

Final report

Conference on Global/Development Education in Poland

Possibilities of Multilateral Cooperation on Development Education with Key Stakeholders

9-10 December 2009, Warsaw

*Report based on conclusions of conference “Development of Global Education in Poland –
perspectives of cooperation between sectors” organized by “Grupa Zagranica” and North-
South Centre of Council of Europe*

Warsaw, January 2010

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Background information

National context of global education in Poland

Grupa Zagranica (member of CONCORD Europe), is the National Platform of Polish NGOs and has been operating since 2001. It was formally registered in 2004 with the aim to link and support Polish NGOs working abroad and represent their position on public debates and discussions. Today Grupa Zagranica has 49 member organisations. The criterion for adherence is that the candidate organisation is engaged in international development cooperation. The member organisations are mainly active in Eastern Europe (Belarus, Ukraine, and Moldova) and some other republics of the former Soviet Union. Africa and the Middle East are new regions since 2007. The platform has a few working groups, such as:

- Aid Watch;
- Development Education;
- Regional adhoc working groups on Eastern Europe and Caucasus;
- Newly established Eastern Partnership Civil Society Forum working group.

The platform has played an important role in shaping Poland's development cooperation, development education and awareness raising (DE/AR) policies and organisation. Numerous meetings on these subjects have been organised mainly upon the initiative of Grupa Zagranica, with the participation of the Ministry of Foreign Affairs and the Ministry of Education.

Ministry of Foreign Affairs: The MFA plays a leading role from the side of the Polish government as it sees development education as part of its Polish Aid Programme. From the establishment of the Department for Development Cooperation there was a special programme supporting development education projects, mainly through re-granting system, as there is a call for proposals for the NGO operator for those funds. Since 2007, the Department for Development Cooperation is encouraging NGOs to include the global dimension into their aid projects. Part of those projects can take place in Poland as development education activities. This mechanism shows a great potential but it does not work properly as the budget positions allocated for those actions are very often cut out from the proposals by the MFA. Another initiative of the Department for Development Cooperation is the Polish Aid Volunteering Programme, through which the Polish government has launched a call for proposal for NGOs with the aim of strengthening the performance and potential of Polish NGOs in increasing the effectiveness of implemented development projects. It also supports initiatives in the field of global education in Poland and aims to stimulate activities of former volunteers in this field. In 2008, 31 volunteers underwent three to six month-long internships in developing countries,

following a one-week preparatory training in Poland. This programme creates great potential in terms of development education but has been relatively under-utilized. Main cause of that is relatively weak position of the educational initiatives which are one of the program components.

Ministry of Education: The involvement of the Ministry of Education in development education is increasing as it is the governmental body responsible for the educational system in Poland. The main progress in this regard has been that development education for the past few years was integrated into the school curricula as a cross cutting subject within the framework of its currently implemented reform. This development was made possible through the close cooperation with the Polish MFA and the NGO sector. Other important improvements are that the National In-Service Teacher Training Centre, under the Ministry of Education, implemented recently a pilot Teacher Training Project with the aim of establishing development education related issues in their training activities, in which 700 teachers have been trained according to multiplying effect. However, new curriculum does not immediately change schools' attitudes towards development education and its implementation. There is still a great need of providing relevant teaching materials, training for teachers and to have an ongoing dialogue with school directors. The Ministry of Education has a crucial role in this regard. With regards to the higher educational system, development education is fairly undeveloped and insufficient in terms of awareness, implementation and recognition. However, some universities are showing interest in terms of initiating development education related courses in, e.g. the Universities of Krakow, Warsaw and Wroclaw.

Other actors that are currently showing an interest in straightening development education in Poland is the Ministry of Environment, which is at present deliberating on a strategy on Education for Sustainable Development and the Ministry of Economy is promoting Corporate Social Responsibility. Moreover, the Polish universities are slowly opening their doors to the development issues like "Peace and Development Studies" at Krakow Tishner European University. Furthermore, contacts have been initiated with representatives of local authorities as they might play an important role in a successful implementation of development education.

Hence, there is a growing need of building a platform with a multi-stakeholder approach for a common understanding of development education in Poland.

