



# North-South Centre of the Council of Europe



## Key Findings and Recommendations from the Country Reports on Global Education

**Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania,  
Malta, Poland, Romania, Slovakia, Slovenia**



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## List of Acronyms

CoE	Council of Europe
CONCORD	European NGO Confederation for Relief and Development
CzDA	Czech Development Agency
CSO	Civil Society Organisation
DAsD	Development Assistance Division
DE	Development Education
DEEEP	Developing Europeans Engagement for the Eradication of Global Poverty
EC	European Commission
ESD	Education for Sustainable Development
EU	European Union
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
MERYS	Ministry of Education, Research, Youth and Sports
MEYS	Ministry of Education, Youth and Sports
MFA	Ministry of Foreign Affairs
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
NGO	Non-Governmental Organisation
NGDO	Non-Governmental Development Organisation
NSC	North-South Centre of the Council of Europe
ODA	Official Development Assistance
SNIECODA	Strengthening the National Institutional and Educational Capacity to Implement Official Development Assistance Projects/Programmes)
UTEGC	Upbringing to Thinking in European and Global Contexts

## Executive Summary

This report provides information on the current state of global/development education in twelve Central and Eastern European countries. It summarises and compares key findings and recommendations of the reports on national global education seminars which took place in 2009/2010 with support of the North-South Centre of the Council of Europe and the European Commission. These seminars brought together different stakeholders with the aim to discuss the present situation of global/development education in the respective country and promote national policy recommendations and good practices. The reports have mainly been drafted by the NGDO Platforms in each respective country.

Chapter 1 provides an overview on the national contexts of GE/DE, taking into account political contexts, development co-operation contexts, strategic frameworks of GE/DE and public opinion contexts. Chapter 2 examines the role of key GE/DE stakeholders in the respective countries, comprising ministries, agencies and civil society as well as local authorities. Chapter 3 outlines the current situation of GE/DE in the countries' formal and non-formal education sectors. Chapter 4 provides findings on the conditions regarding educational resources and support services for GE/DE. Chapter 5 gives recommendations for future GE/DE activities in the new EU Member states.

### Key findings from the country reports (chapters 1 to 4)

**National contexts:** In all of the countries covered by this report, national reform processes and accession to the EU have initiated or pushed forward national engagement with development policy in the past decade. The strategic frameworks of this engagement, however, are quite diverse throughout the countries – reaching from vague non-binding guidelines to comprehensive, government-approved national strategies. Concerning GE/DE, binding national strategies are still missing in a majority of the countries. Regardless of the existence of GE/DE national strategies, nearly all of the country reports stress that there is a lack of coherence in GE/DE approaches and activities. Another problem is seen in lacking awareness of and support from the public sphere. Some reports also consider financial problems and economic crisis as a dilemma for a successful promotion of GE/DE.

**Key stakeholders:** From the side of the states, the country reports state that the Ministries of Foreign Affairs and Ministries of Education should take the lead in the promotion and support of GE/DE. This seems to be the case in, e.g., Czech Republic, Lithuania and Poland. In other countries, however, ministerial efforts in GE/DE are relatively low. From the side of non-state actors, national NGO platforms or roundtables on development co-operation are existent in all of the countries, as well as national working groups or networks specialised in GE/DE. While they are seen as the most important GE/DE actors within NGOs and civil society, there are differences between the countries in terms of intensity and progress of the working groups' activities. Concerning communication between and within state and non-state actors, all reports state that

despite growing networking efforts of the past years, interaction and co-operation among the diverse GE/DE stakeholders remains a serious problem.

**GE/DE in formal and non-formal education:** Regarding formal education, GE/DE topics have already been integrated as cross-cutting issues in the national school curricula of all the countries except for Estonia, Romania and Slovenia where there are so far only plans to do so. Despite this, the country reports show that the curriculum is not consistently implemented in any of the countries. The main problem in this regard is seen in lacking awareness and competencies of teachers due to inadequate qualification and lack of further education, as well as a lack of suitable educational material and developed evaluation processes. Information on GE/DE in higher education is only given for certain countries (Bulgaria, Czech Republic, Hungary, Latvia, Poland, Romania and Slovakia) where it is only in its infancy. In the field of non-formal education, national NGO working groups and networks on GE/DE are seen as major agents for change, initiating debate, raising awareness, providing measures for capacity building and pushing forward national strategies. Nevertheless, in most countries they did not succeed so far in establishing durable and efficient communication structures. A further challenge for NGOs is unstable financial support.

**Educational resources and support services:** Although there have been first steps to establish further education on GE/DE in most of the countries, initiated by NGOs or even state programmes, all reports recommend to expand efforts in this area. So far, conditions of support services are generally weak due to a lack of specialists, insufficient funds and lacking state support. This is also valid for the development and revision of teaching material.

## **Recommendations (chapter 5)**

Taking into account key findings from the country reports on Global/Development Education which are summarised in this report, chapter 5 specifies the following strategic objectives for future GE/DE activities in the new EU Member states:

1. Provide consistent national frameworks for GE/DE activities
2. Strengthen role of key GE/DE stakeholders and foster co-operation
3. Facilitate implementation of GE/DE in formal and non-formal education
4. Develop and promote GE/DE educational resources and support services

# 1. National Contexts of Global Education/Development Education

## Bulgaria

Bulgaria is a parliamentary republic, led by President Dr. Georgi Pärvanov who was re-elected for a second term in 2006, and Prime Minister Boyko Borisov. The current coalition government is composed of the GERB party (Citizens for the European Development of Bulgaria), supported by the Blue Coalition (a coalition of centre-right parties dominated by UDF and DSB), the Attack party (ATAKA) and Order, Law, Justice (RZS). Bulgaria became member of the CoE in 1992 and joined the EU on 1 January 2007.

The accession of Bulgaria to the EU implies that the country “*is about to change from a recipient of international aid into a donor of such aid to developing countries, within its experience and capacity.*” An important step in this regard has been the setup of a ***Strategy for Sustainable Development*** by the government in 2007 which aims at fostering the implementation of a coherent domestic policy in line with EU policies and EU international commitments. Since 2007, this strategy implies a section on ***Education for Sustainable Development***.

The official term used for GE/DE activities in Bulgaria is “Education for Sustainable Development” (ESD). ESD is **defined** as education that promotes (a) understanding and critical awareness of interrelations and interdependencies between economic, social and environmental processes; (b) respect towards different cultures; (c) responsibility for shaping a sustainable future; and (d) an active civil society. For implementing these objectives, the ESD strategy suggests the development of new educational materials, modern teacher training programmes, an environmental project and networks for exchanging information and experience.

However, at the NSC GE/DE Seminar it was stated that “*there are not enough systemic attempts to conceptualize DE/GE, to clarify the notions, to define the scope of the content; to revisit whole structure of Social Education curriculum from this new point of view.*” Besides this, there seems to be a lack of public awareness of GE/DE issues and little media coverage in this field. In the NSC Seminar it was said that this might be linked to a general sense of isolation from global processes and distrust towards attempts of reintroducing concepts and ideas of social solidarity in society and education.

## Cyprus

Cyprus is a presidential republic. The Cypriot president since the elections 2008 is Demetris Christofias from the AKEL party (The Progressive Party of Working People), who is both chief of state and head of government. The current government, since the elections in 2006, is composed of AKEL and DIKO (The Democratic Party) in a political partnership. New elections will be held in May 2011. The parliamentary seats are 80, of which the 56 seats for Greek Cypriots are filled, while the 24 for Turkish Cypriots remain

unfilled. Cyprus is a member of the Council of Europe since 1961 and joined the EU on 1 May 2004.

There has been a programme for development co-operation in Cyprus since 1994, the **Technical Assistance Scheme for Foreign Countries** with a focus on training scholarships for tertiary academic institutions in Cyprus. Moreover, between 1994 and 2004, the Cypriot Government also offered grants, on an ad hoc basis, for development projects, humanitarian assistance and to civil society organisations. After the accession to the EU in 2004, Cyprus redefined its development co-operation policy and the Council of Ministers established the development co-operation agency **CyprusAid** in 2005. The Cypriot ODA is summarised in a **2006-2010 Medium Term Strategy**. However, there is **no national strategy** for GE/DE in Cyprus, nor is there an action plan. The Ministry of Foreign Affairs and CyprusAid have expressed a strong support for GE/DE activities, those promoting the Millennium Development Goals in particular, but so far there is no specific budget allocated to GE/DE.

