



Country Presentations

Summaries of present situation of global development education in the new EU member States



Joint Management Agreement between the
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BULGARIA

Since its establishment, twelve years ago, the National Association of municipalities in the Republic of Bulgaria (NAMRB) is working for the implementation of its mission – to represent and advocate for local authorities' interests in the development of a strong and sustainable local self-government in Bulgaria.

Essential part in the establish process of the steady learning systems and effective programs for human development is assign to the local authorities associations. The role of the civil society organizations is gains increasingly important to maintain a good local management development, to cooperate with the central and local authorities, especially in the introduction of innovation methods, in formulating the reform proposals, informing the population and in the mobilization of the social conscious.

With a view to the creation of a tolerant European society, among the main results expected during the conduct of educational forums of such level are stimulation of social participation and initiative, training for opposing discrimination and for equal opportunities for all citizens without sex, ethnic, religion etc.

There are many NGOs in Bulgaria, which take active part in European program projects, in organizing and conducting of education for various field organizations, youths, students or other social groups.

In the discharge of its mission NAMRB organizes permanent seminars for municipalities, NGOs, Medias, public to inform them about the possibilities offered from various European programs as a financial instrument; implements choice and disseminates of best practices in the area of transparent administration, civil initiatives and anti-corruption measures; it supports the construction and realization of local policy with the participation of social-economic partners.

Unlike other countries, when it comes to Bulgaria, no comprehensive report analyzing the current state of global development education (GDE) within the country is available. As a matter of fact, relevant qualitative and quantitative data discussing the topic is scant and scattered. What's more, with the recent Bulgaria's accession into the EU, the challenge is to produce an elaborate survey that enquires about the level of awareness and responsiveness amongst the Bulgarian public to issues of global development, such as climate change, citizenship, social inclusion, human rights, global poverty, etc (notable exception UNDP's "Millennium Development Goals Bulgaria 2008").

The State and its institutions are a focal point to responding to the needs for GDE. Within the practice of formal education, the educational programmes for pupils and students, respectively attending primary and secondary education, barely addresses the topic of GDE. Even though specific degrees linked to GDE are studied, e.g. "Ecology and environmental protection", the study materials available to students only superficially touch upon topics like sustainable development. In regard to higher education, the situation remains no different. Besides, there is a certainly a shortcoming of graduates whose educational profile contains some of the major topics addressed by the GDE. Indeed, there are Government's policies addressing issues of democracy, climate change, inter-cultural dialogue, human rights, etc., yet, these one can argue remain scattered and sporadic.

Arguably, the main actors delving into some of the issues of GDE can be found within the non-governmental sector. Most notably, these organizations focus on issues of democracy and climate change that are predominantly relevant to the national context. For example, in the past two years, projects linked to global education that are realized through the participation of National Association of Municipalities in the Republic of Bulgaria are: Trainings on “Citizens’ rights for conducting meetings and demonstrations”, organized by NAMRB in cooperation with the Department for enacting the decisions of the Council of Europe; “Referendum and civil initiative” - a pilot project of Association Balkan Assist – 2002-2010, Supported financially by the SDC, “The Regeneration – a chance for sustainable development of the Bulgarian municipalities” – a project of Balkan Assist Association – 2007-2010, implemented through the financial support of the Government of the Canton of Bern, Switzerland; “The citizens and the municipality - The partners of the transparent and effective administrations; Program “Europe for citizens” - support measures for twinning; “Municipality-a friend of the child”, together with Unicef and association “The parents”.

Other organizations worth mentioning are the Foundation for Local Government Reform (democracy), For the Nature (climate change), Open Society (human rights). Although, all of the above mentioned organizations have proven to be well established within Bulgaria, they focus their efforts predominantly on the domestic level. Indeed, recently there has been a surge of non-governmental organization dealing with issues of human rights (women) and social integration (Roma population) education, nevertheless, these organizations are yet to prove themselves as a viable long term source of GDE.

Segments Dimensions	Programs for formal education		Programs for non-formal education (NFE)		Teachers qualification		Educational materials		Structures		Special projects experience		Special financing	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Development Education	Partially – cross-curricular approach in secondary schools and within core-subjects – Geography and Economics; Personality and Society		Not a complete program, but some programmes developed by NGO's have a special focus		Not on National plan for teachers' qualification /NPTQ/		No special materials, special focus on Education for Global Citizenship – Open Education centre, UNDP, UNESCO, UNICEF materials for NFE		Not special expert or structure at the Ministry of Education and Science /MES/		No		No	
Education for Citizenship	Yes -- cross-curricular approach and within core-subjects: "Man and Society" taught in Primary school; Personality and Society in High School		Yes, for primary and secondary schools, developed by NGO's		Yes, in NPTQ, implemented by MES, NGO's, HEIs /higher education institutions/, International NGO's,		Materials, developed mainly by NGO's; HEIs, COE manual, many international programs translated and adapted, UNESCO for NFE		Part of jobs descriptions of some experts at MES and Regional inspectorates of MES; Non-formal structure involving NGOs and state educational agencies		Yes, run by MES, schools; municipalities ; NGO;		Yes, allocated by EU structural funds, International organizations, private funds Open society Foundation, CIVITAS, USAID	
Human Rights Education¹	Yes – cross-curricular approach and within core-subjects: "Man and Society" at Primary school "Personality and Society"; and "Ethics and Law" in Secondary School		Not a complete program. Special programmes developed by NGO's, international organizations – UNDP, UNICEF		Yes, in NPTQ, realized by MES, NGO's, Universities, International NGO's, UNESCO, UNICEF, UNDP		Materials developed mainly by NGOs, HEIs, COE manual, many international programs translated and adapted		A responsible expert or structure within MES has not yet been assigned. Currently there are no structured forms of co-operation in civil society		Yes, at MES, schools, municipalities , NGO		Yes, allocated by EU structural funds, International organizations, private funds, Open society,, CIVITAS, COE, USAID, MATRA	

