordination and improved quality among NGOs concerning GE. It performed a valuable function as a consultative advisory service to the development of the new curriculum. The working group would like to see greater Coordination in the GE field in Poland and is ready to work closely with the key ministries and others to this end (GENE Peer Review Poland 2010). Grupa Zagranica has developed a document "Description of Development Education + Knowledge, Values and Attitudes in DE. Grupa Zagranica 2007" (NSC GE/DE Seminar Poland concept 2009) Polish NGOs are active within DEEEP and CONCORD and international networking programmes in GE (GENE Peer Review Poland 2010).
<p>NGDO activities in DE</p>	<p>Special characteristics</p> <ul style="list-style-type: none"> 12-15 of the 49 Grupa Zagranica members do DEAR (EC DE Evaluation 2008). Among the national NGOs that are most active in GE are Polish Humanitarian Organisation (PHO), Centre for Citizenship Education (CCE), Polish Green Network, Salesian Voluntary Missionary Service "Youth for the World", Karat Coalition. Other NGOs focus on Intercultural Education (One World Association, Foundation for Intercultural Education) or Human Rights Education (Amnesty International, Helsinki Foundation for Human Rights) (GENE Peer Review Poland 2010; NSC/EC GE/DE Country Presentations 2009) The GE practice of NGOs is vibrant, committed, growing, guided by clear vision, strong values and with a strong voluntary base (GENE Peer Review Poland 2010). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 2 projects with Polish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 14 concept notes, 1 project as lead, 5 as partner (TRIALOG) NSA budget 2008/2009: 8 concept notes, 3 projects as lead (TRIALOG)





<p>Predominant DE concept</p>	<p>MFA: concept type “GE”</p> <ul style="list-style-type: none"> Definition of DE: “Development Education elucidates the source of contemporary worldwide problems. It helps to understand how the international development is shaped and what factors influence the progress. Development education make the problems of poorer countries closer to Polish society and indicate the relations between Poles and the inhabitants of developing countries. It also should stimulate a critical conscious thought regarding our own lifestyle and everyday decisions which in the global context influence positively or negatively the life of people abroad. As a result, development education should lead to personal involvement in the fight against poverty and in the process of creating the global society based on the principles such as solidarity, equality and cooperation” (NSC GE/DE Seminar Poland report 2010). <p>NGDOs: concept type “GE”</p> <ul style="list-style-type: none"> Goals of DE: “15.1. to spread among the European society the knowledge of the causes and effects of global poverty and inequality as well as their significance for the personal, local, national, European and global interdependences and sustainable development; 15.2. to promote and to engage European society and its conscious participation in local and international activities directed toward liquidation of poverty and sustainable development” (European DE Consensus quoted). “Moreover, global education should play a fundamental role in shaping the knowledge and understanding of such issues as: social justice and equality; variety – understanding and estimating of differences in global society; globalisation and global interdependences; sustainable development; worldwide peace and the problems with conflicts; human rights; global citizenship”. DE is based on the following values: responsibility, social justice, global thinking, respect for otherness, human rights, partnership with people from the global South, active participation (NSC GE/DE Seminar Poland report 2010).
<p>Coordination of DE actors: mechanisms & relationships</p>	<ul style="list-style-type: none"> There is a regular flow of information between Grupa Zagranica and the Department for Development Co-operation of the MFA; the MFA is open for NGDO contributions; there are often shared views between the Department for Development Co-operation, large NGDOs and Grupa Zagranica (EC DE Evaluation 2008) Numerous meetings on DE/AR have been organised, mainly upon initiative of Grupa Zagranica, with the MFA and MoE. Grupa Zagranica engages for the establishment of a multi-stakeholder working group on DE (NSC GE/DE Seminar Poland report 2010). The MFA initiates regular meetings with other ministries/public agencies, Grupa Zagranica and large NGDOs (EC DE Evaluation 2008) MFA and MoE co-operate closely on GE (GENE Peer Review Poland 2010). The MFA Department for Development Co-operation participates in the group Education for Sustainable Development with university staff (EC DE Evaluation 2008).
<p>DE strategy</p>	<ul style="list-style-type: none"> NGOs, MFA and MoE are engaged in a process of cross-sector dialog based on a series of consultative meetings. Its aim is to elaborate on common priorities and reach consensus on GE in Poland. Development of DE strategy in Poland might be an option in the future as the next natural step of the cross-sector dialog (information provided by the Polish MFA, 2010). The main outcome of the NSC-initiated GE seminar in late 2009 was a plan of action for 2010 which is situated within the ongoing multi-stakeholder process on DE between NGOs, MoE and MFA and within the current reform process of the Polish educational system. This multi-stakeholder approach reinforces the existing collaboration on DE between the Ministries of Education and Foreign Affairs and the third sector, which was initiated before 2009 and extended in 2009 to civil society, universities, local authorities, teacher training institutes and school inspectorates and schools (NSC GE/DE Seminar Poland report 2010).
<p>FES</p>	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> The National In-Service Teacher Training (under the MoE) took responsibility to bring global issues in the classrooms. In a core curriculum reform in 2008, many DE topics have been included in curriculum of secondary schools. The integration of DE in school curricula as a cross-cutting subject was made possible through the close co-operation of the MoE with the MFA and NGOs. Implementation of the reform started in September 2009 (NSC GE/DE Seminar Poland report 2010; NSC/EC GE/DE Country Presentations 2009; GENE Peer Review Poland 2010). The Deputy Minister of Education wants that “in 2014, 5% of teaching in Polish schools will be quality Global Education” (DEF DE in Curriculum 2009) The MoE estimates that after implementation of the curriculum reform, 5% of the education carried out in Polish schools will be quality GE (GENE Peer Review Poland 2010). However, increased and improved teachers training, DE materials and dialogue with school directors are still needed in order to get from curriculum to practice (NSC GE/DE Seminar Poland report 2010; GENE Peer Review Poland 2010). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> A former NGO executive became Vice-Minister of Education – DE and civic education are now on the agenda of national education policy (EC DE Evaluation 2008) In 2008, the Under-Secretary of State at the MoE stated that GE is an important part of formal education in Poland and one of the priorities of the Ministry (GENE Peer Review Poland 2010). The Ministry of National Education is leading in curriculum reform in favour of GE (GE in primary and secondary school levels) and in other initiatives that prioritise GE (GENE Peer Review Poland 2010). The National In-service Teacher Training Centre is an Agency of the MoE and promotes GE and incorporates it into the in-service training system through cascade trainings and a national GE trainers network (GENE Peer Review Poland 2010). The MoE organised in 2008 and 2009 an Open School competition with a strong GE focus; in MoE the MoE organised a conference for teacher training centres with a focus on GE. The MoE provides patronage for the Global Education Week in Poland (GENE Peer Review Poland 2010). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> Interest in DE has constantly been growing in Poland, especially among teachers and schools who are willing to get involved (information provided by the Polish MFA, 2010). Since 2007, the National In-Service Teacher Training Centre (under the MoE) has, with support from the MFA engaged in a DE in-service teachers training project. This projects is based on a cascade/multiplication process. It involves the development of a growing network of committed and trained “multiplier” teacher trainers. 1.000 teachers per annum participate in training sessions and 50.000 pupils are reached with DE in classrooms. Recently components of distance e-learning and the provision of web-based materials were added to the project (GENE Peer Review Poland 2010). A key challenge for in-service teachers training is the need to move beyond the engagement of a number of committed teachers towards an approach that reaches all (GENE Peer Review Poland 2010). Several NGDOs work in teacher training and in schools regularly (EC DE Evaluation 2008) NGOs have content expertise and commitment in GE – however there is a need for modesty and partnership with educators and educational institutions with regard to GE in the FES (GENE Peer Review Poland 2010). Third level courses related to GE exist (1.) at the Institute of Global and Regional Studies at the Warsaw University (post-graduate Development Studies), (2.) at three faculties of the Warsaw University in their joint post-graduate course on Humanitarian Aid and (3.) at Tischner European University in Krakow with a focus on Peace and Development Studies (GENE Peer Review Poland 2010).
<p>DE at local/ regional level</p>	
<p>Other observations</p>	<ul style="list-style-type: none"> Other actors showing interest in DE: The Ministry of Environment works on a strategy for Education for Sustainable Development. The Ministry of Economy promotes CSR (NSC GE/DE Seminar Poland report 2010). Gradually, more and more actors have been involved in DE, starting from NGOs, National Teacher Training Agency, universities, educational institutions, journalists and recently local administration bodies (information provided by the Polish MFA, 2010). GE in Poland has achieved significant progress over the past 5 years. One of the reasons for the rapid growth, integration and mainstreaming of GE is the strong international engagement of all key actors in GE in Poland (GENE Peer Review Poland 2010).