Financial and legal aspects: Since the establishment of the Development Cooperation Department in the Polish MFA there is a growing interest and support of main donors on the subject of development education. Despite the appreciation for the continuous growth of those funds, the amounts designated for development education are still relatively low. Other challenges

development education faces in Poland is the fact that existing regulations for development education projects are time-limited and has to end before the end of the year, which makes the programmes less sufficient and stable. The current legal framework and political situation for development education is another aspect that needs to be addressed in order to have an effective long-term perspective on development education/awareness raising activities in Poland. That hopefully will lead to the establishment of successful development cooperation and a development education strategy and fixed budget line.

Conference final report

Global/Development Education in Poland

Possibilities of Multilateral Cooperation on Development Education with Key Stakeholders

Warsaw; 9,10 December 2009

The conference **Development of Global Education in Poland, perspectives of cooperation between sectors** was organized by Grupa Zagranica NGO platform under a funding by a Joint Management Agreement between North-South Centre of the Council of Europe and the European Commission – EuropAid - Co-operation Office. That event received the patronage of the Polish Minister of National Education. It was the first of meetings whose purpose is to create a cooperation in favour of global education in Poland. This event was a platform of exchange of opinions and experiences between the subjects who are active on the field of education. The representatives of ministries, pedagogical institutions, teachers educational centres, non-governmental organizations, academies, occupation associations, experts and editors of school handbooks discussed during the plenary sessions and in working groups and worked out recommendations containing three supplementary thematic sections:

- Global education – searching of common understanding of the term
- Quality of global education
- Global education in the system of formal education

The participants accordingly admitted that it is important to promote global education among institutions and organizations related with education. It is a necessary condition in order to make Polish citizens aware of global issues, to make them feel responsible and to encourage them to act – this is the most effective tool of long-term changes. Nowadays, when the world is becoming smaller, it is very important to prepare its inhabitants to appropriate participation in the process of globalization. By dint of the complete understanding of ongoing processes, it would be possible for the society to involve and, consequently, to realize the assumptions of balanced development and fair relations between the countries of the wealthy North (including Poland) and the poor South.

WORKING GROUPS

I. Global Education – searching of common understanding of the term

Multiplicity and variety of definitions used by the subjects promoting global educations is a starting point to a discussion about the differences in approach to the issue and the consequences that it entails. In Polish language the most popular terminology is **global education** and **development education**. Besides, in the dictionary we may find also:

- Global development education
- Education about development
- Education in favour of development
- Education in favour of sustainable development
- Education in favour of global citizenship

The common terms used throughout Europe are English: *global education, development education, education for development, education for sustainable development, awareness raising about development issues, global citizenship*. In Europe, as well as in Poland, those terms are used interchangeably or they refer to particular thematic sectors often related with the subjects responsible with this kind of education. This situation causes terminological chaos. That is why the initiation of dialogue between sectors about the differences and consequences that they entail is so important. The dialogue is a necessary condition to promote and improve global education. While searching for the common understanding of the term, it is worthy to look carefully at particular definitions of global education, that are used in both, Poland and Europe.

Global Education show the worldwide reality and make people act in favour of justice and human rights for everyone. This education contain development education, education for human rights, education for sustainable development and education in favour of peace and conflict prevention. It is a global dimension of civil education.

Definition of North-South Centre of the Council of Europe

Development Education elucidates the source of contemporary worldwide problems. It helps to understand how the international development is shaped and what factors influence the progress. Development education make the problems of poorer countries closer to Polish society and indicate the relations between Poles and the inhabitants of developing countries. It also should stimulate a critical conscious thought regarding our own lifestyle and everyday decisions which in the global context influence positively or negatively the life of people abroad. As a result, development

education should lead to personal involvement in the fight against poverty and in the process of creating the global society based on the principles such as solidarity, equality and cooperation

Definition of the Ministry of Foreign Affairs RP

Development education is a process the purpose of which is to stimulate human, social and economical development of the less developed countries (so called, Global South). This stimulation is being achieved by emphasizing the mutual relations between the developing countries and the developed countries (so called, North); by introducing some positive changes in people's behaviour regarding problems of the developing countries and by mobilizing an active support of citizens in favour of the fight with poverty.