¹ Part of National Strategy for Child Protection

Education for Sustainability²	Partially – within core-subjects “Geography and Economics”, “Biology and Health” in Primary and secondary education	Yes, developed by Bulgarian and International NGO’s – UNDP, UNICEF	No, only occasionally and at the initiative of NGO’s	Partially - for elective subjects and out-of-school activity, developed by NGO’s Open Education Centre, UNDP, TIME – eco projects, Borrow nature.	A responsible expert or structure at MES has not yet been assigned. Yes, in Ministry of Environmental and Water (MOEW). Special expert working groups for co-operation with NGO.	Partially, in MES, MOEW, schools, municipalities, NGO	Allocated by UNDP, UNESCO, EU- LLP, MATRA, Darwin initiative
Education for Peace and Conflict Prevention	Only as cross-curricular links	Only programs, developed by NGO’s – national, international;	Yes, in NPTQ, awarded by MES, NGO’s, HEIs, International NGO’s	Materials developed mainly by NGOs, HEIs, many international programs translated and adapted	Part of jobs descriptions of some experts at MES. There have not been set up structured forms for co-operation with NGO	Partially, at MES, schools, NGO	Allocated by UNDP, UNESCO
Intercultural Education³	Yes, as elective subject	Only programs developed by NGOs –national, international, by governmental organizations –the British Council, the Council of Europe	Yes, in NPTQ, awarded by MES, NGO’s, HEIs, International NGO’s,	Materials developed by NGOs, HEIs, many international programs translated and adapted	There exists a special structure under the MES, special sector established also at the MES; experts at the regional inspectorates of MES	Yes, at MES, schools, municipalities, NGOs	Yes, allocated by governmental and EU structural funds; Yes, allocated by EU structural funds, International organizations, private funds Open society, CIVITAS, USAID

Main actors - Ministry of Education and Science, State Agency for Child Protection, Ministry of Environmental and Water, National NGO’s, UNICEF, UNDP, COE, UNESCO, EU, International NGO’s

Level of involvement of main actors - moderate level of involvement of state actors

Cooperation – not very strong co-operation and relatively weak coordination between the main actors

Future perspectives – building models of co-operation, dialogue between state and non-state actors

Challenges – lack of: systematic and coherent communication and interaction between state and non-state actors: lack of in-depth competences in key experts from MES and teachers; lack of sustainable and coherent schools programs; introducing new programs and approaches into the formal education: lack of sustainable development of non-formal and long life education in the fields.

² Part of National Strategy for Sustainable Development, National Strategy for Environmental, Memorandum between MOEW and MES, National Program for ESD

³ Part of Strategy for Educational Integration of Childs and Students from Minority

CZECH REPUBLIC

DEFINITION

Global development education (GDE) is promoted and executed primarily by individual non-governmental organisations, which is the main reason why there is not a unified definition of GDE for the whole country. Each organisation has its own definition.

NATIONAL STRATEGY

The Czech Republic does not yet have a national strategy on global development education. There is a national strategy on education for sustainable development – which includes development educations. However, there is not an individual strategy focusing primarily on development education. Also there is not a central institution coordinating global development education. The main actors in global development education are the NGOs. The Czech national platform of NGOs – FoRS has organized a working group on development education. The working group started in 2007 and mens on an ad hoc basis.

FUNDING SCHEMES

Global development educatin acitivities are supported by different financing schemes mainly coming from Ministry of Foreign Affairs (MFA) and Ministry of Education, Youth and Sports. The MFA launches calls for proposals for development education and awareness raising every year. The Ministry of Education, Youth and Sports launches calls for proposals in Education for National Minorities and Multicultural Education. This budget line focuses on multicultural education as one part of global development education. Over the past two years, the budget for this area (both National Minorities and Multicultural Education) increased more than eight fold, being at 1,1 mil CZK in 2006, 8,8 mil. CZK in 2007 and reaching almou 13 mil. CZK in 2008.

FUTHER FINANCING OPPURTINITIES

Czech NGOs also have the oppurtinity to apply for funding from some of the European Commission call for proposals. Ohter sources include NROS (Nadace rozvoje občanské společnosti) supported by the EEA grants (Iceland, Norway, Lichtenstein), the Regional Partnership Programme supported by the Austrina Development Cooperation and the governments of Czech Republic, Hungary, Slovakia and Slovenia respectively. Some regional authorities provide financing for global development education e.g. the Olomouc Region, South Moravian Region, Zlín Region and others.

ORGANISATIONS WORKING ON GLOBAL DEVELOPMENT EDUCATION

- ADRA – www.adra.cz, www.adra.cz/prvak
- Agency for development Assistance and Humanitarian Aid of the Olomouc Region, o.p.s. – ARPOK – www.arpok.cz
- People in Need – www.clovekvtisni.cz, www.varianty.cz, www.jedesvetnaskolach.cz, www.rozvojovka.cz
- Wild Geese Foundation – www.divokehusy.cz, ctg.divokehusy.cz
- Society for Fairtrade and Development Education – www.fairtrade.cz, www.svetvnakupnimkosiku.cz

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Executive Summary from the GENE Peer Review 2008

This National Report on Global Education (GE) in the Czech Republic is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in European countries. The report is the culmination of a year-long peer review process facilitated by the GENE (Global Education Network Europe) Secretariat, and involving an international peer review team.

(...)

The Peer Review recognises and welcomes the fact that while recent, there is a relatively strong, significant, energetic and growing tradition of Global Education in the Czech Republic. This is reflected in the range of committed organisations involved in Global Education, and in the many commendable initiatives and well-developed projects in the formal and non-formal education sectors.

There are also many opportunities and challenges ahead. The integration of Global Education into the formal school sector in a time of radical restructuring; greater coordination, capacity building of institutions and organizations; increased and more long-term funding; and more strategic work with non-formal sectors; all are required if the potential trajectory of Global Education in the Czech Republic, so strongly embarked upon, is to be realised.

Meanwhile, the forthcoming (2009) Czech Presidency of the EU provides an opportunity for the Czech Republic to take a leading role in Global Education in Europe.

A key recommendation of the Peer Review is to see steps taken towards the development of a national strategy for Global Education in the Czech Republic. Such a national strategy should also help improve coordination between and within relevant ministries, and with Non-governmental Organisations (NGOs), civil society and other sectors. (...)



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Contribution by Milan Konrad, MFA

ESTONIA

MAIN ACTORS

- AKÜ
- Estonian Ministry of Foreign Affairs
- Jaan Tõnisson Institute NGO
- Humana Estonia
- Estonian Green Movement
- Estonian Sexual Health Association

Level of involvement is quite high by these organisations, but there is a need for more involvement and cooperation from other ministries and NGOs.

