Visegrad Regional Seminar on Global Development Education

24th – 25th March 2011
Hotel Iris, Prague, Czech Republic
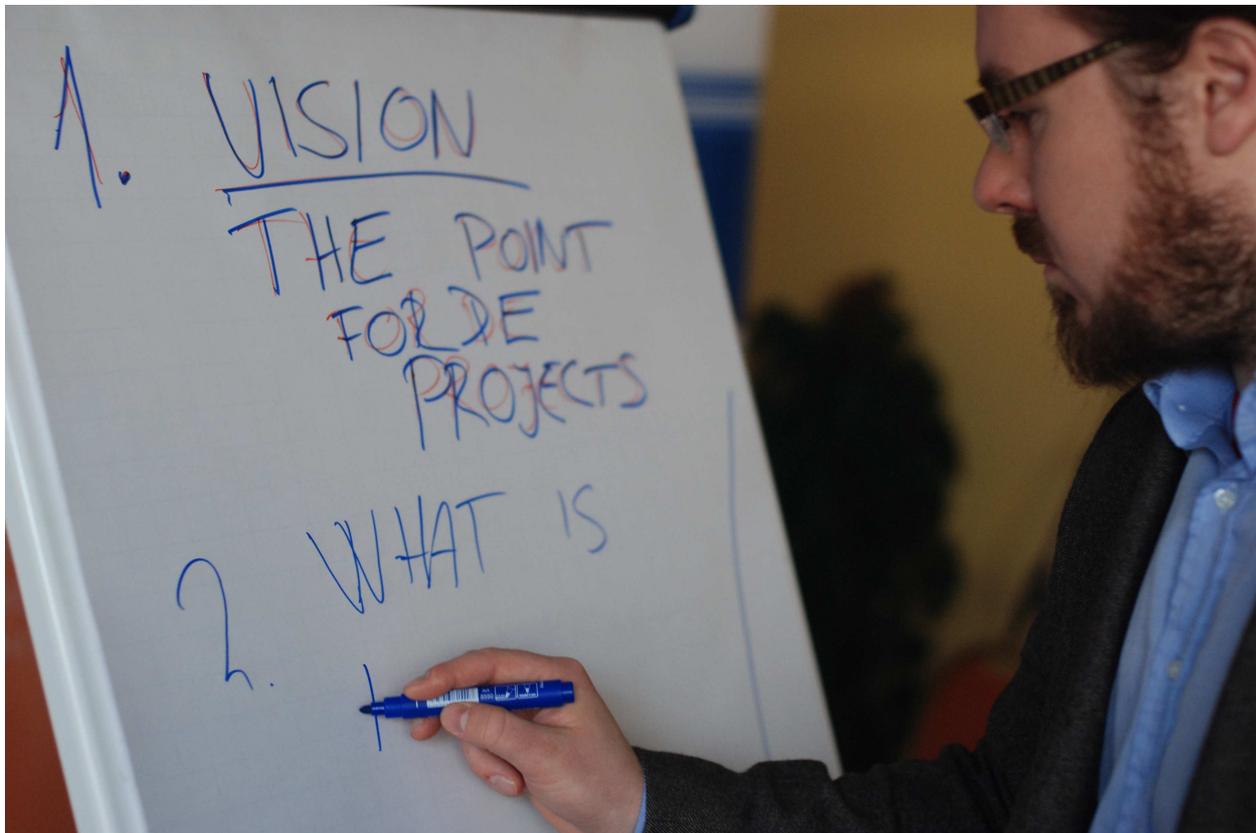
FINAL REPORT

Visegrad Regional Seminar on Global Development Education was organized by FoRS – Czech Forum for Development Co-operation, Czech Republic
In co-operation with
- Hungarian Association of NGOs for Development and Humanitarian Aid (HAND), Hungary
- Grupa Zagranica, Poland
- PMVRO – Slovak NGDO platform, Slovakia

And the North-South Centre of the Council of Europe

Contents

Abbreviations & Acronyms

CiSocH – Civil Society Helpdesk of the European Commission (EuropeAid)
CoE – Council of Europe
CONCORD – The European Confederation of NGOs working in Development and Relief
CR – the Czech Republic
CS – Communication Strategy
CSOs – Civil Society Organisations
CZ – the Czech Republic
CZDA – the Czech Development Agency
DAC – Development Co-operation Directorate of the OECD
DE – Development Education
DEAR – Development Education and Awareness Raising
DEEEP – Developing Europeans Engagement for the Eradication of global Poverty project
EC – European Commission
ESD – Education for Sustainable Development
EU – the European Union
EUR – Euro - the official currency of the Economic and Monetary Union of the European Union
EU12 – The New Member States of the EU accessing the EU on May 1, 2004, i.e. Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, and following accession by Bulgaria and Romania on January 1, 2007.
EU15 – The Old Member States of the EU, i.e. Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom
FoRS – the Czech Forum for Development Cooperation
GDE – Global Development Education
GE – Global Education
GENE – Global Education Network Europe
HAND – Hungarian Association of NGOs for Development and Humanitarian Aid
HRBA – Human Rights Based Approach
HU – Hungary
MFA – Ministry of Foreign Affairs
MGML – MultiGradeMultiLevel-Methodology of RIVER
MoE – Ministry of Education
NATO – The North Atlantic Treaty Organization
NGDOs – non-profit non-governmental development organisations
NGOs - non-profit non-governmental organisations
NMS – the New Member States of the European Union, see EU12
Norad – Norwegian Agency for Development Co-operation
NSA–LA – Non-state Actors and Local Authorities
NSC – The North-South Centre of the Council of Europe
ODA – Official Development Assistance
OECD – Organisation for Economic Co-operation and Development
OMS – the Old Member States of the European Union, see EU15
OSF – Open Society Foundations
PCD – Policy Coherence for Development
PMVRO - Slovak NGDO platform (Platforma mimovládnych rozvojových organizácií)
PL – Poland
RIVER – Rishi Valley Institute for Educational Resources, Krishnamurti Foundation India
SAIDC – Slovak Agency for International Development Co-operation
SK – Slovak Republic
V4 – Visegrad Group – i.e. the alliance of the Czech Republic, Hungary, Poland, the Slovak Republic

Executive Summary

The Visegrad Regional Seminar on Global Development Education took place in Prague from 24th to 25th March 2011 and brought together more than 70 participants from state authorities and institutions, civil society organisations, pedagogical institutions and other actors from the Visegrad countries (V4) – i.e. Hungary, the Czech Republic, Poland, the Slovak Republic – and also other European countries. The seminar invited diverse stakeholders active in GE to recognize the importance and impact of GE, to share their views on current concepts and perspectives for GE, to exchange information on common challenges and best practices in the Visegrad countries and with other European and foreign experts; to deepen the notion of collaboration and to motivate the key stakeholders to work jointly on the development of strategic structures for GE. The seminar was organised by FoRS – Czech Forum for Development Cooperation in partnership with the NGDO platforms from the Visegrad countries – i.e. HAND from Hungary, PMVRO from the Slovak Republic and Grupa Zagranica from Poland. The seminar was held in co-operation and with the support of the North-South Centre of the Council of Europe, the European Commission and the Ministry of Foreign Affairs of the Czech Republic. Media partners were Rádio Česko and the magazine Nový prostor.

The V4 countries to a certain extent share part of a common history, as well as some values, cultural, intellectual and religious background. Since the end of the Cold War, they have gone through a substantial transformation in economical, societal and political areas. Since the mid 1990s the V4 countries have joined the international community of donors in development cooperation. They have developed their ODA programmes and more or less managed to go through a certain transformation there. In spite of many efforts, public knowledge on global interdependency and development issues has remained weak. Public awareness can be raised only through transparent information on ODA and more targeted approach in bringing the development topics to a different audience. The development effectiveness, transparency and policy coherence for development are indeed those areas where the V4 countries still have ample room for improvement.

Global Development Education plays a considerable role in building up the competences and skills of people as active global citizens. The importance of GE has been recognised in all V4 countries, though many challenges have arisen.
The first one lies in building systematic official support for GE and the overall general strategy framework in which GE can be carried out. There is a variety of actors (governmental, civil society, pedagogical, others) more or less involved in GE. The dialogue and cooperation among them is fundamental for making GE engender changes in order to get to a sustainable and responsible globalised society. The Visegrad countries have experienced different stages of these multi-stakeholder processes – some already have a National strategy on GE, some have been struggling at the beginning of the process.
Stable and predictable funding for GE has always been a problem to be tackled. It is more striking in times of overall cuts in public spending and the aftermath of the recent financial crises. GE in V4 is dependent mainly on finances provided within the ODA programmes and these have been struggling with real retrenchment.

The GE community in V4 connects various actors. Their expertise and practical know-how of innovative methods of GE have grown considerably in last decade also thanks to the new financial opportunities coming from funding schemes from the EU. Many educational and awareness raising programmes and materials have been developed, mainly by NGOs. But a wider and long-term impact on society can come through quality formal education and schools. And this is where V4 have been facing many difficulties – be it in incorporating GE into school curricula at every level of education, or in getting engaged and competent teachers to make GE work for children and students.

In this context, the Visegrad Regional Seminar on Global Development Education brought up some interesting observations, which could act as practical recommendations for actors in V4 countries, but also beyond their borders. They were as follows:

At the level of **national strategy** for Global Development Education:
- Make efforts to work as a multi-stakeholder group – get together a committed and professional team consisting of all stakeholders.
- Proper timing is very important so that the GE Strategy can link with other national educational strategies and reforms.
- It takes time to prepare the strategy – so it is advisable to follow the current paradigms and other factors that influence development cooperation and GE so that the strategy responds the actual challenges and needs.
- Take advantage of new opportunities coming with shifts in the attitudes of some donors – e.g. the EC focus on complementarity among the EU member states and the funding opportunities within the coming call for proposals.
- Find political leadership to support your efforts in getting the national strategy and making it work.
- Seek support and synergy within the Visegrad countries – e.g. other V4 countries could support Hungary in getting its multi-stakeholder process on track and develop the national GE strategy.
- Having the national strategy adopted does not finish the work – its implementation is something to be taken care of!

At the level of **GE concepts** and understanding the terminology:
- The GE community in the V4 and in the other EU member States seems to have more or less the same expectations from GE – i.e. GE is not to promote aid, but to create a better world where people can live in a sustainable way, be able to have a critical view of development and feel responsible for the globe. The ways how to reach that are only seen within different formats, systems and tools.
- Still it is advisable to make clear the terms and content used under GE/DE and its objectives in your country.

At the level of **practical implications** for GE:
- There is a huge variety of GE programmes and materials used in practice in the V4 countries. It would be advisable to try to sort out these resources and share them among the interested stakeholders in V4 and beyond.
- Encourage your GE community to undergo simple but effective peer reviews[1] of their work in GE at the level of a country, but also within V4 as a region.
- Develop, adopt and implement own quality standards for GE actions (inspiration can be got from the workshop from this seminar).
- Explore multi-grade-multi-level methodology of learning such as RIVER and find ways to use its elements or entire method in your projects and the work with teachers and pupils ("let children/teachers/others be drivers in the seat").
- Explore the recommendations for critical thinking and global learning and become more skilled as educators but also as learners ("The voyage of discovering consists not in seeing new landscape, but in having new eyes" – Marcel Proust)

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[1] Peer review is a generic term for a process of evaluation involving qualified individuals within the relevant field. Peer review methods are employed to maintain standards, improve performance and provide credibility.

Introduction – Objectives and Methodology

The Visegrad Regional Seminar on Global Development Education was held in the framework of the ongoing national and regional consultation process for the development of policies, structure and good practises on the global/development education in the New Member States of the EU (NMS), which is facilitated by the North-South Centre of the Council of Europe. The sub-regional Visegrad seminar followed after the national seminars being held in 2009 and 2010 in each of the Visegrad countries (and other NMS). The sub-regional seminar for Baltic countries was held in April 2010 while the sub-regional seminar for the South East Europe/Mediterranean region is foreseen for the second semester of 2011. All seminars are laying elements for producing national and sub-regional reports on the state of global/development education. They will in the end contribute to the upcoming pan-European conference to be organised on the occasion of the 10th anniversary of the Maastricht conference in 2012. The results will among others serve as a basis for identifying new programmes and priorities for the European institutions in supporting national and European actors active in the field of Global Education.

The Visegrad Regional Seminar aimed at bringing the current global debate into a sub-regional context and helping to clarify the understanding of the GE concepts in V4. The seminar invited the key stakeholders in GE to get more engaged in shaping GE, in developing coherent strategic frameworks for global/development education and in support for GE in general.

The seminar intended to contribute to the following objectives:
- To exchange and jointly discuss existing perspectives on concepts of GE and to reach a better understanding of the concept;
- To identify common challenges in the Visegrad countries and exchange information on best practices with GE experts from the V4 region, other European countries/institution as well as with experts from the global South;
- To provide the space and opportunities to develop joint action and collaboration within and beyond the Visegrad countries;
- To promote GE as an integral part of education as well as of development cooperation in the Visegrad countries;
- To elaborate on recommendations for furthering GE in the V4 countries.

The seminar was structured in order to follow its objectives. It covered theoretical conception on Global Education as well as policy and strategy debates and some practical implications for teachers and other educators. The context in the V4 countries ran through the seminar as a crosscutting issue. Different methodologies were applied and comported with the different scopes of the seminar – there were presentations, as well as practical workshops, open space and a workshop fair for sharing the gained knowledge.

Context of GE in the Visegrad Countries

The Visegrad Group (or also V4 countries) is an alliance of four Central European countries – the Czech Republic, Hungary, Poland and Slovakia[2]. The V4 countries to a certain extent share part of a common history, as well as an intellectual, cultural and religious background. The Visegrad Group was formed at a meeting of their presidents in 1991 by signing the Visegrad Declaration. The V4 group aims at effective, functionally complementary and mutually reinforcing cooperation and coordination within existing European and transatlantic institutions. The activities are also aimed at strengthening stability in the Central European region[3]. All four countries are currently members of NATO and since 2004 also members of the European Union.

The V4 countries have provided development assistance to a certain extent since the 1970's. Communist ideology and the interests of the Soviet Union heavily influenced the forms as well as the geographical focus of the aid provided. After the end of the Cold War in the late 1980s, the V4 countries went through a thorough transformation in economic, political, societal and other areas. At that time, the V4 countries became recipients of financial as well as technical assistance from the international community. It was only in the mid 1990s when some development programmes were launched again and the V4 countries gradually became donors in international development. The new position of the V4 countries has also been affirmed by their successive accession to the OECD[4]. The V4 countries have committed to providing aid to developing countries and to fighting global poverty and they have accepted other international commitments related to aid volumes and aid effectiveness. The ODA systems in V4 countries have undergone some critical transformation in the legal and policy framework for ODA – e.g. the Czech Republic and Slovakia have formally finalized this by adopting the new Act on Development Cooperation.

There has been **low general awareness by the public of a wider context of development cooperation and global interdependency in the V4** countries (and the EU12 generally). The public in V4 are usually highly responsive to acute humanitarian crises worldwide and support humanitarian actions of their states and CSOs by donations. Around 89% of the public in V4 also considers helping people in developing countries as very important or fairly important[5]. Though, public opinion polls in V4 countries have indicated low involvement in development and low awareness on topics such as extreme poverty, the existence and importance of long-term development cooperation and international development issues in general. A majority of people are generally in favour of "reducing poverty" as the key issue for development cooperation, however they lack information on what their country has been actually doing in this area and what the development cooperation programmes have been achieving[6]. A wider expert debate on the merit and actual paradigms shaping development cooperation is also lacking since political parties, opinion leaders, parliamentarians and governmental officials have shown low interest in and awareness of the global issues. In spite of existing efforts, there still is ample room for increased transparency of the ODA and information with regard to wide as well as expert public opinion and increased intervention to strengthen the overall support for a real engagement in global issues in V4 countries

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[2] Initially the Visegrad Group comprised of only three countries –Czechoslovakia,PolandandHungary. After the disintegration ofCzechoslovakiain 1993, the group enlarged to four members, as both theCzech Republicand theSlovakRepublicare members of V4 group.

[3] Taken from the website of the Visegrad Group.

[4] First by theCzech Republicin 1995, followed byHungaryin May 1996,Polandin November 1996 and theSlovakRepublicin 2000 – taken from OECD website.

[5] See Eurobarometer „Europeans, development aid and the Millennium Development Goals", 2010,

[6] E.g. see Public opinion poll carried out by the Czech Ministry of Foreign Affairs in 2008

The understanding of what Global Education comprises and how it interrelates with aid provision has undergone some fundamental changes in the last few years. A number of diverse concepts and definitions have evolved and its use differs according to stakeholders and the countries they take place in. The GE communities in each of the Visegrad countries use different definitions as well. The Maastricht Global Education Declaration (2002) states: *Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship[7].*

The primary aim of development education has originally been to mainly promote foreign development cooperation and development projects in public. This has been the situation also in the Visegrad countries. The geographical focus followed this distinction – development education and raising public awareness has been implemented in the North, while development projects in the global South. However, education leading towards global citizenship has been emphasized recently also in the Visegrad countries. The V4 GE actors recognize that GE should encompass all citizens and reflect the continuing globalisation and increasing interdependency of societies. GE promotes values such as solidarity, tolerance, human rights and democracy.

The engagement of the V4 countries in development cooperation has grown progressively since the late 1990s. The **first projects in V4 countries focusing on increasing awareness of the public** about aid started to be implemented mainly by NGOs around 2002-3 since they wanted to increase public knowledge and support for a more active involvement in international development.[8] The financial support provided by the V4 governments for these projects from public budgets differed. The Czech Republic launched a special long-term funding for development education projects of non-profit organizations within its aid programme in 2005. Other V4 countries also supported development education projects, but mainly through their general ODA programmes or other budget lines (e.g. the Polish Aid Volunteering Programme). In Hungary, the long-term and predictable financing for GE seems still to be a big challenge.

After the accession of all V4 countries to the EU in 2004, the **new co-financing and joint project opportunities at EU level** opened for V4 implementing organisations. The EU has been strongly supporting the integration of the EU candidate countries into the EU development structures. The EU also encouraged capacity building and experience sharing between the Old Member States (OMS or EU15) and the New Member States (NMS or also EU12) within development cooperation and development education. Among others, the TRIALOG project has been playing a very important role in coordination, networking, advocacy and capacity building for CSOs in the new member states[9]. It was for the first time in 2006, when the European Commission assigned a special envelope of funds from the NGO budget line for Development Education and Awareness Raising actions in Europe for priority actions taking place in the NMS. NGOs from NMS could apply under different (i.e. softer) eligibility criteria and with a smaller size of projects. Thanks to joint projects at the EU level, the NGOs from NMS (and V4 among them) could be building up their capacities, gaining new expertise and increasing their professional profiles also in development education and raising public awareness.

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[7] Definition taken from the Global Education Guidelines - Concepts and Methodologies on Global Education for Educators and Policy Makers, developed by the Global Education Week Network in coordination with the North-South Centre of Council of Europe, see http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf

[8] In 2004 NSC initiated a programme to promote GE in Visegrad countries, that was followed by GENE Global Education peer reviews.

[9] The very first TRIALOG project was launched already in 2000. Currently TRIALOG phase IV has been going on – see http://www.trialog.or.at

There has been a diverse and **vivid GE community of stakeholders** in the V4 countries. Ministries of foreign affairs are those responsible for the overall coordination of the ODA, while the development agencies take care of the implementation. Ministries of education play an important role in respect to GE. In all V4 the NGDOs organise and network themselves within the established NGDO platforms. The V4 platforms are all members of CONCORD and of the NSC Global Education Week network and thus being integrated in the CSOs structures at EU and global levels. The NGDO platforms' working groups on DEAR have been active in experience sharing, advocacy and GE-related policy shaping. There are also other non-development NGOs active in GE – mainly working with youth, environmental centres and other civic associations. The state pedagogical institutes and methodology centres, primary, secondary schools and universities play key roles for GE in the formal sector.

National strategies for Global Education are a new phenomenon in the V4 countries. The national strategies on Education are to set objectives for GE, clarify the concepts and integrate GE into school curricula as well as non-formal educational structures. The strategic processes looking into the creation of more comprehensive structures and national strategies for Global Education have appeared in V4 countries only around 2006-7. It can be seen as a response to various international initiatives – mainly arising from the recommendations and commitments regarding Global Education framed within the Maastricht Declaration on Global Education (2002)[10] and the European Consensus on Development Education (2008)[11]. In most of the V4 countries, the multi-stakeholder initiatives comprising ministries of foreign affairs and education, non-governmental organisations, schools, pedagogic institutions, universities and some other actors have been established. The progress of each of the V4 countries in this area differs widely – e.g. the process in the Czech Republic was successfully completed after two years by formal approval of the National GE strategy in March 2011, while in Hungary the work is at the very beginning and is struggling against fundamental political obstacles. In Poland, the specific national GE strategy is missing, but the process can lean on strong interest from the side of the educational authorities (mainly Ministry of National Education) and Global Education is likely to be introduced in the framework of the new programme basis of general education.
The European Commission (EC), the North South Centre of the Council of Europe (NSC) and Global Education Network Europe (GENE) have been supporting the multi-stakeholder processes greatly.

Global Education in the V4 countries has been facing **principal challenges**. These concern not only those connected with the complexity of multi-stakeholder processes on getting national Global education strategy, but also serious financial constraints arising from the recent financial crises and cuts in state development budgets. The GE actors have been facing severe difficulties with raising funds for Global Education projects, since there has been a real threat of shifting funding originally allocated for Global Education activities to projects carried out in the global South.

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[10] The Maastricht Declaration on GE can be found at http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf

[11] For the European Consensus on Development see http://ec.europa.eu/europeaid/what/development-policies/european-consensus/index_en.htm

Introduction to the Organizer and Partners

<u>**Hosting organisation:**</u>

FoRS – Czech Forum for Development Co-operation (FoRS) is a platform of the Czech non-governmental non-profit organizations (NGOs) and other non-profit institutions, involved in development cooperation, development education and humanitarian assistance. FoRS represents more than 50 organizations, which share the common interest of pursuing more relevance and effectiveness of both Czech and international development cooperation and enhancing its positive impact on people living in developing and transforming countries. FoRS has been strongly focusing on GE on the national level. More than two thirds of FoRS members are active in this area and therefore formed working groups: "Global Development Education" for formal education in primary and secondary schools, "Public Awareness" for non-formal education, and "Development Studies" for formal education at universities. With respect to public awareness, FoRS has acted as a partner in the campaign Czech Against Poverty that has been running since 2005 and is the most widely known campaign related to development cooperation in the Czech Republic. FoRS also contributed to the development of the national GE strategy in 2009-2010.
Contact person: Inka Píbilová, Director of the Secretariat, inka.pibilova@fors.cz

<u>**Partners:**</u>

Hungarian Association of NGOs for Development and Humanitarian Aid (HAND) is a platform of 20 member NGOs that aims at contributing to the formulation of an effective, transparent and sustainable development cooperation policy and becoming a co-operative partner of the Hungarian governmental bodies. A working group on Global Education within HAND was established in 2007.
Contact person: Réka Balogh, Network Coordinator, office@hand.org.hu

Grupa Zagranica is an association of almost 50 Polish NGOs working abroad in cooperation with and for the benefit of foreign partners. All the members of the platform are allied by the will of acting together in order to create better conditions in Poland and Europe for developing supportive activities for the countries in need. The Group undertakes actions in these fields, in which close cooperation and common position are indispensable for producing a change in the system and reaching the goals necessary from the point of view of the member organisations. Zagranica Group has led a project on cross-sectorial co-operation on GE with the aim of agreeing on a common understanding and concept of GE.
Contact person: Jan Bazyl, Director, janek.bazyl@zagranica.org.pl

Slovak NGDO platform (PMVRO) is an association of 30 NGOs, which deal mainly with foreign development and humanitarian aid. PMVRO is one of the direct actors in the area of foreign development and humanitarian aid, co-operation and policy of the Slovak republic, of the EU and also other institutions focused on development in economically less developed countries. The NGDO Platform is also the implementation unit which carries out development education projects supported by SlovakAid. Between 2007 and 2008, a working group for DE was established within the platform. In 2010 two working groups led by PMVRO worked on the draft of the national GE strategy, one focused on elementary schools and one on universities. The final material is currently in the annotation proceedings of the large GE working group led by MFA and the national strategy should be approved by MoE and MFA by summer 2011.
Contact person: Lenka Nemcová, Executive Secretary, lenka.nemcova@PMVRO.sk

The North-South Centre of the Council of Europe, officially named the European Centre for Global Interdependence and Solidarity, is a Partial Agreement of the Council of Europe. It has 22 member states: Azerbaijan, Cape-Verde, Cyprus, Finland, Germany, Greece, the Holy See, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Montenegro, Morocco, Norway, Portugal, San Marino, Serbia, Slovenia, Spain, and Sweden. On the basis of Resolution (89) 14, adopted by the Committee of Ministers of the Council of Europe on 16th of November 1989, the European

Centre for Global Interdependence and Solidarity opened in Lisbon in 1990. The mandate of the North-South Centre of the Council of Europe is to provide a framework for European co-operation designed to heighten public awareness of global interdependence issues and to promote policies of solidarity complying with the Council of Europe's aims and principles, respect for human rights, democracy and social cohesion. The North-South Centre's work is based on three principles: dialogue, partnership and solidarity. Governments, parliaments, local and regional authorities and civil society organisations constitute the partners in the quadrilogue approach and are involved in the Centre's activities. The Centre carries out studies and organises debates, workshops and training courses. It acts as a catalyst by facilitating meetings between actors from different horizons and countries, working on issues of common interest and encouraging the formation of networks.