The national seminar resulted in the initiation of an **informal multi-stakeholder group** that will coordinate and exchange information, with the aim to develop a strategy for promoting GE/DE in Cyprus, a “Joint Vision Map”.

According to the report, there are various terms employed in Cyprus for GE/DE, such as “Education for Sustainable Development”, “Human Rights Education”, “European Citizenship” and “Education for Global Citizenship”. “Intercultural Education” has been frequently used in the aftermath of the European Year of Intercultural Dialogue and efforts of the Ministry of Education and Culture to promote intercultural dialogue during the recent years.

### Czech Republic

Czech Republic is a parliamentary democracy. Its president since 2003, Václav Klaus, was re-elected for a second five-year term in 2008. The current government, elected in 2010 and lead by Prime Minister Petr Nečas, is composed of three parties forming a centre-right coalition: ODS (Civic Democratic Party), Top09 and Public Affairs (VV). Czech Republic is a member of the CoE since 1993 and joined the EU on 1 May 2004.

There is still no clear definition of GE/DE in Czech Republic. An attempt to a definition that includes a combination of the words can be found in the **proposal of a Global Development Education National Strategy**, which comprises both formal and non-formal education as well as awareness raising: *“Global development education is a lifelong educational process helping understand differences and details between the lives of people in developing and developed countries and helps understand economic, social, political, environmental and cultural processes influencing their lives. It develops skills and supports creation of values and attitudes so that people are able and willing to proactively participate in the resolution of local and global problems.*

*Global development education is aimed at taking responsibility for the creation of the world where all people have the chance to live worthy lives“.*

Preparations of the proposal of a GDE National Strategy started in September 2009 and were completed in April 2010. The proposal is now being consulted by the Ministry of Education, Youth and Sports (MEYS) and other ministries. However, due to other priorities and severe budget cuts, it is unlikely that it would be proposed to the government for final approval very soon. The Czech report states that the need for a national strategy has been stressed both in the Czech Republic and while participating in international forum. Such a strategy would improve the coordination of the GE/DE actors, help target activities and evaluate programmes, which could lead to better efficiency and impact of the GE/DE actions in Czech Republic.

The **Czech Official Development Assistance (ODA) Strategies** coordinate the development co-operation and both ODA Strategies (2002-2007 and 2010-2017) has so far included the GDE concept. However, it was not until in the last strategy that a definition for GDE was present, reflecting the one in the GDE National Strategy Proposal above.

In July 2008, the Czech Government approved the **Educational Strategy for Sustainable Development in the Czech Republic (2008–2015)**. Its orientation overlaps or complements the future Global Development Education National Strategy in many areas. A three-year action plan for 2010-2012 has been prepared and was approved by the MEYS in July 2010.

## Estonia

Estonia is a parliamentary democracy. President Tomas Hendrik Ilves was elected in 2006. Current Prime Minister Andrus Ansip began his second term as PM in 2007 and he is leading a coalition government composed of the Estonian Reform Party (Eesti Reformierakond) and the Union of Pro Patria and Res Publica (Isamaa ja Res Publica Liit, IRL). Estonia is a member of the CoE since 1993 and joined the EU on 1 May 2004.

Estonian state-funded development co-operation started in 1998, when the Ministry of Foreign Affairs provided state budgetary funding for development co-operation and humanitarian aid for the first time. Later, a **Strategy of Estonian Development Co-operation and Humanitarian Aid** (2006-2010) was adopted by the government. In spite of this, participants of the NSC GE/DE Seminar criticise, like their Bulgarian colleagues, that in practice, there is a lack of coherence and common objectives among the various policies in the field of development co-operation. This also applies to the field of GE/DE, since there is **no official strategy on GE/DE** so far. A **working definition** of GE/DE was discussed during the NSC seminar. Referring to the Strategy of Estonian Development Co-operation and Humanitarian Aid, human development, trade and economy, sustainable development, gender equality and development co-operation were set as the core topics of GE/DE. It was also confirmed that *“the objective of global*

*education is to shape values, attitudes and behavioural models”* and that therefore, a GE/DE definition should also imply acquired competencies.

Regarding the public sphere, there is, like in Bulgaria, a lack of support in the field of development co-operation/education issues.

## Hungary

Hungary is a parliamentary democracy. The current President Pál Schmitt was elected in June 2010 and took office in August the same year. Since May 2010, Viktor Orban is Prime Minister of Hungary and the government is composed of the Hungarian Civic Union (Fidesz) and the Christian Democratic People’s Party (KDNP). Hungary became member of the CoE in 1990 and joined the EU on 1 May 2004.

With the Hungarian accession to the OECD in 1996 and the European Union in 2004, Hungary started to develop structures for development co-operation. The **Hungarian Official Development Assistance (ODA)** was initiated in 2002-2003, which thus meant the beginning for activities aimed at awareness raising and informal and formal education about international development. On the policy level, the planned **ODA law** is still in the drafting process and the future is still unclear.

According to the report, the term generally used in Hungary today is Global Education, yet with many variations for instance within the education system and in previous civil society activities.

As for civil society, HAND, the association for international development NGOs has, through its working group for GE, developed recommendations for a **strategy on GE in Hungary**, with recommendations for both professionals and decision-makers on how to integrate GE into the Hungarian education system. A roundtable on this topic was organised in 2009, although none of the recommendations from this roundtable has been implemented due to lack for coordination, resources and lobbying.

The Hungarian report expresses a concern that the new constellation of government offices in combination with the financial crisis has meant that GE has been put aside and that the prospects of GE funding remain unpredictable. It is stated that the current government strategy is focused on national and regional approaches, rather than “global”, which many times have a negative connotation in the current Hungarian context. In addition, according to the report, the Hungarian public opinion shows little support for Hungary as an actor in development co-operation. The World Bank, the UN and the USA are the actors identified as more suitable. Therefore, development co-operation and global education is not among the priorities of decision maker, educators and other actors.

## Latvia

Latvia is a parliamentary democracy. Its President, Valdis Zatlers, was elected in 2007. The current coalition government, which was re-elected in 2010, is led by Prime Minister Valdis Dombrovskis and is composed of three coalition blocs: the Unity bloc, the Union of Latvian Greens and Farmers and For the Fatherland and Freedom movement. Latvia became a member of the CoE in 1995 and joined the EU on 1 May 2004.

Latvia has provided assistance to less developed countries since the mid-1990s and set up a common multi-stakeholder **Development Co-operation Policy** for 2008-2015 in 2003. However, the government has never officially adopted this document. Instead, it has suspended its ODA for 2009 due to the economic crisis and does not plan to financially support any GE/DE projects carried out by other actors. Nevertheless, the document has been used by the non-governmental sector as a framework for development education activities. After having organised a **strategy seminar on development education** with the Ministry of Foreign Affairs (MFA) and the Ministry of Education and Science, the Latvian NGDO Platform (LAPAS) facilitated the **drafting** of a comprehensive **national development education policy** in 2009. The draft was approved by NGOs and representatives of the MFA. It contains the aim *“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.”*

The Latvia Report explains that Development Education has been synonymous with Global Education and both terms have been employed interchangeably during both the National Seminar and in the report.

From the site of the Ministry of Education decision makers, there seems to be neither political commitment for development education nor national level financial instrument for promoting development education. This goes along with severe financial cuts in the education sector and a lack of interest by the media.

## Lithuania

Lithuania is a parliamentary democracy. The current President Dalia Grybauskaitė was elected in 2009. Andrius Kubilius is the Prime Minister and leads the centre-right coalition government elected in 2008, which is composed of the Homeland Union-Lithuanian Christian Democrats (TS-LKD), the National Revival Party, the Liberals' Movement and the Liberal and Centrist Union. Lithuania became member of the CoE in 1993 and joined the EU on 1 May 2004.

With its EU membership, Lithuania joined the international donor community. The government-approved **Policy Provisions of Development Co-operation** (2006-2010)

provides an outline of the basic principles of Lithuanian development co-operation. Additionally, there is a *Programme of Sustainable Development Education* for 2007-2015 and a respective *Action Plan* for 2007-2010, which implies that “Sustainable Development Education” is the official term for GE/DE activities in government documents and rhetoric. The aim of the official programme is to promote a better understanding and awareness of sustainable development and to foster “*skills, values, incentives for democratic and aware action*”. There has not yet been an agreement regarding which of the two concepts, GE/DE, that should be translated to Lithuanian and finally adopted. This was a topic for discussion during the national seminar, as it causes a lot of misunderstandings in terms of understanding and interpretation of concepts. For instance, a common translation of GE into Lithuanian is “education of all”, which is seen as an obstacle in achieving and promoting the goals of GE.