MAJOR CURRENTLY RUNNING DEVELOPMENT EDUCATION PROJECTS

- A. Solidarity School (Humana Estonia) – Increase the awareness of civil European society of problems related to development in Developing Countries, which generate situations of exclusion in the South and North of the world alike, promoting, at the same time, a culture of international solidarity. The project includes: teacher trainings, production of instructional materials, solidarity weeks in schools, etc.
- B. Watch and Change (Jaan Tõnisson Institute) – Offer teachers and pupils interesting contemporary documentary films on global themes. Teachers will be given background and didactic materials for using the films as teaching material in different subjects and pupils will be encouraged to form film clubs for screening the films during their spare time. The project is run in partnership with People in Need (Czech Republic), People in Peril (Slovakia) and Civic Education Centre (Poland) and receives funding from the European Commission.
<http://www.jti.ee/?s=167>
- C. www.maailmakool.ee (Jaan Tõnisson Institute, Estonian Green Movement, Humana Estonia) – jointly managed project where the partners produce a website on global education. It offers information by topics, by regions/countries and information of instructional materials (films, etc). The project also includes teacher trainings.
- D. World Day Festival – organized by the Estonian Roundtable for Development Cooperation (AKÜ) and funded by the Ministry of Foreign Affairs, it is a public outdoors event in Tallinn on May 24. It includes seminars, public debates and other events on May 23. The main theme for 2009 is global education.
- E. Light & Love (Estonian Sexual Health Association) – awareness raising among the youth on sexual health and rights and development; <http://www.lightlove.eu/>
- F. Media Engagement in Development Issues and Promotion (Jaan Tõnisson Institute) – awareness raising on MDGs and development issues among the media, private sector; methods used include study trips, trainings, roundtables, photo competitions, blog, public campaign. Partner countries are Malta, Hungary, Cyprus, Slovenia and Romania.
- G. Afghanistan twin school project (Jaan Tõnisson Institute)

UPCOMING PROJECTS

There are some other projects planned by Jaan Tõnisson Institute, People to People Estonia, AKÜ and others.

- A. National curricula: New national curricula for middle and high school are being written now and AKÜ's development education working group has actively participated in this process. We have submitted comments for all relevant curricula and are waiting on feedback now.
- B. Future plans: There is a plan to develop a national strategy for development education, but there has not been much progress with this, yet. The main challenges include finding reliable and interested contacts from all stakeholders and finding the necessary funds to implement the strategy (teacher trainings, etc).

Contribution by Estonian Roundtable for Development Cooperation (AKÜ)

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Global Development Education is rather new in Estonia, it is part of Environment Education, Education about HIV/AIDS prevention, about North-South issues. The main actor in GE is Ministry of Foreign Affairs. There no official NDGOs in Estonia, first was registrated in 2009 (Mondo NGO). Some NGOs are doing development education as a part of other activities. 11 of them organised in 2007 Round Table AKU (Arengukoostöö Ümarlaud, www.terveilm.net), AKU cooperate with Ministry of Foreign Affairs and has financial support from it. Our NGO People to People Estonia is AKU member.

General public is not very good aware about Global Education, so there are a lot of things to do on this issue. Fair trade is doing first steps and there are a lot of challenges for it. But before that NGOs have to explain what is Global Education about.

The main activity for AKU is World Day in the central park in Tallinn, capital of Estonia, next will be on May 23, 2009. The main theme will be Global Education. Many NGOs and state organisations will explain people what they are doing and how general public can be involved in different activities. The first time there will be conference on May 22 about Global Education on national level.

Estonia as an EU country is donor for Georgia, Ukraine, Moldova and Afganistan. Some NGOs have partners in these countries and cooperate in Global Education. But because of economical crises Estonian ODA was cut on 10%, support for AKU was cut on 11%. The main reason was idea to pass economical crises when unemployment in Estonia is almost 20% and state budget is smaller than before.

Our NGO People to People Estonia was organised in 1993 as a chapter of People to People International (www.ptpi.org and www.ptpe.org), we are doing many local, national and international projects, one of popular is homestay project or foreign visitors project when people travel abroad and stay at homes with People to People members. Thousands of PTPI members participated in this program and learn about foreign countries not as a tourists but as a members of local families.

Other PTPI program - School and Classroom - is Pen Pal project for teenagers, there is possibility to get contacts from PTPI data base to find partners around the world, our NGO try to make contacts between Estonian schools and schools in Africa, Asia and Latin America. We had one year "Global Citizen" projects at schools supported by PHARE program and will start in April 3 years "Policy Coherence in Development" project supported by EuropeAid with partners from Portugal, Netherlands and Check Republic.

People to People Estonia coordinate Global Education Week few last years and organise two weeks summer camp for 60 teenagers as a preparation to GEW. There are many different activities at schools during GEW but still many schools are not involved because of financial and time limit.

Contribution by Ruta Pels, GEW national coordinator

HUNGARY

The Hungarian Association of NGOs for Development and Humanitarian Aid (HAND) is the Hungarian NGDO Platform

Hungary's accession to the European Union and OECD membership have made urgent the development of the institutions, structures and mechanisms of an effective international development co-operation policy. While the Hungarian Ministry of Foreign Affairs has won Cabinet approval for a concept paper to develop an ODA mechanism, Hungarian NGOs working abroad on humanitarian and development issues have recognised the need of setting up a Hungarian NGDO Association. It was legally registered on the 7th November 2003. Since that the number of the member organisations has increased to 25.

The principal mission of the HAND Association is to contribute to the formulation of an effective, transparent and sustainable development cooperation policy, based on years of professional experience of the member organisations. In this process the Association aims at becoming a co-operative partner of the Hungarian governmental bodies.

The Association has the following set of objectives:

- it aims at consolidating the new Hungarian NGDO Association as a valuable stakeholder in the national ODA system.
- the Association intends to promote common interests, active cooperation, communication and partnership with governmental bodies, the European Union or international and foreign institutions involved in the area of development cooperation and humanitarian aid.
- it aims at raising public awareness on humanitarian issues, sustainable development and on the promotion of volunteer participation in the civil society.
- it has the objective of partnership assistance (intermediation) and of ensuring an appropriate flow of information.

THE GLOBAL EDUCATION WORKING GROUP

In January 2007, amongst other HAND working groups, the Global Education Working Group (GEWG) was established within HAND with the participation of twelve member organisations. 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.

