

# Development Education Policy of Latvia

2008-2015

## Summary

Latvia's experience in development cooperation is relatively recent. Development cooperation is based on principles which are established in the *Universal Declaration on Human Rights*, the *Millennium Declaration* as well as many other UN documents. In the term "development cooperation", "development" refers to the goal of assistance and "cooperation" denotes the way that assistance is agreed upon between donor countries or organisations and recipients, with all stakeholders coming to a consensus on development goals and actions, obligations and responsibilities. The overarching goal of development cooperation is to help countries achieve long-term social and economic development, ensuring peace and security in the world.

Latvia has gradually become a country with high development indicators, and in 2007 it ranked 45 among 177 countries according to the *Human Development Index*. Although Latvia's commitments to development may be crucial for the international community, many inhabitants of Latvia lack the understanding, knowledge and skills to actively participate in development cooperation. Development education is needed to increase the understanding and encourage the support of the people of Latvia for development cooperation.

**Development education** is 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 organisations in solving local and global development challenges.

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, who base their decisions on the values of solidarity, equality, inclusion and co-operation. Moreover, a person with knowledge of development issues is better able participate in finding solutions to development challenges.

So that a broader base of people in Latvia could receive an adequate education on development issues, it is important to initially provide development education opportunities to the following target groups: pupils, teachers, students, lecturers, researchers, representatives of the mass media, civil servants as well as Latvia's political decision makers at the national and international levels.

By systematically gaining knowledge as well as developing necessary skills, individuals in Latvia will begin to recognize the effect of their individual and collective actions on development globally and will take action individually or together with others, or by representing Latvia in international organisations, in order to facilitate development in Latvia and abroad. As citizens of a country with high development indicators, people of Latvia have the opportunity to act responsibly to avert barriers to development.

Development education will help Latvia's society and policy makers prepare for 2015, when Latvia will hold the European Union Presidency. Latvia's decision makers will need to be able to lead Europe's development cooperation politics in the year by which UN member countries have pledged to achieve the *Millenium Development Goals*.

## **Introduction**

Development Education policy is a multi-disciplinary policy which is created through cooperation of government institutions, NGOs, lecturers and researchers at institutes of higher education, mass media representatives, development cooperation professionals and development volunteers.

On August 6, 2007 representatives of the Foreign Ministry, the Ministry of Education and Science and the Latvian NGDO Platform (LAPAS) initiated a strategy seminar on development education. The participants of the seminar concluded that significant action must be taken in the next eight years in order that the citizens of Latvia gain necessary knowledge and skills in development education. Work must take place in formal and non-formal education, in educating political decision makers, and the mass media should be encouraged to put global development issues on their agenda.

The seminar was followed by three discussions: 1) with school teachers; 2) representatives of the business sector; 3) representatives of institutions of higher education. In depth interviews were made with representatives of the media and policy makers. The discussions and interviews each resulted in a list of necessary knowledge and skills to reach a defined overarching goal, a list of priority actions and expected results of the development education policy on the target group.

On April 3<sup>rd</sup>, 2008 representatives of the Foreign Ministry and NGOs approved of final changes in this draft of the *Development Education Policy*. This activity has been the initiative of the non-governmental organisations and is designed as the basis for coordinated government and non-governmental efforts in the realm of development education.

## Terminology

- *Development* (see Human Development)
- *Development Education* - 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 organisations in solving local and global development challenges, including implementation of the Millenium Development Goals.
- *Development Cooperation* – different forms of support for countries with lower development indicators, in order to facilitate their long term social and economic development, and to enable their citizens to live a fulfilling life, ensuring peace and security in the world.
- *Volunteer work* – work without remuneration or provision of services which takes place on a voluntary bases for the benefit of other persons or society, without entering into labor relations.
- *Human Development* – the expansion of people’s capabilities and opportunities to lead fulfilling lives. Its three essential elements are: long and healthy lifespan (health); the opportunity to continually acquire knowledge (education); and access to the resources needed for maintaining a decent standard of living (material well being.)

## Acronyms

EU – European Union

HDI – Human Development Index

LAPAS – Latvian NGDO Platform

MK – The Cabinet of Ministers

MDG– Millenium Development Goals

MoE – Ministry of Education and Science

MoFA – Ministry of Foreign Affairs

UN – United Nations

## Background

According to the *UNDP Human Development Report 2007* Latvia ranks 45<sup>th</sup> in the 2006 Human Development Index from among 177 UN member nations.<sup>1</sup> This indicates that in the areas of education, health, lifespan and income per capita, the people of Latvia have a more opportunity to live a long, fulfilling life than the majority of people in the world.