However, the promotion of GE/DE is impeded by the weak economic condition of the country. Apart from that, the lack of public awareness is seen as “*one of the main challenges facing Lithuanian NGOs*” in their efforts regarding development education. According to the Lithuania report, “*cultural and economic links with the developing world are relatively sporadic and loose so the general society very often does not understand the needs of people in the other parts of the world as well as the meaning of global education. Therefore the civil society, NGOs’, other stakeholders engaged in the process of global education faces a major task to change the public attitude.*”

## Malta

Malta is a parliamentary republic, led by President George Abela and Prime Minister Lawrence Gonzi who took office in March 2004. His ruling Nationalist Party won re-election by a slim margin in March 2008. Among the main political parties are the Nationalist Party which is currently at the helm of the government, and the Labour Party in the opposition. Malta joined the Council of Europe in 1965 and the EU on 1 May 2004.

Malta’s engagement in development policy mainly emerged after its accession to the EU, although the country had already carried out several development activities in the past, including some GE/DE projects in co-operation with European organisations. In 2007, the Maltese Ministry of Foreign Affairs published the *Overseas Development Policy*. The policy also refers to GE/DE, stating that “*Malta will strive to allocate a specific yearly budget for NGDO activities dealing with their own capacity-building as well as local development education, awareness raising and international project implementation.*” Furthermore, the importance of development education is recognised by saying that “[*a development unit within in the MFA*] will also be responsible for raising local awareness through Development Education.” However, there is still no action plan to implement the Policy. Also, a **national strategy for GE/DE does not exist so far** but there are ongoing discussions about it between the NGO platform **SKOP** and the Ministry of Foreign Affairs. In the National Report, GE/DE is **defined** according to the DE Forum 2004 definition: “*Development education (...) enables people to move from basic awareness of international development priorities and sustainable human development, through*

*understanding of the causes and effects of global issues to personal involvement and informed actions. Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.”* Development Education is the term employed in the Overseas Development Policy, the definition from the DE Forum, as well as throughout the Maltese report.

According to the national report, the main challenges that Malta faces when it comes to GE/DE is “*both a weak commitment from institutions and a civil society sector that is not strong enough to lead such initiatives.*” Further obstacles include lacking continuity of GE/DE activities as well as lacking training opportunities and funding. Regardless of this, GE/DE in Malta has been growing for the past years in both the formal and non-formal education sector thanks to the commitment of educators and NGOs.

## Poland

The Republic of Poland is currently led by Bronisław Komorowski, who became Acting President after the death of Lech Kaczyński in April 2010, and Prime Minister Donald Tusk. Among the major parties represented in parliament are the Civic Platform (PO), the Law and Justice (PiS); The Left (Democratic Left Alliance - SLD) and the Polish Peasant Party (PSL). Poland joined the CoE in 1991 and became a member of the EU on 1 May 2004.

Polish development assistance increased dramatically after the country’s accession to the EU. A ***Strategy for Poland’s Development Co-operation*** was adopted in 2003 and the Ministry of Environment is currently elaborating a strategy on Education for Sustainable Development. A special **strategy on GE/DE does not exist** so far. Activists and the participants at the national seminar therefore recommend a systematic and strategic planning of actions in order to promote global education, as well as a clarification of GE/DE terminology. So far, various terms and definitions exist side by side. The Polish MFA **definition** states that “*Development education (...) helps to understand how the international development is shaped and what factors influence the process. Development education brings the problems of poorer countries closer to the Polish society and indicates the relations between Poles and the inhabitants of development countries. It should also stimulate a critical conscious thought regarding our own lifestyle and everyday decisions which in the global context influence positively or negatively the life of people abroad. As a result, development education should lead to personal involvement (...) in the process of creating a global society based on principles such as solidarity, equality and cooperation.*”

In spite of the lack of a national GE/DE strategy, the Polish Ministry of Foreign Affairs considers development education as part of its Polish Aid Programme. Two initiatives have been launched by the Department of Development Co-operation supporting global education projects, but due to budget cuts the outcomes are weak.

## Romania

Romania is a semi-presidential democratic republic, led by President Traian Băsescu since 2004 and re-elected for a second term in 2009. Elected in 2008, Prime Minister Emil Boc is the Head of the Romanian Government, which is composed of a centre-right coalition of the Democratic Liberal Party (PD-L) and the Democratic Union of Hungarians in Romania (UDMR). Romania is a member of the CoE since 1993 and joined the EU on 1 January 2007.

With the accession of Romania to the EU in 2007 followed a responsibility to take part of and contribute to the development co-operation policy of the EU; that is going from being a receiver to being a donor. Romania has therefore elaborated a **National Strategy on International Development Co-operation Policy** and an **action plan** for its implementation, coordinated by the Ministry of Foreign Affairs (MFA) and five percent of the budget for development co-operation activities is devoted to development education activities. At the national level, there is still no strategy for GE/DE adopted, but the report shows that there is a clear interest from all stakeholders to elaborate a national strategy. Romania has been participating in the **International Seminar on Global Education** since 2001 and the event was organised in Sinaia in Romania in 2006.

There is still an ongoing discussion regarding the definition of GE/DE in Romania. The MFA has adopted the CONCORD definition on Development Education, much due to the complexity of the definition and inclusion of a civil society perspective: *“Development education is an active learning process, founded on values of solidarity, equality, inclusion and cooperation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.”*

*Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.”*

GE is perceived as only an instrument while DE refers to poverty eradication and social justice. Thus, there is a lack of political support for GE, which is said to not have a clear general vision and objective. However, it remains to be seen if all stakeholders agree with the DE definition of MFA or if they find another definition more suitable with their own approach.

## Slovakia

Slovakia is a parliamentary democracy, led by President Ivan Gašparovič (since 2004) and Prime Minister Iveta Radičová (since June 2010). The governing coalition is composed of Radičová's conservative Slovakian Democratic and Christian Union

(SDKU), the liberal Freedom and Solidarity (SaS) party, the mostly ethnic Hungarian Most-Hid and the Christian Democrat Movement (KDH). Slovakia joined the CoE in 1993 and the EU on 1 May 2004.

In 2003, within the process of the Slovak accession to the EU, the Slovak Government approved the first *Medium-Term Strategy for Official Development Assistance* for 2003-2008. In the same year, GE/DE activities began with the first implementation of the Global Education Week in Slovakia. In 2007, the first working group for development education was set up by members of the NGDO Platform and their partners. Today, there are two working groups who are **elaborating a national GE/DE strategy** - one focusing on primary and secondary schools, the other one concentrating on universities.

Concerning terminology, there are three common terms used in the field of GE/DE: global education, development education or the conjunction of them - global development education. At the National Seminar, the need was emphasised to **clarify terminology**. Regarding a **definition** or concept for GE/DE, it was decided to follow the definition of the North-South Centre until there will be an approved national definition. The definition of the NSC states that “*Global Education shows the worldwide reality and makes people act in favour of justice and human rights for everyone. This education contains development education, education for human rights, education for sustainable development and education in favour of peace and conflict prevention. It is a global dimension of civil education.*”

Overall, Slovakia can build on constant NGO efforts and a variety of ongoing GE/DE activities. However, the road to holistic approaches in GE/DE seems still long, given the fact that political support for GE/DE is still low, and communication among main actors is insufficient. Apart from that, the country report stresses that there is a need to mobilise public support and active involvement of citizens in GE/DE issues.

## Slovenia

Slovenia is a parliamentary republic, with President Danilo Turk as Head of State (since 2007) and Prime Minister Borut Pahor as Head of Government (since 2008). The governing coalition is composed of the Social Democrats, the Zares party, the Democratic Party of Pensioners of Slovenia and the Liberal Democracy of Slovenia. Slovenia became a member of CoE in 1993, joined the EU on 1 May 2004 and is a member of the NSC since 1997.