Portugal

<p>DE in MFAs & development agencies</p>	<p>Structures</p> <ul style="list-style-type: none"> The MFA and the implementation agency IPAD (Instituto Português de Apoio ao Desenvolvimento) are responsible for DE. IPAD is responsible for 15% of the main development co-operation budget, the rest is distributed via the Ministries of Agriculture, Defense and others which do not collaborate with IPAD (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> The Government Programme (2009-2013) recognises DE clearly as a priority within development co-operation policy. One of the priorities established in the document for the Portuguese development co-operation policy is "to promote DE in Portugal, helping to consolidate a global citizenship consciousness" (information provided by IPAD, 2010). DE is undoubtedly a political priority within IPAD. There is a clear strategic focus and resources are increasing. Since 2000 IPAD has been working intensively and systematically on DE issues which made it possible to develop a considerable expertise in this thematic. The National DE Strategy is a reflection of this work (information provided by IPAD, 2010). IPAD was present at the European DE conferences in 2005, 2006, 2008; IPAD is actively engaged in the NSC, GENE, the European Multi-stakeholder Group on DE, was active in the elaboration of the European DE Consensus; IPAD developed a national DE strategy in multi-stakeholder approach – there is high commitment to and political support for DE (IPAD reaction on EC General Evaluation of DEAR, 2008). The central theme of the 2010 edition of the Portuguese Development Days ("Citizenship and Development") focuses on raising awareness and mobilizing our society for a global and responsible citizenship (information provided by IPAD, 2010).
<p>National DE funding</p>	<p>All ODA spent for "Promotion of Development Awareness", 2008: 1,8 mil. € (OECD-Stat CRS data, disbursements 2008)</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 0,6 mil. € (2010, foreseen; 2008) NGDO co-financing scheme for DE (information provided by IPAD, 2010). 0,6 mil. € (EC DE Evaluation 2008) 0,6 mil. € (2007) (DEEEP DE Survey 2007) 609.264,32 € (2008) (DEEEP DE Survey 2009) 0,6 mil. € for DE corresponds only to the co-financing scheme for NGDOs and it represents around 20% of the budget dedicated to the co-financing scheme for development cooperation projects of NGDOs (IPAD reaction on EC General Evaluation of DEAR, 2008). Besides the DE co-financing scheme for NGDOs, IPAD's budget 2010 includes 150.000 € to support the implementation of the National Strategy for DE, ca. 500.000 € for national campaigns (e.g. "Zero Poverty" and "The Millennium Campaign") and close to 160.000 € for supportive actions: North-South Centre and GENE (information provided by IPAD, 2010). <p>MFA further DE related funding</p> <ul style="list-style-type: none"> Additionally, IPAD's budget 2010 includes 400.000 € for the Portuguese Development Days, which encompasses a component of DE (information provided by IPAD, 2010).
<p>NGDO DE Coordination structures</p>	<ul style="list-style-type: none"> The Portuguese Platform of NGDOs has 57 member organisations and 4 working groups, one of which is the Development Education (DE) Working Group that gathers 17 NGDOs. This working group meets monthly. It has created its own DE concept and does advocacy work for DE (mainly on inclusion of DE in school curricula). The Working group plays an active role in the National DE Strategy as it has been consulted to give inputs and suggestions. The Platform of NGDOs thus participates actively in the Coordination of DE at national level (information provided by Plataforma Portuguesa das ONGD and by IPAD, 2010). The Portuguese Platform has started, in October 2009, a 3 year-project for capacity building of its members. DE is one of the focus areas of the trainings (information provided by Plataforma Portuguesa das ONGD, 2010). The NGDO Centro de Informação e Documentação Amílcar Cabral (CIDAC) represents Portugal in GENE, together with IPAD, and is very active there (information provided by Plataforma Portuguesa das ONGD, 2010).
<p>NGDO activities in DE</p>	<p>Development Education is one of the most important activities of about 70% of the member organizations of the Platform. NGDOs carry out DE activities on a regular basis. The work of these NGDOs in schools and in other institutions is widely recognized in Portugal (information provided by Plataforma Portuguesa das ONGD, 2010).</p> <ul style="list-style-type: none"> National CSOs have long been working on DE, and there's a specific group of NGDOs that have been working intensively on these issues at least since the 1970ies (information provided by IPAD, 2010). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Portuguese lead NGO (EC DE Evaluation 2008) NSA budget 2007: 14 concept notes, 1 project as lead, 3 as partner (TRIALOG) NSA budget 2008/2009: 11 concept notes, 1 project as lead (TRIALOG)
<p>Predominant DE concept</p>	<p>MFA & agency: concept type "GE"</p> <ul style="list-style-type: none"> MFA Strategic Vision for Development Co-operation 2005: "Development Education (DE) is an ongoing educational process that favours North-South social, cultural, political and economic interactions and promotes those values and attitudes of solidarity and justice that should characterize responsible global citizenship. It is in itself an active learning process aimed at raising public awareness of, and mobilising society around the priorities for sustainable human development. It is also a fundamental instrument for creating a basis of public understanding and support, worldwide as well as in Portugal, for development cooperation issues." (Portugese National DE Strategy, 2009). <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> "DE is a dynamic, interactive and participatory process that aims at: overall training of citizens; awareness raising and comprehension of local and global causes of development problems and inequalities in an interdependent context; intercultural experience; engagement towards action based on justice, equity and solidarity; promotion of rights and duties of all people to participate and contribute to a sustainable and integral development. (Definition of DE used by the Portuguese Platform of NGDOs, 2002)" (DEEEP survey 2007, 2009). <p>Portugese National DE Strategy: concept type "GE" (with "LS" elements):</p> <ul style="list-style-type: none"> "DE is defined as a learning process (pedagogical dimension). Guiding principles for reflection and action: solidarity, equity, justice, inclusion (ethical dimension). Key driver: DE is focused on social change, based on ongoing critical self-reflexivity, capable of dismantling the power and hegemonic relations that step into at all levels (political dimension)." "DE raises awareness: by sharing information and reflections with the public, questioning current and known situations, increasing the wish to change what is unjust. DE raises consciousness, trains and mobilizes: by making individuals assume their own situation, their limitations and their possibilities, as well as those of other human beings, enabling them to assess such situations according to criteria of justice and solidarity, develop insights, strategies an concrete proposals for change, and put them into practice so as to fight injustices. DE influences policy-making: particularly public policy-making, by pointing an accusing finger at those policies which systematically originate and perpetuate poverty, exclusion and inequalities, and proposing specific policies to be carried out by the State, the private sector or civil society, so as to promote the common good locally and globally" (Portugese National DE Strategy, 2009). According to the national DE Strategy, DE should follow a pedagogical approach of "complex education" which is "non-doctrinary, allowing each person to make his or her own judgements and choices" (LS-dimension). The Strategy furthermore clearly distinguishes DE from development co-operation, development information, PR and fundraising activities (Portugese National DE Strategy, 2009).
<p>Coordination of DE actors: mechanisms & relationships</p>	<ul style="list-style-type: none"> IPAD co-operates on DE with key NGDOs, and with the platform (EC DE Evaluation 2008) Under the strategic area "Institutional Dialogue and Co-operation" the National DE Strategy foresees further regular Coordination mechanisms for the DE sector (public and civil society entities): "1.5. Structuring of regular opportunities for further discussion and sharing of experiences, information, methodologies and pedagogical resources between organizations. 1.6. Implementation of mechanisms for consultation on, and participation in the design and evaluation of DE policy instruments. 1.7. Furthering exchanges and strengthening relations between organizations at national and international levels" (Portugese National DE Strategy, 2009). A Monitoring Group of the National DE Strategy was set up, including IPAD, MoE, Portuguese Platform of NGDOs and CIDAC (see "DE strategy" below).