Definition of DEEEP (Development Education Exchange in Europe Project)

Development Education is a process of active learning based on such values as solidarity, equality, involvement and cooperation. It makes people become more aware of the most important problems concerning international and sustainable development by an understanding of the relations between causes and effects and how they are related with personal engagement as well as conscious acting. Development education favours complete participation of all citizens in the actions whose purpose is to reduce poverty and eliminate exclusion. The aim of this education is to influence the international policy and the politics in particular countries in order to make it fairer and based on economical, social and environmental sustainability as well as on human rights.

Definition of Development Education Forum (2004)

Education for sustainable development enforces and shapes the ability of assessing reality and of making decisions in favour of sustainable development of particular persons, groups, societies, organizations and countries. By influencing the change in the way people think, it enables creating a safer, healthier and better prospering world improving the quality of life. Education for sustainable development enables shaping a critical way of thinking, developing consciousness and rising qualifications and because of this it provides an opportunity of developing new visions and ideas as well as new methods and tools to put it into practice.

Strategy of Education for Sustainable Development, ONZ 2005

There are many reasons why the global education lacks a unitary definition but one of them should be particularly underlined: the multiplicity of subjects – mostly non-governmental organizations, schools, formal educational system organizations – acting in the field of global education. Actions taking up by these subjects are based on various priorities and are addressed to various target

groups. They concentrate on many different thematic fields and because of that they use a particular, practically useful definition. Usually no dialogue occurs between the subjects and it makes the agreement concerning global education difficult to achieve. The effect of this situation is that just a small group, instead of whole society, becomes a real beneficiary of these actions. The other reason of the terminological chaos is using the definitions without previous analysis. Such a thoughtless juggling with the terms certainly does not lead to promotion and improvement of global education in Poland. On the contrary, it would be discouraging for those who want to take up some actions.

At the same time it should be stated that the lack of unitary definition enables more flexible choices of particular issues. However, what is most important in this case is to maintain an adequate criterion because a total arbitrariness and improper approach entails the risk of missing the aims that global education is to achieve.

The group working on this problem came to the conclusion that it is important to create a common understanding of the issue by the representatives of all the subjects involved. At the time being the precise identification of the subject – their aims, needs and interests is necessary. Another condition of creating the common understanding of global education is to work out a schedule of actions, to choose the form in which they would be taken up and to estimate the expenses of the whole process. It should result in creating a useful and understandable definition which may be set down in the official documents.

Creating the definition and acting on the basis of a common understanding of the issue means something more than avoidance of terminological chaos. It would be also a factor that stimulates attention and involvement of those subjects that remain inactive or unaware of the role they could play in the field of global education. Including also its quality aspect in this process, negotiations and promotion, it would be possible to expand the field so as the addressee could be the whole Polish society.

II. Quality of global education

The starting point of the debate on the standards and quality of global education was the sentence stated in the *European Consensus on Development. The contribution of development education in awareness rising*. “The organizations, institutions and other subjects involved in development

education and awareness rising pursue different goals and use various methods.” The key question concerns the value of common quality standards and their possible references.

The argument in favour of using quality criterion in global education is the necessity of estimation of the effects that undertaken actions have. Thanks to the standards that are common for all active subjects involved in global problems, it is possible to assess, shape and improve them in terms of essence as well as methods of passing on the information. Creating of the quality system will make the communication between sectors easier and will consist a support of the dialogue based on a common idea (which does not exclude variety of the decisions).

The recognition of common aims and the ways in which the should be achieved will enable a total professionalization that can be reached in this area by all the subjects involved and acting on the basis of common purposes, methods, principles and norms will help to act most effectively. Thanks to this, it will be possible to avoid badly undertaken actions, which, in turn, should improve credibility of the institutions and organizations involved in global education.