After Slovenia had joined the international donor community with its accession to the EU in 2004, the parliament adopted the strategic document *Resolution on International Development Co-operation of the Republic of Slovenia* for the period until 2015 in 2008. Article 27 refers to the importance of development education and awareness-raising. In 2007, the Ministry of Education and Sport prepared *Guidelines for Education for Sustainable Development*. It was the first official document dealing with the field of GE in Slovenia. However, the proposed measures (updated school curricula, teacher's

training, material preparation, shaping of quality criteria and evaluation instruments, etc.) do not include clear operational goals. Other resolutions and acts in the field of development and education have been adopted by the Ministry of Foreign Affairs, but so far Slovenia **does not possess any strategic document aside from non-binding guidelines**. Education for Sustainable Development has been the definition employed in formal education sectors, while GE has been the most common term in the NGO sector. In the seminar, participants agreed to use the following **definition** of Global Education by the SLOGA working group on GE/DE: “*GE is a life-long learning process aiming to actively engage individuals and to look at their role in global development. GE aims for globally responsible citizens and active individuals and communities. GE is a process that encourages individuals and communities to engage in solving key challenges of the world.*”

The report also states that NGOs’ initiatives to involve key Slovenian stakeholders into the preparation of a national strategy that would operationalise the *Guidelines* ran into relatively modest or non-existent reaction from key institutions such as MFA and MoE. On the contrary, most of the Slovenian GE projects and programmes have been cut back due to a lack of public co-financing. However, there are recent plans of the MFA to implement a mapping exercise on global education initiatives and projects at national level.

## 2. Key Stakeholders

### Bulgaria

According to the Bulgarian report, the Bulgarian **Ministry of Foreign Affairs** plays its leading role in the field of international development and education for development rather unwillingly. Therefore, the **Ministry of Education, Youth and Sciences (MEYS)** is “*the only institution active in the field*” of GE/DE, together with the **State Agency for Defence of the Child** (which is focused on human rights and fighting violence). However, the MEYS is not able to play the coordinating role outside the narrow field of formal education. The **Ministry of Environment and Waters** supports some environment-related projects but is passive regarding the elaboration of GE/DE standards.

On the part of civil society, the **Bulgarian Platform for International Development (BPID)** which was created in 2009 is the key stakeholder in the field of GE/DE. The platform aims at fostering the participation of Bulgarian NGOs in formulating a national development policy/strategy, consulting in the field of international development, and providing support for NGOs. It consists of NGOs from different fields, e.g. social care, education, environment, church, as well as local and rural development. In 2009, a **National Forum for Education for Sustainable Development** was initiated under the auspices of the Prime Minister and with support of the EU. Moreover, there are increasing **local coalitions** between NGOs and local authorities. The report states that these developments are “*promising signs for the future*”. In spite of these developments, interaction and coordination between educational actors and other stakeholders is still weak: “*The problem today is how to coordinate the activities of the educational NGO’s, how to establish successful ways of co-operation between the NGO’s and the local authorities.*”

### Cyprus

The **Ministry of Foreign Affairs (MFA)**, the **Ministry of Finance** and the Permanent Secretary of the **Planning Bureau** constitute the Coordination Body of **CyprusAid**, which is responsible for setting targets for development co-operation. The Planning Bureau prepares policies and implements the decisions. The **Ministry of Education and Culture (MoEC)** is another key actor in the field and has been actively involved in the drafting of the Global Education Guidelines by the North-South Centre.

As for civil society, the **Cyprus NGDO Platform** under the umbrella of the **Cyprus Island-Wide Development NGO Platform, CYINDEP**, is working actively in the area of GE/DE. Other CSOs and youth organisations, such as Youth for Exchange and Understanding, the Scouts and Guides and the National Youth Council are working on issues related to GE/DE as well.

## Czech Republic

The **Ministry of Foreign Affairs (MFA)** was the general guarantor of the GE/DE projects between 2008-2010, mainly through the Development Co-operation and Humanitarian Aid Department and by being responsible for funding development education and awareness raising. The **Czech Development Agency (CzDA)** monitored GDE during the time period and its role will most likely be strengthened when it comes to monitoring GDE after the adoption of the decree 151/2010 Coll., establishing CzDA as an organisational unit of the state fulfilling the tasks regarding foreign development co-operation.

The **Ministry of Education, Youth and Sports (MEYS)** is also a prominent stakeholder in the field and it is MEYS who will consider and approve or reject the GDE National Strategy Proposal, before passing it on to the Czech Government for final approval.

At the project level the main actors are mainly **donors and GDE project implementers** (at present mainly NGOs and universities).

As for civil society, the **Czech Forum for Development Co-operation (FoRS)** is the platform for almost 50 NGOs and other non-state actors working in the field of development co-operation, global development education and humanitarian aid. Two FoRS working groups, one on development education and one on awareness raising, have been established and these were merged together during the Czech Presidency of the EU in 2009 and they met approximately four times a year and planned events and shared information and resources in the field of GE/DE. Moreover, representatives from the working group participated in the preparation of the GDE National Strategy.

## Estonia

In Estonia, as in other countries, the **Ministry of Foreign Affairs** and the **Ministry of Education** belong to the key actors in global education. Global education activities have evolved in the context of development co-operation since 1998, when state budget funding from the MFA budget for development co-operation and humanitarian aid for the first time was allocated to GE activities.

Global education activities in Estonia have evolved hand in hand with progress in development co-operation ever since 1998, when state budgetary funding was appropriated for the first time from the Ministry of Foreign Affairs budget for development co-operation and humanitarian aid.

Concerning the NGO sector, the primary actor in promoting GE/DE is the **Estonian Roundtable for Development Co-operation (AKÜ)** which came into being in 2001 and was registered as an NGO in 2007. In the past years, it became the key support organisation for civil society organisations dealing with global education. In 2009, it initiated the first broader-based public GE conference, attended, among others, by the

Minister of Foreign Affairs. The AKŪ also established a **working group on GE** which spearheaded the drafting of a national GE concept paper at the NSC GE/DE Seminar.

As in other countries, the lack of coordination among the GE/DE stakeholders is seen as one of the most urgent problems. State institutions do not involve civil society organisations in GE/FR activities and do not delegate the service of supplying global education to civic society organisations. This results on the one hand from a low level of co-operation on the part of ministries, on the other hand from lacking co-operation and operational capacities within civil society organisations.

### Hungary

The **Ministry of Foreign Affairs (MFA)** is responsible for the development co-operation and thus for promoting and funding GE activities as well. The MFA and the **former Ministry for Education** (now integrated in the **Ministry of National Resources**) have showed willingness for supporting GE and for co-operation in this field, but it has not yet lead to a developed policy or action plan.

As regards civil society organisations, they were the pioneers in the field from the beginning, thanks to support from international programmes and organisations. In 2003, an association for all NGOs in the field of international development was established, **HAND**, whose working group on GE outlined the draft for a future GE strategy in Hungary. Currently, HAND has 20 member organisations.

### Latvia

The Latvian **Ministry of Foreign Affairs (MFA)** has taken the first steps in implementing national development co-operation policy including development education. It supported awareness-raising on Latvia's development co-operation as well as development education. In 2007, it even held an NGO grant competition for Development Education projects. Due to the economic crisis, the Ministry has significantly cut its bilateral development co-operation and development education financing. It is also revising the *Development Co-operation Programme* which is to be planned in 2010 for 2011-2015. In spite of these financial cutbacks, the general attitude of the MFA towards GE/DE initiatives is seen to be very supportive. However, according to the Latvia report, there is no political commitment for GE/DE among the **Ministry of Education** decision makers.

At the forefront for promoting GE/DE on the part of civil society is the work carried out by GLEN Latvia (Global Education Network), The Education Development Centre, the Education Initiative Centre and the Latvian Adult Education Association. In 2004, they, together with other organisations, established the **Latvian NGDO Platform LAPAS** which nowadays unites 28 NGOs. In 2008, LAPAS facilitated the elaboration of the *Development Education Policy of Latvia 2008-2015*. Since the financial withdrawal of

the MFA, the role of LAPAS member organisations in development education is increasing.

Nevertheless, Latvia also faces a lack of coordination between GE stakeholders, especially regarding information exchange between institutions of higher education, NGOs and international stakeholders.

### Lithuania

According to the Lithuania report, “*responsibility and capacity of public institutions implementing means of global education is not properly divided.*” However, the main national actors in this field are the **Ministry of Foreign Affairs** and the **Ministry of Education and Science (MES)**. Since development co-operation is an integral part of foreign policy, the MFA is taking the lead on policy and coordination and is the ministry which usually finances GE/DE projects. In 2008, the budget for development education projects more than doubled. The MES is also actively engaged in GE/DE activities, e.g. by supporting and organising the Global Education Week and by acting as a member of the GEW network. **Lithuanian Youth Centre**, which is subordinated to the MES, has been the key organiser and coordinator together with NGOs and youth organisations for activities related to the Global Education Week.