The North-South Centre's activities involve two lines of action:
- raising European awareness of issues of global interdependence and solidarity through education and youth programmes;
- promoting North-South solidarity policies in conformity with the goals and principles of the Council of Europe through dialogue between Europe, the Southern Mediterranean countries and Africa.

The new NSC statutory resolution, voted in 5 May 2011, confirms the role of the NSC as an interface between the Council of Europe and countries in neighbouring regions, by offering them a platform for structured cooperation at different levels (governments, parliamentarians, local and regional authorities, civil society) in the fields of education, youth, and intercultural dialogue, and with an increased focus on the promotion of Council of Europe principles and values beyond the European continent.

In the field of Global Education, the NSC has been supporting educators to comprehend and implement global education initiatives through the creation of reference documents and pedagogical tools such as the **Global Education Charter** (1997) and the **Global Education Guidelines** (2008) and by recommending strategies such as the **Maastricht Declaration**: an European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015 (2002). The NSC has been reinforcing its Global Education policy-making facet while initiating in 2008 a recommendation process – **recommendation for Education for Global Interdependence and Solidarity : building a global citizenship based on human rights and responsibilities,** adopted by the CoE committee of ministers in th 5th of May 2011

In parallel, the North-South Centre has developed since 2000 a networking mechanism for practitioners from Council of Europe member states to share strategies and practices for increased and improved Global Education. This networking approach is supported by the **Global Education Week**, an Europe-wide annual awareness-raising kick-off event to encourage Global Education practice in formal and non-formal educational settings. The Global Education Week is coordinated with the assistance of the **Global Education Week Network** coordinators from CoE member States and supported by an interactive webpage and an **electronic newsletter**.

This networking process developed by the NSC to sustain the practice of Global Education through the Global Education Week event, its related network of national coordinators, its webpage and the Global Education Newsletter, are reinforced with the **World Aware Education Award** awarding annually projects promoting Global Education.

The introduction of the *Global Education Guidelines*, a **pedagogical handbook** for educators to understand and implement Global Education, complemented with the global education **on-line training course**, offered three times a year since 2009 (Spring, Summer and Autumn), unquestionably reinforced the capacity-building dimension of NSC Global Education programme.

The *Global Education Guidelines* is available in English, French, Portuguese, Slovenian and Spanish versions, on-line and in paper version. Italian, German, Greek and Polish translations are due for current 2011. Arab and Russian are also foreseen translations.

Key Messages from the Programme of the Visegrad Regional Seminar

First, the participants got the essence of **GE concepts and their perspectives in the globalised world in a keynote speech by Johannes Krause**. Some rather provoking statements and propositions outlined there encouraged other speakers to refer to them in further debates. That is why they are worth mentioning at this place as well. The four basic terms used in Global Education were brought in – i.e. Development Education, Global Education, Education for Sustainable Development and Global Citizenship Education. Later the historical sub-concepts of GE were outlined – i.e. GE as a tool for promoting of aid, a concept of advocacy and campaigning for pursuing changes in the aid system and in the Northern societies, and Global Learning as a response to the need for profound long-term and learning processes. The key message was that the promotion of aid could not be regarded as DE/GE. Still the reality is different due to the fact that GE is embedded in development cooperation and financially dependent on ODA funding. Global Education is about promoting global justice and sustainability by empowering citizens. Being embedded in the aid industry is often not helpful for reaching the goals of GE. Mr. Krause gave one main proposition – i.e. that the very idea of development and development co-operation is not very useful anymore in the world of today. The arguments he underlined for that were that 1) Development is out-dated, 2) Development co-operation is irrelevant, 3) Development assistance is paternalistic and 4) Development destroys the planet. Mr. Krause continued by outlining two opposite perspectives for GE – a) repositioning Global Education from the margins of the development sector to its centre and to redefine development policies as instruments of empowerment, justice, transition towards sustainability; or b) moving GE from the development sector entirely, let it emancipate itself and become independent. In the end, Mr. Krause explained what such a re-conceptualisation of Global Education as something independent from aid would mean. He concluded by sharing key findings from Norway, which could be summed up in one sentence that "the more people know about development co-operation the less they support it."

The following presentation by Tobias Troll showed a slightly different view on GE perspectives. The main message was that development needs Global Education and Awareness Raising, as development needs global civil society and new paradigms (such as a human rights based approach or policy coherence for development and development effectiveness). GE can contribute to these paradigms by empowering people, critical aid assessment and public mobilisation. The European multi-stakeholder process on Development Education was introduced as well and other speakers referred to that several times later on.

The information on the European Commission funding structures and calls for proposals within the **Non-state Actors and Local Authorities (NSA-LA) Thematic Programme** took the attention of the participants. The key information was that the next call would be expected in October 2011, it would likely include pool funding for years 2011 and 2012. Some innovations are expected from the EC. The main emphasis will be put on complementarity with other member states, multi-country approach and priority given to partnership between the EU12 and the EU15. Ring-fencing for EU12 Member States will be preserved.

Perspectives for GE were discussed more and confronted among the guests (e.g. representatives of the CSOs and the EC, consultants and practitioners) from the V4 and the EU level **in the panel discussion**. The panellists generally found agreement on many issues. Among others it was mentioned that the simple common objective for GE was to make the world a better place for living. GE should go beyond the borders of developed countries to developing countries and ensure a sustainable engagement of the public and citizens in creating that better world, stressing their rights and responsibilities. Another agreement was that the promotion of aid was not really part of GE and NGOs should avoid it. They also admitted that GE was producing a critical view on development, and that the criticism comes with the awareness – the more one can understand, the more one is able to criticize. The crucial role of school curricula was highlighted – it is important that citizens gain the skills and competences for their lives as consumers, labour,

voters etc., but not only for being competitive in the world, but also to act as a "world citizen". Media as an important agent for influencing public opinion and key information messenger was brought forward. The change in thinking in people's minds needs to happen in general – be it at the grass-root level (with teachers, pupils) and at the system level (with state). This is where the multi-stakeholder approach should be taken to. The debate also brought up the appeal that GE should reach out to the masses. Development is the ultimate story for people to be told. It is a challenge for the sector to find these stories, bring them to the schools, to media, to people. The collaboration with schools is key for that and the schools should be encouraged to be active in local problems, so that they can see that local problems are connected to global problems.

The panellists had also different points to various issues, but these say more of the diverse professional and country backgrounds they were coming from. For more details, see the summary of the debate in the chapter below.

After the presentation of the view of GENE on national strategies on Global Education, the participants could get a **comparative overview on the state of preparation (or adoption) of the national strategies on Global Education in each of the V4 countries**. Substantial differences among the V4 countries appeared obvious.

The Czech Republic was proud to present the brand new National Strategy on GE being adopted in March 2011. The process of its creation took two years and involved all the key stakeholders in GE in the Czech Republic. Some interesting lessons learned came out from that experience. First of all it is important to get together a committed and professional team consisting of all stakeholders (but limiting a factor could be if it is only a few informed people). Proper timing is very important so that the GE Strategy could link with other national educational strategies and reforms. Finally, it was advised to get influential individuals from ministries, NGOs and other institutions to get on supporting the process.

Hungary on the contrary has been struggling with many obstacles laying mainly at the lack of political will and commitments from the governmental side. The national GE strategy is missing, as the process could not even get started due to the lack of dialogue and consensus on common strategy among the stakeholders. However the actors within the CSOs community are getting encouraged to start the process from the bottom and elaborate their own strategy.

In Poland, they do not have any particular National strategy on GE, but the process of cross-sector dialogue is based on a series of regular consultative meetings and strong interest from the Ministry of National Education. The overall aim is to elaborate on common priorities and reach consensus on GE in Poland. They also can share some good practice in DEAR projects and activities.

In Slovakia, the multi-stakeholder consultations on content of the National Strategy on GE have been established, though the strategy as such has not been adopted yet. GE is considered as an integral part of the ODA in the Mid-term Strategy for Official Development Assistance of the Slovak Republic for 2009 – 2013 only. In 2011, the Slovaks are undergoing the process of GENE Peer Review and its results are expected to move the things forward as well. The inclusion of GE within formal and non-formal education is planned by 2015.

The participants later split into the **three parallel workshops**. Their topics differed considerably and participants could take up new skills and knowledge.

The first workshop introduced the **RIVER projects from India as an inspiring multi-grade multi-level methodology (MGML) for Global Education practice.** The key lessons learnt from the MGML could be outlined as follows:

- Work with all key stakeholders and create a platform of collaborators – teachers, heads of schools, curricula designers, state officers – to create a strategy for the school and teachers on how to develop multi-grade multi-level methodology for Global Education.
- Organise workshops where the design of a class will be developed with all school stakeholders.
- Have "your" group of teachers – ensure their ownership in developing the learning methods and transform the teachers into educators so that they feel the self-esteem of being the creators of the education and their teaching materials.

- Use the existing curricula and existing materials – there are a lot of them, teachers only do not know how to use them. Organise the materials from simple to complex through gradation of teaching materials.
- Create a group to analyse methodologically how to place this RIVER approach into various other projects/events to get a practical outcome for us as trainers and practitioners. Combine resource centres to work out milestones for GE.
- Give the incubation time to pilot the method in a few schools. Work with alternative schools that already are using different ways of teaching.
- Work with different perspectives and more flexibility.
- Try to identify committed people in the institutions to support your ideas. Organise a joint V4 study visit to University of Regensburg or to Rishi Valley including somebody from state institutions.
- Keep the evidence of the progress and success in learning, record every step, so that the decision makers, heads of schools and other collaborators can see that the concept works, let the people test it.

The second workshop elaborated **on different concepts of GE and developed quality standards to be implemented in Global Education**;
The participants developed a Global Education quality matrix based on the outcomes of the DEAR Study, experience of the workshop participants and OECD-DAC evaluation criteria – i.e. Facilitative, empowering methods, Ownership of stakeholders, Overcoming Eurocentrism („Southern perspectives "), Diversity, Partnership, Organisational learning and Criteria specific for Global Learning (applies to activities that aim at individual learners' development) and Criteria specific for Campaigning/Advocacy (applies to activities that aim at concrete changes in policies/decisions/behaviours), and general DAC evaluation criteria such as Relevance, Efficiency, Effectiveness, Impact and Sustainability. The matrix was not meant as a finalised framework, but rather as the first draft of quality criteria, related aspects/questions to look at, examples of good practice and conclusions for the policy level. At the end, the way how quality standards could be implemented into the Global Education project cycle was drafted.

The third workshop focused on a **practical development of the critical thinking of learners and educators in GE**. The group did many participatory activities and processes of getting through different concepts of learning. Some interesting thoughts came out:
- In the process of global learning, we should begin with the learning NOT the global. In order to understand my learners I need to think more about learning. Having an open mind and being able to learn is an important premise to be a leader in learning.
- The straight route from Knowing to Acting is not always the best one. We often tend to create this shortcut in Global Education and we should be aware of the link between the Knowing, Feeling, Choosing and Acting, because the process of learning is not linear.
- Teaching global learning means letting go, taking risks, dealing with uncertainty and handling controversial issues.
- We – as educators - need to create a safe space for the learners.
- In order to be good educators, we need to change from egocentric to worldcentric view. At the same time, we need the time to think.
- We need to find a frame for learning (such as MDGs, Children's Rights or inventing a new frame) and plan our learning.
- Recommendations which can make us more confident in global learning:
  o Use your own best judgement at all times
  o Celebrate and share successes – focus on the 'bright spots'
  o Know when to act, know when to ask
  o Know where to look for help and for what you want help with
  o Know that it can go wrong and that that is OK
  o Remember to keep learning, reflect on what you know

Participants also elaborated a list of characteristics of what kind of learner they wanted and of what kind of environment they want to work in. They also set their ambitions and hopes for GE, what could be the enabling factors and limiting factors in order to achieve those.

The Visegrad regional seminar also offered an open space for active engagement of the participants themselves and it was up to them which topic they wanted to share with others. The presentations showed a large variety of expertise and professional profile of the participants. First, the key findings from regional and national seminars were presented. Later the participants could learn about opportunities for funding offered by Open Society Foundations. They could see some good practice in GE in Hungary or get an insight into a project in Central Asia and the South Caucasus. At the end, a very simple and practical way of doing peer reviews in GE from Norway was tried out.

At the end of the programme, a workshop fair took place. The participants could circulate among the stands with presentations and learn about the key processes and knowledge gained in all the three workshops.

Summary of the Speeches and Transcripts of the Presentations

Opening Speeches

Pavel Gruber, the Chairman of FoRS Executive Board, welcomed the participants in Prague and at the seminar. Mr. Gruber stressed that the seminar could not happen without all its partners and expressed deep thanks to Zagranica Group from Poland, HAND from Hungary, and PMVRO from Slovakia for collaboration, and to the North-South Centre of the Council of Europe for the support which was provided under the Joint Management Agreement signed between the European Commission and the North-South Centre. Mr. Gruber welcomed the first speakers, Ms. Zuzana Hlavičková from the Czech Ministry of Foreign Affairs, and Anna Putnová from the Czech Parliament.

Inka Píbilová, **the Director of FoRS Secretariat**, introduced the seminar and the organisation details and encouraged participants to speak up with any recommendations and comments they may have towards state representations, or any other actors in GE.

Zuzana Hlavičková, Head of the Department of the Development Co-operation at the Czech Ministry of Foreign Affairs, Czech Republic

Ms. Hlavičková opened the seminar with her welcome speech. She mentioned that GDE is one of the ways which you may spread information about the poverty in the world. The Czech Republic, after joining OECD, became a donor country and committed to combat poverty. Commitments can only be made if done with the support of the Czech public. Despite its solidarity demonstrated vis-à-vis humanitarian crisis, to most of the Czech public the issues that the developing countries have to face seem distant from their regular lives. Ms. Hlavičková pointed out that any citizen of the country should be interested in the issues related to the situation of developing and developed countries. Awareness-raising campaigns, calls for solidarity and partnership and appeals for a change in consumer and civic behaviour must become a part of the educational process at all levels. There must be also other educational and awareness-raising activities for adults. It should provide not only knowledge transfer but also development of skills, abilities, values, and beliefs.

Ms. Hlavičková summarized what steps the Czech MFA has made in regard to Global education and raising awareness. The Czech MFA has provided long-term funding for activities in GDE, and as a result a number of activities and organisations has risen significantly. MFA has launched special budget lines for GE since 2005, but funding some GDE projects had already begun in 2003. Besides calls for proposals every year, co-financing for projects funded by the European Commission has also been provided, mostly for GDE projects. Additionally, the MFA started its own awareness raising programme since 2007, which focuses mainly on media and publication of brochures. Financing for GDE started with around 200 thousand EUR in 2005 – now it comprises about 600 thousand EUR in 2010.

Ms. Hlavičová also shared some news on the creation of the national strategy on GE. Based on the agreement with the Czech Ministry of Education, Youth and Sport, the national strategy on Global Education was elaborated on and finally approved in January 2011 by the MFA and MoE. The strategy aimed at defining goals and principles of GDE and the strategic approaches of the actors in GE. Ms. Hlavičková stressed the role of the working group consisting of experts recruited from state administration, pedagogical institutions, universities as well as NGOs. They put together principal goals of the strategy: to make GDE an integral part of formal education, to enhance the importance of GE in informal education, to support awareness-raising activities aimed at the public and media, to ensure long-term financing for quality Global Development Education programs, to systematically increase the quality and effectiveness of Global Development Education programs, to develop cooperation and partnership with all relevant stakeholders.

Ms. Hlavičková concluded by wishing participants an interesting seminar and fruitful discussions and by hoping to meet again in future.

Anna Putnová, **Member of the Parliament of the Czech Republic, Chairperson of the Parliamentary Committee on Science, Education, Culture, Youth and Sport,** Czech Republic

Ms. Putnová started her speech by taking a thought that such a conference is very important – it is an excellent opportunity to meet colleagues from many countries, discussing issues of interest and also for finding ways forward. Global Education gives many spectrums of many ideas. Education as such is her speciality in her work in the Parliament and also as Ms. Putnová works as a Dean of the Faculty of Business and Management, Brno University of Technology.

In her speech, Ms. Putnová addressed mainly the role of innovations for education. 2009 was declared by the European Union as The European Year of Creativity and Innovation. The innovations cannot be seen only in terms of new technologies, but nowadays more than before also in terms of creativity and innovations for personal, social and economic development. Innovations combine development of society and personality. They can bring some important results for social changes – e.g. the improvement of services, development of human potential. The EU puts a lot of effort to support social innovation – it promotes changes in education, provision of livelong learning, equal opportunities and inclusion of commercial sector into education. The Czech government also approved the National Research, Development and Innovation Policy for 2009 – 2015. It provides a systematic approach to innovation in socio-economic development and improvements in the quality of life of a society.

Ms. Putnová gave a few examples of innovative approaches in education at a regional level from her Faculty of Business and Management in Brno and her region. They provide Courses of creative thinking that are also designed for senior students; some innovation concepts have been developed such as the South Moravian Innovation Centre for support for Small and Medium Enterprise.

Ms. Putnová concluded by stressing the importance of returning to the values shared by universities, which lie in supporting progress and creativity. Universities should guarantee education for values, from which society can get fair value foundations. We shall not forget this aspect, else we will just turn into agents for provision of education.

Miguel Silva, Programme Manager for Global Education at the North-South Centre of the Council of Europe, Portugal

Mr. Silva greeted the seminar organisers and participants and praised the multistakeholder approach of the seminar, making a parallel between the JMA Visegrad regional seminar and the general European context since European institutions are growingly putting forward the added value of a collaborative approach when dealing with essential issues. He stressed that this was the case with Global and Development Education as both Council of Europe and the European Union were increasingly working together to adapt educational patterns to the fast changing world and societal paradigms.

He underlined how this multistakeholder approach is in line with the North-South Centre's working methodology which favours integrated approaches in its projects. Indeed, the programme to support Global Education in the EU new member States has been building on a long tradition developed by the North-South Centre in terms of putting together different actors for developing strategies for Global Education. This was the case for the Pan-European Maastricht Global Education Congress in 2002, which brought together delegations of CoE member States, including representatives from CSOs, educators, ministries and local authorities to reflect on a European strategy for GE for the period 2002–2015.

Mr. Silva continued by saying that the JMA national and regional seminars were a milestone since Maastricht, assessing the achievements attained so far in terms of confidence building between Global Education actors, and illustrating how international organisations such as CONCORD, EU, CoE and NSC are working together and striving for a common goal and complementarity. The Czech National strategy on GE having been approved was also a significative demonstration of how successful such multistakeholder processes can be.

Mr. Silva pointed out what this was an on-going process which should culminate with a new momentum in 2012, 10 years after Maastricht, as the NSC will organise a conference to review what has been accomplished so far for the promotion of Global Education and what are the main obstacles to be tackled by 2015. While the NSC has been supporting educators with pedagogical tools and training, GE policy support remains a priority, making sure that decision makers are supportive to this pedagogy. In that respect, NSC, in close consultation with partners in the field of GE/DE, has drafted a Global Education recommendation which has been adopted in May 2011 by

the Council of Europe committee of Ministers This should give a political and guiding impetus for Global Education.

Mr. Silva welcomed the coherence of the multi-stakeholder process which is built on previous experience. It is an adventure to be continued, he said, making sure that Global Education principles are integrated into formal education. Such principles must lead to a better understanding of changing societal paradigms and to the exercise of an active global citizenship.

Mr Silva went on to remind the audience that educators can get acquainted with GE practice through the Global Education Guidelines and online training courses available from NSC website (www.nscentre.org).

Finally, Mr. Silva thanked FoRS and the Visegrad partners for organizing this regional seminar.

Perspectives on GDE and the Latest Trends

Perspectives on Global Development Education

By Johannes Krause, imPuls[12] **– Agents for Applied Utopia,** Germany
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This is the full presentation as prepared by Mr. Krause

Good morning, ladies and gentlemen, dear friends. I would like to express my thanks to FoRS for inviting me to this conference. It is a great pleasure for me to be here in Prague and attend this meeting of the Global Education Community of Poland, the Czech Republic, Slovakia and Hungary. I feel personally very attached to your countries for two reasons:

- One is that I grew up in GDR, German Democratic Republic – so during my childhood we were sitting in one boat, being the Eastern block in Europe. In 1990 GDR was very quickly added to West Germany and suddenly we were part of a Western country, which felt a bit strange at the beginning. For me the 1st of May 2004 was a very happy day because I enjoyed the feeling of to be in one boat with you again, when your countries joined the European Union.

- The second reason why I have strong links to your countries is that from 2004 to 2009 I coordinated GLEN, the Global Education Network of Young Europeans. During that time I had the chance to witness the emergence of the Global Education sector in the New EU member states, which was a fascinating experience.

So I am very honoured to give the key note speech in the beginning of this conference here in Prague. Providing this input is also a pleasure to me because during the last year I was involved in two bigger research projects on Global Education across Europe:

- On behalf of the European Multi-Stakeholder Group on Development Education I wrote the **DE Watch report**, a desk study about policies, practices and trends in Development Education in the 27 EU member states and Norway.

- Furthermore I was part of the **DEAR Study** team, together with Harm-Jan Fricke, Pete Davis, Alessio Surian and Agnes Rajacic. As a team of five we worked on this year-long project on behalf of the EC and wrote the Development Education and Awareness Raising Study which included interviews in all 27 EU member states.

So I had a lot of fascinating talks on Global Education and Development Education concepts and approaches, visions and challenges last year, including talks with some of you, and there were lots of interesting findings gathered in the two study projects. I am happy about today's opportunity to share and discuss some of these findings with you.
I will in the time that was allocated to my speech make one clarification, one proposition on show a few perspectives:

- The clarification is about what Global Education actually is: what are we talking about here?

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[12] I would like to thank Tobias Troll (DEEEP), Knut Hjelleset (RORG Network, Norway), Helmuth Hartmeyer (GENE and ADA, Austria), Matthias Fiedler (IDEA, Ireland), Benjamin Kafka and David Wagner (imPuls, Germany), Agnes Rajacic, Alessio Surian, Harm-Jan Fricke and Pete Davis (DEAR Study team) as well as the numerous people who provided input to the DEAR Study process for inspiring exchange of ideas which helped me develop the thoughts presented in this speech. The views expressed in this speech, however, are my own and cannot be attributed to my dialogue partners.

- The proposition is that the very idea of development and development co-operation is not helpful anymore. I will provide a few arguments to support this proposition.
- The perspectives I want to show are about what this then means for Global Education which in my point of view should take a clearer distance from the development sector – and be reconceptualised as empowerment of citizens.

I. The clarification

I will start with the clarification and present **what Global Education is** or how I understand it after having reviewed a great number of definitions, concepts and practical approaches. As far as the terminology is concerned, there are four basic terms used (in English language) which are to a large extent overlapping, often used as synonyms, but still carry different nuances:

- **Development Education (DE)** is the classic term used in order to describe what we are doing. It is still used by many actors, for example the European Commission and CONCORD. It indicates that what we are talking about is rooted in the community of development actors, focuses on North-South relations, and aims in the end of the day at improving the living situation of people in the global South.