DE strategy	<ul style="list-style-type: none"> • 2009 was a decisive year in what concerns DE in Portugal as there was a strong commitment of various actors in the National DE Strategy process and a consequent boost of DE activities (information provided by Plataforma Portuguesa das ONGD, 2010). • IPAD initiated the process of elaborating a national DE strategy and invited the Portuguese Platform of NGOs, the Ministry of Education and CIDAC (Centro de Informação e Documentação Amílcar Cabral – an NGO specialised in DE) to join the process in a co-leading role (information provided by Plataforma Portuguesa das ONGD and by IPAD, 2010; information confirmed by DEEEP DE Survey 2009, DEF DE in Curriculum 2009, NSC/EC GE/DE Country Presentations 2009). • The first part of the Strategy, approved and signed by the Secretary of State of Foreign Affairs and Co-operation and the Secretary of State of Education, was already publicised in the official journal last November. The Action Plan, the second part of the Strategy, is being prepared, also in a participative and inclusive manner, involving the same group of actors responsible for the first document and additional actors identified in the meantime by the original group. Implementation is closely coordinated with the 14 national teacher training schools, which all established DE focal points (information provided by IPAD, 2010). • The Monitoring Group of the National Strategy for Development Education (IPAD, Ministry of Education, Portuguese Platform of NGOs and CIDAC) is the Coordination body approved by the Secretary of State of Foreign Affairs and Co-operation and the Secretary of State of Education last November. The Monitoring Group is leading the preparation of the Action Plan of the DE Strategy and it's also responsible to lead and facilitate the follow-up of the implementation of the action plan (information provided by IPAD, 2010). • The National DE Strategy was elaborated with international input which came mainly from GENE. In this framework, IPAD worked in partnership with representatives of Austria, Finland and Ireland (information provided by IPAD, 2010)..
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • Although not in an explicit manner, DE is a part of the curricula, in particular in the non-disciplinary areas: "project area", "monitored study" and "civic education" (IPAD reaction on EC General Evaluation of DEAR, 2008). • In the fields of pre-school, basic and secondary learning, the investment already made in education for citizenship is quite relevant. The principles of curricular organization and management, from pre-school to secondary education, attribute a very significant relevance to Education for Citizenship – of which DE is a fundamental dimension – as a cross-cutting area in relation to all subjects and non-subject curriculum areas. Within basic learning, Civic Education and Project Area are considered as privileged curriculum areas for the development of Education for Citizenship (Portuguese National DE Strategy, 2009). • Under the strategic area "Formal education" the National DE Strategy foresees the following measures: "2.1. Integrating DE in initial teacher training. 2.2. Preparing pedagogical guidance materials for education and training professionals and other education agents, and developing teaching materials in support of DE-related projects and educational activities. 2.3. Promoting joint work between education, learning and training institutions and public and private entities involved in DE. 2.4. Developing continuous training for education and training professionals and other education agents, and awareness-raising among those responsible for the management of school associations and educational communities. 2.5. Promoting DE-related research work in higher education institutions in connection with international peers from the North and the South. 2.6. Creating conditions to firmly establish schools and school associations as organizations which deliver education for citizenship, including the development dimension" (Portuguese National DE Strategy, 2009). • The work with the 14 national teacher training schools is a key point in the Formal Education dimension of the DE Strategy (information provided by IPAD, 2010). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> • The Ministry of Education launched a participatory Education for Citizenship Forum. The correspondent Action Plan (2008) recommends "institutional cooperation between the Ministry of Education, the Ministry of Foreign Affairs and NGOs in what relates to Education for Global Citizenship, including civic and political participation and Development Education" (IPAD reaction on EC General Evaluation of DEAR, 2008).
DE at local/ regional level	
Other observations	

Romania

DE in MFAs & development agencies	
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> • No annual grant funding for DEAR (DEF DE in Curriculum 2009). • 75 000 € (2008) (DEEEP DE Survey 2009). • MFA and provided 5 grants of \$100,000 for NGOs delivering awareness programmes on the MDGs. MFA also co-financed the European DE Summer School in Cheile Gradistei in 2009. (DEF DE in Curriculum 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The NGDO platform is FOND has a DE working group (DEEEP DE Survey 2009).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2007: 5 concept notes, 0 projects as lead, 9 as partner (TRIALOG) • NSA budget 2008/2009: 2 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	
Coordination of DE actors: mechanisms & relationships	
DE strategy	<ul style="list-style-type: none"> • FOND's DE working group has a DE strategy, but it is not yet fully developed and endorsed by a wider range of actors (DEEEP DE Survey 2009).
FES	<ul style="list-style-type: none"> • There is no collaboration between NGOs and the MoE or other education bodies (DEF DE in Curriculum 2009).
DE at local/regional level	
Other observations	