Among non-state actors, the **National Platform of Development Co-operation NGOs** plays an important role. It was established in 2008 and is currently uniting 19 member organisations. With regard to GE/DE, **LITDEA - Lithuanian network for development education and awareness-raising** is taking the lead. The network unites nine NGOs working in development co-operation and education. In 2009, it held a conference on Development Education in Schools and Youth Organisations. Another actor who started emerging in the field of GE/DE in recent years is the **Association of Local Authorities** in Lithuania. Besides promoting development co-operation among Lithuanian and partner states’ municipalities, it also promotes the concept of development co-operation among Lithuanian municipal players.

### Malta

According to the National Report, there is still a lack of adequate support from the governmental structures in Malta with regards to GE/DE. The interest is rather limited, and currently there is no annual Development Education/Awareness Raising grant. In 2008, there was a first development co-operation Call for Proposals announced by the **Ministry of Foreign Affairs**; some projects had a small Development Education component. However, although development education has been specifically mentioned in Malta’s *Overseas Development Policy* issued by the MFA in 2007, there is still no action plan from the government to implement the published Policy. Meanwhile, there are ongoing discussions between the NGO platform SKOP and the MFA to kick-start a National Development Education Strategy.

The **Ministry of Education (MoE)** has been involved in GE/DE activities since its Director of Curriculum and Development was appointed as national contact for the NSC network of the European School Week in 1999. The MoE acknowledges the importance of GE/DE and by being present at the national seminar; an important step has been taken towards bringing in Government stakeholders to the initiative to develop a national DE strategy. According to the Malta report, the Maltese MoE would like to see a reciprocal partnership in this field between schools, students, families, communities and stakeholders.

**SKOP** has also organised annual seminars on development education in the past five years. Furthermore, there are several NGOs which run GE/DE projects in formal and non-formal education. Among them is **KOPIN** which works in the field of North-South co-operation, Development and Global Citizenship Education and advocacy for development-related issues. There are also various NGO activities with youth as the target group. Co-operation between different GE/DE stakeholders seems to take place only in the organisation of specific activities, not on a regular basis. The role of local authorities in GE/DE has been acknowledged but not been activated so far.

### Poland

In Poland, the **Ministry of Foreign Affairs** plays a leading role from the side of the government as it sees development education as part of its *Polish Aid Programme*. With the establishment of the Department for Development Co-operation, a special programme supporting development education projects was introduced, mainly through re-granting system. In addition, the involvement of the **Ministry of Education** in development education is increasing. The main progress in this regard has been the integration of development education into school curricula as a cross cutting subject. This was realised in close co-operation with the MFA and the NGO sector. Other actors that are currently showing an interest in straightening development education in Poland is the **Ministry of Environment** which is at present deliberating on a *strategy on Education for Sustainable Development*, and the **Ministry of Economy** which is promoting *Corporate Social Responsibility*.

**Grupa Zagranica** is the National Platform of Polish NGDOs and has been operating since 2001. The platform has played an important role in shaping Poland's development education and awareness-raising policies and organisation. Moreover, the Polish **universities** are slowly opening their doors to development issues by offering development-related study programmes like "Peace and Development Studies" at Krakow Tishner European University. Furthermore, contacts have been initiated with representatives of **local authorities** as they might play an important role in the implementation of development education.

During the national seminar in 2009, it was agreed that a multi-stakeholder platform under Grupa Zagranica's lead should be set up in order to foster co-operation and develop a common understanding of development education.

### Romania

The **Ministry of Foreign Affairs** is an important stakeholder when it comes to GE/DE in Romania, particularly in its role as coordinator for the Development Co-operation Policy, which includes development education activities. Within the MFA, the **Development Assistance Division (DAsD)** is in charge of the management of development co-operation. According to the Romanian Report, the **Ministry of Education, Research, Youth and Sport (MERYYS)** has put a lot of efforts in the field of GE/DE during the last years and is very interested in developing a common national strategy on GE/DE.

During the GE/DE seminar, the representative of the MERYYS highlighted the importance of GE/DE: "(...) *it is very important to adapt its legislation and to involve all the actors, especially the local authorities and teachers.*" Moreover, the inclusion of GE in curricula was suggested as a means to improve the collaboration between the MERYYS, schools and NGO in this field.

The **Romanian NGDO Platform, FOND**, represents 41 Romanian NGOs and its main objective is to support a responsible and effective involvement of Romanian civil society and government in international development co-operation and humanitarian aid. One of the working groups of the platform is devoted to Development Education. FOND is an official partner of the MFA to which the platform gives recommendations on national policies on development co-operation.

The **Association of Romanian Municipalities** is another DE stakeholder in Romania, since the newly established local governments implement local projects in the field of DE.

### Slovakia

In Slovakia, the **Ministry of Foreign Affairs** as a coordinator of development aid perceives development education as a part of its responsibilities. Since 2005, it has been announcing an annual *Call for proposal on development education*, administered by the **Slovak International Agency for Development Co-operation**. In 2010, the MFA called for proposals for the preparation of a GE/DE national strategy which does not exist so far. In May 2010, it set up a **new inter-ministerial working group**. The MFA also pushed forward GE/DE activity from the side of the **Ministry of Education** by initiating that unspent funds from 2006-2007 would be spent on GE/DE promotion in schools. However, after the 2006-2007 funds, there has been no more funding of these activities from the MoE, and consequently there has been a decrease in the communication and co-ordination between MFA, MoE and the NGO community since 2007.

From the side of the NGOs, the **Slovak NGDO Platform** is among the main stakeholders promoting GE/DE. It consists of 21 regular member organisations. The NGDO Platform is also the implementation body which carries out development education projects supported by SlovakAid. In 2007, the platform initiated a **working group for Development Education** which by now has been split into one group focusing on primary and secondary education and another group concentrating on higher education.

Communication between NGOs and Ministries is still insufficient according to the National Report.

### Slovenia

In Slovenia, GE/DE is officially understood as a form of international development co-operation. Therefore, the key state actor in this field is the **Ministry of Foreign Affairs**. According to the *International Development Co-operation Act* of 2006, the MFA should be in charge of implementing GE/DE activities and coordinating the different national stakeholders. Nevertheless, the Slovenia report states that the MFA, like other official institutions, does not foster the development of a national GE strategy. In 2007, the **Ministry of Education and Sport** prepared some *Guidelines for Education for Sustainable Development*. It was the first official document dealing with the field of GE/DE in Slovenia; however, altogether, neither the MFA nor the MoE are making serious efforts to foster GE/DE.

Hence, GE/DE activities in Slovenia have been promoted mainly through individual grassroots NGOs which have been active in the **Development Education Working Group** of the **Slovenian NGDO platform SLOGA** since 2006. The group has prepared a *NGDO Development Education Strategy* and discussed it with other NGOs and ministries at the international conference “Intercultural Dialogue in Development Co-operation” in 2008. Within the GEW in 2008, SLOGA for the first time initiated debate about possibilities of including GE/DE in school curricula.

Through the Eco-School Programme, activities on sustainable development have been held in schools. In this programme, schools cooperate with local authorities and try to implement values of sustainable development in their own environment. Yet, the report states that it is difficult to implement these activities due to lack of resources. Like most of the other countries in this report, Slovenia faces problems regarding communication between the different stakeholders involved in GE/DE. In order to change this, a (informal) multi stakeholder group has been set up for better dialogue and co-ordination of global education initiatives.

### 3. GE/DE in Key Sectors

#### 3.1 GE/DE in Formal Education

##### 3.1.1 Curricula

###### Bulgaria

In Bulgaria, GE/DE is **included as a cross-cutting theme** in curricula of subjects like History, Philosophy, Economy or Geography. However, GE topics are widely dispersed throughout the curriculum in a rather **unsystematic** way and do not seem to be among the priorities of the curriculum. The Bulgaria report thus recommends to give GE a more prominent place in the school curriculum and to promote its implementation in class: *“At first there is irreversible trend to introduce DE/GE topics as a part of the curriculum almost everywhere. The problem is not whether to have DE/GE topics but how to incorporate it into the existing subject fields, how to realise the interdisciplinary approach.”*

###### Cyprus

As previously mentioned, there is **no strategy for introducing GE/DE in formal education**. Yet, it appears in curricula in various subjects, such as Greek, Geography, Home Economics, Civic Education, Sciences and Technology. GE/DE themes in these subjects include Human Rights, Peace, Climate Change, European Citizenship and Active Citizenship.