- The term **Global Education (GE)** became popular in the last decade. It is used by the North South Centre of the Council of Europe, the Global Education Network Europe (GENE), GLEN, where I come from, and many others. The term Global Education draws attention to the context of globalisation and to the increasing global interdependency in the more complex world of today. It highlights the fact that today we are talking about more issues than just development, but also environment, migration, human rights, climate change etc.

- A third term used is **Education for Sustainable Development (ESD)**. It is promoted by UNESCO under the UN Decade Education for Sustainable Development 2005-2015. ESD is concerned with largely the same topics and similar methodological approaches as DE/GE. Its focus may be slightly more on environmental education and the concept is promoted more by actors from the environmental sphere (e.g. Ministries of Environment). One could say that in times of increasing global interdependency Global Education emerged as an extension of Development Education because one has to look beyond development issues in a narrow sense. In a similar way, Education for Sustainable Development is an extension of environmental education, adding a global development perspective to it. Although they are quite similar, both concepts Global/Development Education and ESD co-exist mostly unconnected. Often different actors are working on two parallel strategy processes for the two areas separately. We are here on a Global/Development Education conference and, to put it drastically, there might be a conference on ESD in the hotel next door and we would not necessarily know it.

- **Global Citizenship Education**, the fourth term, is popular mainly in the UK. It points to the citizen empowerment aspect of Global Education and to the ideas of participatory democracy and cosmopolitanism.

- In the Czech Republic the term **Global Development Education** is the most commonly used, and this is also the title of our Conference. All these terms signify very similar things anyway. I will in the following mostly use the term Global Education, but I am talking about the whole field of engagement.

Now, **what is Global Education?** The DEAR Study took stock of concepts, understandings and practices, particularly good practices, of Global Education across Europe and identified six key characteristics of Global Education:

- It enhances people's understanding of the globalised world.
- It is value-based and has an ethical foundation and goals.
- It facilitates participatory, transformative learning processes.
- It develops competencies of critical (self-)reflection.
- It supports active engagement.
- It adopts a perspective of global citizenship[13].

It is important to note that Global Education or Development Education has changed its character significantly over the past decades. In a historical perspective one could say that three different sub-concepts of GE/DE have emerged:

1. When the first countries started to be donors in development co-operation, governments and also NGOs wanted to make their overseas development work known at home. They wanted to promote it, to gain public support for it – and funds. Development Education was first invented as a tool to promote aid and aid policies. This is the first sub-concept of GE/DE: **promotion of aid**.

2. After a while many people in the development sector and around realised that delivering aid in the South is not enough to overcome development problems as long as the global economic system we are part of produces the poverty. We need to change the system, and we need to change it here in the North. Production and consumption patterns and the way wealth is distributed globally must be challenged politically. The second sub-concept of GE/DE emerged: **Campaigning and Advocacy**.

3. Still a bit later it became clear to Global Education practitioners that fundamental changes need a long time and require carefully conceptualised long term learning processes. Furthermore, if global issues are not a far away thing but something every citizen should deal with, then every citizen should have access to Global Education. Global issues were more and more integrated into education systems, school curricula and the practice of formal education. The dialogue with pedagogues confronted Global Education with a more rigorous didactic thinking and made a third sub-concept of GE emerge: **Global Learning** which focuses on the development of the individual learner's capabilities to understand the globalised world society and to act in an informed and responsible way[14].

These are the three sub-concepts of Global Education – or rather two and a half, because one of them, GE understood as promoting aid, does not really count:

- At European level, a big variety of actors, including GENE, the DARE Forum of CONCORD, the North-South Centre, the Multi-Stakeholder Group on Development Education and others have agreed at several occasions that **Public Relations work for aid is not a legitimate understanding of Global/Development Education**. PR is the business of fundraising and communication departments, but should not be mixed with education. The role of DE or GE is not to uncritically promote development policies but to critically discuss them.

- Theoretically the promotion of aid is not accepted as Global or Development Education. But the reality looks different. **Global Education is institutionally embedded in the**

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[13] The full presentation of the essence of Global Education concepts acrossEuropecan be found in the DEAR Study, Annex A, Chapter 9, pages 117f.

[14] More encompassing accounts on the sub-concepts of Global Education can be found in the DE Watch report and in the DEAR Study Annex A, Chapter 9.

development sector and financially depending on it. In the view of many donors but also people in civil society, promoting development aid and increasing the number of people who reply in opinion surveys that they are supportive of spending money in overseas development, is still the bottom line argument for Global Education.

In the following I want to present a few arguments why I find this problematic. Global Education is about promoting global justice and sustainability by empowering citizens. Being embedded in the aid industry is often not helpful for reaching these goals of GE.

II. The proposition

I even believe that the **very idea of development and development co-operation is not very useful anymore in the world of today**. I will provide 4 arguments supporting this proposition.

1. Development is out-dated.

- The idea of development, aid and development co-operation emerged in the time of **decolonisation** in the 1950s and 1960s. Some say that through Official Development Assistance (ODA) donor-recipient relationships were institutionalised which were to a great extent continuing a colonial relationship. Just the geopolitical framework was different: It was not anymore European imperialism but the **Cold War** that structured the world. Aid was an instrument of enforcing block alignment in the global competition between capitalism and communism. This was the context in which development co-operation was invented.

- Now the world has changed dramatically over the past 20 years. It is not shaped anymore by the Cold War but by **globalised capitalism**. Products are manufactured along global production chains, international trade connects producers and consumers all over the globe – and the border-transgressing environmental disasters produced by global capitalism make us feel what a small place the planet has become. The world became more differentiated than under Cold War conditions: Wealth and poverty are distributed more unequally than ever but it is not any longer the North that is rich and the South that is poor. There are billionaires in Russia and China and striking poverty in the US and France. Emerging powers like China, India, and Brazil are increasingly self-confident actors who do not fit into a North-South pattern anymore. Our societies are more and more multicultural… – and so on.

- **The world has changed.** The situation in which the concepts of development, underdevelopment, and development assistance were invented does not exist anymore. I would doubt that if the aid industry was not so well-established anybody would have the idea today to start something like development co-operation.

3. Development co-operation is irrelevant.

- Does anybody here in this room believe that development co-operation will solve the problem of global poverty? I find it irritating that most people I know, even those who are working in ODA and spending taxpayers' money in aid projects **do not believe that ODA solves the problems!**

- 1.5 years ago I attended a workshop at CONCORD with high level representatives of some of the most important European development NGOs (NGDOs). We were talking about visions and went through a fantasy journey into the year 2015. Imagine it is 2015 and imagine the Millennium Development Goals (MDGs) were fully achieved. Imagine the success is due to the work of NGDOs – how did this great success happen? We collected a whole lot of ideas, strategies, approaches how the European NGDOs would have achieved the MDGs: people mentioned campaigning, advocacy, citizens movements, the creation of a unified global civil society, the empowerment of citizens to change economic structures

and political institutions – but nobody of these people said that it would have been through development cooperation, through "more and better aid" that the MDGs would be reached. Can you imagine that? The leaders of the NGDO community do not believe in the success of development cooperation. And after the meeting they went back to their routine of lobbying the European Commission for higher development budgets so that everything can go on.

- What would change if all aid would be stopped within a year? Would it be dramatic? **What is the amount of ODA compared to debt payments** from South to North, compared to the huge resource transfers from poor to rich countries that are immoral but completely legal under the current **trade regime**? This trade regime is not a natural law! What if all our efforts we currently invest in promoting aid were spent in promoting a just trade regime?

- I do not want to be misunderstood. I am not blaming development co-operation actors for doing wrong. My point is that aid does not address the relevant questions. **The relevant questions of today** are: 1. How do we face climate change or, more generally, how do we develop an **environmentally sustainable way of living**, producing, consuming that allows human beings to live in peace and in harmony with nature. 2. How do we create **fair and just structures for the global political economy**? Development co-operation answers none of these questions. It is a drop on a hot stone which is still over the fire.

4. Development assistance is paternalistic.

- The idea of development co-operation is based on a **hierarchical relationship** between the developed, rich, skilled donor and the underdeveloped recipient. This creates a structural power gap which makes true partnership relations impossible. Some even argue development co-operation is built on a neo-colonial and implicitly racist relationship. There have been nice attempts to base the donor-recipient relations on more equal partnership, and I am aware that there are many great projects in which Northern and Southern partners co-operate as equals. However, the fundamental problem, the power gap that leads to a structural hierarchy remains inherent to the very concept of development co-operation.

- For 5 years I worked for GLEN. One of the main purposes of the programme was capacity building for NGOs in the new member states. InWEnt, the German agency I worked for, had a lot of experience and expertise in Global Education and we tried to support our partners in the new member states with it. Sometimes we were joking that we were providing a sort of development assistance to our partners in Poland, the Czech Republic etc. But we would not say this to our Polish or Czech partners. Conceptualising our relationship in terms of donors and recipients would have had a humiliating touch. If it is problematic to base the cooperation with our partners in Poland on a relationship between donor and recipient of assistance – we have the money, we have the expertise, we teach, you learn – this must also be problematic in co-operation with partners in let's say Uganda.

5. Development destroys the planet.

- The idea of development has no future because it is built on the **ideal of economic growth**. The Western-industrial model of progress has always been closely related to development thought of as economic growth. Growth has since the 1950ies also been the key concern of development strategies for the South. EU Commissioner Piebalgs and the EU White Paper on Development reconfirm that growth is at the centre of European development policies. Growth and development are twin sisters.

- But: Growth means more consumption of resources this year than last year and more next year than this year. The growth-based social model and the related way of life are **not**

sustainable, neither in the North nor in the South. Everybody knows that the growth-based model cannot apply for 7 billion people.

- **Climate change**, caused mainly by the industrialised countries, is a threat for humankind as a whole. It can only be solved in a global effort – and it can only be solved on the basis of global justice. Global justice means, in this context, that no country can claim for its citizens a greater right to produce emissions than any other global citizen can have. This is the revolutionary justice-impact of climate change: It is the first global challenge that requires a solution based on the principle of equality between all human beings in their entitlement to resource consumption and the production of emissions. The poorer countries cannot follow the path of economic growth that the industrialised countries have gone at the expense of the planetary ecosystem's balance. And the rich – we – have to change fundamentally and radically the way we live. This is the only possible deal for the future of our children.

- Industrial disasters like the explosion of the oil platform **Deepwater Horizon** a year ago or the catastrophe in the Japanese nuclear plant in **Fukushima** give even more evidence of the fact that the old development model that requires an ever-increasing level of resource extraction, energy production and consumption is in no way sustainable – and even less compatible with global justice and equality.

To sum it up, development co-operation and development policy is a 20th century phenomenon – and will disappear in the close future. It deserves so, because it is ineffective, paternalistic and environmentally unsustainable.

III. The perspectives

Based on these reflections on the end of development, what are the **perspectives for Global Education?** Most of us here will agree that promoting ODA and development co-operation should not be the identity of GE. Many here in the audience, I assume, probably share at least partly my scepticism towards the very idea of development and development co-operation. What can then be the role of Global Education?

I believe there are **two opposed strategies**:

a) The first one is to re-position Global Education or Development Education as a progressive promoter of a paradigm shift inside the development community: **"from the margins at the centre of the development sector"** is the motto of this strategy. Its aim is to gain hegemony of the development discourse and to redefine development policies as instruments of empowerment, justice, transition towards sustainability. The problem with this strategy is that it tends to underestimate the conservatism of the development institutions and development NGOs which are placed in a quite comfortable position within the current aid business.

b) The opposed strategy for Global Education would be to move not into the centre of the development discourse but beyond it. If GE wants to be something different than a promotion appendix to the aid industry, it must **emancipate itself from the sector**, it must become more independent from the (conservative) development mainstream for which the bottom line argument for GE still is: promoting people's support for ODA. The problem with this strategy: most of our resources – our well-established organisations, our networks, our relations, our funding… – depend on our roots in the development sector. Wouldn't it be stupid to cut these links in order to… what? Die?

The dilemma is that these alternative strategies are incompatible with each other. Either we lobby for greater recognition of GE within the development community in order to have an influence on development debates and change the development paradigm. Or we move away from the development field and root the engagement for global solidarity, justice and globally sustainable ways of living somewhere else.

In spite of the difficulties and challenges involved with a potential move out of the development sector, I would like to conclude by giving some indications where Global Education might, after a decade or so of transition, find new roots outside the development sphere.

- Let's try to be progressive! And let's be a bit visionary. **Global Education is, conceptually, for many years already far beyond the development framework.** Only the institutional links and financial dependency on ODA money has kept us inside the development sector. But does GE belong there?

- What we call DE or GE today is concerned (a) with bringing about changes in social, political and economic structures and (b) with supporting communities and individuals to develop their full potentials and to become responsible agents of change. We should perhaps call these efforts "Global Citizenship Education for Change" or "People's Empowerment" or "Transformative Education".

What would such a **re-conceptualisation of Global Education as something independent from aid** mean?

1. Global Education stakeholders should **link-up more with actors outside the development landscape**: with actors from the education sphere, the area of citizen empowerment, the transition movement, the climate justice networks, the human rights promoters.

2. A new approach in **global partnerships** is needed that goes beyond "including Southern perspectives" in an otherwise Euro-centric concept of Global Education in which Europeans are the subject and people from the South are the object. Global partnerships of today should leave the old North-South divide and the false distinction between one more developed and one less developed geographic macro-zone behind. Instead of implementing development assistance programmes in the South and Development Education programmes in the North, we need global communities of practice, non-hierarchical global multi-stakeholder coalitions which invent and design "civil society empowerment for change" programmes.

3. The core mission of Global Education (or whatever we will call it) is to facilitate change and empower citizens in North and South, as in East and West and in the middle. What would be the concrete issues we would be dealing with, if GE was independent from the development agenda? What would be **the change agenda**; what should citizens be empowerment for? For a transition towards a post-carbon economy, for renewable energies, for a society that gives pedestrians and playgrounds priority over cars and motorways, for a trade regime that does not exploit producers of raw materials and industry workers for the benefit of a small number of consumers, for taxes on financial transactions and on air flights, for fair and human immigration rules… There are so many issues of global justice and sustainability that deserve our engagement more than the increase of aid levels to 0.7% of GNI.

4. A last point: Our societies, in Europe and in other corners of the globe, are marked by an increasing gap between "winners" and "losers" of globalisation, between cosmopolitan elites and people who are left behind, left without work, without perspectives – and left to the populists who gather support by appealing to nationalist, xenophobic or other resentments. **The role of Global Education today is not to promote aid. The role of Global Education is to strive for an inclusive society where all citizens find a perspective**, understand their world, and have the capacities to live a meaningful life. Our role is to make democracy real, deep and meaningful in the conditions of the 21st century. We are here to empower people to play an active and responsible role in their local communities and as global citizens. *This* is the mission of Global Education.

I will conclude with an **anecdote from Norway**, where I presented findings of the DEAR Study this January together with the DEAR Study team leader Harm-Jan Fricke, upon invitation by the RORG Network. The Norwegian Global Education community wanted to learn from the trends and experiences in Global Education across the EU.

- During our presentation we told the Norwegians that we were impressed by the fact that in Norway there is a consensus between government, Parliament and civil society on the principle that **"the state must finance its own critics"**. The NGOs have a recognised watchdog role and are supposed to critically assess not only Norwegian aid policies, but also trade policies, immigration policies, all sorts of domestic policies with regard to their global justice impact. And the state is willingly financing them to criticise the government, because it is believed that this is part of good democratic practice and that it improves the quality of the policies.

- We expressed our respect for this well-functioning principle, and then the representative of the government, an advisor to the President of Norway, replied saying: "You know, according to opinion surveys, 80% of the people in Norway support development aid. This is too much! Global Education must be even more critical so that people see our development co-operation policies more critically!"

- This was the government representative, a guy from the centre-left. But then the representative of the opposition on the panel, the conservative party's spokesperson on development policy replied: "I see it exactly the same way: tax-payers money shall contribute to a critically formed public opinion. But also the opposition should be criticised more, not only the government!"

- During the coffee break, I talked with a representative of Norad, the Norwegian development agency and confessed him my confusion. He told me: "Our surveys have shown: The more people know about development co-operation, the less they support it. So we at Norad are in the contradictory situation to finance, with ODA money, NGOs who fundamentally criticise our ODA."

The more people know about development co-operation the less they support it. I guess it is like that not only in Norway. I invite you to think about this, during this conference. Thank you very much.

References:

- *European Development Education Monitoring Report "DE Watch" – written on behalf of the European Multistakeholder Steering Group for Development Education:*
http://www.deeep.org/dewatch.html

- *Study on the Experience and Actions of the Main European Actors in the Field of Development Education and Awareness Raising "DEAR Study" – written in 2010 by Agnes Rajacic, Alessio Surian, Harm-Jan Fricke, Pete Davis and Johannes Krause on behalf of the European Commission:*
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

Policy and Process Perspectives on Global Development Education

By Tobias Troll, Advocacy Officer at DEEEP, Belgium
Contact: t.troll@deeep.org

There were two areas of issues Mr. Troll tackled in his presentation:
- Policy perspectives – Why Development needs DEAR
- Process perspective – The European Multi Stakeholder Process on Development Education

Introduction of DEEEP

DEEEP means **D**eveloping **E**uropeans **E**ngagement for the **E**radication of global **P**overty. DEEEP is a programme initiated by the Development Awareness Raising and Education Forum of CONCORD that aims at strengthening capacities of NGDOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion. DEEEP is co-funded by the European Union. The main activities of DEEEP are Communication, Capacity building, Advocacy and Quality.

We start with a statement that "**Development needs DEAR**" – but for that we need to define **"What is Development?"** One definition can be used from Prof. A.K. Giri – **"Development is responsibility!"** It means caring of the others, but also ourselves. We can overcome the North South paradigm, and move towards a common human responsibility.

There are several arguments why to do so:
Development needs public engagement – and the reasons for that are:

1. because it provides legitimacy to the actors in the field, all for the actions if they have the public support.

2. because engaged individuals make a difference through act as a consumer, voting for political parties promoting

3. because it opens a space for systemic changes – if we have engaged public, then the public debates is possible on world trade, on financial flows, we need to go over the domestic debates, media shall take it up.

So DEAR provides a *participatory, transformative and value based* learning process leading to *sustainable engagement for positive change*. We need the people that stay engaged and sustainably are part of this engagement.

Development needs global civil society – as an answer to the economic & political globalisation

- DEAR overcomes the „powerful giver" - „grateful receiver" aid and donor logic
- DEAR addresses a common human responsibility, a dialogue on equal terms becomes possible
- DEAR theory and practice was always nourished by non-Europeans (P. Freire from Brasil)

Development needs new paradigm – and for that there is an interesting book Dead Aid from Dambisa Moyo: What are the new paradigms?
- Human Rights Based Approach (HRBA) promoting right and responsibility to enact own development.
- Policy Coherence for Development (PCD) addressing causes, not symptoms of poverty, classical service delivery of aid is not so important.

- Development effectiveness – aid that really makes a different. This also includes Effective Aid, PCD, citizens' empowerment & public mobilisation

GE can contribute to these paradigms mainly by:
- Empowerment of people beyond South-North thinking (for HRBA)
- Critical aid assessment broad ownership for development (for Development Effectiveness)
- Public mobilisation & advocacy (for PCD)

So we shall repeat that **Development needs DEAR**: – as Development needs public engagement, development needs global civil society, development needs new paradigms. We can act from inside to contribute for the changes and potential for innovations.

European Development Education Multi Stakeholder Process

The multi-stakeholder process involves committed people coming from variety of organisations (NGOs and Civil Society, institutions and governments) at the local, national and the European/international levels.
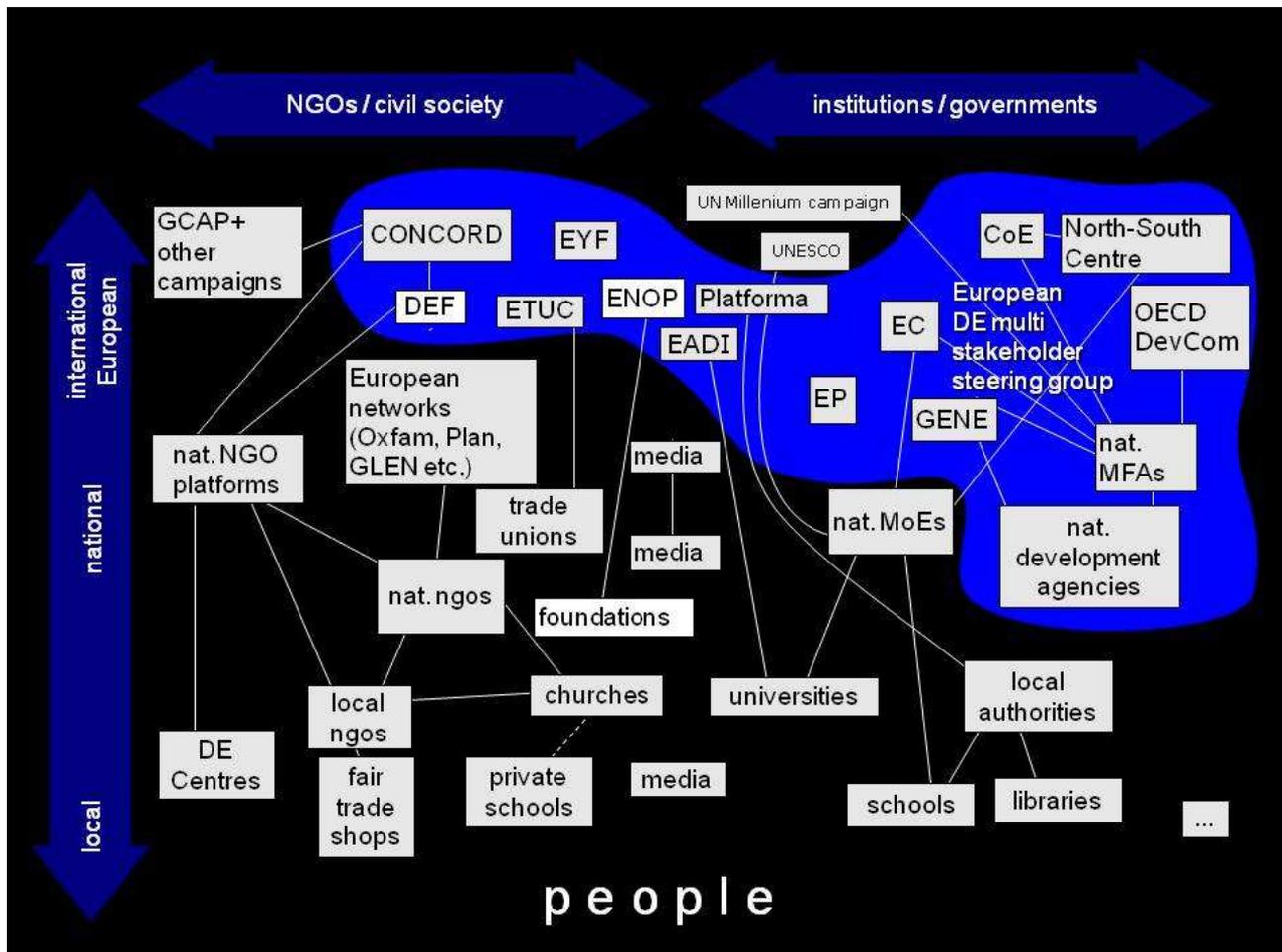
The process has come from the European Consensus on Development from 2005, where it is stated that "The EU will pay particular attention to development education and awareness raising among EU citizens". There are though no more details on how to do so, who and when. The next impetus was brought from the Conference on European Development Education in Helsinki in 2006, where the multi-stakeholder group was founded "A multi-stakeholder task force will work to develop a common perspective on the European Strategy framework for development education."

The result of the process is materialized in the document "the European Consensus on Development: the contribution of Development education and awareness Raising". The work mainly on implementation of the Consensus was stressed also during the Ljubljana Conference on

Intercultural Dialogue in Development Education (2008) "A multi-stakeholder steering group will continue the work to facilitate and support the implementation of the European Development Education Consensus."

The multi-stakeholder group is to mainly do:
- Monitoring DEAR in Europe – publication of studies as DE watch, exchange information.
- Support DEAR in Europe – by work on quality and the European Development Days

The mandate of the group is coming to the end. The next EU level occasion for reflection on the process will be at the Development Education Summer School Quality and Impact (Finland June 2011). There will be Multi Stakeholder participation, High-level conference on „social change" and a new mandate for multi-stakeholder process will be set up.