Slovakia

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> Slovak Aid (which is administered by the MFA) is the main institution for DE (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> The interest in DE at government level seems to be very limited (EC DE Evaluation 2008). Slovak Aid participates in GENE (information provided by GENE, 2010).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 295.000 € (2007) (DEEEP DE Survey 2007) 0,3 mil. € (EC DE Evaluation 2008) <p>Other DE funding</p> <ul style="list-style-type: none"> Some DEAR projects have received funding from the Open Society foundation (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform (33 members, not only from the development co-operation sector but also including environmental and Human Rights NGOs) focuses not so much on DE (EC DE Evaluation 2008). Currently a Global/Development Education working group is being formed (NSC/EC GE/DE Country Presentations 2009).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 1 project with Slovak lead NGO (EC DE Evaluation 2008) NSA budget 2007: 3 concept notes, 1 project as lead, 4 as partner (TRIALOG) NSA budget 2008/2009: 2 concept notes, 1 projects as lead (TRIALOG)
Predominant DE concept	<p>NGDOs: concept type “GE”</p> <ul style="list-style-type: none"> “The main focus was on the content (mainly environmental issues, human rights, development issues such as MDG’s and recently global trade vs. fair-trade) as well as on the methodology (participatory, interactive methodology still needs to be supported more in schools). [...] GDE is also in close contact with Slovak development cooperation, so most of the issues reflect the situation in the countries that are officially stated in the Slovak ODA structure. [...] Strong focus on the methodology is essential, as critical thinking is still a new concept in Slovakia; therefore shift from knowledge based to skills & attitudes based approach in GDE is necessary.” (NSC/EC GE/DE Country Presentations 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> Slovak Aid has links to all civil society organisations (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> There is no national DE strategy (DEF DE in Curriculum 2009).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> GE/DE is not on the school curriculum (DEF DE in Curriculum 2009). Multicultural education (but not DE specifically) will be part of the school curriculum (EC DE Evaluation 2008). Schools can change 30% of the curriculum – in some schools GE/DE appears as extra-curricular or cross-cutting issue (NSC/EC GE/DE Country Presentations 2009). <p>Involvement of MoE & its agencies, Coordination</p> <ul style="list-style-type: none"> The GE/DE working group will support the implementation of GE/DE in the new curriculum; links with the MoE, the Institute of Education and Methodological Pedagogical Centres have been established (NSC/EC GE/DE Country Presentations 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> The government used to support a teacher training scheme for DE but stopped funding it (EC DE Evaluation 2008). Methodological Pedagogical Centres have conducted, in co-operation with NGOs, a conference on GE/DE and trainings for teachers, methodologists and headmasters in 2006 and 2007 (NSC/EC GE/DE Country Presentations 2009). NGOs have conducted GE/DE projects in schools (NSC/EC GE/DE Country Presentations 2009). The NGO People in Peril Association (PIPA) carried out the project Global Action Schools and other projects in schools. Subsequently, a network of schools and teachers has been created that can support the promotion of DE/GE in the curriculum (DEF DE in Curriculum 2009).
DE at local/regional level	
Other observations	

Slovenia

DE in MFAs & development agencies	<ul style="list-style-type: none"> • "Very low governmental support for DE" (EC DE Evaluation 2008). • One paragraph of the MFA's draft of a development co-operation strategy refers to DE (EC DE Evaluation 2008).
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> • There is no DE budget line (EC DE Evaluation 2008). <p>MFA further DE-related funding</p> <ul style="list-style-type: none"> • There are no specific budget lines for DE, but organisations can get some funds through various calls for proposals (for instance for youth organizations, for development cooperation and so on) (DEEEP DE Survey 2009). • 0,06 Mil. € were available for DE (EC DE Evaluation 2008). This amount was money allocated for development co-operation, where DE projects could also apply (information provided by SLOGA, 2010). • The lack of public co-financing by the MFA restricts the possibilities of Slovenian NGOs to participate in the DEAR call for proposals of the EC (NSC GE/DE Seminar Slovenia report 2009). <p>Other DE funding</p> <ul style="list-style-type: none"> • The Austrian Regional Partnership Programme (RPP) used to be a big support for DE in Slovenia; 7 DE projects were funded (EC DE Evaluation 2008). • Practically no private foundations that would support GE activities exist (NSC GE/DE Seminar Slovenia report 2009). • Possibilities for public funding are therefore limited to calls from municipalities or other public institutions (offices, ministries) which – although coming from similar content fields – are not specifically aimed at GE and thus have different priorities. Preparation of projects for these calls requires a lot of effort and is often unsuccessful for applied projects rarely meet the required criteria (NSC GE/DE Seminar Slovenia report 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> • The NGDO platform SLOGA has 26 members and 14 supporting NGDOs (EC DE Evaluation 2008). • SLOGA has seven working groups – one of them on Global Education (information provided by SLOGA, 2010) • DE is new for SLOGA. TRIALOG, DEEEP and the participation in the DEF were crucial for SLOGA to get orientations in DE. The level of debate on DE in the DEF is too high for the stage of development of Slovenian NGDOs and their DE practices. The DE working group still needs a lot of guidance to develop a working plan and strategy (EC DE Evaluation 2008).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> • Some DE activities are carried out by a few NGOs. In 2007, the EU presidency strengthened DE in Slovenia: 1. with a European conference, 2. with the implementation of the DE project "You too are part of this world"., consisting of a campaign and trainings by an NGO coalition (NSC GE/DE Seminar Slovenia concept 2009). <p>NSALA participation</p> <ul style="list-style-type: none"> • NSA budget 2006: 2 projects with Slovenian lead NGOs (EC DE Evaluation 2008) • NSA budget 2007: 5 concept notes, 0 projects as lead, 3 as partner (TRIALOG) • NSA budget 2008/2009: 5 concept notes, 2 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA/Parliament: concept type "PR"/"AR"</p> <ul style="list-style-type: none"> • Parliament Resolution (2008) on International Development Cooperation of the Republic of Slovenia for the period until 2015: "Development of the system and politics of international development cooperation of Republic of Slovenia requires partial allocation of ODA to development education and awareness raising. Slovenian society and politics need to understand world development, its causes and consequences and entanglement of local and global dimensions. Development education or world education is part of development politics responsible for establishing conditions that enable its effectiveness and ensures public support on European and national level by awareness raising" (NSC GE/DE Seminar Slovenia report 2009). <p>NGDOs: concept type "GE"</p> <ul style="list-style-type: none"> • Definition by SLOGA's working group on GE: "GE is a life-long learning process aiming to actively engage individuals and to look at their role in global development. GE aims for globally responsible citizens and active individuals and communities. GE is a process that encourages individuals and communities to engage in solving key challenges of the world" (NSC GE/DE Seminar Slovenia report 2009). <p>National GE seminar, November 2009: concept type "LS"</p> <ul style="list-style-type: none"> • Final Declaration: "Aim of Global Education is: To ensure necessary knowledge and understanding and to develop skills and values that can positively contribute to facing global challenges. To work in harmony with purpose and aims of the Lisbon strategy and to strengthen lifelong learning competencies it emphasizes such as learning to learn, social and civic competencies, cultural awareness and expression. To encourage solidarity and cooperation, to understand and strengthen personal, local and global identity. To form competencies such as communication skills, cooperation, flexibility and team work. To challenge global injustices and world poverty, to stimulate actions and strengthen active citizenship towards social and political change. To develop critical thinking, to challenge stereotypes and prejudice, to reduce discrimination (racial, social, religious, national etc) and to lead intercultural dialogue. To strengthen civil society and connections among civil society, states and international institutions. To enable sustainable and environmentally friendly development. To empower marginalized groups in the society. To represent political and legal obligation of each country since every individual has the right to be properly informed about the world happenings, global interdependence and inequalities on local and global level as well as about the role of political decision-makers that daily influence our lives with their policies" (NSC GE/DE Seminar Slovenia report 2009). <p>Other observations</p> <ul style="list-style-type: none"> • Since the term GE is mainly used by NGOs it is relatively unknown within formal educational sector. Instead, Education for Sustainable Development (ESD) is the term that is widely known in schooling environment. There seems to be, however, no major difference between the concepts of GE and ESD with regards to content and methodology. The two terms are used almost as synonyms (NSC GE/DE Seminar Slovenia report 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> • There is an obvious lack of communication between different stakeholders, especially between the governmental and NGO sector, but also within those sectors (DEEEP DE Survey 2009). • The November 2009 GE seminar initiated by the NSC recommends the formation of a multistakeholder group on GE led by MFA and MoE (NSC GE/DE Seminar Slovenia report 2009).
DE strategy	<ul style="list-style-type: none"> • According to the Development Co-operation Resolution and Act, the MFA should be in charge of implementation of GE activities and of coordination between various national stakeholders. Nevertheless no formal institution has so far made any initiative for the preparation of national GE strategy. On the other hand, NGOs' strategy initiatives ran into relatively modest or non-existent reaction from key institutions such as MFA and MoE (NSC GE/DE Seminar Slovenia report 2009). • There is a draft DE strategy initiated by SLOGA (DE working group), but the process has not involved other civil society actors outside SLOGA or any governmental representatives. The process was launched during the presidency project in 2008. Only NGOs were involved, although government officials were invited on several occasions to participate in the process. The draft strategy was discussed with other NGOs, Ministries, and participants of the European DE Conference. Since Slovenia has decided not to adopt a national strategy on development cooperation, although it was written, it is very unlikely that an even more specific strategy - such as one on development education will be ratified by the parliament (NSC/EC GE/DE Country Presentations 2009; NSC GE/DE Seminar Slovenia concept 2009; DEEEP DE Survey 2009; DEF DE in Curriculum 2009). • The NSC-initiated GE seminar in November 2009 showed a clear recognition that a national strategy for GE is needed and this was further elaborated in a workshop, attended by various ministry representatives; there is initiative to set up a multi-stakeholder group on GE (http://www.coe.int/t/dg4/nscentre/GE/JMA/Slovenia-towardsGEinschools.asp#TopOfPage).





FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> • DE is not on the school curriculum (EC DE Evaluation 2008). • A very first step towards the integration of DE in school curricula was the joint organisation of a national seminar between the MoE and SLOGA (DEF DE in Curriculum 2009). • At the closing roundtable of GEW 2008, SLOGA initiated a debate about GE/DE in school curricula; representatives of the line ministries and the National Institute for Education participated (NSC GE/DE Seminar Slovenia concept 2009). • In 2007 Slovenian Ministry of Education and Sport prepared Guidelines for Education for Sustainable Development. This was the first official document for the field of GE in Slovenia. The proposed measures (updated school curricula, teacher's trainings, material preparation, shaping of quality criteria and evaluation instruments etc), however, do not include clear operational goals. No strategy for their realization has yet been developed and no estimation of financial and human re-source costs has been made. Furthermore, guidelines do not propose any time frame that would define short-term, mid-term and long-term priorities of including thematic-fields and methods of ESD/GE into the system of formal education. (NSC GE/DE Seminar Slovenia report 2009). • The Ministry of Education and Sports published a (not leagally binding) white paper "Guidelines for Rearing and ESD from kindergarten to university level". The guidelines were adopted at the minister's collegium, June 2007 (NSC GE/DE Seminar Slovenia concept 2009; DEF DE in Curriculum 2009; DEEEP DE Survey 2009). • Since 2007 Slovenian NGOs have been trying to involve key Slovenian stakeholders into the preparation of the national strategy that would operationalise Guidelines for Education for Sustainable Development (NSC GE/DE Seminar Slovenia report 2009). • GE is still considered as something supplementary, unnecessary and less important than other educational contents. In school environment particularly, GE is perceived as a "soft" content, valued lower than others. GE is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events and within school projects, for example Eco schools, UNESCO schools etc. The entire educational process lacks global dimension since GE is not considered as a way of education but something that is completely different in content (NSC GE/DE Seminar Slovenia report 2009).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> • The Slovenian EU Presidency slightly reinforced the profile of DE in Slovenia (EC DE Evaluation 2008). • Most active in GE are educational institutions (kindergartens, schools) and NGOs (NSC GE/DE Seminar Slovenia report 2009).