In order to reach this goal the GE WG does national and international level:

- initiate dialogue between GE stakeholders,
- formulates consensual opinion
- conducts lobby and advocacy activity
- maps challenges and best practices
- supporting cooperation among the member organisations
- ensuring information flow concerning GE issues

Its activity is based on global needs, its working method is open, dialogue based and cross-sectoral (involves youth, NGOs, teachers, educational institutes, Ministry of Education, Ministry of Foreign Affairs, Corporate sector and media).

In 2008 the GE WG has won project approval from the MFA on order to implement its project: “Preparing for National Global Education Draft Strategy and creation of national cooperative network”. This financial support enables the GE WG to initiate a longer term project, that will take it closer to its goals, and to stabilize the functioning. Global Education Working Group meets regularly in each month. A consultative expert body supports the functioning of the WG, and an expert group of researchers of the “GE Research in the Public Education System” project used to meet regularly parallel the basis GE WG meetings. HAND has two full time employees, to coordinate all projects and initiatives of the Association. With the support of the MFA, the Global Education project a contracted colleague is employed part time.

CURRENT RESULTS & ACTIVITES – IMPORTANT PROJECTS

With the support of the MFA HAND could accomplish the Project: “*Global education national strategy, and network.*” Within this project HAND GE WG could accomplish the following results:

- Expert team from the field of Environmental education, active citizenship, and formal education had been built to help to give direction to our researchers, and to formulate the structure of the National GE Strategy recommendation.
- A research in the public / formal education system has been conducted as a fundament for a National GE strategy:
 - Representation of GE in Public Education System,
 - The possibilities of incorporation GE into the Hungarian Public Education System, and
 - National, international best practices, strategies.
- Based on the findings of the research the expert team had created a discussion paper, which contains recommendations and list of conditions for a possible GE Strategy.
- During the consultations, and interviews of the GE Research we have created a wider GE expert network of stakeholders from Ministries, institutions, partner CSOs and other actors from the field of formal education.

- A roundtable discussion has been organised, as a closing ceremony of the project by the end of February 2009. with our stakeholders and important partners. Here our national GE strategy recommendation has been supported, and further discussion has started.

MEMBER ORGANISATIONS OF THE GE WG

1. Artemisszio Foundation: www.artemisszio.hu
2. Anthropolis Anthropological Public Benefit Association: www.anthropolis.hu & www.globedu.hu
3. BOCS Foundation: www.bocs.hu
4. Caritas Hungarica: www.caritas.org.hu
5. Foundation for Africa: www.afrikaert.hu
6. Foundation for Development of Democratic Rights: www.demnet.org.hu
7. ÖKOTÁRS - Hungarian Environmental Partnership Foundation: www.okotars.hu
8. Hungarian Interchurch Aid: www.hia.hu
9. Hungarian Volunteersending Foundation: www.hvsf.hu
10. UNICEF Hungarian Committee: www.unicef.hu
11. Foundation for Democratic Youth: www.i-dia.org
12. Hungarian Young Greens Association: www.zofi.hu
13. VÉDEGYLET - Protect the future! www.vedegylet.hu & www.fairvilag.hu
14. Green-Bridge Foundation: www.zold-hid.hu

INTERNATIONAL RELATIONS & EUROPE-WIDE COOPERATIONS

- North-South Centre – Global Education Week Network www.nscentre.org
- CONCORD - Development Education Forum www.concordeurope.org
- DEEEP (Development Education Exchange Programme in Europe) www.deeep.org
- Südwind Agentur www.oneworld.at & www.suedwind-agentur.at

The cooperation among the North-South Centre of the Council of Europe, the MFA, the HUN-IDA and other Hungarian actors. In 2003 Hungarian MFA contracted a coordinating body to develop calls for ODA projects, Monitor and evaluate proposals, and tenders and to make recommendations to Hungarian governments to allocate funding. HUN-IDA is a non-profit company established in 2000 is cooperating with World Bank, and UN agencies. The North-South Centre of the Council of Europe in order to strengthen and increase its activities has approached Hungary within its V4 programme in 2004, to involve Hungary in its Global Education Week programme.

Contribution by HAND

LATVIA

TIMELINE 2005-2009

- Development education initiatives of GLEN Latvia. 2004 - to date
- Latvia's NGOs participate in CONCORD Development Education Forum (DEF) and DEEEP Summer Schools
- Several Latvian NGOs participate in EU Awareness raising projects
- LAPAS Development Education Working Group established. December 2006.

- Ministry of Foreign Affairs invites LAPAS and the Ministry of Education to plan development education initiatives. March 2007.
- Ministry of Foreign Affairs launches grant project tender “Communication Activities for Informing the Public on Development Co-operation and Development Education.”
- Multi-Stakeholder Strategy Seminar on Development Education initiated by LAPAS and Ministry of Foreign Affairs - including academics, researchers, educators, NGOs and practitioners. August 2007.
- LAPAS study *Development Education Space in the Primary School Curriculum*. March 2008
- *Development Education Policy of Latvia 2008-2015* approved by the Multi Stakeholder Group. April 2008
- Ministry of Education appoints representative to be focal point of development education issues. September 2008
- Seminar on integrating global education into the educational curriculum for Education and Foreign Affairs officials and other stakeholders from Latvia and Finland, organized by *Papardes zieds*. September 2008.
- Concept note on the interface between global education, development education and education for sustainable development. Board member of LAPAS. April 2009.
- Seminar on Action Plan for 2009-2010 to Implement the Development Education Policy. Autumn 2009
- Ministry of Foreign Affairs was organizing lectures of visiting lecturers in several Latvian Universities on Development Co-operation.
- Essay competition for secondary school students on development co-operation. Project was launched with an introductory lecture on development cooperation. Project implementer - Education Development Centre and project sponsor - Ministry of Foreign Affairs. December 2008.

CHALLENGES

- Financial crisis means Ministry of Education reduces its scope of activities.
- In spite of limited financial resources Ministry of Foreign Affairs will seek for further opportunities of collaboration.
- NGO initiatives, including EU Awareness raising projects will carry development education activities through 2009.

LITHUANIA

GEW national coordinator is Algimantas Simaitis, Ministry of Education and Science of the Republic of Lithuania.

GEW official coordinating structure is Lithuanian Youth Centre, established by Ministry of Education and Science of the Republic of Lithuania. Lithuanian Youth Centre (LYC) is the largest institution for non – formal education in the country. LYC through its activities, projects, events, and summer camps develops children and youth’s personal, educational, social, national and vocational competences. LYC takes part actively working on shaping the national policy of non – formal education of children and youth.