Mr. Troll concluded with an **encouragement for V4 countries**, as in many of V4 countries such a multi-stakeholder approach has been set up. This is the best way to move forward. DEEEP is encouraging the establishment of such processes in other countries, and is happy to provide support for that.

EU Funding Opportunities – Non state Actors and Local Authorities (NSA-LA) Thematic Programme of the European Commission

By Christine Lamarque, EuropeAid, Unit F1, Relations with Civil Society, Central Management of Thematic Budget Lines NSA-LA and Coordination, Belgium

Within the actual Programming period 2007-2013, the Development Cooperation Instrument (DCI) includes geographic programmes and 5 thematic programmes (complementary to geographical programmes): Investing in People, Environment, Non State Actors and Local Authorities (NSA & LA), Food Security, Migration and Asylum.

The NSA & LA thematic programme defines 3 Objectives:
1. Development actions aiming at promoting inclusive and empowered society in partner countries & regions
2. Awareness raising and development education in Europe
3. Coordination

The most relevant for GE is the Objective 2
- Awareness raising and development education in the EU and acceding countries for development issues

With the Priorities:
- Public support for MDG agenda, in particular Sub-Saharan Africa
- Coherence for development in areas of public interest: migration, trade, security, social dimension…

The **Implementation of Programme** through Call for Proposals runs in 2 stages: Concept Note, then Full Application. Next Call is tentatively planned for October 2011 – it will comprise a greater financial amount, as it most likely will include pool funding for the two years (2011-2012).

What to expect for the 2011 Call for Proposals

Innovations likely to be introduced in Objective 2 of the Annual Action Programme 2011 will translate into the Call for Proposals.

The programme will particularly support initiatives, which aim:

(a) to develop European citizens' awareness and critical understanding of the interdependent world and of their own role, responsibilities and lifestyles in relation to a globalised society; and

(b) to support their active engagement in local and global attempts to eradicate poverty and promote justice, human rights, and sustainable ways of living

For Global Learning interventions in the formal education sector (ex: curriculum development, teacher training, etc.) special stress will be put on:
- Emphasis on **complementarity** with member states especially in formal education systems, cannot be without the governments and the formal curricula – this came up clearly from the DEAR study.
- NSA required to provide evidence of approval delivered by the appropriate educational authorities
- Multi-country approach: Minimum two countries of intervention (this is where EC has the added value)
- Priority given to EU 12-EU 15 partnerships as it is useful for capacity building

For Global Learning interventions outside of the formal education sector and Advocacy/Awareness Raising interventions special stress will be put on:
- Emphasis on European perspective. Minimum 3 countries of intervention.
- Priority given to EU 12-EU 15 partnerships.
- Specificity of actors will be considered in view of the type of intervention envisioned, and a balance in the type of actors will be favoured (e.g. trade unions, universities – the type of network will be taken into account).

In **general**, the call will feature:
- Ring-fencing for EU 12 Member States will be preserved – to have at least 20% of the projects in EU 12.
- New emphasis on capacity-building, experience sharing and capitalization with the introduction of Annual conference for new grant beneficiaries, as well as Annual Meeting of stakeholders – EC will be more publicize what they are doing, what projects - second conference will be on lessons learnt, experience sharing
- Strengthening of information-sharing through CISocH – Civil Society Helpdesk (EC will promote it more).

Important links:
- The DEAR study is available on CISocH:
  https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

- Forecast for Calls for Proposals are available on CiSocH:
  https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Call_for_proposals#Ongoing.2C_forescast_and_statistics

- Ongoing Calls for Proposals are available on EuropeAid website:
  http://ec.europa.eu/europeaid/work/funding/

TRIALOG will also organize **TRIALOG Partnership Fair** (most probably in September) – you can get more information from your national NGOs platforms or directly at the website of TRIALOG - http://www.trialog.or.at/.

Summary of the Panel Discussion on GDE Concepts – What are we trying to achieve?

The panellists:
Christine Lamarque, European Commission, Belgium
Rilli Lappalainen, CONCORD, Belgium
Eddie O'Loughlin, GENE – Global Education Network Europe, Ireland
Ivana Raslavská, Pontis Foundation, Slovakia
Petra Skalická, People in Need, Czech Republic
Tobias Troll, DEEEP, Belgium

Moderator: Václav Sochor from Radio Česko, Czech Republic

What are the main objective and the main aim of the DE/GE?

The panellists generally formulated a similar thought – that GE should follow the overall goal, which is to make the world better, since every human being should have the right to live in a better world. Some specified the main objective as to ensure sustainable engagement of the public and citizens to create a better world, stressing their rights and responsibilities. GE concepts should go beyond borders of developed countries to developing countries in order to contribute and create a better world. Every person should be interested in the problems of the world. The DE definitions were also thought about. The definitions are there for practical reasons, but in fact the result lies in helping everybody to try to live in the globalised world and make it a sustainable world. GE is education towards global responsibility, global interdependence. People should be aware that anything we do influences life in other parts of the world and everybody has the right to influence that. Somebody noted that we should also learn from each other at the policy level. We must work with people, be it at universities, schools, state… and educate practitioners to act on behalf of people.

How much should we work with public, how to raise the awareness and critics so that it is not against development?

The panellists agreed that GE can also "produce" extremely critical views on development. The criticism can be seen as a by-product of what we do in GE, it is though not a primary aim. They also agreed that criticism is however not a negative thing, it shows that something is happening in people's minds. Criticism comes with the awareness – the more one can understand, the more one can see where things can be done in a better way and can criticize. But once people also learn the good things about development, they can question more, which is relevant and good. At this stage it is almost redundant to think how this aspect of GE can be improved. It was also mentioned that public opinion polls often tend to research how many people are supporting development. And we want to see that. Somebody also noted that people must have a personal attachment to world crisis (like in Japan) and help at a personal level. The more one can do as a person, the more one can also do later then.

The media were also mentioned in this respect. They play a key role in shaping the opinion of the public. An example from the research from the UK was outlined. The UK is considered as one of the most advanced in GE. The public opinion research though indicated that after 20 years of DE/AR work there has not been any big change in people's attitudes – on the question what is development aid, a majority answered that "this is a humanitarian help to people in crisis"; and only 15-20% people admitted any engagement in development. Though donations to CSOs increased a lot in the last 10 years. This is a paradox, but shows the mechanism how we address these issues through media and campaigns (i.e. stress on quick mobilisations and responses, but not a long-term learning processes). The conclusion was that we have to work more on our values – values as solidarity and sustainable engagement, not as charity.

How do you feel is GE in our regions? What we can do in order to move to the perspectives introduced by Johannes Krause and Tobias Troll?

The Czech and Slovak panellists discussed this question mainly.

Petra admitted that she liked the idea of shifting Global Education towards the perspectives Johannes Krause mentioned. However it takes time. In the Czech Republic, it took more than 15 years till some changes in the educational system really started. The real change came only in 2004 in the school law, and appeared in primary schools in 2007 and in high schools in 2009. That makes it almost 20 years. When talking about any changes, one has to face the reality of the schools. In this respect, the introduction of the Czech National strategy on GE was a quick process in comparison to the reform in education (it took only 2 years). Now a new challenge comes – i.e. how to implement it.

Ivana mentioned some points from Slovakia. The Czechs and Slovaks share common history and similar problems in their education system. The Slovak public seems to be attracted by the development issues. There is a lack of Slovak NGOs in EU funded projects. After 7 years Slovak universities included GE in their curricula. However the evaluation system has still not been introduced. The NGOs started to get state institutions involved in presenting the development topics to the public. Some discussions on how to include GE into school formal education have started with the involvement of MFA and MoE. We are still in the "process of expectations".

The public can donate huge amounts of money, when the media gets involved. However later when media stop talking about the problems, the support gets low. How to change that?

The main point was that the changes in formal education also depend on aspects of news from media. Citizens need skills and competences for their lives as consumers, labour, voters etc. and these are more and more relevant. We can look at the school curricula – the aspect of global competences will remain very much there. It is important that the citizens gain these skills and competences – not only for being competitive in the world, but to act as a "world citizen". Globalisation is a reality and education shall react on that somehow.

Is there public trust in the EU 12 countries in what you are doing? I.e. that the money given for development is best spent?

First, the panellists from Slovakia and Czech Republic responded. The majority of bigger NGOs in Slovakia are trying to explain where the money from taxpayers goes and how it is spent. The awareness of the Slovak public about development and what the NGOs are doing there is low. The NGOs try to reach the public through informal activities in order to present what they do. They organise debates and presentations of development projects – but also try to include topics there that seem not that attractive as the actions in humanitarian crisis (e.g. about transition experience with Balkan countries).

Petra could speak on behalf of her organisation where they try to be as transparent as possible. It is a must to explain on how development cooperation works. They go to schools and explain how the project cycle works, including what is evaluation. They have to face problems of stereotypes and prejudices. Czech people have only a limited picture of how people are living somewhere else. The picture is often not based on reality and NGOs like Petra's are working on making it more complete.

Later also other panellists contributed their views. The agreement about the promotion of aid is not really part of GE and it should be avoided was repeated several times. NGOs must be aware of that, or else they are the actors distributing this view. Apart from explaining to people what is happening in poor countries, we should bear in mind that it is not only about spreading the information, but also about linking it to practical examples of the country initiatives. This is what makes the information activities really relevant. The question is – can we really reach out to the masses? We should! Development is the ultimate story for people to be told. It is a challenge for us as a sector to find these stories, bring them to the schools, to media, to people. For example the experience of V4 countries in the transition could be now brought about also in case of changes in the Arab world.

The question of transparency is very important, but as for any other sector in society. We as the taxpayers have to really believe in all sectors how the money is used since we are responsible for this world.

Nationalistic prejudices are hampering your work, GE practitioners and NGOs, and it is seen only as global humanitarian issues. How this can be overcome?

The panellists had diverse opinions and views on that question. One speaker started saying that of course populist movements are a problem, they shall be seen as a reaction to the globalised world. It is our task to show there are lots of opportunities arising from migration and new changes in societies. In some countries, political parties are asked where in the political programmes they are stating support to developing countries and CSOs. There are only a few notices there.

There was not a clear agreement about how to attract the masses. Somebody argued that the best way to really reach as many people as possible is through the formal educational system. If you want to reposition GE, this is one option to think about. Somebody else argued that if global learning is supposed to go beyond the development field, we are not really promoting enough about what is happening.

The use of popular faces and personalities for talking about the importance of the global issues to the public was discussed as well. In the NMS countries this seems to be the way, while others were more cautious mentioning a danger of using it for our own business or the example of the Live8 campaign. The main message of the campaign was washed off and turned into an issue of charity and justice.

Somebody else tried to challenge the audience by an appeal to come back to those having power to change the system. NGOs working in schools can see that the system is more and more selfish, taking care of its own good only, trying to get their own job. We have to have another power to change in this system really in a long term. People need to see why we need such changes in societies, why to have such and such neighbour.

The panellists agreed that there are differences in many countries and many weaknesses and a lot to be done, but there are also good signs too. GE is not to be in the centre, but it is the change we have to think about.

Give money to a powerful donor to give it to a poor receiver. How to overcome this idea?

Again the panellists brought different points to this issue. One opinion was that this idea has already been overcome, as partnership looks attractive to the public and the public is getting really engaged and involved. On the contrary, somebody else argued that there was not a simple answer to this question. The change in thinking of people needs to happen in general – be it at the grass-root level (with teachers, pupils) and at the system level (with state). This is where the multi-stakeholder approach should be taken to. Another point mentioned was that we as CSOs could work closer with other donors. It is not a question of donation only, but supporting the progress of engagement – start with donation and then later do something else. It is dangerous to see only statistics on how people in the EU are supporting development. It is not enough. The simple thing is to say yes we have support in public for development. But it shall be viewed as a pyramid. Participation can come through informal and non-formal education – this is more and more relevant. We need to think of the decisions people are making in all aspects of their lives. People have time and resources – we need to think how to get them involved more and NGOs shall think about that.

Another panellist pointed out that the donor and receiver relationship should be seen also from the other side. Local people in a developing country often think that we, NGOs, are the donors. And we shall be careful about this situation. We also have to be careful about training the people we send there, as they later bring the information and messages back to the public.

Comments from the audience

Knut Hjelleset brought a point from the Norwegian perspective: We want to see citizens who are enlightened and empowered. We often see that people in our society feel powerless in the face of globalisation. We want to run GE in a way that makes citizens enlightened about understanding the changing world and empowered to take their preferred action for participating in the change they want to see. We can create a notion in the public that we are not victims of globalisation, but partners that can participate in various ways and solutions. It is not important that the state does not support one political solution, but many different approaches and it is up to the citizens to

choose which they want and see as the best. The more people know, the more they can feel enlightened and empowered. In Norway it is the central question for NGOs to constantly ask themselves: what are we trying to achieve?

The reaction to this point from the panellists was that we need to have people able to function in the world, and that people can understand each other. The objective of GE is to educate people that they then have the power. We should collaborate with schools and encourage them to be active in local problems. So that they can see that local problems are connected to some global problems. If they see so, they feel more encouraged.

National Strategies on Global Education

GENE & Global Education National Strategies in Europe
Origins, GENE's Role, Country Experiences, Emerging Questions
By Eddie O'Loughlin, Coordinator of GENE – Global Education Network Europe, Ireland

What is GENE: Global Education Network Europe

- GENE is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. The Visegrad-4 countries participate in GENE through the Ministry of Foreign Affairs and the Czech Development Agency (Czech Republic); the Slovak Agency for International Development Cooperation (Slovakia); the Ministry of Foreign Affairs and the Ministry of Education (Poland); and Hunida has participated in GENE from Hungary (possibilities of MFA Hungary participation are also being explored).

- The key aim of GENE is to work towards the day when all Europeans have access to quality Global Education.

- Gene facilitates Policy Learning in a number of ways:
    - Mainly through Regular Roundtables (twice a year) where GENE participants update each other on developments in the field of Global Education;, Occasional Seminars. For example in 2010 a seminar was facilitated on Developing National Strategies in GE and DE;
    - Bi-lateral Support Initiatives;
    - Peer Reviews (European Global Education Peer Review Process). In the context of the V-4 countries, GENE Peer Reviews in Global Education have been facilitated with the Czech Republic, Poland and a GENE Peer Review has just started with Slovakia.

GENE Peer reviews – key features:

- GENE comes with a 'positive' agenda. The key Aim of the Peer Review is to improve and increase Global Education in European countries.
- The emphasis of the process is that it is a Peer Support and Learning Mechanism – we come as "critical friends".
- Key Output – National Report: Overview of the national situation and highlights good practice, and makes a number of recommendations.

GE National Strategies

Another area GENE has been very active in has been in initially calling for and in supporting the development of quality national strategies in Global Education. This largely dates back to the pan European Congress on Global Education held in Maastricht (2002) which formulated a number of key recommendations in the Maastricht Declaration on Global Education, including a call for national strategies in this field. Following the Maastricht Congress and Declaration, more European conferences and initiatives – for example the Brussels DEAR Conference Recommendations 2005, Helsinki DEAR Conference Conclusions 2006, and the European Consensus Document 2007, continued this call for the development of such strategies.

GENE has continuously supported the development of GE National Strategies through:

- Promoting them in international frameworks;
- Sharing experiences at the regular GENE roundtables;
- Bi-lateral initiatives (specific policy learning between GENE participants);

- GENE Secretariat support to participants developing national strategies;
- The GENE Peer review process, which has also on occasion recommended the development of a National Strategy, where it was considered particularly appropriate and timely;
- The GENE Peer Review Follow-Up Process (e.g. most recently in Finland which among other things reflected on the experience of the Finnish National Strategy 2007-2010);
-
- Through in-putting to other initiatives such as various EC promoted studies in this field;.
- Though Specific GENE initiatives – such as a seminar on Developing National Strategies held in 2010 in Portugal, in cooperation with IPAD and CIDAC. GENE is developing a report on this seminar to further share the learning in this regard.

Examples of 5 specific country experiences were outlined in this presentation:

- Austria. The development of this stategy is on-going over several years and is being done in a phased manner;
- Finland. This national strategy was called for in the Peer Review and ran from 2007-2010. A major evaluation was recently facilitated which found that it is a good strategy but it needed greater clarity on roles and on reviewing and monitoring implementation;
- Czech Republic. A National Strategy on Global Development Education has recently been approved in the Czech Republic (Ministry of Education and Ministry of Foreign Affairs);
- Ireland. Here there have been two national Strategies to date in Development Education which have been considered to have been very strategic, in particular with regard to involving teacher training colleges, helping ensuring long term impact in this field. The strategies were developed by Irish Aid in close consultation with broader stakeholders; .
- Portugal. The development of this national strategy involved close cooperation with a broad range of stakeholders, and like the others above, put particular emphasis on learning from international experience through GENE. The launch of this strategy in April 2010 involved a signing-up process by most of the key stakeholders which was an interesting feature.

What have all these national strategies in common? They all put a strong emphasis onr:

- Learning from International Experience;
- Quality;
- Ensuring Official Institutional Support.

While everyone seems to be in favour of promoting National Strategies in Global and Development Education (GENE, Ministries & Agencies, NGOs, NSC, EC etc.), GENE now puts the emphasis on the need for the development of 'Quality' national strategies. It may be that the development of a national strategy is not the key need in a given country concerning helping facilitate good Global Education. And where there may be a need, the emphasis needs to be on the development of a quality strategy.

Based on experience in supporting the development of national strategies in a broad range of countries in Europe, in GENE we raise a number of questions that should be reflected upon when considering the development of a national strategy: For example:

- Why? Is there a need for a Strategy? Is there a more pressing need? Are there existing similar strategies in the country?
- Who is leading the Strategy process?
- Where are the stakeholders at now?
- Does it have official institutional support?
- Is there a common understanding of DEAR concepts?
- Is it learning from international experience and practice?

- How participative is it?
- Is adequate time being allowed?
- Is capacity building needed (first?) and where?
- Is it result and quality orientated, With adequate monitoring and evaluation, and clarity of roles etc. ?

Further details on aspects of GENE's activities in supporting the development of national strategies in Europe, and in other areas of Global Education, can be found on the GENE website: www.gene.eu

Slovak Strategy of Global Education and Communication Strategy of ODA SR

By Eva Kolesárová, Director of the Slovak Agency for International Development Cooperation, Slovakia

Historical context – ODA strategies and programmes

- Development education and awareness raising is mentioned in the Mid term concept of ODA of the Slovak Republic (2009–13) as an integral part of ODA. Communication Strategy and GE Strategy were also foreseen and to be done in cooperation with stakeholders.
- National programmes of ODA SR: SAIDC opens calls for proposals for development education, awareness raising and capacity building projects
- Since 2010 – separated into 3 parts, call for proposals only for development education, focused on specific areas.

Projects and commitments
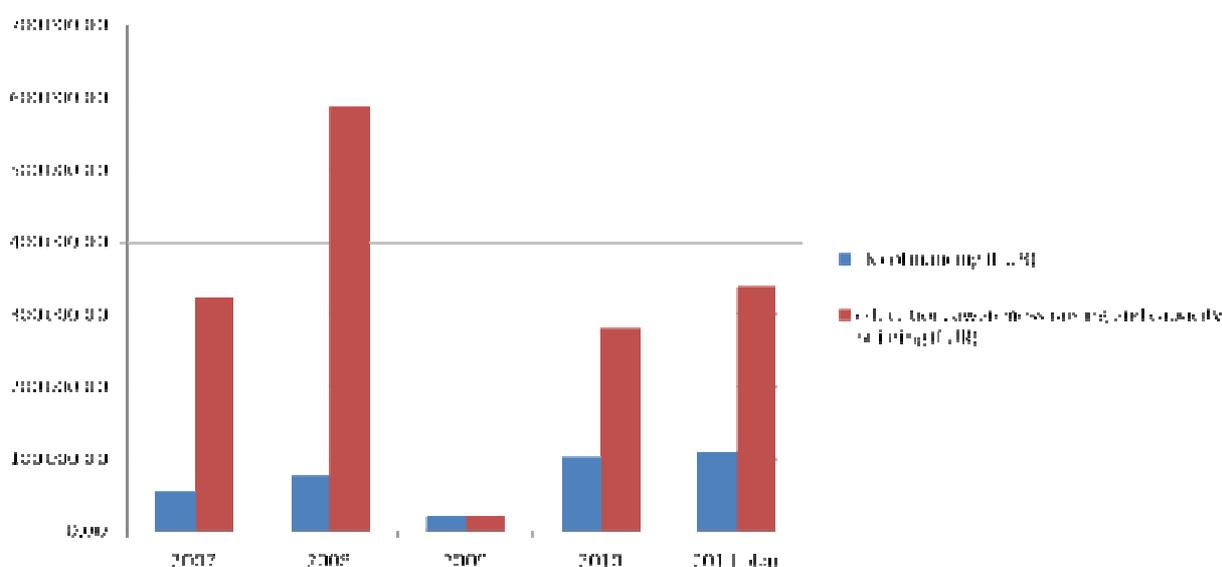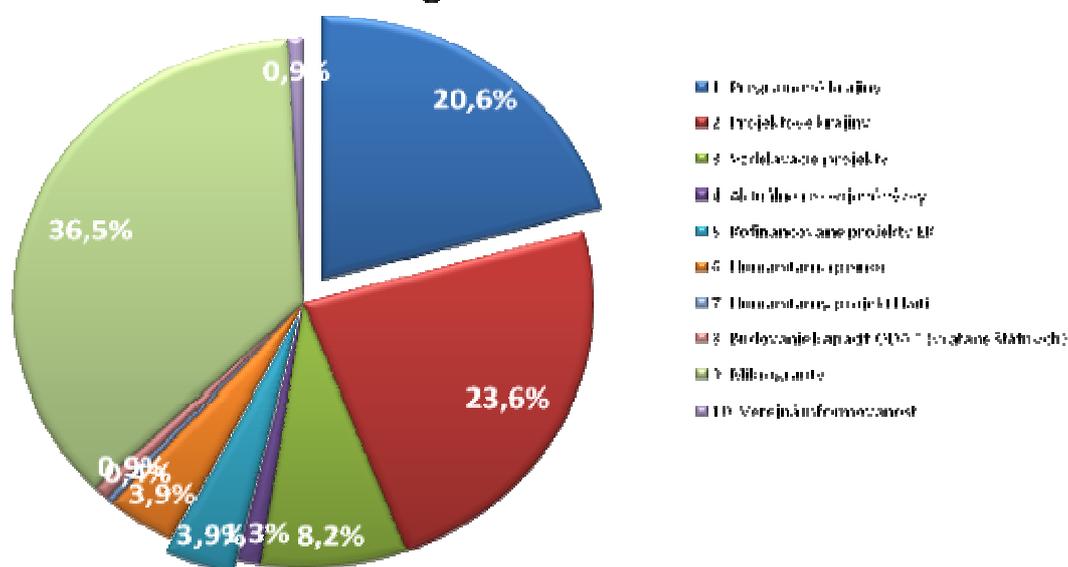
Source of both graphs: Ms. Kolesarova's PowerPoint presentation

In 2009 very small budget as the two have merged in 2008.

National Strategy for Global Education
- Working group has been established – lead by MFA, Platform of Development NGOs, MoE, SAIDC.
- Main goal – access to information on global problems and problems of development countries and motivation for active solution.
- Inclusion of GE within formal and informal education (by 2015 it should be included into curricula).
- Strategy not approved yet.
- 2011 - GENE is doing the Peer Review process on Slovakia, a roundtable on GE will be organised.

Communication Strategy of ODA SR (CS)
- Very brief document, adopted by MFA in 2010
- Main goal – promotion of ODA in SR, strengthening its trustworthy
- It contains principles, areas, focused groups, the means of implementation.
- Each year will prepare indicative plan of communication activities to be implemented by all stakeholders which have their responsibility on the implementations.

Global Education in Hungary – Chances and Challenges
By Balasz Nagy, Coordinator at Anthropolis Association, on behalf of the Hungarian NGOs platform HAND, Hungary

Hungary does not have the National Strategy on GE and Mr. Nagy told the participants why:
- Shared historical experiences in V4 countries
- "Global" – negative connotations mainly among the decision makers, we have to be careful about bringing it forward and bear it in mind when we are doing AR and building strategy.
- National Global Education Seminar in 2010 – Mr. Nagy had experience as an organizer. They had serious difficulties with the representatives of state, hard to know what they want (came to power after elections in 2010), there is chaos at the MoE, nobody knows who is in charge of what. It is a battlefield for coalition partners, GE is not important for them, only for the political fighting. Hard to invite politicians to debate. Lack of national education strategy, reluctant politicians, frustrated actors on the field.