Spain

DE in MFAs & development agencies	<p>Structures</p> <ul style="list-style-type: none"> The public DE apparatus is complex. The Ministry of Foreign Affairs and Co-operation's Directorate-General of Development Policy, Planning and Evaluation is responsible for political orientations in DE. The Agency for International Co-operation and Development (AECID) is responsible for implementation. Within AECID, DE is under the Office of Communication (and is closely co-ordinated with the NGOs Department). Soon a DE unit should be established in AECID (EC DE Evaluation 2008). <p>Commitment</p> <ul style="list-style-type: none"> The MFA participates in GENE (information provided by GENE, 2010)
National DE funding	<p>MFA DE-specific funding</p> <ul style="list-style-type: none"> 34.205.275 € (2009) (DEF DE in Curriculum 2009) 41.473.042 € (2008) (DEEEP DE Survey 2009) 33,3 mil. € (EC DE Evaluation 2008) There is no specific DE Call for Proposals in AECID (but it is foreseen). Until now 5% of the NGOs budget line is reserved for DE (EC DE Evaluation 2008). <p>Other DE funding</p> <ul style="list-style-type: none"> Autonomous Community co-operation agencies define and manage their own Calls for Proposals, not co-ordinated with AECID (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> NGDO platform CONGDE consists of 94 NGDOs and 14 autonomous platforms, representing altogether 500 NGDOs (EC DE Evaluation 2008). Working groups are the life of the platform; DE is among the 3 most important ones (EC DE Evaluation 2008). Driven by the DE subgroup, CONGDE has formulated an NGDO DE strategy in 2005 (DEEEP DE Survey 2007).
NGDO activities in DE	<p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Spanish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 14 concept notes, 0 projects as lead, 5 as partner (TRIALOG) NSA budget 2008/2009: 18 concept notes, 3 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA & agency: concept type "GE"</p> <ul style="list-style-type: none"> General objective of the national DE strategy: "To promote global citizenship e-gaged in the fight against poverty and exclusion, promotion of human and sustainable development through educational processes that transmit knowledge and promote attitudes and values, generating a culture of solidarity". Strategic lines include: "To favor the knowledge on economical, political, social and cultural interrelations resulting from globalization in its three dimensions (knowledge, procedure and attitude); To promote among citizens positive attitudes for cooperation, peace, justice, respect of human rights and their fulfilment, as well as solidarity between people; [...] To impulse processes of formation and social awareness aiming at the construction of a global citizenship" (EC DE Evaluation 2008). <p>NGDOs: concept type "GE"/"LS"</p> <ul style="list-style-type: none"> CONGDE – aims of DE: "To facilitate the comprehensions of the interconnections among us and the rest of the people of the world. To increase the knowledge about political, social and economical issues from North and South, as well as the relations that provoke the existence of poverty, oppression inequality... To develop attitudes and abilities to increase the feeling of responsibility of the people regarding the world and its problematic. To promote participation of citizens. To offer tools and resources to people in order to improve reality. To promote human sustainable development" (DEEEP DE Survey 2007). DE definition: "We have to develop formal and non-formal programmes of education and learning that are based on development of critical thinking and other personal and social skills. Active citizens that are educated and trained in such a way can contribute through their own actions and through participation in various organizations to more just and sustainable economic, social, environmental and human rights based national and international policies" (DEEEP DE Survey 2009).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> The collaboration between the MFA and CONGDE works well (EC DE Evaluation 2008). There is no effective Coordination between MFA and MoE at national or autonomous community levels (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> The Plan Director de la Cooperación para el Desarrollo 2005-2008 emphasises the importance of DE – after an intensive Spanish reflection and debate on development co-operation and DE (EC DE Evaluation 2008). Since 2007, there is a national DE strategy which considers all actors (incl. youth, universities, unions, research institutions) The MFA/DGPOLDE had the leadership in the elaboration of the national DE strategy. Participated in the strategy: Ministry of Foreign Affairs and Cooperation, AECID, Ministry of Education and Science, Ministry of Work and social Affairs, councils of co-operation and education of the Autonomous Communities and Local Authorities, NGDOs, CONGDE and the DE working group, universities, research institutions, trade unions. International participation by: UNESCO, Millenniumcampaign, UN agencies, DGDev of EC, OECD Development Centre, NSC, CONCORD (EC DE Evaluation 2008; DEF DE in Curriculum 2009; DEEEP DE Survey 2009).
FES	<p>DE in curricula (policy & implementation)</p> <ul style="list-style-type: none"> The MoE organised a working group (with participation of CONGDE's DE group) on the creation and implementation of a new curriculum subject Education for Citizenship where DE is specifically included; the new subject was introduced in 2008. Its implementation faces problems as it is left to the education authorities at Autonomous Communities level (EC DE Evaluation 2008; DEF DE in Curriculum 2009). <p>Otherwise DE in schools: NGOs, teachers trainings...</p> <ul style="list-style-type: none"> There is a very large offer of non-formal DE in schools (EC DE Evaluation 2008).
DE at local/regional level	<ul style="list-style-type: none"> Autonomous Communities have their own Agencies of Development Co-operation and are strongly involved in DE. Sometimes these agencies co-ordinate with education authorities. Autonomous governments have largely elevated DEAR in recent years (EC DE Evaluation 2008). 11 of the 14 autonomous platforms have their DE working group (EC DE Evaluation 2008). Some Local Authorities at municipality level also have their DE programmes (EC DE Evaluation 2008).
Other observations	<ul style="list-style-type: none"> Besides NGOs, universities and trade unions are involved in DEAR (EC DE Evaluation 2008). Since the 1950s, the civil society is driving DE; the new DE strategy recognises the need to institutionalise it in the public sector (EC DE Evaluation 2008).

Sweden

DE in MFAs & development agencies	<ul style="list-style-type: none"> The International Co-operation Department of the MFA and the Swedish International Development Co-operation Agency (SIDA) are responsible for DE (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 15,8 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> Ca. 6.5 mil. € (2010) (information provided by CONCORD Sverige, 2010). Severe cuts in DE budget: Swedish ODA is officially still 1 % of BNI - but since BNI is less in 2010 than 2009, the budget for ODA in Sweden decreased from 34 billion SEK (2009) to 31,4 billion for this year (2010). The general budget cut for CSO department at Sida is 7%: total of 1,3 billion SEK in 2009; total of 1,2 billion SEK in 2010. The budget cut on DE is 53 % - from 128 mil. SEK 2009 to 60 mil. SEK. 10 % (6 million) of the 60 million SEK is reserved for new actors. This means that the budget cut on DE is in average is 58 % for CSO funded before (information provided by CONCORD Sverige, 2010). In autumn 2009 the government decided that due to the financial crisis the budget for development cooperation would be cut and argued that it was important to safeguard financing intervention that would have direct impact on poverty reduction. Communication for Development was in that regard not a prioritized area. The budget for Development Communication in Sweden for 2010 is 58% lower than for budget year 2009 (information provided by SIDA, 2010). While Sweden's commitment to communication is relatively high, it should be noted that Sida's expenditure on such work decreased by roughly one-third between 2005 and 2007 (OECD- DAC Peer Review of Sweden, 2009). <p>Other DE funding</p> <ul style="list-style-type: none"> The "Global School" programme is funded from the national education budget (EC DE Evaluation 2008).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The Platform ForumSyd (200 members) is the representation of all NGDOs; additionally there is a specialised platform for EU relations: CONCORD Sverige which has 38 members, incl. ForumSyd and other umbrellas (EC DE Evaluation 2008). There is no specific DE working group. DE is not a priority for most members (EC DE Evaluation 2008).
NGDO activities in DE	<p>Specific characteristics</p> <ul style="list-style-type: none"> CSOs have traditionally played a prominent role in disseminating information on and advocating for development and humanitarian issues. Swedish CSOs have helped to stimulate well informed public debate (OECD- DAC Peer Review of Sweden, 2009). Participation in DEF of CONCORD is disappointing for Swedish NGDOs: the subjects on the DEF agenda were discussed 10 years ago among Swedish NGDOs (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 0 projects with Swedish lead NGO (EC DE Evaluation 2008) NSA budget 2007: 13 concept notes, 2 projects as lead, 0 as partner (TRIALOG) NSA budget 2008/2009: 5 concept notes, 0 projects as lead (TRIALOG)
Predominant DE concept	<p>MFA: "GE" vs. "PR"</p> <ul style="list-style-type: none"> The new goal for CSO's communication in Sweden, foreseen in the new guidelines for future CSO funding from Sida, is focusing on information related to Swedish development aid. It is very unclear if future Sida funding can be used for advocacy work. The goal for the communication of CSOs in Sweden in the guidelines until today: "To contribute to equitable and sustainable global development by working to increase the interest and involvement in global development issues in Sweden". The goal for the communication of CSOs in Sweden in the future guidelines for 2011 and onwards: "that the general public has good knowledge about the situation in developing countries, Swedish development aid and its results, and questions that deal with the driving force of development in development countries" (information provided by CONCORD Sverige, 2010).
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> There are regular meetings of the International Co-operation Department, SIDA, CONCORD Sverige, and major NGDOs (EC DE Evaluation 2008).
DE strategy	<ul style="list-style-type: none"> After the adoption by the MFA of a new strategy for CSO's communication in Sweden in 2009, Sida is now working on new guidelines for future CSO funding from Sida (information provided by CONCORD Sverige, 2010). In early 2009 Sida was planning a new communications strategy to combine in-forming the public about the results of development co-operation and development education within a single framework. The guidelines for CSO participation in communication and public education will also be reviewed and incorporated into the forthcoming strategy. Sweden is also seeking to involve other actors, including the private sector, in its future development education and communication (OECD- DAC Peer Review of Sweden, 2009).
FES	<ul style="list-style-type: none"> ESD is on school curricula (EC DE Evaluation 2008). Within the FES, there is (under the Department for International Relations) a special service "Global School" with four regional offices and an own budget out of the national education budget. Its purpose is to improve learning about global issues for sustainable development in Swedish schools. Its focus are teachers, headmasters, the upper secondary level. Schools are supported to develop their own development programme. 3000-4000 teachers per year (and now also municipal decision makers) are sent on "global journeys" completed by training seminars, organised by the 26 teacher training units of Sweden; then the teachers disseminate their knowledge/competencies to other teachers and students. (EC DE Evaluation 2008).
DE at local/regional level	
Other observations	<ul style="list-style-type: none"> In Sweden, the whole society is engaged in development issues (EC DE Evaluation 2008). The Church of Sweden and trade unions are involved in DE, too (EC DE Evaluation 2008). The FEST project (Finland-Estonia-Sweden Transfer project – capacity building for Estonian and other Baltic NGDO platforms) is good practice of regional OMS-NMS co-operation in DEAR (EC DE Evaluation 2008).