Latvia has been participating in development cooperation since 2000, when the country became a signatory to the *UN Millennium Declaration* thus undertaking international

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<sup>1</sup> United Nations Development Programme. *Human Development Report 2007*.

obligations to help those most in need. Based on this Declaration, Latvia submitted its own Millennium Development Goals Report in 2005 in which the government undertook to implement seven MDGs domestically as well as the eighth Millennium Development Goals - creating global partnerships for development.<sup>2</sup>

Development cooperation is one of the main European Union's foreign policy directions. As a European Union member state, Latvia has assumed the responsibility of participating in development and implementation of development cooperation. At the end of 2005, *the European Consensus on Development* was adopted. This was the first framework document development cooperation for EU and its member states.

Development cooperation also one of Latvia's foreign policy priorities. The Latvijas Attīstības sadarbība ir arī viena no Latvijas ārpolitikas prioritātēm. The Cabinet of Ministers Order No. 107 of 19 February 2003 on "The Basic Principles for the Development Cooperation Policy of the Republic of Latvia" (hereinafter – Development Cooperation Principles) defines Latvia's development cooperation policy.

The Development Cooperation Policy Programme of the Republic of Latvia 2006-2010 was prepared in 2005 in accordance with the foreign policy guidelines of the Republic of Latvia and the "The Basic Principles for the Development Cooperation Policy of the Republic of Latvia".

Development education (DE) is a pre-requisite for successful development cooperation since it lays the groundwork for facilitating an understanding in society of development processes in the world, the effect of globalisation on the country's social, economic and political environment, as well as about the causes and consequences of development and individuals' role in global processes. In the European Union, development education is a separate and distinct policy area. In November, 2007, Commissioner responsible for Development and Humanitarian Aid, Louis Michel unveiled *the European Consensus for Development: the Contribution of Development Education & Awareness Raising*, which is the strategic framework for educating and raising awareness of European citizens about development issues. ES The aim of the EU development education policy 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...”<sup>3</sup> The Netherlands, Belgium, France, Hungary, Malta, Germany, Finland and the United Kingdom have national development education strategies.

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<sup>3</sup> *The European Consensus for Development: the Contribution of Development Education & Awareness Raising* (Nov. 2007), p. 4.

Latvia to date does not have its own official development education policy. At present, there is a development education component in *the Development Cooperation Policy Programme of the Republic of Latvia 2006-2010*, which states that one of the goals of the programme is “to facilitate the support of civil society for the country’s development cooperation policy priorities”. To this aim, the Ministry of Foreign affairs holds grant competitions on development education (although there was no development education grant competition in 2008 and one is not being planned for 2009). [Here we need information about the education policy documents that include concepts similar to development education and similar concepts (global education, multi-cultural education, etc.) – ed.] Yet, development education is not only a matter of explaining and analyzing a country’s or region’s (EU) development cooperation. It facilitates a general understanding about development processes in the world, about the individual ability to influence these processes.

For historic reasons, Latvia is one of the EU member states in which development education is most necessary in order to fulfill its development cooperation commitments. Unlike such new EU member states as the Czech Republic or Rumania, Latvia did not have its own independent foreign policy during the period of Soviet occupation. As a result, the experience of independent nations in development cooperation of the last century has been by-passed. Latvia has never participated in helping other countries overcome the negative consequences of colonization and, with few exceptions, people from Latvia have not worked as missionaries, volunteers or in any other way participated in cooperation to facilitate development in other nations. The lack of knowledge and skills based on experience is lacking among many different groups in society. This is the reason why Latvia is not able to wholeheartedly participate in Latvian and European Union development policy.

At present, education about development issues is taking place slowly and sporadically. School teachers have begun to introduce their pupils to global issues and their relevance to the everyday life of the individual in Latvia as well as to cross-cultural issues. Some institutions of higher education are conducting and planning to conduct lectures, courses and even programmes about development. Although the mass media provide information about the state of development in different countries, they are less than ready to provide supporting analytical material about causal relationships and possible solutions to global development dilemmas. The media rarely provide information about how Latvia and individuals in Latvia could participate in averting problems or mitigating the consequences.

There are many reasons why a targeted and coordinated development education policy is necessary in Latvia for the next seven years (to 2015):

- 1.) New, unforeseeable problems will arise in the future and spread at the global level which will call multi-level, multi-stakeholder coordinated reaction.
- 2.) Barriers to development – poverty, conflict, diseases, etc. will continue to exist, reducing the pace of development.