What is the situation in Hungary?
2008 = 2010 – i.e. not much has changed since 2008 (based on an review done by HAND). Kind of openness towards global issues is there, but fragmented and not structured, lacking any system, based on the civil sector actors only. There are active NGO's in the field, but more cooperation is needed. The main problem is that there is not a consensus on the strategy. There has not been any real progress since a seminar we organised on GE. Some aspects of GE are only randomly in curricula and there is no real efforts to change this. The current government is not helpful. There is one strategy – the Anthropolis strategy, which focuses on the teacher's education. If there is not any top-down process, we have to go bottom up in parallel to top-down. So we decided not to wait for the top-down and we work on the strategy. Global issues will be introduced to next generation of teachers. We (NGOs) also realized that instead of competition (as for funding) we have to cooperate with each other. Nothing is impossible, so I believe we will achieve the National strategy soon.

Czech National Strategy for Global Development Education (2011-2015) – The Story so far…

By Martin Náprstek, Deputy Director of the Czech Development Agency, Czech Republic
Contact: naprstek@czda.cz

The Czech Republic has just approved the Czech National strategy on GE (after 18 month of hard work). What is important – the process as such was an exercise we have not done before.

A bit from history:
Czech Ministry of Foreign Affairs:
- continuous support of stand-alone Development Education projects since 2003 (implemented by NGOs – focused on DE + awareness)
- 2004 UNDP project „Implementation of Development Education into the Czech Educational System "(People in Need NGO)
- 2005 cooperation with the North South Centre CoE (small-scale grants for NGOs)
- 2005 cooperation with the GENE
- 2008 GENE Peer Review on Development Education in the Czech Republic as the milestone for the process.

Czech Ministry of Education:
- since 2003 cooperation with the MFA in the field of DE (mostly through appraisal and evaluation of DE projects implemented by NGOs)
- 2007 new „framework educational programmes" for Elementary & Secondary schools + cross-cutting issues in coherence with DE principles

What we have taken into account…
- Maastricht Declaration on Global Education to 2015 (2002)
- Brussels Conference Final Recommendation on Public Awareness and Development Education (2005)
- Helsinki Conference Conclusions on Development Education (2006)
- European Consensus Document (2007)
- GENE PEER REVIEW (2008)

We asked ourselves "Why we need our own National GDE Strategy…" And the motto we picked up was that „Any citizen of the country should be interested in the issues related to the situation of developing and developed countries and in their global implications".
- An Integrated Framework for different GDE activities is needed
- Clarification of Concepts and Approaches
- Proper timing – GDE Strategy elaboration linked with broader educational reforms in the CZ
- GENE recommendation – were a big asset, widely distributed among all actors. We succeeded in delivering this message to highly positioned officers at MoE which were not really opposing it.

Goals and Principles of the Strategy
The main goal of the Strategy is to provide all citizens of the Czech Republic with access to information on developing countries and global development (not saying that it is the only and best way) and to inspire them to take an active role in tackling global issues as well as issues faced by the developing world.

Principles in preparing the strategy:
- Clarification of Terminology (DE / GE / GDE…)
- Coherence with other Educational Strategies
- Better coordination among different actors (both state and non-state)

- Dissemination of GDE principles among relevant stakeholders (teachers and other educationalists, civil servants, NGOs…)

The linkage between Global Education / Development Education + Global Development Education (the term GDE is a compromise between opinion of experts on education and development practitioners…). We always want to bear in mind the Czech context – as some practitioners use different concepts. So we decided to merged them.

In the Czech context we have more components of GDE – Environmental education, education for sustainability, education for a democratic citizenship. Human Rights Education, Education towards thinking in European and Global Contexts, Education for Peace and Conflict Prevention, Development Education

Components of Global Developmemt Education (Czech context)

Environmental Education
CCI

Education for Sustainability
MD

Education towards thinking in European and Global Contexts
CCI

Development Education
MD

Education for a Democratic Citizenship
CCI

Human Rights Education
MD

Education for Peace and Conflict Prevention
MD

Multicultural Education
MD + CCI
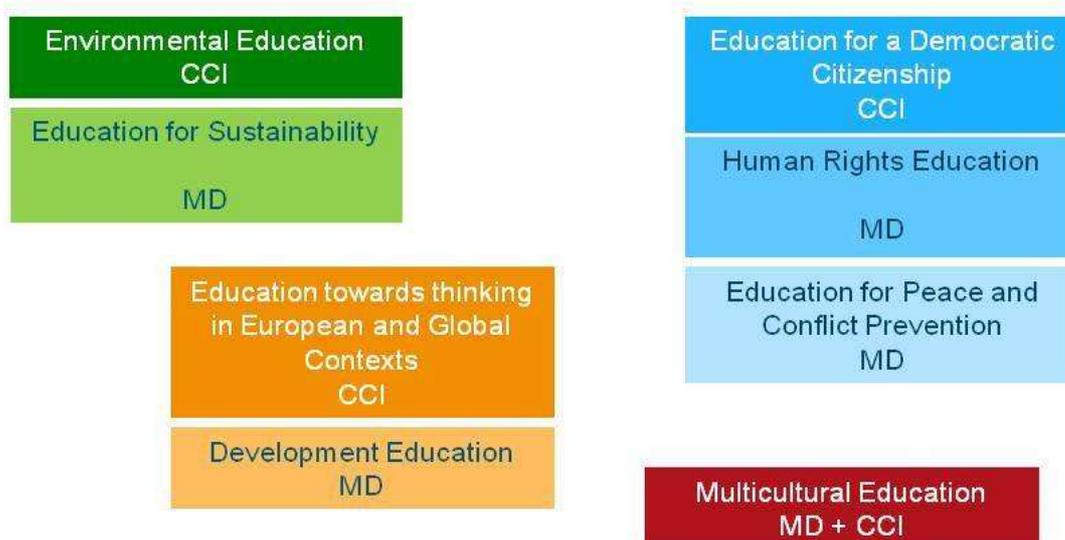
MD = Maastricht Declaration
CCI = Cross-cutting Issues (within the Czech Educational System)

Structure of the strategy:

A. .Analytical Part
    I. GDE definition
    II. Linkage with relevant strategic documents (both national and international)
    III. Conceptual context and implications
    IV. Overall GDE Goals
    V. Main GDE topics
    VI. Main GDE principles
    VII. Target Groups
    VIII. Actors (both state and non-state)

B. Strategic Part
    I. Main (overall) Goals of the Strategy (including implementation matters)
    II. Other (specific) Goals of the Strategy
    III. P-R and Publicity Issues
    IV. Financial Issues (allocation of resources)
    V. Monitoring and Evaluation

Our Working group

Ministry of Foreign Affairs – Mrs. Zuzana Hlavičková (Head of the Team, main author of the Strategy)

Other institutions involved:

- Governmental: Czech Development Agency, Ministry of Education, Ministry of Environment
- Research: Pedagogical Research Institute, National Institute for Further Education
- NGOs: Czech Forum for Development Cooperation FoRS (Development NGO platform), Czech Council of Children and Youth
- Academia: Pedagogical Faculty of the Charles University in Prague, Palacky University Olomouc

We really worked as a team, and worked out many drafts. Ms. Hlavičková was really dedicated and created the team and she wrote the strategy.

Time frame:

- September 2009 – setting-up of the Working Group and its initial session
- September / October 2009 – definition of main goals and principles of the Strategy
- October / December 2009 – analysis and research of relevant documents
- November / December 2009 – further work on goals, targets, principles and overall concept of the Strategy (within the Working Group)
- December 2009 / February 2010 – drafting of the Strategy, continuous discussions on partial results
- January / March 2010 – further consultations and completion of the Strategy
- April 2010 – presentation of the Strategy and final consultations with the Working Group
- May 2010 – MEdu internal approval process started
- **March 2011 – Strategy approved and published**

Now the Strategy will serve as a tool for teachers and other actors involved in both formal and informal education. The strategy is not a dogma, it is a tool for teachers that are interested in global issues. What is the main task now is the implementation of the strategy, which we have just started.

We put some very specific indicators and measures to be achieved:

Overall: By 2015 the GDE principles and topics are to be included in lifelong learning as well as in educational programmes across all levels of the Czech system of education.

Specific :

- actors involved in the Czech system of education (civil servants, teachers, headmasters etc.) are to be informed about GDE principles, including methods of their implementation
- the GDE goals, principles and topics are to be considered within drafting and implementation of education strategies (e.g. sustainable development education strategy)
- the GDE goals, principles and measures are to be taken into account in all curriculum documents
- relevant teaching materials (textbooks, teaching articles and other materials) are to be created, updated and made available to teachers in order for them to include GDE within educational processes

+ training and continuing education of teachers

+ universities and research bodies participating on GDE…

Some lessons learned (so far…)

Positive:

- Dedicated and professional people (but quite a few in general…), lucky to get political support from the both ministries

- GDE Strategy could be quite easily linked with other „nationwide" educational strategies and reforms (proper timing is important)
- Strong support from NGOs, MFA, MEdu etc. (but mostly based on influential individuals…)
  –

Negative:
- Small number of „informed" actors (only few NGOs + MFA/MEdu staff dealing with GDE)
- Low level of GDE issues knowledge among civil servants, teachers and general public
- Administrative burdens (time & money issues)

Recommendation to V4 is:
- Find the influential individuals, do not rely on the support from institutions as such!
- Try to avoid timing during elections – this makes the process difficult (if not completely stopping it)

Global Education in Poland

By Patrycja Szewczyk, Ministry of National Education, Poland

There are a number of key institutions involved in supporting and facilitating Global Education in Poland at a national level. These include in particular the Ministry of Foreign Affairs, the Ministry of National Education, Ministry of Science and Higher Education, the Ministry of Environment and the development education working group in the NGDO co-ordinating body Grupa Zagranica. The process of cross-sector dialog is based on a series of regular consultative meetings and its overall aim is to elaborate on common priorities and reach consensus on GE in Poland.

- **Ministry of Foreign Affairs** Provides leadership at a national level in Global Education. Organises its own promotion of global development issues. Provides Development Education funding for NGOs, universities (academia), local administration bodies and Education Development Centre & co-production with media.
- **Ministry of National Education** Facilitates GE within the formal education sector at primary and secondary school levels. Cooperates with Ministry of Foreign Affairs on the DE funding scheme. The Education Development Centre is an Agency of the MoE and promotes GE and incorporates it into the in-service training system through cascade trainings and a national GE trainer's network.
- **Ministry of Science and Higher Education** In 2009 the Ministry cooperated with MFA and MoE on the DE funding scheme addressed to academia and local administration bodies. It shares responsibility for teacher training with the MoE.
- **Ministry of the Environment** is involved in the related area of Education for Sustainable Development (ESD).
- **Grupa Zagranica** – Development Education Working Group provides leadership in Global Education in the NGO sector, coordination and a focus on quality.

Legal context:

1. Core Curriculum Reform (initiated in 2008, with implementation begun in September 2009)
   - representatives of NGO's engaged in Global Education participated in the process of preparation of the reforms
   - elements of GE are incorporated in the new curriculum (geography, history, biology, social science)
   - improving and increasing teachers trainings in GE (since 2004 EDC cooperates with NGO's in the field of educating teachers)
2. Ministry of Foreign Affairs is working on the Development Assistance Act

Education Development Centre

Another challenge, among the largest, is the need for increased and improved teacher training in Global Education, to go hand in hand with the rolling out of curriculum reform. In-service teacher training in Poland is the responsibility of the Ministry of National Education, implemented by Education Development Centre and by local and regional teacher training Centres. Pre-service training is the responsibility of the Universities and other third level institutes.

Since 2004, the Education Development Centre (ORE) has been carrying on educational activities in cooperation with NGO's aiming at education professionals in regional and local in-service teacher training centres. They are: conferences, seminars, education forums and workshops. Since 2007, ORE has engaged in a project, supported by the Ministry of Foreign Affairs, which aims at developing a cascade system of in-service teacher training throughout Poland in the field of development education.

The aims of this programme are outlined thus:

- To create a support system for and assure further development of education leaders by giving them the knowledge and skills needed for smooth and creative delivery of tasks related to the implementation of system solutions for education, including training in the above-mentioned areas.

- To extend the reach of development education in Poland through more intensive training for teachers in the regions and, thereby, to prepare teachers for joint planning and implementation of various initiatives and activities in the field of Global Education development in their local communities.
- To provide new materials with the Global development scope.

Since 2009 the trainings are concentrated on core curriculum reform and e-learning.

Good practices:
- **Global Education Week** - patronage of the International Global Education Week in Poland by the Ministry of National Education in the third week of November
- **Open School Competition** – organised since 2008 by the Ministry of National Education for schools and NGO's, with a strong Global Education focus as one of the main categories of the competition.
- Ministry of National Education, Ministry of Foreign Affairs and Ministry of Science and Higher Education have been organising **Global Education Competitions** since 2008. All eligible actors, i.e. NGOs, universities, research institutes, central and local administration bodies are involved in creating conceptions for development education projects.

Reports on GE in Poland:
- **The National Report on Global Education in Poland** is part of the European Global Education Peer Review Process. It was initiated in 2002 with the purpose of increasing and improving Global Education in Europe. The Peer Review recognises the significant progress that has been achieved in Global Education in Poland and gives a number of recommendations.
- **Development Education Working Group Report „Development of GE in Poland"** is concentrated on perspectives of cooperation between all the actors involved in GE in Poland.

2011 challenges
- Organising Global Education Competitions
- Cooperation with Development Education Working Group in process of creating cross sector agreement for all the actors involved in GE in Poland
- Promoting GE during Polish presidency in the Council of the European Union and conferences and seminars with the participation of MoE' civil servants
- Membership in Global Education Network Europe (GENE)

Findings from Regional and National Global Education Seminars
By Rilli Lappalainen, Co-chair of European DE multistakeholder process, CONCORD, North-South centre, Finland

Key findings (so far)

1. Provide consistent national frameworks for GE/DE activities
- national strategy
- improve coherence
- promote a common understanding of GE/DE

2. Strengthen role of key GE/DE stakeholders and foster cooperation
- promote the role of ministries
- a multi-stakeholder model
- strengthen national working groups and networks
- building alliances to have a long-term impact and sustainability
- peer learning and twinning exchanges

3. Facilitate implementation of GE/DE in formal and non-formal education
- integration GE/DE into national school curricula
- teaching material and trainings
- courses on GE/DE in higher education
- support measures to promote GE/DE in non-formal education and improve public awareness on GE/DE

4. Develop and promote GE/DE educational resources and support services
- foster development of teaching material
- establish training activities for policy-makers and school curricula designers
- promote national programmes
- train-the-trainers courses
- support NGO activities
- a regular forum
- a monitoring and evaluation system

Some aspects of next steps
- regional seminars
- international conference
- CoE recommendations
- EC DEAR process
- EU processes – preparation of the next EU budget – one of the political possibilities to have GE on the spot. Also we shall raise the awareness and support for GE within the EU Parliament.
- DE International conference 16th June in Helsinki – the topic of Social Change – how we can really attract the interest of the people (the event is held within the DE Summer School in Finland on the Impact and Quality of GE)
- DE multi-stakeholder process – the group will meet also in Helsinki, there will be another meeting referring to EU Development consensus.

There are lot of things going on in comparison with 10 years ago. I am encouraging you to follow these processes at the EU and regional level and trying to mobilise the people.

Comment from the audience:

Miguel Silva was glad that the importance of the working groups has been mentioned. He also wanted to thank the WG and national platforms of V4 for their work. Now the most challenging aspect is to bring the process to the end and get to the National GE strategy.

Examples of Good Practice in GE

About the East East: Partnership Beyond Boarders Programme as a Tool for Financing GE Projects
By Vlasta Hirtová, Open Society Fund, Czech Republic

Open Society Foundations (OSF) is also known as Soros Foundation and is represented also in V4 countries and other CEE countries and Asia (28 countries together). The Open Society Foundations work to build vibrant and tolerant democracies whose governments are accountable to their citizens. To achieve this mission, the foundations seek to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights. On a local level, the OSF implement a range of initiatives to advance justice, education, public health, and independent media. At the same time, we build alliances across borders and continents on issues such as corruption and freedom of information. The foundations place a high priority on protecting and improving the lives of people in marginalized communities.

The East East programme supports the international cooperation long-term initiatives within themes encompassing good governance and public policy, rights protection and social inclusion, and global perspectives and international dialogue.

The program promotes the movement of ideas by convening people to create communities of interest and to engage in practical collaborative actions. In addition to local human resources and locally determined content, initiatives that receive program support are based on:
- Information: using knowledge, experiences, expertise, best practices, and lessons learned.
- Innovation: prompting new thinking and ways of communication, and devising alternative approaches and perspectives.
- Collaboration: developing and sustaining mutually beneficial partnerships for social impact.

We support different topics and it is up to you what you consider as interesting. You can apply three months before the realisation regardless which country you apply from. We work with 28 countries: V4, Baltic states, Balkan, Former Soviet Union and Mongolia.
Examples of projects with the support of OSF:
- Human Rights Based Approach of Special education with Moldova
- Anti-discrimination through basic education (on Roma children, CZ in coop. With HU, PL and SK)
- For better school and environment – lessons learnt for future (Bulgaria)
- Anticorruption issues, social inclusion, migration issues, HR, public policy, experience with social transformation etc.

Some countries have become members of the EU and share the experience from the preparation for accession and membership – mainly through the experience with public service transformation.
Technical information – it is advised to discuss the application in advance (the topic and your experience) with the local coordinator, to see if the proposal has a chance to succeed.
What are the key criteria for success?
- Concrete topic, workshop, seminar, roundtables, study visits, we do not support big conferences. Long term projects are welcome
- Stress is put mainly on impact and results, good practise sharing – describe your idea well including the impact and results, how it will be implemented in other country, whether it will be implemented in the other country's system – cooperate with policy makers and media, influence the reform somehow.
- The project should be very well described – for more details refer to the website application and guidelines. OSF always monitor projects to see results and impact.
- Co-financing is desired and welcome (MFA, International Visegrad Fund or EC), or in-kind contribution.

Good Example of GE Cooperation from Hungary

By David Bán, Anthropolis Anthropological Public Benefit Association, Hungary

Global Education Resource Centre Budapest established in 2002 by Anthropolis
Main Objectives of Anthropolis:
- Anthropological research program
- Documentary film making
- Publishing the first Hungarian anthropological periodical
- Organizing media campaigns and awareness-raising festivals on global issues (Globalance) – new spots on development (done by Demnet)

In 2006, Anthropolis started the publication of GE materials – school workbook for high schools students "Globalization Survivor Book for High School Students" (Globalizációs túlélőkönyv középiskolásoknak), 2007, 72 pages – quite experiment, purely written by the Hungarian experts, but success.

Soon, consortium partnership was formed by 4 partners – they applied for different EU grants (Grundtvig Life Long Learning Program and EuropeAid).
Partners:
- Südwind Agentur, Austria
- Humanitas (Society for Human Rights and Supportive Action), Slovenia
- SCCD (Slovak Centre for Communication and Development), Slovakia
- Anthropolis, Hungary

Good combination of the consortium has good possibility for long time GE projects, currently till 2013 project, ensures sustainability of the working together.
Good partnership can go long and you can achieve more.

Another example of project is **gerc_net**
Global Education Across Borders, Global Education Resources Centres
- 9 centres in Austria (since 1997)
- Bratislava
- Budapest
- Ljubljana
- Sharing experiences and strategies
- Common website (www.gerc-net.info)
- Training program for multipliers
- Global Education Material development (workshops, exhibitions)

Continuation of the partnership in a **Learning Partnership Project:**
- Study visits by educating staff and professionals, establish resource centres
- Professional support: helpdesk service
- Cross-border GE expert database on website
- Travelling poster exhibition (Global challenges)

Good practice was in establishing **Online Network on website**
- Platform for common the activities
- Teaching Materials in different languages of the four countries
- Expert database on website to search for experts by field of topics, key words, country etc.

Global Education Resource Centre, Budapest (GlobEdu – Knowledge Centre)
- We were lucky with the Location: University Library – open library for public in the centre of Budapest
- Opening: February 2010 by a small festival and expert roundtable and games

- Strategy University cooperation: Centre For Intercultural Psychology and Education – they can put our material into the curriculum and use the resource centre
- What the Centre can offer: Materials, Books, manuals, DVD films, Teaching materials, Games
- Activities provided in the Centre: Helpdesk Service, Workshops, meetings, Poster exhibition "Do you want to consume your future?" – same in the other 3 countries, Hungarian Online "community" – online catalogue of the materials, people and stakeholders in GE in HU.

Goals for future:
- Put GE issues into the National Educational Curriculum
- Reach teachers
- Persuade policy makers

Project: Global Development in the Context of Socio-economic Transformation of Central Asia and the South Caucasus

Institute of Eastern Studies, Adam Mickiewicz University, Poznan
Financed by the Ministry of Foreign Affairs, PR
By Anna Cieslewska, Institute of Applied Social Science, University of Warsaw, Poland
Contact: www.iw.amu.edu.pl, acieslewska@gmail.com

A main goal of the project: Raising awareness regarding the socio-economic development of the regions of the South Caucasus and Central Asia
Main reasons of the project's implementation:

- Relatively little knowledge of the Polish society on socio-economic processes in Central Asia and South Caucasus
- Inadequate presence of topics related to the socio-economic development concerning the southern regions of the former Soviet Union in the programs of Development Education
- Differences in the transformation process of the above mentioned regions and the Central & Eastern European region (Czech Republic, Hungary, Poland and Slovakia)

Main issues of the project:
Despite the differences between regions as well as countries, we can distinguish several problems common for the South Caucasus and Central Asia (also for the other parts the former USSR Block including Visegrad countries)

- unemployment
- migration abroad as well as mass migration to urban areas
- low level of public services (health, education and the others)
- poverty and social inequality
- problems with access to water (mainly in Central Asia)
- unstable political situation in some countries (refugees crisis)
- corruption

Two phases of the project:

I phase 2009
Part one:
seminar: The issues of socio-economic transformation in the South Caucasus (Participants: scholars and NGO workers)
1 day workshop for students
Part two
seminar: The Socio-economic development of Central Asia
        (Participants: scholars and NGO workers)
1 day workshop for students
A game: „The migrant - workers from Central Asia"

II phase 2010
        Part one: (3 trainings for students):
Theory:
1. The set of lectures concerning the socio-economic situation in the South Caucasus and Central Asia.
Practice:
2.Training skills workshop
3.Trainings modules regarding the socio-economic development of the South Caucasus and Central Asia.
        Part two:
20 workshops in 10 high schools carried out by students based on the previously designed modules (about 500 secondary students participated in the workshops).

The trainings modules:

1) "Migrant workers from Central Asia"
2) "The Normal Life": workshop shows the economic situation of an average
family in Central Asia on the example of Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan
3) "Bazaars and the informal economy in Central Asia on the example of Kyrgyzstan"
4) "A map of the socio-economic problems in Central Asia"
5) "A map of the socio-economic problems of the South Caucasus"
6) "Glossary of Development Terms - concerning development in the context of Central Asia and the South Caucasus"
7) "Refugees in the South Caucasus"
8) "Equal opportunities for all": workshop considers the issue of income inequality in the South Caucasus

We hope to arouse interest regarding the socio-economic issues of Central Asia and the South Caucasus in the other Visegrad countries

The RORG Good Practice in Peer Reviews

By Knut Hjelleset, RORG Network, Norway

Mr. Hjelleset started his session by the first seminar energiser – "Good Morning Hug". Mr. Hjelleset introduced participants to a simple way how to do Peer Reviews, coming from a good practice in the Norwegian NGOs.

In RORG, there was an evaluation of their projects in the past, mainly done as a Southern evaluation. An expert from the South came to evaluate the work of a Norwegian NGO. The results were that the projects running in Norway were said to be fine, but no real reflection of the project was done. The recommendation to the organisations was to reflect on "why do you do your projects". That is why RORG established peer reviews.