GEW official coordinating structure (Lithuanian Youth Centre) invites various institutions of education from all the country to make initiatives in their regions. Lithuanian Youth Centre also organises events, in which youngsters from the whole country take part (e.g. competition of journalistic research, workshops, final concert).

There were around 5000 participants (schoolchildren, students, senior schools students, disabled people, and children from children homes) in GEW 2008 of Lithuania. 30 different institutions of education from 20 regions took part in it. Around 80 different events dedicated to GEW were organized.

Furthermore, cooperating with Vilnius University Students' Association, Vilnius Pedagogical University, Vilnius vocational training centre for business service specialist and AIESEC organization, youth from foreign countries was involved.

As well as in other countries, the Lithuanian Global education week was full of various shows, campaigns, competitions, workshops and other events, that no one could miss.

There is no special website on GEW developed in Lithuania, but information about GEW is posted in websites: www.lvjc.lt & www.moksleiviai.lt

Contribution by Agnė Ambrukaitiene, Lithuanian Youth Centre

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Development cooperation is rather new topic for Lithuanian society;

Lithuania was an international aid recipient country since the restoration of independence, and only in 2004 became a donor states;

Society is little aware about the aims and measure of development cooperation: a nationwide information campaign if not several, is required;

This year ALAL has submitted an application to Europe Aid with the request for funding for Lithuania-wide information campaign on development cooperation, including trainings for potential applicants;

Our (ALAL) key priority - to involve municipalities into development cooperation: by implementing small and specific target oriented projects that can contribute to the overall goals of development cooperation and to solve particular and specific problems of particular locations (e.g. environmental, social, human capacities), which, because of their specific qualities have a tendency to be overlooked by larger scale national programs;

We are working together with Lithuanian platform of development cooperation NGO's, this way aiming to combine the efforts of civil society and of the municipalities;

The key aspect of success in development cooperation projects is the integrated approach: e.g. we must combine the efforts of civil society, technical experts municipalities, but this cannot be done on a basis of one country - a cross-country donor approach should prevail, including the donors from both old and new member states; this way the development cooperation experience from the old

member states should be combined with the recent transformation experience of the new member states. This is the approach we have implemented in our three recent applications to Lithuanian Ministry of Foreign Affairs - Lithuanian development cooperation program.

Contribution by Jurgita Urbusaityte, Associations of Local Authorities in Lithuania

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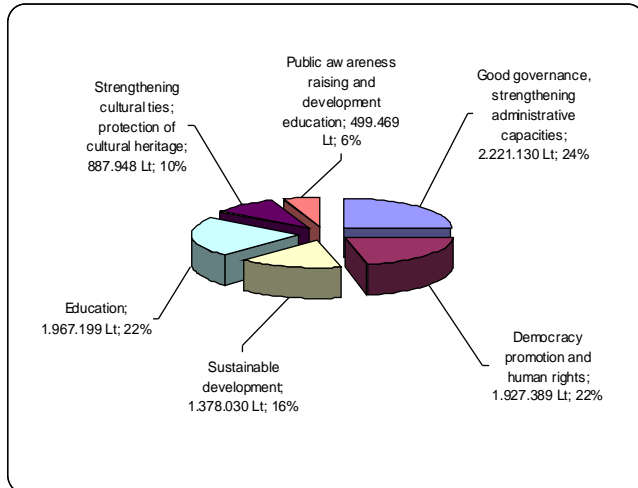
In year 2007 Lithuanian MFA financed public awareness rising and development education projects for 499.469 Lt (€144.656), 6% of bilateral development cooperation program budget (chart 1). The lack of public awareness is one of the main challenges facing Lithuanian NGOs in their efforts to advocate for a strengthened poverty focus in development cooperation. Thus in year 2008 budget for public awareness rising and development education projects more then doubled. In year 2008 Lithuanian MFA financed public awareness rising and development education projects for 1.343.899 Lt (€ 389.220), 13% of bilateral development cooperation program budget (chart 2). During 2008 Lithuanian MFA developed a website, which contains all the necessary information on the Lithuanian development cooperation – www.orangeprojects.lt. In the same year Lithuanian National platform of development cooperation NGO's was created. This platform unites 19 Lithuanian organizations. Other actors participating in public awareness rising and development education are public entities, private companies, and persons.

Policy guidelines for development education and public awareness projects in year 2009

Strengthening the social partners in Lithuania. The aims of the projects are, in cooperation with the Lithuanian non-governmental organizations, to inform Lithuanian society about the global challenges and to encourage them to become active global citizens. Awareness and interest of youth and non-governmental organizations should enhance their capacity to get funding for its activities from the European funds.

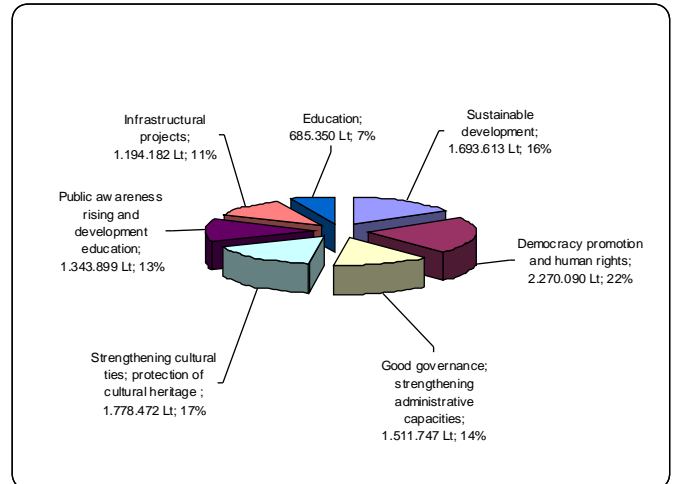
Creating a positive environment through the provision of information. The implementation of development education and information projects in partner countries, aims to promote human contacts between Lithuania and other countries, to include groups of opinion makers (artists, journalists, teachers, youth leaders), thus ensuring a positive environment for policy implementation and Lithuanian business.