United Kingdom

DE in MFAs & development agencies	<ul style="list-style-type: none"> The Department for International Development DFID is responsible for DE. DFID is closely linked to the Foreign Affairs Department and works closely with Education Ministries in the 4 jurisdictions (EC DE Evaluation 2008).
National DE funding	<p>All ODA spent for "Promotion of Development Awareness", 2008: 12,4 mil. € (OECD-Stat CRS data, disbursements 2008).</p> <p>MFA DE-specific funding</p> <ul style="list-style-type: none"> Ca. 27 mil. € (£24 mil., 2009-10) DFID's DE; due to rise to £29 mil. (ca. 32.6 mil. €) in 2010-11 (DEEEP DE Survey 2009). 27,5 mil. € (2009) (DEF DE in Curriculum 2009). 17.2-18 mil. € (2007) (DEEEP DE Survey 2007). The Development Awareness Fund under DFID covers up to 100% project costs. A mini grants programme is administered by the DEA and the other 3 regional DE associations (EC DE Evaluation 2008). The funding for development awareness has now been split into a new formal education programme and a development awareness fund for projects outside of formal education (information provided by Development Education Research Centre, 2010). Over the past five or so years new DFID led initiatives emerged - particularly in areas such as global school partnerships, community linking, international volunteering and a range of programmes linked to the media (information provided by Development Education Research Centre, 2010). <p>Other DE funding</p> <ul style="list-style-type: none"> Additionally to DFID's DE budget, the MoE funds activities related to sustainable schools, community cohesion and citizenship (DEEEP DE Survey 2009). The Welsh Assembly Government (WAG) has an annual budget of approximately £350,000 for its Education for Sustainable Development and Global Citizenship strategy. This is additional to any DFID funds going into Wales (information provided by Cyfanfyd, 2010). Wales DE spending 225.053 € (2009); 375.000 € (2007) (DEEEP DE Surveys 2007, 2009). Charitable foundations and NGOs contribute to DE grants (DEF DE in Curriculum 2009).
NGDO DE Coordination structures	<ul style="list-style-type: none"> The NGDO platform British Overseas NGOs for Development (BOND) has no DE WG (EC DE Evaluation 2008), but the DE networks from England (DEA), Scotland, Wales and Northern Ireland are members of BOND (information provided by the UK DE Network, 2010). Development Education in the UK is co-ordinated by a UK Development Education Network. This network comprises the DE organisations of each of the four jurisdictions: the Coalition of Aid and Development Agencies (CADA) Northern Ireland, Cyfanfyd (Wales), DEA (England) and IDEAS (Scotland). The aim of the network is to share information and where necessary, to act collaboratively, on issues related to development education policy and practice (information provided by CADA, 2010). Each of the four UK 'countries' has its own formal and informal education system with laws decided by their own parliaments/assemblies (except that in the case of England the UK Parliament decides). The four organisations have agreed that in contacts with UK wide departments (such as the Department for International Development, DFID) and with international organisations (such as the EU) the DEA will usually represent all of them (information provided by the UK DE Network, 2010). England: DEA is the regional expert body for DE of England. Most of the large NGDOs are members of DEA (information provided by the UK DE Network, 2010). Scotland: IDEAS is the Scottish DE Network (information provided by IDEAS, 2010). Northern Ireland: Development Education in Northern Ireland is co-ordinated by CADA (the Coalition of Aid and Development Agencies, a network of development NGOs based in Northern Ireland) which operates a Global Education Group. This group aims to enhance development education practice in Northern Ireland and strengthen the policy framework for DE in formal and non-formal education. This involves working with the Northern Ireland Assembly, Executive and relevant Assembly Committees (information provided by CADA, 2010). Wales: The Welsh Assembly Government (WAG) convenes an Education for Sustainable Development and Global Citizenship (ESDGC) Advisory Panel, bringing together DE stakeholders from the statutory and voluntary sectors and from all educational sectors in Wales, both formal and informal. As a result of this, Cyfanfyd, the national DE platform of NGOs, has developed a close working relationship with WAG (information provided by Cyfanfyd, 2010). DEA represents the UK in GENE (EC DE Evaluation 2008).
NGDO activities in DE	<p>Special characteristics</p> <ul style="list-style-type: none"> In the UK there is a very well established DEAR movement, with its roots in international advocacy work, humanitarian aid and development co-operation programmes of the NGDO sector, and increasingly within the formal education system. There are strong linkages with government initiatives, academic institutions, faith based organisations, and DE has been historically supported through the charitable/voluntary sector (information provided by the UK DE Network, 2010). DE sometimes gets lost in the general development agenda of some big NGDOs (EC DE Evaluation 2008). <p>NSALA participation</p> <ul style="list-style-type: none"> NSA budget 2006: 5 projects with UK lead NGO (EC DE Evaluation 2008) NSA budget 2007: 51 concept notes, 8 projects as lead, 6 as partner (TRIALOG) NSA budget 2008/2009: 57 concept notes, 11 projects as lead (TRIALOG)
Predominant DE concept	<p>NGDOs: concept type "GE"/"LS"</p> <ul style="list-style-type: none"> "The term DE is now used quite rarely in the UK. 'Global Learning', 'Global Dimension' and 'Education for Global Citizenship' are more common, this is based on a recognition that learners need to appreciate global interdependence rather than see development as something which takes place elsewhere. It is an education agenda rather than a shallow awareness raising agenda" (DEA reaction on EC General Evaluation of DEAR, 2008). DE definition: DE "explores the links between people living in the 'developed' countries of the North with those of the 'developing' South, enabling people to understand the links between their own lives and those of people throughout the world; Increases understanding of the economic, social, political and environmental forces which shape our lives; develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives; Works towards achieving a more just and a more sustainable world in which power and resources are more equitably shared" (DEEEP DE Survey 2007). DE definition (Scotland): "Development Education and education for Global Citizenship are the processes that foster knowledge, skills and attitudes which promote justice and equality in a multicultural society and interdependent world" (DEEEP DE Survey 2007). DE definition (Wales): "Education for Sustainable Development and Global Citizenship is about the links between society, economy and environment and between our lives and those of people throughout the world; the needs and rights of both present and future generations; the relationship between power, resources and human rights; the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues" (DEEEP DE Survey 2007, 2009). DE definition: "DEA promotes education that puts learning in a global context, fostering: critical and creative thinking; self-awareness and open-mindedness towards difference; understanding of global issues and power relationships; and optimism and action for a better world. The term DE is not used anymore. If it was used, more emphasis would be put on interdependence and on critical thinking." (DEEEP DE Survey 2009)
Coordination of DE actors: mechanisms & relationships	<ul style="list-style-type: none"> There are good links between the DEA and the UK government; generally there is a high level of co-operation between civil society and the UK government in DE (EC DE Evaluation 2008).