The first peer review was, in the words of Mr. Hjelleset, "horrible" – as it was done as a desk study looking at what was done wrong, and the results were to say how to change that practice. The second peer review was run in an opposite way. They asked organisations to think what was the best thing they do, the best magnificent story they have done? The NGOs had no idea, they did not know what and how to measure it what they have been doing for years. There is such a tendency that even though some projects failed, organisations presented the project as "almost good". So they ended up defending projects that were not really working for decades.

That is why RORG established the Peer reviews

Most important step for Peer Reviews – is to agree on what are **the ambitions** of your organisations, what is the **aim**, i.e. the point of reference of your project and this point cannot be changed. This means to establish the value that you want to be valued to.

To sum up, the steps to make a simple Peer Review could be as follows:

1.   Make clear about the **VISION** of the organisation or project = the point for DE project
2.   Ask **what is the best** work we have done **and why is the best** so good?
3.   What are the **factors** making it work?

Basing on this introduction, the participants were asked to do an exercise. They were to tell their partners the absolutely best project they have seen during last year in GE. Next, they were to think what made these projects so good.

Reports from the Workshops

There were three parallel workshops running in the course of the seminar:
1. Freedom to Learn – Multilevel Perspectives from RIVER (education towards global citizenship at community level) – facilitator Mr. Y. A. Padmanabha Rao
2. Quality standards and good practice in Global Education – facilitator Mr. Johannes Krause
3. Reading ourselves to read the world: critical thinking as global learning – facilitator Mr. Rob Bowden

Profiles of Workshop Facilitators

Y.A. Padmanabha Rao
Director, RIVER Rishi Valley, KRISHNAMURTI FOUNDATION INDIA
Padmanabha Rao and Rama Rao, directors of RIVER, have developed a learner-guided method to teaching that not only increases learning but also re-engages teachers in their responsibility as educators and Global citizens. The Raos have created a world class, innovative, cost-effective, and proven methodology to increase the quality of school education through responsible citizenship and global issues translated to local contexts. This approach results in higher levels of student learning, increased teacher ownership and greater community-school accountability. RIVER, founded by Raos has productive partnerships with government and private institutions across India and beyond. To date, around 200,000 schools are using this model in 15 different languages, over 500,000 teachers have been trained to use this methodology and 12.8 million children have benefited directly from RIVER programs. RIVER was awarded the Global Development Network Award for being 'The Most Innovative Development Project – 2004'. Raos were recently recognised at the World Economic Forum as co winners of the Schwab Foundation Social Entrepreneur of the Year award in 2009 - http://www.youtube.com/watch?v=6qzptfCadU0
Several Universities in Germany (Regensburg), France, USA and South Africa have initiated long-term collaborative projects with RIVER.
Some testimonials:
*   "RIVER identified as clear field leader in developing a low-cost, highly-leveraged system for replicating it." (United Nations ILO – 2006)
*   "A major innovation in teaching/learning materials for first-generation learners and prevents them from dropping out" (World Bank - 2001)
*   "Offshoot programs of RIVER with the highest learning scores in language and math in the country" (UNESCO – 2003)
*   "RIVER programme is consistent with the idea of differentiated learning implicit in the Global Monitoring Report" (DFID - 2006)

Ralf Girg
Dr. Ralf Girg is head of RTI (Research Team Integral) and faculty member of the Chair of Education of the University of Regensburg, Germany. He is involved in Regensburg's initial teacher training complex presently holding 5000 students. He supports teacher students in their professional, pedagogical and personal development. His pedagogical and research interests focus on integral education and integral schools in global contexts. In 2002 he started German-Indian collaboration with the Rishi Valley Institute for Educational Resources (RIVER) recognizing that RIVER's complex MGML-Methodology enables creating fully individualized and community – oriented learning for students all over the world. Being an expert for all questions of holistic education for years and with his experience as supervisor in school development processes he initiated MGML'S growth in German schools. He also describes MGML-Methodology within main scientific theories of learning and teaching.
Publications:

- Girg, Ralf (2007): Die integrale Schule des Menschen. Horizonte und Praxis der Integralpädagogik. S. Roderer Verlag. Regensburg.
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Johannes Krause

Johannes Krause (33, Germany) has been involved in Global Education at European level since 2003. He co-ordinated the Global Education Network of Young Europeans (GLEN), worked as facilitator with DEEEP and CONCORD, wrote the European Development Education Monitoring Report "DE Watch" (2010), was part of the DEAR Study team (2010) advising EuropeAid in developing a new Development Education and Awareness Raising strategy, and co-ordinated or consulted several campaigning and education projects. His focus interests are processes facilitating change towards global justice, participatory democracy and non-growth based economy. In 2010 he co-founded the Berlin based NGO "imPuls – Agents for Applied Utopia".

Rob Bowden

Rob Bowden is the co-founder and Strategic Director of Lifeworlds Learning, a community interest company based in the UK. He has been engaged in development and education for almost 20 years working in the UK, Africa, Asia and the Middle East. He is an established author of educational books on international issues with over 80 published titles. He has worked with a wide range of organisations and projects and is known for designing and running international study visit projects for professional development. Rob is a member of the advisory council for the Development Education Association (DEA) and coordinator for global learning in the East Midlands region of the UK. His specialist areas include critical approaches to learning, participatory methodologies, strategic interventions and personal and institutional change. He has been involved in the development of Open Spaces for Dialogue and Enquiry (OSDE) and related methodologies as part of an international team and is currently leading a new initiative to develop OSDE-based classroom materials and training programs for teachers and practitioners.

Workshop 1: Freedom to Learn – Multilevel Perspectives from RIVER (education towards global citizenship at community level)

Facilitators: Y. A. Padmanabha Rao, India, and **Dr. Ralf Girg, University Regensburg,** Germany
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Reported by Jana Miléřová, the Czech Republic

The workshop concentrated on why can the RIVER Projects and its MultiGradeMultiLevel-Methodology (MGML) be seen as an inspiring way of practice in the Global Development Education.
The workshop started with an introductory round of each participant. Following that the conditions in the Rishi Valley where the RIVER methodology was applied and the method itself were widely presented. At the end, the participants were to discuss the RIVER application and basing on their own experience they tried to put RIVER principles in the context of Global Education. They elaborated on what they were doing and what implications from similar projects were suitable for Global Education. The idea of the workshop was to think on how to run quality education (be it civic education or Global Education) and how to bring more clarity for teachers for leading the classroom. Any quality education has to come from school. RIVER has captured some of the elements and participants could relate them to their own practice in GE.

Presentation of RIVER – Rishi Valley Institute for Educational Resources

Rishi Valley is significant for its dry tropical landscape and marginalized population. Current situation can be outlined as follows:
- A region that ranks low on the human development index; female literacy rate 51%, child labour 15% (5-14 years).
- Large unskilled and unschooled population in rural areas.
- Creation of employment opportunities in the urban sector is not a solution to the rural unemployment.
- Need for imaginative rural enterprise instead alienated rural youth turning to violence.
- Meagre traditional livelihoods drawn into a market economy.
- Widespread reports of farmers' suicides from all across the state.

A long term vision for Rishi Valley:
- Regeneration through education
- Building sustainable livelihoods
- Quality schooling for quality life
- How do we learn and work together in classroom teaching.

Dismal picture of rural education:
- Lack of quality primary schooling increases child labour
- Conventional schooling creating failure
  - dysfunctional systems
  - poor health of children
  - seasonal migration
  - alienating curriculum
- Different cultures, different languages, folklore and everything.

Why is the system failing? It is not because of the child and parents failing. But:
- Textbooks have no bearing on the child's everyday experience.
- Uneven quality of classroom management and teaching-learning practices.
- Lack of clarity and monitoring of learning outcomes.
- Inadequate teaching-learning materials & learning practice.

- High teacher & student absenteeism, high drop out.
- Enrolment tapers off strongly at higher grade levels.
  - Children suffer joyless schools…

What to do? One decision was done: to give the child feeling of responsibility:
PUT CHILD IN THE DRIVER'S SEAT

RIVER and the methodological construction and practice of MGML:
"The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole."(Krishnamurti, Education and the significance of life, 1953(2000) p. 25): The holistic MultiGradeMultiLevel-Methodology, MGML, offers students and teachers a reliable framework for both individualized and community oriented education. The bases of MGML is activity-orientation with free working processes which enables the children to organize their lifelong learning themselves.
- Schools serve as resource centres for the community aiming at progressive decentralization.
- Ensuring resource security and technical know-how that will anchor the village household to its own space on earth.
- School becomes a demonstration site of many activities.
- Allow teachers to formulate curriculum: a new education system comes in every 2-3 years. Teachers are trained in activity based learning, but without any real activity in the classroom. There is hardly any time for teachers to reflect.
- There is a whole notion of poverty – but what is poverty? Schools in India have only little resources, but there can be found real quality – it is the kind of the **interaction** between the child and teachers, child and child, child and learning materials. Allow children to explore things, have lots of materials to explore.
- Provide meaningful support structures.
- Ensure community involvement in reforming and creating the curriculum.
- Create a school free of fear, but joy, collaboration, cooperation etc.

Characteristics of RIVER's MGML -Methodology	Learning outcome	Essence/Effects
Systematised free processes of learning	Stable individual progress	Providing the essential stability without compromising free progress
Learning ladder	Self responsibility; taking ones learning in ones own hands, following long term targets; awareness of ones position on the learning map	Creating a step by step learner centred environment; support an individualized progression towards a long term goal; to change the role of the teacher in the learning process towards facilitation and co-learning
Learning ladders in linear and systemic systematisation	Becoming familiar with diverse ways of constructing knowledge and understanding; to be aware of the wholeness of themes, discovery of perspectives and the links between them	Preserve the individual characters of different disciplines or subjects; taking care of interdisciplinary connections,
Milestone construction with introduction, practice exercises, evaluation, reinforcement and enrichment	Stable construction of knowledge and understanding; sense of direction, contentment and a sense achievement arising from a meaningful and necessary engagement	Content broken up into self small, manageable portions; Systematised materials optimise learning; continuous engagement with the learning process; giving a clear

		guidance to the learner
Material pool with tasks and activities of different kinds	Developing different competences and skills like information processing, experimentation, documentation, presentation, productions	all aspects of individuality are included; involving the use of senses; catering to individual learning styles; drawing form social biographic background;
Culture specific and situation oriented texts and themes touching the daily life of the children	More sense in learning, motivating, feeling of inclusion of oneself, understanding the own role in the community as well as in the world at large	Rooted in the own culture and connection to the actual living situation
The curriculum and the corresponding activities are targeted towards preservation and development of the local culture	Healthy acceptance and pride in their own heritage; competence to accept progressive elements of rapid change in the global environment; simultaneously maintaining the native cultural wisdom	Maintain the richness and diversity of local cultures and traditions,
Integrated evaluation of the learning processes in the learning ladder in the form of short and long term tests	Self reflection about the learning process; Identification of subject specific areas that the child needs to work on	Feedback for the child; realistic review of the sustainability of the constructed knowledge, skills and competences
Continues orientation and documentation of the learners progression	Daily resolution of issues and renewal of guidance strategies; parental involvement in the child's progress	Record keeping for the purpose of reflection of the teacher, communication with the parents
Natural mixed age groups through living and changing grouping system with different helping systems	Self acceptance and discovering one's own role in the community; more self confidence; learning sharing, cooperation and supporting	Individualised learning pace; non competitive environment; coeducational issues addressed; natural tapping of children's abilities to build up a mutual exchange and support environment both individual and community oriented
Free field studies, extending the learning space to the surrounding and the community	Motivated and joyful learning, developing of scientific attitudes; understanding the practical use of knowledge and understanding	Creating an undivided, real, context-friendly and rich learning space, discovery oriented learning; enquiry oriented learning
Involving parents especially women in educational processes	Identification of roles and active involvement in process of change in the community	Female emancipation; appreciation for the role of education in the development of the community

RIVER seen in the perception/perspectives of an integral scientific level:
- Oneness of life
- Integral acting culture:
- Living curriculum
- Variety of methods
- Space and time organizations
- Integral tasks of teacher

Closer explanation of RIVER MultiGradeMultiLevel methodology and the Learning Ladder:
The method is built around the fact that children have different levels of learning, they have different learning paces and styles. Moreover, the level of a child differs subject from subject –

somewhere it is better than the others, somewhere less. The method is based on getting children engaged – create activities, let them do it themselves, test them at every level of the ladder and make milestones to be achieved. Focus is more on learning rather than teaching, i.e. focusing on "what is learnt" as opposed to "what is taught".

School in a box was later introduced:
- It ensures a learning continuum.
- A proven, world-class, scalable, teaching learning methodology. Complete with curriculum, activities materials, teacher manuals & teacher training modules.
- Activity based Learning materials & Learning Ladder – a certified pedagogical innovation by UN ILO
- Teacher Training Methodology transforming teachers into Educators with a global vision
- Learning Ladder as a tool for:
  - Sense of achievement
  - Self paced learning
  - Self driven learner

The learning ladder defines five different categories of learning and follows structuring the curriculum according to: Introduction – Practice – Evaluation – Enrichment or Remediation.

The learning can be done as self-learning, peer-learning, teacher-support learning. Therefore, the class is divided into 5 groups according to the children's abilities:
- Teacher support group
- Partly teacher support group
- Peer supported
- Partly Peer supported
- Independent

There are 5 group charts according to the level of learning. A symbol is assigned to each group level e.g. elephant, deer…. A child picks a card with a learning task from the box (e.g. elephant) and joins the group (elephant). Once the teacher checks the result of a child, a child goes to a next level and group. After an introduction and some practice, children can alone do some tasks completely on their own and finish the activity alone. Teacher checks if they have done it right and send him/her to reach a next milestone.

Each learning ladder is for one subject and one year that you need to achieve in one year. After every 5 milestones children have to fill in the checking card (every "dog" means testing). So there is also evaluation inside the learning.

Children's role in Learning Ladder
Children are moving from one group to another, can see where they are according to their abilities – i.e. "Today I am a teacher, tomorrow I am a pupil". Classroom dynamics helps learning. Children are more social, more independent, because learning is transformed to the child side, it gives him/her the responsibility. Children have variety of self-learning materials and are encouraged to learn from different resources.

In usual schools, mostly all pupils are sitting together and a teacher gives a lecture. There is a bit of aggression and competition. How to resolve the aggression? You must teach the children to overcome this aggression through interesting routines. Bring them to the fact that I do not have to beat my schoolmate, compete in order to feel the excitement from learning.

The method is not about any labelling children of being weak or fast learning. There must be a notion of collaboration and helping each other. All the notion of punishment if you are not good shall be dismissed.

Children much behind are easily recognised. This data help to identify the level and look into reasons why some children are lacking behind (economic reasons, lacking learning abilities, health reasons etc.). If there is a bigger diversity among the children, it will take them more efforts to get to next step including helping to children lagging behind. We need to address the slowness and the last child in the classroom.

Teachers' role in Learning Ladder

Teachers are those who design activities. RIVER makes trainings for teachers where the structure of a class is created. It takes about 6 hours to work out the milestones in the team and then design the activities for the children. RIVER had a little first group to facilitate and monitor the progress of creation of the milestones and activities. Later they could see how to work it out with teachers.

Teachers are organising the classroom, and they also create the curriculum. Teacher does an introduction part, but the hard spots are brought up and put together as a support programme. The teachers have to come to a minimum time that they need to cover with all the children. Teachers must decide what activity is proper for what group and learning topic. Therefore, it is also a question of competences of the teacher. The teachers decide what they want to put into the learning, how to combine it, what phases and when. We shall respect children and give them freedom, but we shall also respect teachers and give them freedom to decide.

The teacher keeps track and notes down what a child can do. Records are kept in the classroom on a learning chart. You can see child moving from day to day on the learning charts. Motivation is to see that something is moving with me – the shift makes a real big difference and movement. It is so complex approach, but it can add different things from the group members. A child can by its own track where s/he is at the learning ladder, if s/he drops out for an illness, s/he starts again where s/he stopped before the illness.

RIVER contributes to democratic space and time management
- Most rural schools – multi-grade by default, more teachers for more classrooms. In developing countries the brackets are larger
- RIVER model – multi-grade / multilevel by design
- Dynamic grouping can resolve aggression
- Grade, gender and ability are not the criteria

RIVER also contributes to a scientific tracking following Guide Policy
- Evaluate/compare achievements across schools - addressing equity
- Monitor effectiveness of teachers
- Feedback on teaching methods/materials
- Evolving transparent school evaluation – leading to ownership

Followed to that, a good practice from RIVER was discussed – how they extended the school activities for enriching village commons
- Education is the keynote in our path to revitalize traditions of reciprocity.
- Commons continue to play a crucial role in sustaining the lives of the poor - "…CPR (Community property resources) income accounts for a conservative estimate of 14 to 23 percent of household income."[15]
- Barren wastelands converted into green public spaces
- Used variously for herbal gardens, water harvesting, solar energy
- Provides for fuel and fodder needs
- Community curriculum (Mothers' stories, Traditional folk arts) – written stories put in the classrooms so that other children can read them. Children in India are after two years at school able to read newspapers.
- Mothers' committees (mothers together with their children, talking about the progress of their children, motivating to see how their children are moving in the learning ladder, since many mothers are illiterate).
    - Monitoring children's progress
    - Organising mid-day meals
    - Running health camps

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[15] Jodha Narpat

o   Literacy centres
- Mothers meet to do handcraft, learn from each other. School is becoming sort of common activity centre for the community.
- Community festivals are organised the community every year – stalls with campaigns, products, farming, etc. – these provide huge learning as well.

There is a visible change:
- Children are self-learners
- Graduating to higher levels
- Decrease in child labour
- Improved quality of life
- Better health and hygiene
- Learning communities

RIVER can be seen as a cost effective model:
- Design – single-room, single-teacher
- Teaching - learning materials: "School-in-a-box"
- Cost of building and establishment – $ 6000
- Cost of running – $ 500 per month

RIVER is taking into account the specifics of the Rishi Valley. Also ecological aspect – not printing new books, but create a box for learning that can stay at school for 4 years as part of the school equipment. The teachers have limitations in sources – that is why they have to be more creative, but use computers and other tools if you have them.

How did this happen? The challenges: 12 to 200,000 schools – How?
At the beginning, there were problems of local specificity:
- Finding the means of transferring methods and materials.
- Up scaling from small intensively supported project to large scale programs.

Later, they had to overcome some more challenges:
- Problem: Backward region, Mainstreaming girl child labourers
- Strategy: Creating resource group, Setting up 200 learning centres
- Achievement: 96.8% of the girls achieved minimum levels of learning & astonishing self-confidence

Challenges in the formal sector:
- Problem: Cynicism of teachers, Apathy of bureaucracy, Resistance from the textbook lobby
- Strategies: Designer's workshops – creating great ownership, Setting up 36 model schools, On-the-job support – building self esteem
- Achievement: Scaling up in phases – 36 to 280 to 10'000 schools

RIVER achievements:
- Reaching out to remote socio-linguistic minorities – also working with them.
- The RIVER received Global Development Network award "Most innovate development project 2004"
- RIVER received award in recognition of its path-breaking activity based learning methodology and teacher training programmes developed for Community controlled community owned model of self sustainable schools
- Replicated in 200,000 schools, 12.8M students using 15 languages
- RIVER directors recognized by the World Economic Forum as co winners of the "Schwab Foundation Social Entrepreneur of the Year award for India - 2009"

RIVER and international collaboration:
- Ethiopia, Nepal and Bangladesh
- University partnerships: Regensburg, Metz, ISF of HBS California and City University N.Y.
- Potential partnerships- Sri Lanka, Rwanda, China, Kenya, Ghana & Mozambique
- Approached to partner OLE,USA in their educational initiatives in several countries

After the presentation of RIVER, the participants had a few additional questions about the RIVER methodology to get the whole picture of it:

Q: *A challenging part of this methodology is to get teachers on board. A teacher could be frightened, since following a textbook and making exercises is much easier. Though to individualize teaching and make the moderation of the activities of different groups is challenging. Plus they are to participate in organising the festivals and mothers meetings etc. How do you get the teachers on board?*
- Sometimes there was resistance from teachers. Where there was pressure from the heads of the schools and bureaucrats and we felt bad and we had to change the strategy. We have to really come to the teachers. Ask NGOs, funding agency and teachers to see how it works in the Rishi Valley and how the evaluations happened to see it for real. Also some aspects will not work in a city – e.g. for including work on a sustainable agriculture you need field and soil.
- We are trying to work in synergy – bring the resources together. They create the teaching materials and then go to schools for piloting. There were problems – resistance from teachers, questions, more work. That is why you need to put all resources together, use the existing infrastructure and materials.

Q: *Global education is also a lot about questioning and power relations. How to face this?*
- Children are asking many questions – they have more opportunities, dynamics are changing and also the power is changing – a child is sometimes a receiver, sometimes teaching. A teacher is involved as well. Textbooks are also integrated in the learning ladder – sometimes more and sometimes less. It is up to the teachers to decide what they want. We need to accept that there is diversity in the classroom and children are on different levels.

Q: *How do the children from RIVER adopt to the secondary formal education?*
- Most of the children really struggle at the secondary schools. The learning is done through many projects and suddenly at middle schools they have to get back to textbooks. This creates a lot of drama. There is no respect for the individual approach. RIVER has started to go to middle schools and curricula as well. They work with primary schools and luckily more states in India are getting to this concept. The syllabus to be covered has increased immensely – it is a challenge to get it covered by the projects for children. RIVER has been working on that, it is not an easy task. Maths and sciences were not a problem, but languages are more difficult.

What are the **implications** of the RIVER project for GE? How to apply these to GE – teaching, or training for teachers?
Participants were asked to follow 4 questions:
1. What we have learned from the presentation?
2. What we would like to ask
3. How is it connected to my practice in NGO? Can you see any common issues between your project and RIVER project?
4. What is the next step nationally/internationally with this movement – is it sustainable?

The following conclusions came out:
- It is not a simple subject to connect the RIVER project to GE, but we can take something from the methodology – e.g. grouping methodology, children are the drivers, keeping group dynamics, creating learning continuum/ladder, so that the teachers have a very clear

structure for the learning. Also the long-term work with the teachers, after 3-4 years we can see the results.

- It is important for us is to define what are the objectives from GE – what we expect from the child – what should s/he know, what attitude s/he should have, what skills. Create milestones for GE issues. Which activities we will prepare for the child in order to achieve these milestones. What is the work with the teachers in order to learn the methodology?
- The method shall be connected to the existing curriculum. Most of the GE related topics are already in the curriculum so teachers do not have to invent new ones, only find and use them.
- There is not a single way of doing GE, all of us have been doing it in their own way.
- The method can be used when designing activities for teachers and some parts from the RIVER project can be taken.
- RIVER seems to provide a good strategy in the classroom, which enhances a wider understanding of global issues.
- We can use the methodology for future teachers. The teachers' progress is also to be monitored in the time. Teachers could also use this methodology in other lessons not only GE related.
- The methodology fits very well in formal education, but NGOs in GE make more informal education with different group dynamics (seminars, workshops etc.). We can use the method also for non-formal education – NGO workshops, trainings, minority kids' activities, after school. It is possible, not to have a learning ladder, but the participants can choose the different topics they want. They can reorganise in the seminar, open a mixed frame of the seminar.
- The Czech Republic needs to learn how to individualize the work with children, to make the public and teachers think about children teaching individually. At this moment, they do not have the tools for that.
- The project is a good combination of the methods.. It would be good to invite Czech teachers to see how it works and to start any project
- We should think of Global Education as "be taught" or rather "learnt" from activities.
- Global Education shall be run in participation and ownership – so teachers should really participate in creation of the learning tools and be able to use all the materials they have for children.

Success factors:
- Work with all interested parties – create a platform of collaborators – teachers, heads of schools, curricula designers, state officers – to see where the method can work, how to create the strategy for the school and teachers.
- Work with a small group of teachers – create resource centres, so that you have the practise field inside and you can see the process, i.e. build a model "seeing is delivering".
- Organise designer's workshops where all the people sit together and design the things for the pilot phase of the project.
- Look at what is the next step in your project – is it to change the methodology, or it is to find the teachers?
- Ensure ownership using bottom-up approach – at least 30-40% of the work left up to the teachers to decide and choose what to do.
- Transform the teachers into educators to feel the self-esteem of being the creators of the education – they prepare materials they have ownership in, they are also becoming the evaluators.
- Organise the materials from simple to complex through gradation of teaching materials.
- Give the incubation time for piloting of the method in few schools (it takes time till it reaches the first school).
- Work with different perspectives and more flexibility.
- Work with alternative schools that are already using different ways of teaching.