###### Czech Republic

In Czech Republic, there are **framework educational programmes (FEP)** and follow-up school educational programmes. All basic schools and grammar schools in the Czech Republic teach or started to teach the mandatory cross-disciplinary subject that includes GE/DE elements: **“Upbringing to Thinking in European and Global Contexts” (UTE GC)**, based upon the newly created school educational programmes.

###### Estonia

So far, GE **has not been identified as an official topic** in the national school curricula by the Estonian Ministry of Education and Research despite suggestions of the GE working group of the Estonian Roundtable for Development Co-operation (AKÜ). Nevertheless, the NSC GE/DE Estonia Concept Paper states that **new national curricula** for middle and high school are currently being elaborated. The AKÜ has actively participated in this process by submitting comments for all relevant curricula which have been welcomed by the curriculum developers.

## Hungary

The National Basic Curriculum in Hungary currently in force is open for basic principles of global education. However, the report states: “*While serious advances have been made in terms of awareness raising concerning sustainable development and environmental awareness within the framework of primary and secondary formal education (...) there has been little progress in terms of democracy education and active citizenship competencies.*” Thus, much remains to be done when it comes to elaborating curricula that includes all aspects of GE. Moreover, with the ongoing state of transition, it is unclear whether or not GE inclusion in formal education will be a priority in the new education strategy.

## Latvia

According to the Latvia report, a study by the NGDO Platform LAPAS (2007) shows that **GE/DE topics are included** in the national curriculum but are **not being implemented** by teachers due to a lack of practical resources like methodologies and teaching material.

## Lithuania

In Lithuania, there are lessons of citizenship in school which *inter alia* cover aspects of GE/DE. Furthermore, the Ministry of Education and Science has approved a programme of sustainable development for secondary schools which is now being **integrated into curricula** as a supplementary integrative programme to develop key competences regarding sustainable development. Implementation, however, will not be successful as long as teachers are not made familiar with the ideas of GE/DE and its importance.

## Malta

At present, GE/DE is not formally included in Maltese school curricula. At the National Seminar it was emphasised that, with regard to GE/DE, there should be a more flexible curriculum in schools to leave space for creativity and involve art more.

## Poland

The Polish Ministry of Education has, in close co-operation with the MFA and the NGO sector, **integrated global education** into school curricula as a cross cutting subject within the framework of its currently implemented education reform. Despite this, the Poland report reminds to consider that “*new curriculum does not immediately change school’s attitudes towards development education and its implementation.*”

## Romania

So far, **GE/DE has not been integrated in Romanian school curricula**. However, the stakeholders participating in the seminar, including the MFA and the MERYS, showed a clear interest in discussing a possible inclusion of GE/DE in curricula.

## Slovakia

In Slovakia, **GE/DE is not on the curriculum** so far, but GE/DE topics are implemented as extra-curricular or cross-cutting issues. Furthermore, the GE/DE working group which has been established recently put the support of the implementation of GE/DE in the new curriculum on its agenda.

## Slovenia

The *Guidelines for Education for Sustainable Development* prepared by the Slovenian Ministry of Education and Sport in 2007 include **measures to update school curricula** but as the guidelines do not include clear operational goals, it is not clear how and when this will be implemented. The Slovenia report strongly recommends including GE into curricula in a horizontal way.

### **3.1.2 Primary, Secondary and Higher Education**

## Bulgaria

Bulgaria is currently undertaking educational reforms which *inter alia* aim at implementing new educational standards to socio-cultural school subjects, including GE/DE topics. So far, however, “*education is extremely centralised and programs are outdated, which constitutes a serious obstacle to the incorporation of DE/GE at school level or by individual teachers*” (NSC GE/DE Seminar Bulgaria report). Major problems are seen in a lack of motivation among teachers, related to their **inadequate qualification; inappropriate educational materials**; and a shortage of school financial resources.

In the field of higher education, global and development issues are taught as part of the university curriculum in different study courses, but there is no special course or MA on GE/DE so far.

## Cyprus

In the framework of the European Year of Intercultural Dialogue in 2008, the MoEC has promoted **Intercultural Education** in schools and encouraged intercultural dialogue and supported education for an active and global citizenship.

## Czech Republic

The cross-disciplinary subject “**Upbringing to Thinking in European and Global Contexts**” (UTEGC), and other educational fields provide opportunities to implement GE/DE in teaching at basic and grammar schools. Each school is obliged to specify objectives for their students at all educational levels, with the general objectives of the UTEGC as starting point. This set of objectives will thus serve as a reference framework for the evaluation process of the subject. However, the Czech report states that there is still no systematic evaluation of this in the schools. The Czech School Inspectorate (CSI) has tended to focus on evaluation of other aspects of education rather than the cross-disciplinary topics. The report further states that, in general, it is up to the willingness and skills of individual teachers and directors to what extent they will devote themselves to UTEGC, to what extent they will set specific objectives for UTEGC in their schools and in the end it is up to them to fulfil these objectives. Due to this **lack of information and evaluation tools**, it is therefore difficult to analyse the impact of GE/DE in Czech formal education.

Technical and vocational schools framework educational programmes were still prepared for some fields of study; which means that the **new curriculum was not yet applied in all fields of study**. However, these fields of study are quite identical and provide fewer opportunities to include GDE than in basic and grammar schools. GE/DE can be applied in following cross-disciplinary topics in technical and vocational schools: *A Citizen in a Democratic Society* and *A Man and Environment*.

GDE has gradually been winning recognition in higher education and is **included in some subjects** under various names, often with the aim of promoting the qualifications of the students in the field of implementation or economic and political aspects of development co-operation or globalisation. This mainly concerns faculties of non-pedagogical orientation and specialised courses in **GE/DE for future teachers are still few**.

## Estonia

Until recently, values and principles of GE/DE were primarily taught through non-formal education in Estonia. There has been some effort by NGOs to also introduce GE topics in formal education. These include the launch of the online information portal [www.maailmakool.ee](http://www.maailmakool.ee) as well as teacher trainings and lectures. Nevertheless, **interest and competency** in the field of global awareness is **still low** on the part of schools and teachers, and there is a **lack of suitable educational material**. In general, formal

education seems rather inflexible. In addition, the report identifies a lack of higher educational opportunities for training experts, which causes this deficiency of study material and expertise.

### Hungary

There are various examples of existing attempts to include GE in formal education in Hungary and they are mostly run, in co-operation with NGOs, by enthusiastic pedagogues who personally attach great value to these topics. There are for instance programmes developed by environmental educators, such as the eco-school and the forest school movements.

As regards higher education, initiatives such as the **Multicultural Education Teacher Master's Programme** established in 2009 by the ELTE Centre of Intercultural Psychology and Pedagogy and the fact that certain parts of GE can be found within topics related to Social Geography and Urban Studies, show that there has been progress in the field. Nevertheless, despite these developments, **higher education in general does not include GE** and consequently, **nor does the Hungarian teacher training.**

### Latvia

In Latvia, development education initiatives in the field of formal education are often one-off activities that are **neither systematic nor periodic**. According to the Latvia report, there is a need to integrate development themes as cross-cutting issues in different subjects and to develop and promote new teaching material. There have been some teacher training initiatives by NGOs, but there is need for more.

At university level, GE/DE stakeholders assume that the pending changes in the *Law on Higher Education* that are presently in parliament will improve the situation for global/development education. So far, a course on Development Co-operation was prepared at two universities with support of the MFA. Still, overall the higher education system in Latvia is regarded as highly compartmentalised and neither open to inter- and intra-institutional co-operation nor to international co-operation.

### Lithuania

In order to help students in developing their competencies in sustainable development issues, the Lithuanian Ministry of Education and Science has approved a programme of sustainable development for secondary schools which has been integrated into curricula. Despite this effort, the Lithuania report concludes that in general, teachers are not active enough in implementing GE/DE due to **lacking knowledge and awareness**. Willing to change this, GE/DE stakeholders announced plans during a conference in 2009 to share

information on DE issues with schools and provide them with **methodological material** for teachers.