Chart 1
Lithuanian development cooperation projects by priority sector (2007)



Source www.orangeprojects.lt

Chart 2
Lithuanian development cooperation projects by priority sector (2008)



Contribution by Vainius Kuzmickas from the MFA

MALTA

MAIN ACTORS

- A good number of committed teachers at class level in state and non state schools
- Numerous Heads of Department
- Other Higher Education Officials
- Various local NGOs – Inizjamed, KOPIN, KKG who form part of the SKOP Platform
- Other NGOs – Nature Trust, SOSMalta
- Other Organisation – JRS (Jesuit Refugee Services)
- Youth Organisations
- University Lecturers
- Media
- Ministry of Education
- Ministry of the Environment and Rural Affairs

LEVEL OF INVOLVEMENT OF MAIN ACTORS, THEIR COOPERATION, FUTURE PERSPECTIVES, CHALLENGES ETC.

In my opinion there is a lot of valid work which is being done through the collaboration of NGOs and the committed teachers in the schools. These volunteer members are really doing sterling work in these organisations. The support being given to the schools by these NGOs has improved recently in all aspects and above all in quality. This support includes participating as main speakers in school activities, organising seminars and workshops, providing back up material, toolkits, games, and lists of relevant websites on global issues. Moreover the NGOs are also good at giving recognition to the schools participating in their projects and space for the sharing of good practice.

However, even though Global Development Education should be cross-curricular teachers teaching Geography, Social Studies and History involve themselves more in the projects being run by the

NGOs. These projects are run with the permission of the officials at the Education Directorate. A good number of these successful global related initiatives are taking place within the formal structure of the classroom situation but also tend to overspill onto co-curriculum activities organised mostly during breaks or during special outings. However the whole framework is dependant on the commitment of enthusiastic teachers and students. Many students do not want to get involved in such initiatives for they are not ready to carry out any extra work. This means that as Development Education is not being considered by all teachers only a select part of the student community is getting involved when there is an urgent need for the whole school student population to gain the necessary skills and know-how. As the national co-ordinator for Global Education Week I have also noted that over the years there is more participation by the teachers working in the state schools.

The Heads of Department and Education Officers are involved in the planning of the school syllabi for the various Forms and are often on the syllabus review panels for the various Sec Examinations, which is the local version for O levels. In various subjects primarily that of Geography, Social Studies and Environmental Studies importance is given to global concerns and awareness raising is considered to be intrinsic to the rationale of these subjects. Presently the Education system at primary and secondary level is being reviewed and there seems to be indications that certain subjects as Geography, History and Social Studies might lose out to new ones that are going to be introduced. The various subjects associations also contribute to awareness raising especially in regards to environmental concerns.

Another recent development has been the organisation of projects by NGOs funded by the EU. Individuals coming from different levels of education contribute within the framework of these projects by sharing their expertise on Development Education through the writing of papers or by participating in workshops and seminars. In many cases the trend however is that at these meetings one keeps meeting the same group of friends and colleagues.

Collaboration at Ministerial level with NGOs is also occurring. For instance Nature Trust works in close liaison with the Ministry for the Environment and Rural Affairs and is now organising the projects EcoSchools and YRE – Young Reporter for the Environment. Unfortunately due to the current financial situation, affecting also the local situation, there is less funding for interested individuals to attend seminars abroad even if the international project being run is on-going and so much synergy transcends from such experiences. Teachers opting to obtain EU funding through Comenius projects, which can also be linked to global concerns, are finding very restrictive procedures when they seek release from teaching duties to attend the project meetings abroad.

The media gives quite good coverage to activities related to global issues organised by the various schools or organisations. The main problem is that at times journalists have to attend other events happening at the same time. However when teachers decide to send their articles reporting on their own activities coverage is usually given by the newspaper editors.

In the overall picture regarding Development Education in Malta the main challenge for the future is for all stakeholders to formulate a policy which involves all members of the population, with the younger generation being the main target group. In the present situation the role of the Ministry of Foreign Affairs in Malta in regards to Development Education is still rather limited. The issue of racial discrimination was not a problem in Malta until recently, when as, in several countries around the Mediterranean, we are witnessing a constant influx of migrants. Therefore, this perspective has also to be considered when formulating a policy by which the Maltese can deal with the new realities so that solutions are found in respect of each and every individual that ends on our shores.

Contribution from Rita DeBattista, National co-ordinator for GEW Malta

POLAND

OVERVIEW

Majority of population in Poland has positive attitude towards development co-operation. However, knowledge about global issues is very limited (only 13 per cent recognize the idea of Millennium Development Goals). This makes development education and awareness raising campaigns crucial.

The notion of development education has been incorporated in the strategies of most development and educational NGOs. However, the term is still new to vast majority of teachers in primary and secondary schools.

MAIN ACTORS

Public administration

The Ministry of Foreign Affairs and the Ministry of National Education share the responsibility for promoting development education in formal and non-formal sector. Both ministries announce annual call for applications on development education and awareness raising.

National in-Service Teacher Training Center is an institution reporting to Ministry of National Education that took the responsibility to prepare teachers for bringing global issues into the classrooms. In 2008 it organized a series of trainings for teachers for the second year.

Non-governmental organisations

Several organizations in Poland implement nationwide projects on development education among them most important are: Polish Humanitarian Organization, Center for Citizenship Education, Partners Poland, Karat Coalition.

Few others focus on intercultural education (One World Association, Foundation for Intercultural Education) and human rights education (Amnesty International, Helsinki Foundation for Human Rights).

Other organizations implement local projects on DE for 1-20 schools – these are mostly NGDOs involving in educational activities.

Most of NGOs working on development education are associated in Zagranica Group (ZG) – Polish umbrella organization. ZG established DE working group which is involved in consultations with the Ministry of National Education and operates as a forum for cooperation between NGOs.

FUTURE PERSPECTIVES

In 2008 many topics of DE has been included in school curriculum of lower and higher secondary schools. This gives new possibilities for promoting development education among teachers and publishing houses preparing new editions of textbooks for history, geography, civics and entrepreneurship.

MFA provides funding for DE within a special call for proposal on development education and awareness raising and allow NGDO's to include 10 per cent educational component in their

developmental projects. More and more funding institutions (both public and private) allow development education projects as one of the activities within educational priorities.

PORTUGAL

CONTEXT

With the approval of the “A strategic vision for Portuguese Cooperation”, Development Education was, for the first time, assumed by the Portuguese Government as a priority sector.

In 2005 was also adopted for the first time a co-financing budget line for NGOs Development Education projects. Since then several projects have been supported in such sectors as formal education and lobbying.