<p>DE strategy</p>	<ul style="list-style-type: none"> • A DE strategy exists; it becomes more mainstreamed in the society; it is increasingly inclusive of multi actors in civil society (EC DE Evaluation 2008). • DFID's 'Building Support for Development' strategy is currently under review. The first DFID 'Building Support for Development' strategy was published in 1999. NGOs were involved (DEEEP DE Survey 2009). • The Development Awareness Fund and the EES initiative are about to be abolished (on 1.9.2010) and are to be replaced by four geographical strategies largely funded by DFID and involving both the voluntary and statutory sectors (information provided by the UK DE Network, 2010). • For England, the National Strategy is indicated through recommendations provided by a multi-stakeholder process defining a Global Dimension in (and across) the school curriculum; the DfID funded EES (Enabling Effective Support) strategy for delivering DE to schools in UK, and support for ESD (DEF DE in Curriculum 2009). • England: Currently there is consultation going on about a joint DFID-MoE "global learning strategy" that aims to enhance attention to global learning (DE) in the formal school curriculum (information provided by the UK DE Network, 2010). • England: DFID and MoE have agreed on a Global Learning strategy (information provided by Development Education Research Centre, 2010). • For Wales, a DE strategy was done in 2006 by governmental bodies (DEEEP DE Survey 2009). • In Wales, there is a national strategy for Sustainable Development and an Action Plan for delivering ESDGC (Education for Sustainable Development and Global Citizenship) throughout the education sectors (DEF DE in Curriculum 2009). • In Scotland, the national strategy for Sustainable Development includes DE (DEF DE in Curriculum 2009). • In Northern Ireland, the policies of both the British and Irish governments have an important impact on DE practices. Both DFID and Irish Aid fund DE, some of which is targeted at schools and formal sector practice (DEF DE in Curriculum 2009).
<p>FES</p>	<p>DE in curricula – policy</p> <ul style="list-style-type: none"> • Good practice takes place in the UK concerning the role of DE in the FES. DE is in school curricula. There are various Coordination mechanisms for inclusion of DE in the curriculum. DFID is proactive in promoting DE in the FES (EC DE Evaluation 2008) • EES (Enabling Effective Support) is a partnership initiative funded by DFID to include DE in the school curriculum, supported by education ministries, the DE networks in the 4 regions, major NGOs, universities, professional associations (EC DE Evaluation 2008). <p>DE in curricula – implementation</p> <ul style="list-style-type: none"> • There are strong teacher networks with DE expertise (EC DE Evaluation 2008). • In many cases, DE may be present nominally in the curriculum but not in practice. Teacher training in innovative pedagogies is key factor (DEA reaction on EC General Evaluation of DEAR, 2008).
<p>DE at local/ regional level</p>	<ul style="list-style-type: none"> • DE is regionally well established through DE bodies in Wales, Northern Ireland, Scotland, England (EC DE Evaluation 2008). • There are 38 DE Centres in England, 46 in the UK including Scotland, Wales and Northern Ireland (DEA reaction on EC General Evaluation of DEAR, 2008).
<p>Other observations</p>	<ul style="list-style-type: none"> • GE in the UK focuses on the greater integration of global issues and global social justice values into mainstream schooling (Marshall 2005). • A vibrant voluntary sector has traditionally supported DE, particularly in the children/schools sector (DEF DE in Curriculum 2009). • Multi-ethnic groups and diasporas are consulted to ensure a multi-cultural approach to DE (EC DE Evaluation 2008). • A lot of work has been done in Global Youth Work (informal education) (DEA reaction on EC General Evaluation of DEAR, 2008). • The UK is not so active at EU level (EC DE Evaluation 2008).

Annex II

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Annex III

List of organisations and institutions following the European Multi-Stakeholder process on DEAR

Agence Française de Développement
 Belgian Ministry of Foreign Affairs, Trade and Development Cooperation
 Czech Development Agency
 Development Education Research Centre, Institute of Education, University of London
 European Association of Development Research and Training Institutes (EADI)
 European Commission
 European Network of Political Foundations (ENOP)
 European NGO Confederation for Relief and Development CONCORD
 European Parliament
 European Trade Union Confederation
 European University Association
 European Youth Forum
 Federal Ministry for Economic Cooperation and Development (BMZ) – Germany
 Global Education Network Europe (GENE)
 International Trade Union Confederation
 InWEnt Capacity Building International – Germany
 Irish Aid
 Ministère des Affaires étrangères, Direction de la Coopération au développement - Luxembourg
 Ministère des Affaires étrangères et européennes – France
 Ministry of Foreign Affairs - Latvia
 Ministry of Education and Culture – Finland
 Ministry of Foreign Affairs of the Czech Republic
 Ministry of Foreign Affairs – Poland
 North-South-Centre of the Council of Europe
 OECD Development Assistance Committee
 OECD Development Centre
 Platforma – European Voice of local and regional Authorities for Development
 Portuguese Development Agency (IPAD)
 RORG Network – Norway
 Slovak Agency for International Development Cooperation
 Slovene Ministry of Foreign Affairs
 Spanish Ministry of Foreign Affairs



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The European Development Education Monitoring Report – “DE Watch” – was initiated by the European Multi-Stakeholder Steering Group on Development Education.

The DE Watch report provides a detailed overview of DE policies, practices and funding in the 27 EU Member States and Norway, based on a range of studies, surveys and reports by various stakeholders. It takes into account the concepts and practices related to DE within the Formal Education Sector, the policies and approaches of national Ministries responsible for development and their subordinate agencies, as well as the activities of civil society actors, local and regional authorities.

As a first attempt to assess the DE performance of state and non-state actors in the 28 European countries analysed, the DE Watch report develops draft indices and aggregates them into a mapping of the DE commitment and practice of the national Non-Governmental Development Organisations and the national Ministries/agencies responsible for development.

The European Multi-stakeholder Steering Group on Development Education was established in Helsinki, in 2006. Its members are experts from National Governments European Institutions, international organisations, and civil society. In 2007, the group drafted the European Consensus on Development: the contribution of Development Education and Awareness Raising, which provides the first strategy framework on European development education and awareness raising at local, regional, national and European levels

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