### Malta

In Malta, global education in the formal sector of schools, universities and institutes is still limited to NGO projects run with the permission of the Education Directorate and efforts of individual teachers and educators. They organise, for example, Local Agenda 21 initiatives or campaigns against poverty at schools which have positive impacts. However, most of these initiatives **lack continuance** because they are usually short term activities. Furthermore, the National Report recognises a strong **need for more GE/DE resources**, teacher trainings, as well as training on media use and project teaching in the field of GE/DE.

### Poland

In Poland, global education has been introduced into the system of formal education through the framework of the current education reform, and the Poland report stresses that the Ministry of Education has declared support for actions promoting development education in schools. In addition to that, NGOs are supporting GE capacity building in schools. Nevertheless, teachers are usually not prepared to introduce global education issues in class. The main reasons for this are the absence of a clear common concept on GE and the **lack of professional training and material**. The country report therefore suggests the inclusion of global issues into school handbooks and an ongoing dialogue with school directors in order to overcome the lack of co-operation among Polish GE/DE actors in the field of formal education.

With regards to the higher educational system, the report expresses that GE/DE is fairly undeveloped and insufficient in terms of awareness, implementation and recognition. However, some universities are showing interest in terms of initiating development education related courses, e.g. in the universities of Krakow, Warsaw and Wroclaw.

### Romania

In Romania, GE/DE is **neither included in primary and secondary education, nor in university studies**.

### Slovakia

Since 2005, GE/DE has been implemented in Slovak schools mainly through NGO projects. In 2006 and 2007, courses in GE/DE were offered to train teachers, didactical experts and educators as result of co-operation between the Ministry of Education and the

Methodological Pedagogical Centre, but then funding stopped. Since 2006, longer-term projects have been realised with support of EuropeAid. However, the National Report shows that these measures have not been sufficient, stating that teachers are still not ready for introducing GE/DE in schools because they **lack tools and trainings**. Although some methodological materials do exist, they have hardly been integrated into lessons so far.

Regarding higher education, the main problem seems to be that there is only low support for GE/DE at universities. However, **GE/DE as a cross-sectional theme already exists**, and at some universities, themes of GE/DE are offered as a voluntary subject and have received very positive feedback. There are also suggestions to introduce development studies, research, and scientific activities at universities, but so far this has not been implemented.

### Slovenia

The Slovenia report reflects that the entire formal educational system in Slovenia lacks a global dimension, since “*GE is not considered as a way of education but rather as something that is completely different in content.*” GE is still seen as something supplementary, unnecessary and less important than other educational contents. It is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events or school projects. As in other countries, there still is a **lack of teacher trainings and materials**. During the seminar, it was highlighted that teacher training on GE should be applied already in university studies, as teachers are overburdened with work as soon as they enter their teaching career.

## **3.2 GE/DE in Non-Formal Education, Civil Society/NGOs and Youth Organisations**

### Bulgaria

The Bulgaria report states that “*the NGO’s played an extraordinary role in the promotion of the idea and in the endorsement of DE/GE in Formal and especially in non-formal education*” by introducing new ideas in the field, training teachers and social activists, translating materials, raising funds etc. Most visible in this regard is the **Bulgarian Platform on International Development**, being active in projects on gender issues, peace, migration, poverty and, more general, on sustainable development as such. Despite this, NGOs are no longer seen as the only important agents of change in the field of GE/DE: **State agencies and educational authorities have gained more influence** in the past years due to advanced resources and power to affect educational developments. This may be related to the problem that NGOs did not succeed so far in establishing structures of communication and co-operation among themselves and among NGOs, local authorities and national agencies. Altogether, comprehensive programmes for promoting GE/DE beyond the field of formal education are still lacking in Bulgaria.

## Cyprus

Cypriot civil society organisations and the **Cyprus NGDO Platform** work in areas such as active citizenship, intercultural education, global education, capacity building, promoting MDGs, gender issues, human rights and environmental sustainability. Since the CIVICUS report in 2004, which stated that civil society in Cyprus was weak and characterised by limited co-operation and communication between different actors, Cypriot civil society has grown stronger and is better organised. Moreover, the NGDO Platform has been established to ameliorate the co-operation between different civil society actors active in the field.

## Czech Republic

Regarding informal education, a number of organisations have implemented individual projects focused on various target groups (general public, youth, NGOs). As mentioned earlier, the **FoRS Platform** is a leading actor in this field.

## Estonia

The most prominent civil society actor on GE/DE in Estonia is the **Estonian Roundtable for Development Co-operation** which in the past years became the **key support organisation for civil society organisations** dealing with GE/DE. According to the Estonia report, however, the level of coordination among actors dealing with global education is rather low, due to unstable financing, little official supply and support from the state to civil society organisations and weak coordinating abilities of NGOs.

## Hungary

There are only a few civil society actors active in the field of GE in Hungary, who all work hard with mobilising funds for their activities and informing the public about GE issues. Due to the lack of a common strategy and consensus, both among the civil participants and among other stakeholders, it is difficult to find sustainability for the activities. The most common arena for informal education is libraries or museums.

Examples of civil society initiatives include a joint project between the Association of Green Youth and the Cellux Group that through an artistic exhibition tries to draw young people's attention to global problems. There is also the Babel Intercultural Pedagogy Project supported by the EU, aimed at e.g. applying GE both in and outside classrooms and at teacher training, as well as a training programme called Global Generation that targets people in their fifties in order for them to share their life experience with younger generations.

The Hungarian report stresses the fact that it is thanks to personal commitment of educators and NGO workers that the level of activity in the field of GE has remained almost as high as before, even though the level of funding has decreased.

### Latvia

In Latvia, the **non-formal education sector is still seen to be “the catalyst for change with the biggest potential.”** There are many NGOs working in the areas of environment, health, intercultural education and integration. The problem is that they have **not managed to link** these activities to **global development issues** and the MDGs. The Latvia report therefore recommends trainings and consultancy for NGOs in order to provide them with in-depth information and competences to deal with the global and development dimensions of their area.

### Lithuania

**LITDEA** - Lithuanian network for development education and awareness-raising is seen as the **most important Lithuanian NGO working on GE/DE**. In its 2009 conference on *Development education in schools and youth organisations*, the network announced plans to share information on DE with schools and to provide teachers with global education material in order for them to integrate the topic into their lectures.

### Malta

In Malta, there are a number of NGO projects in the field of non-formal education in GE/DE which target youth and/or adults, including awareness raising initiatives on global interdependency, environmental issues, global poverty, and fair trade.

Malta has been involved in the Global Education Week (GEW) since 2001 and is a part of the Global Education Network (GLEN). In 2002, the EkoSkola was launched in Malta, a project based on the international Echo-School Programme for i.e. environmental management and sustainable development. Moreover, there are plenty more activities organised by NGOs, including Energy Road Show, JRS School Outreach Programme, Young Reporters for the Environment by Nature Trust, Enlarging Fair, I Shop Fair and Colours of Malta.

### Poland

The National Platform of Polish NGDOs, **Grupa Zagranica**, has played an important role in **shaping the organisation and development education and awareness-raising policies in Poland**. The platform has several working groups, such as Aid Watch,

Development Education and Eastern Partnership Civil Society Forum, as well as regional ad-hoc working groups for Eastern Europe and Caucasus.

### Romania

The **Romanian NGDO Platform, FOND**, assembles 41 Romanian NGDOs who all carry out various activities and projects in the field of GE/DE. The FOND Platform implements DE projects to inform the Romanian public on global development challenges and on the need for international solidarity. The main activities include: promotion of the MDGs; creation of informational tools, documentaries and development studies curricula; raise awareness among young people; work with school in both urban and rural areas; education and involvement of mass media in the promotion of global development issues; training of multipliers; organisation of contest and exhibitions as well as policy work in general.

### Slovakia

In Slovakia, the **Slovak NGDO Platform** is among the main stakeholders promoting GE/DE. An important project in the field of non-formal GE/DE is the webpage <http://www.rozvojovevzdelavanie.sk>, a joint project by the Methodological and pedagogical Centre in Presov, the MoE and SlovakAid. The website presents detailed information about GE/DE issues, governmental and nongovernmental GE/DE stakeholders, events, projects, publications etc. Furthermore, it offers a chat-room for public discussions, methodological material, and access to a Virtual School of Development Education. The Virtual School provides selected educational activities and on-line games for students.