NATIONAL STRATEGY ON DEVELOPMENT EDUCATION

IPAD launched in the end of 2008 a participatory process to build a national strategy on Development Education. To this end, a Steering Committee was created that involved the key stakeholders.

MANAGEMENT AND COORDINATION

The Portuguese Institute for Development Support (IPAD) - under the scope of the MFA - is the agency responsible for the management and coordination of DE.

The main actors of DE in Portugal, besides IPAD, are the Ministry of Education and the NGOs that operate in this field. All are presently engaged in the development of a National Strategy on DE, as mentioned above.

BUDGETARY MATTERS

YEAR	ODA TOTAL	DEVELOPMENT EDUCATION TOTAL	% DE/ODA
2004*	829.891.000	280.000	0,03%
2005*	303.426.000	1.162.000	0,38%
2006*	315.774.400	533.000	0,17%
2007*	343.727.000	1.200.000	0,35%
2008**	423.636.189	1.790.000	0,42%

* Source: DAC-OECD

** Provisional Data (04/03/2009)

OTHERS

IPAD has been responsible, since 2008, for the organization of the Portuguese Development Days. Among its other objectives, this event aims to raise awareness – among the general public and the key actors – for the need to meet Portugal’s commitment towards the Millennium Goals (in quantity and quality).

ROMANIA

STATUS QUO

Presently, the only development-related existing courses are those scheduled to take place during the next two months at the Romanian diplomatic Institute in Bucharest. The mentioned courses are dedicated mainly to Romanian diplomats and public servants.

ONGOING EFFORTS

Since 2007, the Government of Romania has been financing a program dedicated to lead to the implementation of Development Studies within the Romanian Universities. The program is coordinated by UNDP Romania and has been initiated, with a certain delay, in January 2009. During this first meeting, the representatives of the Romanian universities have been informed on the perspectives of the project and were presented with the methodology already applied in several new EU member states. The meeting in January showed a high level of interest on the part of the Universities as all the representatives agreed upon joining efforts in order to introduce a development education program in the five most important Romanian universities, hopefully, beginning this autumn. The next meeting is scheduled to take place at the beginning of April and will have, as expected result, the establishment of a curriculum to be followed by all universities introducing Development Studies.

Additional dialogue was also carried out, among the main actors, regarding the possible introduction of Development Studies-related courses within the teaching modules and within certain courses of the secondary school and high-school curricula.

THE MOST IMPRTANT ACTORS INVOLVED

- UNDP Romania
- The Ministry of Foreign Affairs of Romania
- The Ministry of Education, Research and Innovation of Romania
- Romanian Universities
- Romanian NGOs
- European Universities and Institutes active in the field of development education

MAIN CHALLENGES

- The variety of the fields covered by Development Studies and the complicated perspectives of their integration;
- The scarcity of Romanian experts in the field;
- The impossibility to anticipate the real costs and possible revenues that a master program in development studies will imply for the Romanian Universities;

FUTURE PERSPECTIVES

Short-term: Introduction of a Master in Development Studies within the main 5 Romanian Universities.

Medium and long-term: Introduction of Development Studies-related disciplines at all education levels – schools, high-schools, undergrad level in universities.

* * * * *

Romania undertook the Global Education Programme in 2001 after honouring the North – South Centre invitation sent to Ministry of Education, Research and Innovation with the view of implementing it in Romania as well. Since then, Romania has proven to be an active presence in the programme in what concerns the participation to the events organized by the North-South Centre itself or in partnership with other organizations/national coordinators (2001 – national coordinators' exchange visit in Romania; 2002 – participation to Global Education project organized by Sud-Wind Agency; 2002- participation of Romanian youth delegation to the video-conference – Maastricht Congress; 2006 - organization of the annual seminar of evaluation at Sinaia; Romanian contribution to the issuing of the GE Methodological Guidelines etc.)

The implementation of the GE programme was grounded on a sound strategy of development and continuous improvement at national level. Until now, we have successfully succeeded at:

- creating a network of county coordinators (1 coordinator/county; Romania is made up of 42 counties). The county coordinator in charge with the development of the programme is the non-formal education inspector who manages the development of the educationally social partnership and consequently with the organization and functioning of the Global Education platform at county level. It reunites governmental institutions, NGOs, media and local community and works like an efficient instrument of supporting the improvement of global education at county level. Recently we have recorded an increased number of NGOs willing to support this type of education upon the acknowledgement of the effects produced by a coherent and continuous partnership. For example, in 2007 the preparation and development of activities involved a number of 1.500.000 and 60.000 teachers, 6000 educational institutions, National Council of Students, 100 NGOs, governmental institutions, mass media, local administration.
- the development of activities/projects resulted in training courses modules (on the training of young leaders), media articles, calendars, an illustrated dictionary of Global Education terms, the foundation of information centers for students, called Mediateci, flyers, badges and posters
- the implementation of the programme both in rural and urban areas;
- the transfer of expertise acquired within the GE programme to other educational initiatives;
- translation and dissemination of the GE Methodological guidelines at national level;
- posting of good practice examples on the County School Inspectorate websites and the following website www.edu-media.ro;

In 2009, the main trends of GE Programme development at national level focus on:

- the replication of NS Centre Prize Award at national level;
- the preparation of a training course on GE with the view of integrating it into the Teachers' Houses training offer (these institutions are structures specialized in delivering in service training).

SLOVAKIA

GENERAL OVERVIEW

Global development education gained the better recognition during the last 4-5 years, when fairly high number of NGOs launched several GDE projects in formal education. The target groups were teachers and pupils in the primary education. 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).

Since September 2008 a new school reform has been implemented. This however did not ensure the integration of GDE in new curriculum. But schools have been given the chance to change 30% of the curriculum. Therefore GDE appears in few schools as an extra curricular or crosscutting issue, although not officially described in the official curriculum. GDE projects are run more or less exclusively by the NGOs, which are mostly focused on awareness and critical thinking. Few, such as Global Action Schools (PIPA's project), are aiming on the everyday changes at schools, towards the more sustainable behaviour of the 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.