- 3.) Latvia is and will continue to be a country with high development indicators. People from countries with relatively lower development indicators will study and work here. The European Union will be one of the most attractive regions in the world due to its value system, economic welfare, security and respect for human rights. To avoid uncontrollable migration, it is imperative to facilitate economic advancement and human security ensure through assistance and economic cooperation with countries having lower economic indicators.
- 4.) In 2015 Latvia will hold the EU presidency. This is the year that the United Nations member states have benchmarked to achieve the UN Millennium Development Goals. The EU in its development cooperation policy has been striving to meet these UN goals. Latvia's task in the context of the EU and UN should be to help countries with high development indicators to identify the new directions in development cooperation within European and UN structures. To this end, different levels of in depth understanding is necessary for different groups in society, so that, overall, society supports Latvian efforts in playing this role in 2015.

Due to a lack of coordination, some development education realms are being worked on and some have not been developed at all. One of the reasons for having a development cooperation policy is to ensure that certain knowledge and skills are delivered to different target groups, so that by 2015 people have the necessary in depth knowledge so that Latvia can fulfill its role during its Presidency and has the support of the populace to do so. Although development education cannot take place without using an experiential approach. Gaining development experience is a long term issue that is not addressed by this policy.

If targeted development education is not ensured in Latvia, there will be a lack of knowledgeable active individuals and decision makers participating in creating solutions for global challenges. If, due to a lack of knowledge, skills and experience, Latvia will be unable to participate in averting the causes of development problems, it will be forced to react to the consequences of the problem – an approach that is costly both financially and in terms of human suffering.

### **Basic principles of the development education policy**

Development education is based on the principles of solidarity, equality, inclusion and cooperation.<sup>4</sup> It is essential to develop partnerships between different types of institutions addressing global issues and to acknowledge the fact that development issues cannot be attributed only to certain geographic locations. Existing channels of information and educational systems, including the lifelong education system, civil society networks,

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<sup>4</sup> From the definition of development education agreed to by the participants of CONCORD's (*European NGO Confederation for Relief and Development*) Development Education Participants in Summer 2004 that was approved by the CONCORD General Assmeby in Autumn 2004. Representatives of Latvia participated in both events.

media, etc. are to be used to develop an understanding that is manifested in action and participation of the individual.

### **Policy Goal**

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.

A significant outcome of Latvia's development education policy is a set of knowledge and skills for defined target groups ( see addendum: *Knowledge and skills needed by target groups to achieve the policy goal.*

### **Directions for action**

To achieve Latvia's development education policy goal, during the period between 2008 and 2015 it is important to:

1. Promote the inclusion of development education in both formal and informal education, and create opportunities for the use of development knowledge in practise.
2. Promote the inclusion of development topics on the agenda of the media.
3. Promote the level of knowledge of political decision makers, civil servants and opinion leaders on development issues.

These directions can be achieved through successful cooperation between government institutions and civil society.

### **Impact on society and its indicators**

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.

Indicators:

- The percentage of Latvia's inhabitants that can identify a development problem that he/she has participated in solving (addressing);
- The percentage of Latvia's inhabitants that, after receiving sufficient information about solutions for development that is supported by evidence and is economically viable, participates in the dissemination of this information about development solutions at their place of work and in society;
- The percentage of Latvia's inhabitants who state that they have worked as volunteers or experts or have participated in an exchange of experience with people from countries with low development indicators.

2. People in Latvia support Latvian policy that promotes effective development cooperation.

Indicator:

- The percentage of Latvia's inhabitants that can identify a development problem in which Latvia's government is participating in solving, and which is supported by the individual polled.

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.

Indicators:

- Latvia's positions in the EU and UN that support effective development cooperation;
- Active participation by Latvia's NGOs in European wide and world wide development actions;
- Participation by Latvian researchers in international development cooperation research
- Information in foreign media that describe Latvia's initiatives for achieving the Millennium Development Goals.