### Slovenia

Together with the educational institutions, NGOs are the most active actors in the field of GE/DE. GE/DE activities in Slovenia have been promoted mainly through individual grassroots NGOs which have been active in the Development Education Working Group of the **Slovenian NGDO platform SLOGA** since 2006. The group has prepared a NGDO Development Education Strategy and has initiated a debate about possibilities of including GE/DE in school curricula.

## 4. Educational resources and support services

### Bulgaria

In Bulgaria, materials as well as teacher training programmes on GE are rare. Concerning educational materials, the Bulgaria report states: *“The interdisciplinary character of the new subject field and the newly developed educational standards do require manuals in many subjects to be re-written and **special educational materials to be prepared**. This is a difficult task for educational systems lacking financial resources but as well having not enough prepared curriculum developers in the field of DE/GE.”* In terms of further education, the country report stresses that the **growing need of teacher trainings** in GE/DE faces a variety of problems. Among them are insufficient funds, a lack of well trained specialists in the field and a lack of trainers of trainers or methodologists. A further problem is that there will be a lack of acceptance as long as teacher trainings on GE/DE are not integrated in the programmes of official teacher training institutions. Usually, GE/DE is taught in short term courses which can only serve as an introduction into the field. So far, there is neither an officially published Programme of the Ministry of Education and Science referring to GE/DE Training, nor a unified approach and agreement in the field.

### Cyprus

Except for the common European online resources, there are very **limited national educational resources on GE/DE available** for Cypriot teachers. The MoEC has a website with material on the Global Education Week and the CyprusAid strategy can be consulted online.

### Czech Republic

Schools can get partial support from NGOs active in GDE, from the **Research Institute for Education (RIE)** or from other organisations in the field of education. An expert group is currently preparing **model anticipated deliverables of the subject “Upbringing to Thinking in European and Global Contexts” (UTEGC)**, under supervision of RIE. Providing schools and teachers with model anticipated deliverables and practical examples of their implementation may help to implement UTEGC systematically in education and could also serve as a basis for evaluation. Moreover, they may be employed for future review of the cross-disciplinary subject in future modifications of the Framework Educational Programmes, FEP (preliminarily in 2013).

### Hungary

Hungarian pedagogues **rely on informal resources** when it comes to GE and in most cases they have to **develop their own teaching material**, sometimes in co-operation with

NGOs. Even though there are Internet resources available, there are very few in the Hungarian language and to translate and adapt them to Hungarian context is beyond the capacities of the pedagogues. However, the report lists a few publications on GE that are available online.

The most important service available in Hungary, a **Global Education Knowledge Centre** established in 2008, is provided by the Anthropolis Association with the support of the Regional Partnership Programme and the Lifelong Learning Programme. The GE Knowledge Centre has a reference library, a helpdesk service and provides a space for professional exchanges.

### Estonia

Like Bulgaria, Estonia faces severe **shortcomings in terms of the existence and availability of textbooks and materials** on GE/DE topics. Part of the problem is the lack of funds for producing and distributing materials. Apart from that, GE/DE experts are rather rare due to **deficiencies in teacher training** and train the trainers' offers.

### Latvia

GE/DE activists in Latvia started pushing for teacher training and further education opportunities on development education several years ago. When a LAPAS study in 2007<sup>1</sup> showed that teachers still lacked methodologies and teaching material in global and development topics, further training courses on global issues were implemented with support of the MFA and international programmes. However, the country report states that there is **still need for further education** courses on the topic. In addition, it is **necessary to develop and supplement new teaching material**.

### Lithuania

In Lithuania, there have been some efforts in the field of further education on GE/DE topics, for example a programme of education on sustainable development which was implemented in 2006-2009 in order to consult teachers and other multipliers. In spite of such government initiatives, the scientific report "Training of pedagogues in Lithuanian high schools in context of sustainable development" discloses that there is still a lack of awareness in sustainable development issues and principles which implies that **further teacher training courses as well as material is needed**.

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<sup>1</sup> LAPAS research paper on Development Education topics in curricula of the elementary and secondary school education in Latvia (2007; only available in Latvian)

## Malta

Over the past years, some initiatives in Malta have started to develop educational resources and support services for GE/DE, e.g. on fair trade issues and global citizenship education. However, the country report states that **more resources are needed**, especially in terms of **teacher trainings** and other capacity building. Furthermore, the report recommends creating a **resource centre for global education material** where teachers and educators can obtain methodologies and materials for teaching global issues.

## Poland

As in the other countries, it is **necessary to provide suitable teaching materials** on global education in Poland as the existing material is not sufficient. The country report also stresses that global education topics should be included in school handbooks. In terms of teacher training, there has been some positive development, as the **National In-Service Teacher Training Centre**, under the Ministry of Education, recently implemented a **pilot Teacher Training Project** with the aim of establishing development education related issues in their training activities. In spite of this, further education on DE/GE is needed. Another suggestion made in the country report is to implement an ongoing dialogue with school directors.

## Romania

The Romanian Report shows that there is a **need to elaborate a toolkit for teachers** on GE/DE. MFA financed a UNDP project, the SNIECODA (Strengthening the National Institutional and Educational Capacity to Implement Official Development Assistance Projects/Programmes). Otherwise there seems to be very little educational resources and support services available.

## Slovakia

There has been some effort regarding the provision of teacher trainings in Slovakia as a result of co-operation between the Ministry of Education and the Methodological Pedagogical Centre in 2006/2007, but it stopped when funding was no longer available. In terms of material, the website [www.rozvojovevzdelavanie.sk](http://www.rozvojovevzdelavanie.sk) provides a wide selection of resources and tools for GE/DE, including a Virtual School which offers educational activities and on-line games for students on GE/DE topics. Furthermore, methodological publications of Slovak NGDOs on various GE/DE themes have been re-printed and distributed by methodological centers to primary and secondary schools. However, the National Report shows that this is not sufficient, stating that teachers still **lack tools and trainings**.

## Slovenia

The Slovenian country report lists various international and national electronic educational resources available on GE/DE in Slovenia. However, like the other reports, it stresses that it is **necessary to establish train the trainers' opportunities and to produce adequate school materials** as well as materials for multipliers. The report also states that GE/DE “*requires long-term action and integration into the entire educational system*” which is apparently missing in Slovenia so far.

## 5. Recommendations

Taking into account key findings from the country reports on Global/Development Education which are summarised in this report, we recommend the following strategic objectives for future GE/DE activities in the new EU Member states:

### **1. Provide consistent national frameworks for GE/DE activities**

- Establish comprehensive (and binding) national strategies on GE/DE in countries where they are still missing
- Improve coherence of GE/DE approaches and activities by bringing them in line with national strategies
- Promote a common understanding and definition of GE/DE

### **2. Strengthen role of key GE/DE stakeholders and foster co-operation**

- Promote leading role of Ministries of Foreign Affairs and Ministries of Education in the field of GE/DE and improve co-operation between the ministries (and other relevant ministries)
- Promote the establishment of a multi-stakeholder model at the national level in order for all important actors to be involved in the process
- Strengthen (national) multi-stakeholder working groups and networks on GE/DE
- Take further measures to improve co-operation among the various state and non-state GE/DE stakeholders to have a long-term impact and sustainability of the issue at stake
- Peer learning and twinning exchanges - promote European and international co-operation for the improvement of national strategies

### **3. Facilitate implementation of GE/DE in formal and non-formal education**

- Consistently integrate GE/DE into national school curricula (preferably as a cross-curricula subject)
- Provide schools and teachers systematically with teaching material and training offers to facilitate the implementation of GE/DE in class and involve student and pupil councils to foster initiatives of students
- Introduce courses on GE/DE in higher education, especially for teacher trainees
- Support measures to promote GE/DE in non-formal education through co-operation with national youth councils and improve public awareness on GE/DE

#### **4. Develop and promote GE/DE educational resources and support services**

- Foster development of teaching material on GE/DE for formal and non-formal education settings
- Establish training activities for policy-makers and curricula designers
- Promote national programmes of further education in the field of GE/DE through national teacher training institutes, possibly in co-operation with NGOs
- Include GE/DE in existing training programmes to make use of already existing national/international training structures/programmes
- Establish train-the-trainers courses on GE/DE to increase the number of experts in this field
- Support NGO activities in the field of further education on GE/DE
- Establish a regular Forum for GE/DE for training, capacity building and exchange of pedagogical materials for teachers and trainers (from the formal and non-formal education setting) in the field
- Establish a monitoring and evaluation system of educational resources and support services