MAIN ACTORS

Most of the NGOs dealing with GDE are situated in Bratislava, except those focused on the environmental education, that has a strong influence in other parts of Slovakia. However, most NGOs work with the schools in all parts of Slovakia. Institute of Education (funded by Ministry of Education) is a main body responsible for the changes in curriculum and currently working group on GDE is being formed and will actively support implementation of GDE into new curriculum. Methodological – Pedagogical Centres (MPC - located in all parts of Slovakia) are responsible for the teacher's trainings and implementation of the new changes into existing subjects. MPCs have realized conferences and trainings for the teachers, methodologists and headmasters in the years 2006 and 2007 on GDE in cooperation with NGOs. Due to lack of funds this cooperation was interrupted last year. NGOs provided teachers with the lecturers, trainings and toolkits. There are very few GDE toolkits or textbooks produced by the official education bodies in Slovakia.

SUCCESS STORIES

GDE is well established in the NGO sector and different conferences and movements to support GDE have taken place in Slovakia. Slovakia has a representative in DE forum, NGOs successfully implement EC projects with GDE content in cooperation with respected European NGOs. The links with MoE, Institute of Education and MPCs have been established. GDE has become a part of school curricula in hundreds of schools. There are even new subjects with the GDE content established in few schools. Web portal focused on GDE has been established with lot of offers, projects and downloadable materials for teachers and wider public – www.rozvojovevzdelavanie.sk. Slovakia was also a host country to the Development Education Summer School 2007.

CHALLENGES

Due to different understanding, resources and lack of capacities lobbying for GDE in Slovakia is rather weak. In spite of links with Institute of Education, strong support is missing. NGOs chose the direct way of cooperation with the schools. The lack of capacities and national strategy cause that GDE is a part of separated projects run by NGOs. In terms of methodology 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.

There is also a lack of discussion about the concept as such. PIPA for example support the definition of Global education with the strong focus on global interdependencies and changing of your behaviour rather than Global development education. But the most common is still Development education due to strong focus on development issues.

SLOVENIA

MAIN ACTORS

- individual NGDOs
- Slovenian NGDO platform - SLOGA and its Global Education Working group
- Ministry of Education and Sport, Office of Youth
- Ministry of Foreign Affairs
- Ministry of Environment and Spatial Planning

SLOGA DEVELOPMENT EDUCATION WORKING GROUP

WG was established already in 2006 but its activities intensified in preparations of the Slovenian EU Presidency since the second half of 2007. Additionally, new organisations joined WG from different thematic fields (f.e. tackling with climate change and development, intercultural and intergenerational dialogue).

In the framework of the Slovenian EU Presidency, Sloga Global Education working group has established a pattern of constant meetings between the NGDO Presidency project⁴ partners and members of other NGOs. Additionally, WG identified new DE stakeholders in Slovenia and has established dialogue with the Ministry of Environment and Spatial Planning and Ministry of Education and Sports.

Among results of the SLOGA DE WG during the Presidency period were:

- Production of the NGDO Presidency Manifesto (in cooperation with other project partners)
- Production of Education Manual A global education manual explains a concept of global education through the example of textiles/cotton industry. The main target groups of the manual are teachers and members of NGO's working in the global education area.
- Teacher training Two teacher trainings were conducted in the framework of the intergenerational dialogue and global education meetings.
- National roundtables Three national seminars were organised. First was an introduction seminar to DE concept and practices in Europe and Slovenia in November 2007, second was

⁴ Slovenian NGDO Presidency project was a consortium project, a campaign, titled "You to are part of this world".

on possibilities of national DE strategy in Slovenia in March 2008 and third was on challenges of national DE strategy in Slovenia in September 2008.

- DE strategy Draft strategy for development education in Slovenia was presented at Global Education Week in November 2008.

When a draft DE strategy was prepared, DE WG organized a seminar in September 2008 with presence of 5 line ministries and guest speaker from DEEEP to draft recommendations on how to proceed with the process. It is however very unlikely that it will possible to adopt a national strategy on DE in the foreseeable future as the government refused to adopt even the national strategy on development cooperation with other countries, which could act as a cornerstone of which to build the DE strategy.

The Global Education Week was taken over by Sloga in 2008 and coordination under slogan “You too! are part of this world!,” a continuation of the NGDO Presidency project. One of the emphasis of GEW was to make progress in the development of the Slovenian national strategy on global education. For this purpose two events were organised – a workshop “A challenge for the global education strategy” and a round table “Are Slovenians global citizens?”

UKRAINE

CONCEPT

The concept as well as the practice of global development education in Ukraine has its specific features. It would be legitimate to say that it is not viewed as a special concept and policy framework by most of the educators and practitioners except for quite a narrow expert community in the field. The underlying factor explaining this is the political, social and economic context of the country whose prolonged and difficult transition period of establishing democratic institutions and procedures keeps prioritising (both conceptually and financially) national and local dimensions of democratic citizenship to the global one. As a result the global development education in Ukraine is rather a set of issues imbedded in aims, content and methods of formal and non-formal education than a separate conceptual strand of educational theory, policy and practice.

IMPLEMENTATION

Being an integrated part of the content and activities within formal and non-formal educational sectors the global development education is implemented through

- school subjects as a cross-curricula theme;
- special subject and courses of the school curriculum like social studies, citizenship education, economics and geography, ecology, sustainable development, etc;
- extra-curricula and out-of-school activities and projects implemented in co-operation with ngos and local community youth sectors;
- educational activities of ngos in the field of citizenship education, sustainable development, conflict resolution, HIV/Aids, local community development, human rights protection, gender education;
- pre-service and in-service teacher training.

The core issues of global development education that are tackled with those educational activities are

- growing global interdependence;
- inter-cultural awareness, diversity and inclusion;
- democracy and participation;
- human rights and social responsibilities;
- positive social action;
- active learning methodologies to facilitate learner participation and encourage an action outcome.

The target groups are students, teachers, student teachers, teacher trainers, youth workers, professional communities.

The main actors are the Ministry of Education and Science, local educational authorities, Academy of Pedagogical Science, Ministry of Youth and Sport of Ukraine, local councils, schools, regional in-service teacher training institutes, ngos and teacher associations like the All-Ukrainian Association of Teachers of History and Social Studies “Nova Doba” (www.novadoba.org.ua), the Ukrainian School Heads Association (www.usha.org.ua) of CO “Teachers for Democracy and Partnership” (www.teachers.org.ua), the Ukrainian Centre for Common Ground (www.sfcg.org) and others.

The main challenge for the development of the global development education in Ukraine seems to be strengthening its *identity* as one of the dimensions of education and a core component of democratic citizenship education rather than treating it as its indispensable but peripheral sphere. This would mean its conceptualization, a stronger focus on policy development and provision of resources for its implementation.