### Development Education policy goals, results and indicators

Nr.	Policy goals	Policy results	Indicators
1.	To promote the inclusion of development education in both formal and informal education, and create opportunities for the use of development knowledge in practice.		
1.1	Coordinate actions among stakeholders	The development education policy is coordinated and is periodically evaluated by stakeholders, who agree about changes in priorities, based on changes in the global development environment.	The main organizations and institutions involved in development education and development cooperation participate in the implementation of the policy and in updating it.
1.2.	Include development education activities in the formal education process	<p>Pupils, their parents and teacher better understand global development barriers and recognize the connection between their individual action and how to reduce development problems.</p> <p>Students in higher education study global development issues and know how to apply their knowledge in the labor market</p>	<p>The percentage of children that have completed primary education that are able to identify a global development problem, analyse it and express an opinion about action that must be taken to address the problem.</p> <p>The number of academic studies produced in Latvia that are used by those formulating Latvia's development policy and positions.</p> <p>Latvian academics' studies are used in preparing international development cooperation policy, especially concerning the achievement of MDGs by 2015</p>
1.3	Include development education activities in the informal education process	Individuals in Latvia have a better understanding of barriers to global development and the impact of their own actions on development, and are taking action to reduce the barriers.	Sources of information and their availability on development challenges, different perspectives on development causes and ramifications.

			<p>Development education programmas and development education activities.</p> <p>NGOs (or informal initiative group) activities and projects in development education</p>
2.	To encourage the inclusion of development issues on the agenda of the media	Information about the experience of Latvia and other developed countries in addressing development challenges using development cooperation as an instrument.	Comparative media content analysis shows an increase in volume and quality of such information.
3.	To promote an increase in the level of knowledge of political decision makers, civil servants and opinion leaders on development issues.	Latvia's political decision makers play a more active role in the formulation of European and international organization development policy.	<p>Latvia's representation in international development cooperation institutions. The level of participation in policy planning and feedback on this participation to Latvia's development cooperation planners.</p> <p>Decisions initiated, driven and/or supported by Latvian policy makers at the EU level.</p> <p>The quality of EU development policy post 2015 is influenced by Latvia in 2015.</p>

## **Directions for action and main tasks**

1. Promote the inclusion of development education in both formal and informal education, and create opportunities for the use of development knowledge in practice.
2. Promote the inclusion of development topics on the agenda of the media.
3. Promote the level of knowledge of political decision makers, civil servants and opinion leaders on development issues.

### **1) Promote the inclusion of development education in both formal and informal education, and create opportunities for the use of development knowledge in practice.**

#### **1.2 Formal education**

1.2.1 Integration of development themes in different subjects (foreign languages, geography, history, mathematics) in general education. Supplementing teaching material, developing new material, emphasising the benefits of a pro-active approach to dealing with development challenges.

1.2.2. Development of teaching aides: a) adapting material from abroad. b) creating material based on Latvia's situation and experience in development cooperation and education.

1.2.3. Active practical training for teachers in formal and informal education.

1.2.4. Implementation of competitions, contests, family education events, etc.

1.2.5. Developing a network of cooperation between schools in different countries, school participation in international projects on development issues.

1.2.6. Explanation of development concepts in higher education (to students, lecturers, administration, researchers) to elicit interest and to motivate students, lecturers and researchers to work in the field.

1.2.7. The development of courses in institutions of higher education, development theme integration in existing courses.

1.2.8. Ensuring opportunities to develop projects, do research in development, promote student academic and extra-curricular activities.

1.2.9. Increasing the planning and implementation of international or cross-border (Latvia – Baltic, Latvia – Europe, Latvia – FSU, Latvija – global) exchange of experience and information, research, joint project planning.

1.2.10 Ensuring a results oriented interface between government policy planners, decision makers and educators/researchers in policy development. Promote participation of those in higher education in development project implementation.

### **1.3. Informal Education:**

1.3.1 Development and dissemination of periodic, coordinated and current multiplicative information to the general public, the mass media and policy makers about development challenges in Latvia and abroad.

1.3.2. The integration of development themes in relevant adult education programmes.

1.3.3 Organising of exhibits, educational campaigns, cultural events, informal meetings about development themes.

1.3.4 Publishing and dissemination of pamphlets, books, games, CDs and other material in Latvian language. Ensuring the access of this material to the general public.

## **2) Promote the inclusion of development topics on the agenda of the media.**

2.1 Policy makers come forward with public announcements, legislative initiatives, national programmes, etc. about global development, motivating mass media to pay attention to the issues.

2.2 Offering educational programmes (such as seminars, exchanges of experience, experience in developing countries) to administration of the media and to journalists,

2.3 National Radio and Television Council commissions tenders for informational programmes on development issues.

2.4 Organizing grant competitions for journalists. Journalist can apply for co-financing for publications or TV/radio series on development cooperation.