- Make evidence for the people, record every step, so that the decision makers can see that the concept works, let the people test that it works.

Follow up of the event:
- To identify the people form MFA, MoE, NGOs, university – to set up a group, facilitated by the North-South Centre – organise a study visit to India to see RIVER. Build up a partnership with University in Bavaria. Use RIVER as a base for a project with a long-term strategic idea based on a scientific concept and evidence and apply to EC budget line for funding.
- University sharing – university teachers can follow trainings in Regensburg University in Germany.
- Try to identify committed people in the institutions to support your ideas. Organise a V4 study visit to Regensburg including somebody from some institution.
- Get somebody from e.g. Polish MoE to cooperate more to get the Czech MoE more motivated into the topic of GE and the National strategy, use the space of V4 cooperation for reaching your aims.
- Combine resource centres to work out milestones.
- Create a platform/website of different concepts of schools (e.g. RIVER, Sekem, Danish folk high school) – through Facebook.
- How this method can be transformed into non-formal education – it would be interesting to create a group and analyse methodologically how to place this RIVER approach into various other projects/events to get a practical outcome for us as trainers and practitioners.

In the evening, a movie "A freedom to learn" about RIVER was projected. – the DVD copy is also available from RIVER for 20 USD.

At the end of the workshop, a round of reflection/evaluation among participants was done. These are some comments coming from participants:
- I am excited about the methodology; I would have many practical questions, now I am just absorbing and thinking about what to do next.
- Also excited, good to hear about the method, it would be very useful for us.
- In Hungary we are just about to set up a working group on GE, this is a new field for me and I have to explore it, I am happy to get inside into RIVER methodology. In Hungary there is not any National strategy, only a lot of cooperation – so I will be a messenger for that.
- Thank you for the materials, decoration and atmosphere and creating a pedagogic perspective, to show how you can make a massive change from the grass-roots.
- Any methodology that works is interesting and inspiring, now I want to see it in practice to answer my questions. I am impressed how it can work in so many schools.
- I am impressed by the huge number of children attached to the methodology, and that the methodology is still alive that the teachers can implement what they like into their teaching. I will start thinking on how to implement it into my project.
- Thanks that I could be part of the group lead by two highly expert and also motivated people. It was very important to step out from my own small circle. It could be a way in some longer period. There are lots of GE materials, but teachers do not use them, they say there are not – so this method could change the way they work. We do not want to invent new syllabus, just the way to use it.
- Inspired by the methodology for the work with teachers. It would be nice to bring my colleagues to Regensburg. Thank you that it was about children, not only about education and schools. Looking forward to see if we can work with your methodology on the Czech level and create new projects.
- Much inspiration to share with my colleagues and for my small group of teachers.
- What is the role of school in the 21st century. Interesting to see the elements of success without loosing quality.

- I would like to see it in practice. We all struggle with the institutions, but we should use the joint energy and small work together, I appreciated the human face of the workshop.
- Any methodology that will help kids to get more interested and engaged into going to school would be good and useful for the children to take more from the education.
- I was only missing the real practice – that we could try the method personally and become the pupils in your class, having learning ladder etc. I would recommend that for future workshops like that.

Workshop 2: Quality Standards and Good Practice in Global Education

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Reported by Inka Píbilová, Czech Republic
Following is a handout prepared by Johannes Krause

Session 1 – Understandings and approaches of GE

Introduction
Terminology and definitions
Two and a half sub-concepts of GE:
(a) Promotion of aid
(b) Campaigning/Advocacy
(c) Global Learning
They are often not compatible! NGOs need to choose – according to different situations and goals and different perspectives.

- Good practices in Global Learning
- Good practices in Campaigning/Advocacy

Let people experience, let them have a choice and try out different perspectives, let them find their own opinion. E.g. teachers ask if they can say their opinion – yes, they can, but they should form it as their own opinion, letting others to form their own one. In Norway, government event fund different opinions (for and against trade), it should not fund just certain opinions that are favouring government policies. Opposition is crucial and government should decide having different views presented in campaigns and advocacy, then you can get a global learning effect.

Session 2 – What is quality in GE?

What is quality? What is "good"? why?
Think of a GE programme./initiative that is really strong/powerful: e.g. RIVER methodology
What made it special?

- I could observe the behavioural change in the kids.
- It was engaging, participatory, empowering
- It reflected the local environment
- It was not imposed, developed by the community
- Teachers where truly as mere facilitators
- Kids where learning themselves
- They combined different methodologies

What were the aspects of the project that is a good practice?

- Bridging differences
  - o Adapt knowledge to the local/particular condition/environment
  - o Looking for parallels to learn from, equality and self-experience
  - o Link between the issue and the target action is clear (and matters to the target audience)
  - o Stories (case studies, movies) about concrete people in poverty
- Ownership
  - o Motivation transformed in the follow-up activities
  - o Intensive, challenging experience and critical thinking
  - o Grassroots
  - o Personal involvement of politicians/opinion leaders

o   Global insight/knowledge applied on a local context (Challenging a concept of the key focus) –
- Diversity
  - o   Participants spreading knowledge
  - o   Cross-cultural dimension
- Others
  - o   Child-centred learning
  - o   Moral conclusion and political action
  - o   Innovation, containing new perspectives of the problem

What quality criteria others came up with?
DAC-criteria: relevance, effectiveness, efficiency, impact, sustainability
GE specific quality criteria (DEAR study[16] & more); why those, indicators, examples
- Facilitative/empowering methodologies
- Partnership approaches
- Good practices in overcoming Eurocentrism
- Organisational learning

Session 3 – Case Studies

The quality criteria were be "tested" by using them to assess projects presented by participants. Based on that a GE quality standards matrix was developed, as shown in tables below.

Session 4 – Developing a GE quality standards matrix

Refining the matrix of
- Quality criteria
- aspects to look at
- good practice examples
- enabling policy framework

How to use a quality framework practically
Workshop evaluation

<center>

The essence of Global Education

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Review of definitions, concepts and understandings of Development Education, Global Education, Global Citizenship Education etc. across Europe. Source: DEAR Study Annex A, pages 117f

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Understanding the globalised world
Awareness raising about and education for development provides differentiated knowledge and information, raises awareness of and creates relevant understandings about
- globalisation,
- links between our own lives and those of people throughout the world,
- geographic and multi-factor interdependence,
- power and hegemonic relations,
- global and local development challenges,
- global and local environmental challenges,
- issues of identity and diversity in multicultural contexts,
- issues of peace and conflict resolution.

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[16] See DEAR study at

Sub-concepts of Global Education

	Development Information as promotion of aid	Campaigning and Advocacy	Global Learning
Aims	Support for development co-operation	Change in individual behaviour or institutional/corporate policies.	Development of competences of the learner.
Philosophy	Charitable, commercial	Activist, normative	Pedagogic, constructivist
Distinguishing feature	Results-oriented: • aims at increased ODA and private donations for development	Results-oriented: • aims at achieving specific results in terms of changed policies and/or behaviours • a strategic	Process-oriented: • focusing on the learner and the learning process • an open learning approach cannot have

	co-operation	approach towards concrete results	predetermined results such as a certain behaviour change
	• information work done (a) as a matter of accountability for the use of funds, (b) as PR work		
Theory of Change	Public support for development co-operation efforts is essential in order to reach the 0.7% target which is crucial for reaching the MDGs and fight poverty.	Enlightened global citizens, critically engaged in campaigning and advocacy, are essential for a living democracy and for bringing about the transformative changes required by today's world.	Developing personal skills and competencies is essential for enabling people to live a meaningful life and to be responsible members and agents of change in their local communities and in the interdependent world society.
Current challenge in the context of development	Securing and increasing ODA levels in times of economic crisis.	Contributing to a critical public debate in order to achieve policy coherence for development.	Bringing together development actors and actors of the Formal Education System in order to effectively integrate quality Global Learning in school practice.

*Note: DE/GE experts and practitioners agree that the first approach **"Development Information/Promotion of aid"** which in its essence aims at promoting development co-operation **does not meet the standards and criteria of Development/Global Education**. It is included in this typology because it used to be, historically, one of the major understandings of DE/GE. Today, development information is perceived to be a task of the communication and PR departments of Ministries and NGOs. Development/Global Education happens as either Campaigning/Advocacy work or as Global Learning.*

Global Education quality matrix

The following matrix is the product of the workshop on March 24/25 at the Prague GDE Seminar. It is based on outcomes of the DEAR Study, experience of the workshop participants and OECD-DAC evaluation criteria. The matrix is not meant as a finalised framework. It is rather a first draft of quality criteria, related aspects/questions to look at, examples of good practice and conclusions for the policy level. The matrix may be completed with, for example, further information from the DEAR Study Annex A, chapter 8 which presents many examples of good practice. Global Education practitioners are invited to develop this first draft further and use it, selectively, for their own purposes.

Criteria	Aspects to look at	Examples	Enabling policy framework
GE-specific criteria			
Facilitative, empowering methods	• Diverse, well-selected, participatory methods • Reflect on monitoring of the learning process • Self-reflection	• Project "The world in a shopping cart" project by NGO "On Earth" Brno	

	of facilitator		
	• Enable participants/partners to develop their evaluation criteria themselves		
Ownership of stakeholders	• Relate to experiences of the learners/target groups • Build on personal involvement (emotions, experience) of learners/target groups • Responsibility and involvement of the learners/target groups/project stakeholders in co-creating the process • Motivation/ownership transferred in follow up • Allow the learners to make their own experience, pass the lessons learned but letting the pps. make their own mistakes	• Project "Eurizons": the learners take responsibility in co-creating a month-long campaign • Project "Schools – satellites of DE project" of Development Education Centre (Latvia) • Global Village project (see below)	
Overcoming Eurocentrism ("Southern perspectives")	• Southern organisations as full partners (with same activities as European partners) • Involve Southern experts in key roles in the project • Invest in	• "Global Curriculum project" (led by Südwind, AT): The same Global Learning project with 10 schools per country is implemented in Austria, CZ, UK, Brazil and Benin; all partners have the same role and	• Donor policies should recognise the need of (cost-intensive) travels North-South, South-

	personal/organisational relationships (twinning, share longer periods visits & common work) • Ask Southern partners for feedback on your work • Involve partners who are not dependent on donor-recipient relationships	share their concepts and experiences. • Project "Peace X-change" (Weltfriedensdienst, Germany): peace education workshops in Germany, CZ, Poland, Austria are conducted by community education experts from Rwanda and Columbia (football for peace), Brazil and Kenya (theatre of the oppressed), South Africa and Angola (rap for peace). • The Norwegian RORG-network asked their Southern partners to evaluate the Norwegian Global Education work.	North. • Donor policies should allow for full participation of Southern partners. • Policies should start to conceptualise GE as a global effort that may happen in North and South.
Diversity	• Involve a multitude of perspectives • Enable cross-cultural encounter • Bring different (!) people & actors together for common action		
Partnership	• Allocate time and resources for building relationship • Long term partnership • Multi-actor partnership • Building structured networks with experienced partners and new ones to enable learning	• "Global villages" project (CZ) – connecting youth communities around the world and motivating them to identify problems, offer solutions and realise their own community projects while exchanging on the procedural aspects (project	

	process	management, problems, innovation, motivation etc.)	
Organisational learning	• Reflect on & share lessons learnt • Share outputs • Long term engagement • Ask/reflect on what works best	• FoRS GDE Working Group organises regular sharing seminars between Czech GDE practitioners • The Norwegian RORG Network organises a Peer Review among its members based on the question: "what is the best activity/project/programme you have?" which brings attention back to what works really well and is not often enough talked about.	
Criteria specific to a sub-concept			
For Global Learning (applies to activities that aim at individual learners' development)	• Open-ended learning process • Focus on quality/depth • Changes in the education system • Participatory, holistic transformative methods • Self-awareness of facilitators • Learner-centred approach (adapted to age: children, youth, adults)		Donor policies should recognise that Learning projects cannot be evaluated in terms of high number of target groups reached.
For Campaigning/Advocacy (applies to activities that aim at concrete changes in	• Results matter • Strategic approach to reach	• Südwind product campaigns apply a strategic approach with a well thought	

	predetermined objectives • Targeting the system/institutions • Long term approach • Link moral concern and political action	through campaigning dramaturgy that is oriented at the public event/media attention agenda. Südwind remains engaged in an issue over many years which allows to make benefit from established networks (journalists, politicians, partners) and to move advocacy processes forward systematically.	
General DAC evaluation criteria			
Relevance	Is the action responding to real problems and needs? • Was a need analysis done?	• Research proving that there is an interest, a need for a solution, for a project etc.	
Efficiency	What is the relation of inputs and outputs?		
Effectiveness	Is the action achieving its purpose? • Is it based on (realistic) long-term planning?		Grant guidelines should enable enough time for planning
Impact	What are the wider effects of the action?		
Sustainability	Are the action or its effects likely to continue after the end of the action?	• Collect and share the outputs and success stories in order to have multiplication effects	

Implementing quality standards in Global Education

Project/ programme design
based on quality standards
Monitoring& evaluation
(a) M&E instruments, (b) M&E practice
Official policies: quality standards translated into grant guidelines, funding criteria
Organisational Quality Management
Sharing good practices/ lessons learnt within the org. & with networks; peer reviews (e.g. Norway), etc.
Work on **quality frameworks** (a) in the organisation, (b) in networks, (c) for policy level
=> The process matters (permanent reflection)!
Global Education quality standards

Note: For a system like the community of Global Education actors (policy makers, managers, practitioners) there is a danger of becoming self-referential (caught into ones own logic and language, losing touch to the outside world). As an additional quality check, take a distance regularly and ask yourself:

  o *Can outsiders of the system still understand what we are doing here and why it makes sense?*
  o *Can I still explain to myself what I am doing here and why it makes sense?*

At the end of the workshop, a round of reflection/evaluation among participants was done. These are some comments coming from participants:

- I liked the explanation between global learning and campaigning/advocacy.
- How to approach the discussion about criteria in general and then put them to practice – the design of the workshop was useful, we can use it in the future.
- I have clearer vision how to evaluate my own work.
- The structure was useful, but I still do not know how to develop a national GE strategy.
- Norway talks about the concepts behind what we do, now I understand more about the intentions of GE projects.
- Participants have a concern here about the DE projects quality. The workshop design was good. The exercises have shown that sometimes we feel we cannot evaluate the quality, but we can! The diverse group with diverse expertise was very beneficial.
- Good time management, the objective of the workshop was delivered. Good participative method.
- This is a more theoretical subject. Teachers and students do not understand these criteria.
- Today was much better, practical raised new questions. How to evaluate the learning process?
- This workshop has shown how frameworks can really help to start discussion even on the criteria. It is OK to question the criteria and adjust them.
- The outcomes of the workshop are clearly visible. Criteria are not rigid, they need to be adopted to the project. You do not need to pick everything.
- Process of creating criteria matrix is great, as we were involved and understand it better.
- Many views of participants with respect to case studies, criteria etc.
- The fact that we are all from Visegrad, we have similar problems. It was also useful to have a Norwegian partner to see a different angle.
- It would be good to check the quality standards the DEAR study against the reality. It was difficult to manage the time and the group. While creating the criteria, it comes sometimes too abstract and there is a low energy level. Next time we need to build more on concrete examples.

Workshop 3: Reading Ourselves to Read the World: Critical Thinking as Global Learning

Facilitator: Rob Bowden, the United Kingdom
Contact: rob.bowden@lifeworldslearning.co.uk
Reported by Eva Vítková, the Czech Republic

In the introductory part of the workshop, the facilitator presented the mission of the organisation "Lifeworlds Learning" and the projects that it is running[17]. By that, he also explained the main starting points of the workshop: *"lifeworlds"* meaning the unique individual set of experiences and life stories that each person has and *"learning"* being the main focus of the approach presented in the workshop.

Two warm up activities followed: "Globingo" and a discussion about what the priority might be in development (Education/Gender equality/Health/Economic Growth). The group concluded that it is not possible to choose one option only. All the mentioned issues (and many other ones in addition) are interlinked and Global Development Education should cover them in their complexity, not individually. This activity led to the presentation of the context of the workshop:

Why is there a need for Global Development Education?
- Development is **complex**.
- There are many **different perspectives**.
- We **don't always know** or have the answers.
- We may **change our views** over time.
- **Measuring is problematic** – what are we measuring for?

Further on, the workshop was structured along five leading questions. They were:
1) What type of learner am I?
2) What kind of learners do we want?
3) What skills do I need as an educator?
4) What help and resources can I use to deliver global learning?
5) How do I get more confident at engaging in global learning?

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[17] http://www.lifeworldslearning.co.uk/

1) What type of learner am I?

The first part of the workshop focussed on the **importance of learning**. Through various short activities, the participants of the workshop were faced with the question *How do I learn?* They could realize how their perspectives are formed and where their unconscious attitudes and behaviours come from. This is important in order to realize that *in the process of global learning, we should begin with the <u>learning</u> NOT the global. In order to understand my learners I need to think more about learning.* Having an open mind and being able to learn is an important premise to be a leader in learning. Edward de Bono's Thinking Hats were shown as a tool to appreciate the different perspectives that people are bringing to the table. At the end of this session, participants were given a chance to reflect on their own learning journey.

2) What kind of learners do we want?

In the second part of the workshop, the participants reflected on the question *What kind of learners is it that I want or need?* By giving us one of the possible answers to the question (*Learners who can <u>think</u> about the global challenges we face and <u>decide</u> how to <u>act</u> to make the world a better place.),* the facilitator drew the participants' attention to the idea that the straight route from Knowing to Acting is not always the best one. We often tend to create this shortcut in Global Education and we should be aware of the link between the Knowing, Feeling, Choosing and Acting, because the process of learning is <u>not</u> linear.

In order to further elaborate on the question, the major outcomes of the report "Our global future"[18] were presented. They were: "Young people are interested and engaged. They are global citizens NOW. They have an entitlement."

The second session ended by a group reflection where participants collected answers to the following questions:
- What kind of learner do we want/need?
- What kind of learning environment do we want/need?

The groups came up with the following answers:

What kind of learner do we want? *Engaged, self-aware, motivated, driven, open-minded, adaptable, tolerant, assertive, able to make compromises, interested, eager to learn, compassionate, energetic, literate, critical, positive, curious, cooperative, friendly, flexible, reasonably intelligent, openhearted, awake, active, crazy, not hungry, feeling well, relaxed, not so assured, communicative, creative, optimistic, patient, seeing different perspectives, posing questions, stable on the ground.*

What kind of environment do we want? *Inspiring, well-equipped, engaged and motivated teachers, safe, motivating, sustainable, challenging, tolerant and equal, respectful, healthy, comfortable, supportive, friendly, allowing initiative, encouraging, trusting, fun, social, open space, competent and confident, play-full, respect for individuals, full of stimulation, trust, experiential.*

3) What skills do I need as an educator?

The third part of the workshop was opened by a stimulative question: *How can educators 'trained' in 20th Century…meet the needs of learners in 21st Century?* After a short discussion, Gilberts' concept of two different ways to look at knowledge was presented. 1) Knowledge can be seen as a thing, a collection of facts which can be ordered and stored. This "passive" idea of knowledge is not relevant any more in the current world where information circulates at a fast pace, issues are

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[18] Research conducted by MORI for DEA (The Development Education Association) in 2008. http

complex and interconnected. 2) We need to see knowledge as an "active" element; as a process that is socially constructed and that happens through participation and is changing over time. That means we also need to shift how we educate.

Teaching global learning means <u>letting go</u>, <u>taking risks</u>, dealing with <u>uncertainty</u> and handling <u>controversial issues</u>.

As controversy is an inevitable part of our lives, we need to learn to live with it and be ready to open controversial issues in the process of learning, because controversial issues are a learning opportunity. In order to facilitate the process of learning, we – as educators - need to create a <u>safe space</u> for the learners. Participants of the workshop reflected what a safe space for learning might look like. After that, the facilitator presented one of the possible answers to the question by explaining the principles and elements of **Open Spaces for Dialogue & Enquiry** (OSDE)[19]. In order to understand what is Critical Literacy - the heart of the OSDE approach - participants learned about the differences between **Traditional Reading** (Focus on the 'quality' and 'authority' of the content), **Critical Reading** (Focus on context, intentions, communication and 'reflection') and **Critical Literacy** (Focus on knowledge production, power, representation, implications and reflexivity).

This session was wrapped up by presenting the four possible steps of global learning which is the conceptual framework of the project **Through Other Eyes**[20]:

- Learning to unlearn
- Learning to listen
- Learning to learn
- Learning to reach out

The summarized outcomes of this part of the workshop were:

In order to be good educators, we need to change from *egocentric* to *worldcentric* view. At the same time, we need *the time to think*[21].

4) What help and resources can I use to deliver global learning?

In the beginning of the session, the facilitator stressed the need of <u>finding a frame</u> and <u>planning our learning</u>. In the context with that, participants also explored the possible dangers and discussed what "poor global learning" can look like.

Finding a frame: we can pick an existing one (such as MDGs, Children's Rights) or create a new one (such as Food and Farming, Water, Who decides? How do people live together?). It is good to start very small with something that is familiar to the target group we are working with.

Planning the learning: There are three linked elements of planning that should be always present: practice & creativity, practicality & logistics and pedagogy & learning. We should never forget that we are working with real people and real issues and that emotions are therefore an inevitable part of our work. It is very beneficial to involve young people in the planning itself.

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[19] http://www.osdemethodology.org.uk/ ; http://www.youtube.com/watch?v=RCAonWD6pwk

[20] http://www.throughothereyes.org.uk/

[21] See http://www.time2think.org/home.htm

After having discussed the general aspects of planning, five different concrete tools for planning and learning were presented by the facilitator. Each of them was linked to one of the context elements presented in the beginning of the workshop. Most of them were actively tried out by the group.

Development is **complex**.
Activity: Cities in a bag

There are many **different perspectives**.
Tool: Development Compass Rose

We **don't always know** or have the answers.
Activity: Shape of the world/If the world were a village

We may **change our views** over time.
Project: Philosophy For Global Citizenship (P4GC)

Measuring is problematic – what are we measuring for?
Websites: Worldmapper[22] and Gapfinder[23]

5) How do I get more confident at engaging in global learning?

The final part of the workshop was dedicated to reflection and sharing. The participants were equipped with several recommendations which can make them more confident in global learning:

- Use your own best judgement at all times
- Celebrate and share successes – focus on the 'bright spots'
- Know when to act, know when to ask
- Know where to look for help and for what you want help with
- Know that it can go wrong and that that is OK
- Remember to keep learning, reflect on what you know

Afterwards, a group activity was introduced. Participant could share their visions for the future. These were visualised in a hot-air balloon shape, ambitions and hopes being on the top in the sky (where do want to get?), enabling factors inside of the balloon (hot air) and limiting factors in the sacks attached to the basket of the balloon (weights).

The group came up with the following visions:

Ambitions and hopes
- High quality Global Education (GE) all over the world
- Unity of organisations dealing with GE
- GE in all EU countries
- Change in schools (where results and marks are not the most important things)
- To have a successful future as an NGO
- Freedom in learning
- GE concepts at pedagogical faculties
- Actions in accordance with GE message

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[22] http://www.worldmapper.org

[23] http://www.gapminder.org

- Getting basic knowledge on GE
- GE in curriculum/practice

Enabling factors
- Empowerment of all marginalised groups
- Motivation of all the actors
- Best practices from other countries
- Sharing among national organisations to know what we do
- Support from local authorities
- Best practices of teachers
- Strategy on GE/DE
- School support (open-minded teachers and directors)
- Support from donors (state, EU, private)
- Networking
- Resources (money, trainers, materials)
- Cross-sectoral partnerships
- Engaged children and youth
- Willing to fill the ambitions
- Enthusiastic people that are willing to bring the change
- Openness
- Evaluation
- Raising awareness
- Realistic data illustrating problems
- Capacity building
- Expertise

Limiting factors
- Reluctance of the decision makers
- Doing GE "by force"
- Mental collective fears/prejudices/stereotypes
- Limited scope of GE programmes
- "the system"
- Competing with each other
- Governments
- Changing governments
- Lack of awareness on GE
- Limited funding
- Lack of interest/motivation
- Lack of enthusiasm from teachers.

Closing Session

Representatives of the partners of the seminar made their remarks on what were the biggest lessons to share and learn from the seminar.