2.5 Co-financing of journalists' trips abroad to report on development challenges and solutions.

2.6 Presenting an annual award for a competition for journalists about the year's best story on development.

2.7 Requiring the embassies of Latvia to inform Latvian journalists about development solutions that have been implemented with the support of Latvia.

### **3) Promote the level of knowledge of political decision makers, civil servants and opinion leaders on development issues.**

3.1. Conferences for exchanging experience on development cooperation as well as debates in different parliament commissions on development cooperation.

3.2 Ensuring experiential education (on site visits) for Latvian development policy decision makers about the challenges for countries with low development indicators.

3.3 Providing decision makers with information about aid efficiency and concrete examples of good development projects

3.4. Incorporating courses on development in the programme for state civil servants (at the School for Public Administration).

3.5 Ensuring a feedback mechanism with developing countries and partners in order that Latvia's political decision makers can be assured of the effectiveness of Latvian development aid.

#### Coordination mechanisms

1.1.1 The stakeholders involved in the creation of this development education policy agree on a plan for the implementation of the policy.

1.1.2 A platform for cooperation and communication in the field of education is established that ensures the development of material and methodologies, teacher training.

1.1.3 An instrument of coordination is establish – a unified website where material about development (including statistics) and development policy on the global, European and national levels is located, information on further education opportunities, opportunities to participate in development cooperation, teaching material and methodology, and other useful information is located.

#### Next steps:

1. The LAPAS board officially approves the DE policy (6.2008)
2. This policy document is published on LAPAS website. It is used as a roadmap by the NGO sector and all other stakeholders involved in creating the document. The

- Foreign Ministry uses the document as a guideline to plan its development education and development cooperation activities.
3. LAPAS presents the DE Policy to high level education officials. LAPAS informs the Minister of Education and Science about the initiative and requests the Ministry of Education and Science to designate an official to be participate in the implementation on behalf of the ministry. The MoE suggest improvements to the document, including the addendum on necessary knowledge and skills, information on what is included in the national standards and other education documents concerning development education.
  4. The Ministry of Foreign Affairs in cooperation with the Ministry of Education and Science agree to necessary changes and submit the document as an official policy planning document to the Cabinet of Ministers for approval together with an action plan for the implementation of the policy in cooperation with the non-governmental sector.
  5. The stakeholders periodically collect information implementation process of the policy document and plan, publishing the information in the internet and holding open conferences on development education.
  6. Every two years the stakeholders to evaluate the quality of the policy, and make necessary adjustments to ensure that the goals are being met.

## Addendum

Necessary knowledge and skills for target groups to ensure the achievement of the policy goal.

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 action 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.

1. Pupils	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understanding of global citizenship;</li> <li>• Rights and obligations of global citizens;</li> <li>• Education processes in the world; information on places where education is minimal.</li> <li>• Tolerance in the context of conflict management;</li> <li>• Factual information about different countries, especially developing nations</li> <li>• Languages;</li> <li>• How to study abroad and how to participate in development projects;</li> <li>• Differences in values, values and culture;</li> <li>• Comparison of main values in Latvia and in other countries;</li> <li>• Global interdependencies;</li> <li>• How not to lose one's identity in the global world.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and cooperation skills;</li> <li>• Discussion and debate. Ability to formulate and support own opinion; participate in forming a group opinion.;</li> <li>• Finding information;</li> <li>• Ability to cooperated with people fo different nationalities, religions in a group;</li> <li>• Ability not to stereotype;</li> <li>• Participate in group problem solving;</li> <li>• Deal with global problems at the local level;</li> <li>• Communication in non-traditional environments, identifying etiquette differences in different cultures;</li> <li>• Cooperation with different social groups and age groups;</li> <li>• Effective communication in a multi-cultural environment and cooperation competencies;</li> <li>• Identify and analyse the manifestation of global problems at the local level. vidē.</li> </ul>

<b>2. Teachers at the general education level</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Global citizenship, human rights, sustainable development</li> <li>•</li> <li>• Opportunities for working, studying and bilateral cooperation with developing countries.:</li> <li>• Foreign languages</li> <li>• Global dimensions of area of specialization.</li> <li>• Different education systems in the world, differences between countries.</li> <li>• Balancing an understanding of needs in developing countries and vulnerable groups in Latvia</li> <li>• Different value systems</li> <li>• Intercultural education</li> <li>• Including development cooperation in subject being taught.</li> <li>• Intercultural education</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in seeing and using the positive aspects of globalization processes.;</li> <li>• Ability to apply different discussion methods;</li> <li>• Cooperation and communications skills;</li> <li>• Skills in using internet technology;</li> <li>• Empathy;</li> <li>• Skills in preparing project proposals;</li> <li>• Practical skills in teaching and psychology;</li> <li>• Conflict resolution skills;</li> <li>• Skills in accepting differences, overcoming stereotypes;</li> <li>• Cooperation skills in international projects;</li> <li>• Skills in teaching about social justice in an environment which is not socially just, ability to explain processes.</li> </ul>