Lenka Nemcová, PMVRO – Slovak NGDO platform, Slovakia
Ms. Nemcová thanked FoRS for smooth organisation. They succeeded in creating an open atmosphere. Ms. Nemcová highlighted the importance of increasing the level of cooperation at the international level, not only national. She hoped for a reinforcement of partnership among the V4 platforms. Discussions showed that main stakeholders struggle for similar issues – mainly at the state administration when pursuing changes into educational system level. She concluded that the contribution from partners outside from V4 was inspiring.

Jan Bazyl, Zagranica Group, Poland
Mr. Bazyl admitted he was leaving with a feeling that it would be possible to cooperate fully with state actors and develop the same document as the Czechs did. In the Zagranica Group there is a very active working group on DE trying to find out the best way to reach the Ministry of Education and write such a type of strategy. It was encouraging to see the Czech example. Mr. Bazyl assessed their cooperation with the Polish MoE as good – having such partners always helps. He thanked Rob for the workshop, it was very interesting to get to know the tools. Zagranica Group is working hard to have the strategy this year, and another challenge is the coming presidency. Mr. Bazyl concluded that he would appreciate the chance to have a bit of support and utilize the Hungarian, Slovak and Czech partners for the Polish EU presidency events. This in his view would be a good product from this seminar.

Balasz Nagy, Hungarian Association of NGOs for Development and Humanitarian Aid (HAND), Hungary
Mr. Nagy encouraged participants to work together more as the V4 countries, as the cooperation was a bit missing from his point of view. There were 3 leaders of workshops from different

countries, but none from any V4. He said we should be brave enough to learn from each other, as we might face similar problems as those from UK or other countries. The Hungarians could learn how to make a good strategy in two years, how to make better contacts with the governmental side.

Jana Miléřová, FoRS – Czech Forum for Development Co-operation, the Czech Republic
Ms. Miléřová brought together a summary with key observations and elements for further recommendations that she considered as the most promising for actors in V4 countries, but could also be of some benefit beyond their borders. Ms. Miléřová sorted those according to the three levels that she could estimate in the course of the seminar.
At the level of **national strategy** for Global Development Education:
- Make efforts to work as a multi-stakeholder group – get together a committed and professional team consisting of all stakeholders.
- Proper timing is very important so that the GE Strategy could link with other national educational strategies and reforms.
- It takes time to prepare the strategy – so it is advisable to follow the current paradigms and other factors that influence development cooperation and GE so that the strategy responds the actual challenges and needs.
- Take the advantage of new opportunities coming with the shifts in the attitudes of some donors – e.g. the EC focus on complementarity among the EU member states and the funding opportunities within the coming call for proposals.
- Find influential individuals to support your efforts in getting the national strategy and making it work.
- Seek support and synergy within the Visegrad countries – e.g. other V4 countries could support Hungary in getting the multi-stakeholder process on track and develop the national GE strategy.
- Having the national strategy adopted does not finish the work – its implementation is something to be taken care of!

At the level of **GE concepts** and understanding the terminology:
- The GE community in the V4 and the EU seems to have more or less the same expectations from GE – i.e. GE is not to promote aid, but to create a better world where people can live in a sustainable way, be able to have a critical view of development and feel responsible for the globe. The ways how to reach that, are only seen within different formats, systems and tools.
- Still it is advisable to make clear the terms and content used under GE/DE and its objectives in your country.

At the level of **practical implications** for GE:
- There is a huge variety of GE programmes and materials used in practice in the V4 countries. It would be advisable to try to sort out these resources and share them among the interested stakeholders in V4 and beyond.
- Encourage your GE community to undergo simple but effective peer reviews[24] of their work in GE at the level of a country, but also within V4 as a region.
- Develop, adopt and implement own quality standards for GE actions (inspiration can be gained from the workshop from this seminar).
- Explore multi-grade-multi-level methodology of learning such as RIVER and find the ways to use its elements or entire method in your projects and the work with teachers and pupils ("let children/teachers/others be drivers in the seat").

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[24] Peer review is a generic term for a process of evaluation involving qualified individuals within the relevant field. Peer review methods are employed to maintain standards, improve performance and provide credibility. (e.g. see).

- Explore the recommendations for critical thinking and global learning and become more confident as educator but also as learner ("The voyage of discovering consists not in seeing new landscape, but in having new eyes" – Marcel Proust)

Miguel Silva, The North-South Centre of the Council of Europe, Portugal

Mr. Silva was honoured to have the last word and close the seminar. He expressed his satisfaction that the process was over and underlined how well-founded it was, as it was built on the experience gained through the national seminars – this being the main challenge for a successful outcome of the regional seminars. Mr. Silva warmly welcomed the success of the seminar in putting into perspective what had been done so far in terms of multi-stakeholder process on GE. The mutual learning process between participants, as well as the launching of the Czech National Strategy for GDE for 2011-2015, contributed to create an impetus for an increased co-operation and it was an inspiring moment for all Visegrad stakeholders and guests.

Mr. Silva invited representatives of the V4 platforms to become acquainted with the GE guidelines and follow the online training provided by the North-South Centre on its website (www.nscentre.org).

Appendices

Programme of the Visegrad Regional Seminar on Global Development Education

Day 1

08.30-09.30	Registration
09.30-10.10	**Opening of conference** Welcoming speeches will be given by: **Pavel Gruber** (Chairman of FoRS) **Zuzana Hlavičková** (Head of Development Cooperation& Humanitarian Aid Department, Ministry of Foreign Affairs of the Czech Republic) **Anna Putnová** (Member of the Parliament of the Czech Republic, Chairperson of the parliamentary Committee on Science, Education, Culture, Youth and Sport) **Miguel Silva** (Global Education programme manager - North-South Centre of the Council of Europe)
10.10-11:00	**Perspectives on GDE** Key note speech by **Johannes Krause** (imPuls – Agents for Applied Utopia) **Tobias Troll** (DEEEP) on multi stakeholder process in GDE and awareness raising **Christine Lamarque** (EC) on financing GDE projects and activities in EU
11:00 - 11:15	Group picture in front of the hotel
11.15-11.40	Coffee break
11.40-12.40	**Panel Discussion on GDE concepts - What are we trying to achieve?** Panellists: Christine Lamarque (EC), Rilli Lappalainen (CONCORD), Eddie O'Loughlin (GENE), Ivana Raslavská (Pontis Foundation Slovakia), Petra Skalická (People in Need Czech Republic), Tobias Troll (DEEEP) Moderator: Václav Sochor, Czech Radio - Rádio Česko
12.40-13.30	**National Global Development Education & Awareness Raising strategies** Introduction: **Eddie O'Loughlin** (GENE) Presentations on the current stage of the process for developing national GDE/AR strategy documents in their countries by: **Eva Kolesárová** (Slovak Agency for International Development Cooperation), **Martin Náprstek** (Czech Development Agency), **Patrycja Szewczyk** (Ministry of National Education, Poland) **Balasz Nagy** (Anthropolis Association, Hungary) Discussion about possible co-operation among V4 countries
13.30 -14.30	Lunch
14.30 -18.00	**3 parallel workshops** (incl. coffee break) 4. Freedom to Learn – Multilevel Perspectives from RIVER (education towards global citizenship at community level) – facilitator Mr. Y. A. Padmanabha Rao – meeting room A 5. Quality standards and good practice in Global Education – facilitator Mr. Johannes Krause – meeting room B 6. Reading ourselves to read the world: critical thinking as global

	learning – facilitator Mr. Rob Bowden – meeting room C
18.00	Closing of seminar day one. ⬜⬜

Day 2

08:30 –09:00	Attendance check
09.00-10.10	**Open space at plenary session** The open space is aimed at presentations of GDE projects/ideas/concepts with V4 dimension. The session will consist of following presentations: **Rilli Lappalainen** (CONCORD) on findings from regional and national seminars implemented by NSC relevant for V4 countries **Vlasta Hirtová** (Open Society Fund, Czech Republic) on East East Programme as a tool for financing GDE projects **David Bán** (Anthropolis Association, Hungary) on examples of partnerships in GDE projects **Anna Cieslewska** (Institute of Applied Social Science, University of Warsaw) on *Global Development in the context of socio-economic transformation of Central Asia and the South Caucasus,* the project implemented by Institute of Eastern Studies, Adam Mickiewicz University from Poznan **Knut Hjelleset** (RORG Network, Norway) on inspiring and transferable examples of good practice in advocacy
10.10-11.40	**Workshops - continuation**
11.40-12:00	Coffee break
12.00-13.30	**Workshops - continuation**
13.30-14:45	Lunch
14.45-16.00	**Workshop Fair/Exhibition** (incl. coffee break) The main issues from each workshop will be presented by the facilitators and interesting projects from Visegrad countries will be presented by representatives of various organizations and institutions.
16.00-16.30	**Conclusions and evaluation of the seminar** Provided by the organisers (representatives of all Visegrad NGDO platforms) and previously appointed observers.

List of References and Links to Relevant Resources

Websites on key GE documents and concepts:
- The Maastricht Declaration on Global Education: http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf
- The European Consensus on Development: The contribution of development education & awareness raising: http://ec.europa.eu/development/icenter/repository/DE_Consensus-eductation_temp_EN.pdf
- Global Education Guidelines - Concepts and Methodologies on Global Education for Educators and Policy Makers, developed by the Global Education Week Network in coordination with the North-South Centre of Council of Europe: http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf
- Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity http://www.coe.int/t/dg4/nscentre/About_NSC/1113d07_1.x6.pdf

Studies on GE in the EU and public opinion polls:
- European Development Education Monitoring Report "DE Watch" – written on behalf of the European Multi-stakeholder Steering Group for Development Education: http://www.deeep.org/dewatch.html
- Study on the Experience and Actions of the Main European Actors in the Field of Development Education and Awareness Raising "DEAR Study" – written in 2010 by Agnes Rajacic, Alessio Surian, Harm-Jan Fricke, Pete Davis and Johannes Krause on behalf of the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
- Eurobarometer „Europeans, development aid and the Millennium Development Goals", 2010: http://ec.europa.eu/public_opinion/archives/ebs/ebs_352_en.pdf
- The Czech public opinion poll carried out by the Czech Ministry of Foreign Affairs in 2008: http://www.rozvojovka.cz/download/pdf/pdfs_159.pdf (Czech language only)
- The Slovak public opinion poll carried out by Pontis Foundation in 2009: http://www.nadaciapontis.sk/14435 (Slovak language only)

EU funding opportunities:
- Civil Society Helpdesk of the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Main_Page
- Forecast for Calls for Proposals available on CiSocH: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Call_for_proposals#Ongoing.2C_forescast_and_statistics
- Ongoing Calls for Proposals available on EuropeAid website: http://ec.europa.eu/europeaid/work/funding/

Website with the National Strategy on GE:
- The Czech National Strategy for Global Development Education 2011 – 2015, the Ministry of Foreign Affairs of the Czech Republic: http://www.mzv.cz/public/c1/55/ed/612334_522532_Narodni_strategie_globalniho_rozvojoveho_vzdelavani_pro_obdobi_2011___2015.pdf (Czech language, the English will be available at http://www.mzv.cz/jnp/en/foreign_relations/development_cooperation_and_humanitarian/general_information/index.html)

Websites useful for practitioners:
- Our Global Future: How can education meet the challenge of change? Young People's Experiences of Global Learning, An Ipsos MORI Research Study on behalf of DEA (2008): http://clients.squareeye.com/uploads/dea/documents/Ipsos_MORI.pdf

- OSDE – Open Spaces for Dialogue and Enquiry Methodology: http://www.osdemethodology.org.uk/; http://www.youtube.com/watch?v=RCAonWD6pwk
- Lifeworld Learning – website of a cooperative of educators producing innovative resources, courses and projects to inspire critical learning, the UK: http://www.lifeworldslearning.co.uk/
- Learning to read the World Through Other Eyes – The educational initiative Through Other Eyes (TOE): http://www.throughothereyes.org.uk/about.php
- The Time2Think Organisation – a group of Independent Trainers, Speakers and Consultants devoted to improving creativity, awareness, innovation, competitiveness and productivity: http://www.time2think.org/home.htm
- Worldmapper – a collection of nearly 700 world maps, where territories are re-sized on each map according to the subject of interest: http://www.worldmapper.org/
- Gapminder World of the World's most important trends (Wealth and Health of Nations, CO2 emissions, Child mortality etc.): http://www.gapminder.org/

List of Speakers and Participants

Name	Organisation / Country
Alaerts Cinthia	DEEEP, Belgium
Alešová Martina	Prague City Hall, Czech Republic
Auxtova Lucia	Ministry of Education, Science, Research and Sports of the Slovak Republic, Slovak Republic
Ban David	Anthropolis Association, Hungary
Bazyl Jan	Zagranica Group - Polish NGDO Platform, Poland
Borsfay Krisztina	Eötvös Loránd University of Science, Hungary
Bowden Rob	Lifeworlds Learning, United Kingdom
Cieslewska Anna	Institute of Applied Social Science, University of Warsaw, Poland
Drakova Alexandra	Slovak National Committee for UNICEF, Slovak Republic
Dudková Lenka	ARPOK, Czech Republic
Duchoslavova Romana	INEX-SDA, Czech Republic
Dušková Lenka	Palacky University Olomouc, Department of Development Studies, Czech Republic
Fabianová Lenka	Trnava university, Faculty of Health and Social Work, Department of Development Studies and Tropical Health, Slovak Republic
Franc Aleš	Research Institute of Education of Prague, Czech Republic
Frydryszak Iwona	Song of the Goat Theatre, Poland
Girg Ralf	Team Forschung Integral Lehrstuhl für Schulpädagogik, University of Regensburg, Germany
Gruber Pavel	Chairman of FoRS, FoRS - Czech Forum for Development Cooperation, Czech Republic
Hamvas Balint	Artemisszio Foundation, Hungary
Hipšová Katarína	ŽIVICA, Center for Environmental and Ethical Education, Slovak Republic
Hirtová Vlasta	Open Society Fund (East East Programme), Czech Republic
Hjelleset Knut	The RORG-network, Norway
Hlavičková Zuzana	Ministry of Foreign Affairs of the Czech Republic, Czech Republic
Ivanič Peter	Slovak Centre for Communication and Development, Slovak Republic
Jasikowska Katarzyna	Institute of Sociology, Jagiellonian University in Krakow, Poland
Jirkovsky Jan	Photographer
Kadlecová Michala	FoRS - Czech Forum for Development Cooperation, Czech Republic
Klimova Vankova Zuzana	Charita Česká republika - Caritas Czech Republic, Czech Republic
Kolesarová Eva	Slovak Agency for International development Cooperation, Slovak Republic
Korczak Anastazja	Song of the Goat Theatre, Poland
Krause Johannes	imPuls - Agentur für angewandte Utopien, Germany
Lajdová Markéta	FoRS - Czech Forum for Development Cooperation, Czech Republic
Lamarque Christine	European Commission – EuropeAid, Unit F1, Relations with Civil Society, Central Management of Thematic Budget Lines NSA-LA and Coordination, Belgium
Lappalainen Rilli	The Finnish NGDO Platform to the EU Kehys ry, Finland
Lech Barbara	Institute for Global Responsibility (IGO), Poland
Lipska-Badoti Gabriela	Foundation Center for Citizenship Education, Poland
Majerova Karin	M.O.S.T. Civic Association, Czech Republic
Malířová Eva	NaZemi - Society for Fair Trade (CZ), Czech Republic
Málková Eva	ARPOK, Czech Republic
Markowska-Manista Urszula	The Maria Grzegorzewska Academy of Special Education, Poland
Miléřová Jana	General rapporteur
Molnar Kata	HAND- Hungarian Association of NGOs for Development and Humanitarian Aid, Hungary
Mrmusova Veronika	Ministry of Labor and Social Affairs, Czech Republic, Czech Republic
Nagy Balazs	Anthropolis Associaton Budapest, Hungary
Náprstek Martin	Czech Development Agency, Czech Republic
Nemcová Lenka	Platforma PMVRO, Slovak NGDOs Platform, Slovak Republic
Nicosia Giulia	FoRS - Czech Forum for Development Cooperation, Czech Republic
O'Loughlin Eddie	GENE – Global Education Network Europe, Ireland
Ondrusova Adriana	Dpt. of development studies and tropical health, Faculty of health and social work, University of Trnava, Slovak Republic
Pavlíčková Martina	NaZemi - Society for Fair Trade, Czech Republic
Petříčková Iva	Czech Ministry of Foreign Affairs, Czech Republic

Píbilová Inka	FoRS - Czech Forum for Development Cooperation, Czech Republic
Policar Lukáš	INEX-SDA, Czech Republic
Putnová Anna	Parliament of the Czech Republic, Czech Republic
Raslavska Ivana	Pontis Foundation, Slovak Republic
Rauchová Marie	Ministry of Education, Czech Republic
Remundová Ivona	EDUCON, Czech Republic
Sczygiel Paulina	Polish Humanitarian Action, Poland
Silva Miguel	NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE, Portugal
Skalická Petra	People in Need, Czech Republic
Sobotová Lenka	People in Need, Czech Republic
Sochor Václav	Czech Radio, Czech Republic
Stará Jana	Charles University- Faculty of Education, Czech Republic
Strava Ondřej	Věci veřejné - Public affairs, Czech Republic
Szewczyk Patrycja	The Ministry of National Education, Poland
Šemrincová Ľubica	OZ Člověk v ohrození (People in Peril Association), Slovak Republic
Tomengová Alena	Methodological and Pedagogical Centre (MPC), Slovak Republic
Troll Tobias	DEEEP, Belgium
Venclíková Věra	Business Platform for Foreign Development Cooperation, Czech Republic
Vernerová Eva	Palacky University Olomouc,Department of Development Studies, Czech Republic
Vítková Eva	ADRA, Czech Republic
Vylitová Romana	Multicultural Center Prague, Czech Republic
Witkowski Jedrzej	Centre for Citizenship Education (CCE), Poland
Yerravalli Padmanabha Rao	RIVER Rishi Valley, Krishnamurti Foundation India, INDIA

Evaluation of the Seminar

The participants were kindly asked to fill in evaluation form upon their departure. The answers were scored (6 as the best, 1 as the least satisfactory). There were also opened questions to be answered.

1.SEMINAR									
EVALUATION (please mark x)		I COMP. AGREE, 6 points	I AGREE, 5 points	I RATHER AGREE, 4 points	I RATHER DISEGREE, 3 points	I DISAGREE, 2 points	I COMPLETELY DISAGREE, 1 point	total number of answers	AVERAGE RATING
1.1 The seminar managed to achieve the objective to:	1.1.1 Exchange and jointly discuss existing perspectives on concepts of GDE to reach a better understanding of the concept;	48	90	8				28	5,21
	1.1.2 To identify common challenges in the Visegrad countries and exchange information on best practices with GDE experts from the V4 region, other European countries/institution as well as with experts from the global South;	42	50	28	9	2		28	4,68
	1.1.3 To provide the space and opportunities to develop joint action and collaboration within and beyond the Visegrad countries;	24	45	32	9	4		26	4,38
	1.1.4 To promote GDE as an integral part of education as well as of development cooperation in the Visegrad countries;	24	80	8	12	4		28	4,57
	1.1.5 To elaborate recommendations for furthering GDE in the V4 countries.	12	30	36	33			28	3,96
1.2. The conduction of the seminar fulfilled my expectations, with regard to:	1.2.1 The section "Perspectives on GDE" and the panel discussion	48	55	8		12		27	4,56
	1.2.2 „National GDE strategies" section	54	50	24	3	2	1	28	4,79
	1.2.3 The „Open Space" session	42	45	28	12	2		28	4,61

1.2.4 The workshop and the workshop fair	66	40	28	6			28	5,00
1.2.5 The overall seminar	24	75	36				28	4,82
1.3. I have obtained new knowledge and experience	48	65	28				28	5,04
1.4. I will be able to apply the knowledge from the seminar in my work	36	75	28				28	4,96
TOTAL AVERAGE								4,72

2. WORKSHOP		
2.1 Which workshop did you choose? (mark the box with the name of the facilitator)	a) Padmanabha Rao Yerravalli, Dr.Ralf Girg	b)Johannes Krause	c)Rob Bowden
Number of questionnaires	11	10	7

a) Padmanabha Rao Yerravalli, Dr.Ralf Girg, 11 evaluation forms							
EVALUATION (please mark x)	I COMP. AGREE, 6 points	I AGREE, 5 points	I RATHER AGREE, 4 points	I RATHER DISEGREE, 3 points	I DISAGREE, 2 points	I COMPLETELY DISAGREE, 1 point	AVERAGE RATING
2.2 The workshop fulfilled my expectations	30	20	8				5,28
2.3 The trainer had sufficient expert knowledge and was able to explain well the topic	48	10	4				5,64
2.4 I have obtained new knowledge	36	15	8				5,36

2.5 I will be able to apply the knowledge from the workshop in my work	24	10	16	3			4,82
AVERAGE TOTAL	34,5	13,75	9	0,75	0	0	5,28

b)Johannes Krause, 11 evaluation forms							
EVALUATION (please mark x)	I COMP. AGREE, 6 points	I AGREE, 5 points	I RATHER AGREE, 4 points	I RATHER DISEGREE, 3 points	I DISAGREE, 2 points	I COMPLETELY DISAGREE 1	AVERAGE RATING
2.2 The workshop fulfilled my expectations	6	30	12	3			4,64
2.3 The trainer had sufficient expert knowledge and was able to explain well the topic	24	25	8				5,18
2.4 I have obtained new knowledge	12	30	8	3			4,82
2.5 I will be able to apply the knowledge from the workshop in my work	12	15	16	6			4,46
Total average	13,5	25	11	3	0	0	4,77

c)Rob Bowden, 7 evaluation forms							
EVALUATION (please mark x)	I COMP. AGREE, 6 points	I AGREE, 5 points	I RATHER AGREE, 4 points	I RATHER DISEGREE, 3 points	I DISAGREE, 2 points	I COMPLETELY DISAGREE, 1 point	AVERAGE RATING

2.2 The workshop fulfilled my expectations	6	30					5,14
2.3 The trainer had sufficient expert knowledge and was able to explain well the topic	30	10					5,71
2.4 I have obtained new knowledge	18	20					5,43
2.5 I will be able to apply the knowledge from the workshop in my work	18	10	8				5,14
Total average	18	17,5	2	0	0	0	5,36

Summary of answers to the open questions

4.1   What concrete knowledge do you consider as the most beneficial for you?
Most of the participants indicated the information about GDE process in other V4 countries, their national strategies, and in general the sharing of experiences and best practices. They seem to appreciate as well the new methodologies and instruments introduced by the three workshops, and the definition of Global Development Education concept (perspectives on GDE). A relevant number of participants mentioned the information related to the EU dimension and the peer reviews as really helpful.

4.2 What part(s) of the seminar do you consider the least beneficial for you and why?
Most of the participants referred to the „panel discussion on GD concepts as the least beneficial part of the seminar, due to an inconsistent moderation and to an imperfect time management. Workshop fair was claimed partly unsuccessful (not really effective), due to the limited time. We also received some rare rather critical comments about the open space session and about the opening speeches.

4.3 What topics do you need to be further clarified? What further training would you find helpful?
Participants expressed deep interest in further clarification of practical approaches and strategies for improving quality of GDE, and in increasing collaboration among Visegrad 4 countries. Sharing of experience and best practices among NGOs has been stressed out as a crucial point, in order to better understand what they really do in GDE and how do they cope with obstacles. Feedback forms also underline the wish to study in depth the process of implementation of GDE into formal structure of education, the peer reviews procedure, the workshops methodologies, and new awareness raising and lobbing techniques.

4.4 How will the seminar inform/change your practice?
Participants expressed their intention to apply the methodologies learnt during the workshops into their current work also in order to develop the ideas emerged in the context of the seminar for future projects and possible partnerships.

The seminar has also been viewed as an inspiring occasion for creating new contacts and networks between agents that operate in related areas and for encouraging deeper cooperation among Visegrad 4 countries.

4.5 Do you have other suggestions for improvements or other comments for FoRS Secretariat?

There were positive remarks on the accuracy of the organization and the coherency and high quality of the seminar in its structure and contents.

Concerning future improvements, we collected individual suggestions for a better time management, for the conduction of the moderation, for the increase of space for interaction between participants, and for the introduction of more practical interaction activities within the workshops.

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