3. Students		
Knowledge		Skills
Students of Development Studies	Other students	<ul style="list-style-type: none"> <li>• Research, comparative analysis (using a variety of methodologies);</li> <li>• Ability to adapt, be flexible;</li> <li>• Cooperation;</li> <li>• Critical thinking;</li> <li>• Systematising information;</li> <li>• Ability to make the connection between theory and practice (current social, political and economic processes);</li> <li>• Foreign languages (especially English, Russian and French);</li> <li>• Ability to be able to communicate effectively and to cooperate in multi-cultural environments, develop intercultural communications skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Development theory/ different schools of thought on development;</li> <li>• Development policy in specific countries, its history and current situation;</li> <li>• Basic international policy, economics, history of countries studies, colonization and post-colonisation, etc.);</li> <li>• Intercultural relations, communications, geography and history.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge about the concept of development – political and philosophical aspects;</li> <li>• In depth knowledge of the development aspects area of specialization , (for example, access to water, child labor, etc.),</li> <li>• Basic knowledge about global issues, human rights, the right to security, freedom and life.</li> </ul>	

4. Lecturers (educators at institutes of higher education)		
Knowledge		Skills
Lecturers on development	Lectures in other subjects	<ul style="list-style-type: none"> <li>• Knowledge transfer (methodology, teaching skills);</li> <li>• Integrating development topics in other courses (pertains to lectures in other subjects),</li> <li>• Explain and convince students about the value of knowledge about development and its application in everyday life, in the job market...ability to tie the abstract issue to concrete experience.</li> <li>• Encouraging and motivating and empowering students to study and write about development themes, about developing countries and development organizations;</li> <li>• Skills in preparing international project proposals</li> <li>• Critical reasoning and analytical skills.</li> <li>• Foreign languages (especially English, Russian and French).</li> </ul>
<ul style="list-style-type: none"> <li>• In depth and detailed knowledge about development theory;</li> <li>• History of development and current processes/events (active institutions and organisation, main problems, trends);</li> <li>• Knowledge about the situation in Latvia and Latvia's role in promoting international development policy (Priority countries for development cooperation policy);</li> <li>• Knowledge about development, international framework for development: international relations, economics, intercultural relations, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge about the concept of development – political and philosophical aspects.;</li> <li>• In depth knowledge of the development aspects area of specialisation</li> </ul>	

5. Researchers		
Knowledge		Skills
Development researchers	Researchers of other subjects	<ul style="list-style-type: none"> <li>• In using proper methodology;</li> <li>• Access funding for development research,</li> <li>• Informing society about the result of research (or cooperation with those that could support and assist in disseminating data and results), thus ensuring access to information, practical application;</li> <li>• Planning and implementing research on development, cooperation with different partners – including those from abroad, including developing countries;</li> <li>• Critical reasoning;</li> <li>• Foreign languages (especially English, Russian and French).</li> </ul>
<ul style="list-style-type: none"> <li>• In depth and detailed knowledge about development – theory, historical development of the concept, schools of thought, research trends;</li> <li>• In depth knowledge about specific country's development policy, history, current situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge about the concept of development – political and philosophical aspects.;</li> <li>• In depth knowledge of the development aspects area of specialisation</li> </ul>	

6. Journalists		
Knowledge		Skills
<ul style="list-style-type: none"> <li>• The concept of development education, development cooperation, understanding of related terminology;</li> <li>• Latvia's and EU foreign policy priorities;</li> <li>• International commitments to promote development in the world, and Latvia's commitments;</li> <li>• About the consequences of not fulfilling our commitments to development, the effect on people in the world, Europe and Latvia of a lack of development;</li> <li>• Action being taken to help those in countries with lower development indicators;</li> <li>• How to access appropriate information</li> </ul>		<ul style="list-style-type: none"> <li>• To analyse the interaction between events in Latvian and abroad;</li> <li>• To analyze documents on development, asking critical questions.</li> <li>• To evoke discussions in society, keep up interest about newest aspects of development in Latvia and the world;</li> <li>• To analyse each even in Latvia and the world through the prism of development.</li> </ul>