1. Goals and thematic extent of global education

According to a regulation stated in the *European Consensus on Development. The Contribution of Development Education in Awareness Rising*, development education achieves two particular goals¹:

“15.1. to spread among the European society the knowledge of the causes and effects of global poverty and inequality as well as their significance for the personal, local, national, European and global interdependences and sustainable development;

15.2. to promote and to engage European society and its conscious participation in local and international activities directed toward liquidation of poverty and sustainable development.”

Moreover, global education should play a fundamental role in shaping the knowledge and understanding of such issues as²:

- Social justice and equality
- Variety – understanding and estimating of differences in global society
- Globalisation and global interdependences
- Sustainable development
- Worldwide peace and the problems with conflicts

¹ *European Consensus on Development. The Contribution of Development Education in Awareness Rising*, point 15.

² On the basis of: Education for Global Citizenship A Guide for Schools, Oxfam GB 2006 and Developing the global dimension in the school curriculum, The Department for International Development (DFID), The Development Education Association (DEA)

- Human rights
- Global citizenship

2. Values of global education

Development education is established on the basis of following values³:

- **Responsibility** – responsibility for the world lays not only on individuals but also on local communities, nations and the whole international community. It should range the social, political, economical and cultural sphere and provide for future generations so as they could live without poverty, in peace and democracy.
- **Social justice** – called one of the fundamental values grounded in conviction that the right to development is for the inhabitants of all the countries in the world and that the technological progress goes with an appropriate level of life that is not disparaging for anyone. That is why it is better to call it the “global justice”
- **Global thinking** – its condition is a human approach marked with respect for any other person regardless of the race, belief, social position or the place she/he lives in.
- **Respect for otherness** – an approach marked with respect for other cultures, their autonomy and their right to decide about own life. It should make the global thinking easier. It is recommended to use a proper terminology to indicate the developing countries, for instance “the South”, “global South” or “majority of people”.
- **Stress on human rights** – based on the fact that lack of poverty, hunger, disparaging life conditions is the fundamental human right and for its observance we are all responsible.
- **Partnership with people from the global South** – stress on cooperation with partners from global South in terms of organizing projects, which is appreciated by grant givers, among others European Commission
- **Active participation** – pupils’ personal involvement in the issues related with development education will enable them to identified with the problems, more profound understanding of the theme and, consequently, individual searching for solutions and ways that would change other people’s attitudes.

³ According to: Marcin Wojtalik, Globalna edukacja rozwojowa w Europie, Polska Akcja Humanitarna, pp. 1-3.

Global education favours shaping of following attitudes⁴ and abilities⁵:

<ul style="list-style-type: none"> • Critical thinking and analysis • Multilateral consideration • Recognizing negative stereotypes and prejudices • Intercultural communication • Working in groups and cooperation • Empathy • Dialogue • Self-assertion • Dealing with conflicts 	<ul style="list-style-type: none"> • Creativity • Searching for information • Ability of critical thinking • Ability of articulation one's own opinion • Faculty of detecting injustice and fighting with it • Respect for other people • Ability of cooperation, which entails dealing with conflict situation
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3. Principles of honest informing

Actions undertaken in the framework of global education should be based on the principles stated in *Code in the matter of images and information concerning Global South*. The principles are based on respect for people's dignity, belief in equality of all people, promotion of honesty, solidarity and justice.

Acting accordingly to this values entails selection of images and pieces of information that we want to pass. Moreover, it is recommended that both images and the depicted situations were represented in a broader context so as the reality of global South countries and the complexity of their development would be shown and better understood. It is unacceptable to spread a piece of information marked with discrimination of the people or place because it would make the stereotypes stronger or even bring sensation. It is also necessary to publish images of people only by their assent and not until they agree to the publication circumstances. These people must have a guarantee that they can tell their history in their own way.

An honest information is a necessary condition to achieve the basic goal of global education. Therefore, all the actions directed toward spreading information about the global South countries should be prepared according to the standards related with human rights and protecting of the weak with a special attention to the rights of children because this is the most vulnerable group.

⁴ Global Education Guidelines: A Handbook for educators to understand and implement global education, "Knowledge – suggested content areas", South – North Center

⁵ Edukacja rozwojowa – Od teorii do praktyki. A document elaborated as a support in commercial researches by members of a group working on development education acting for polish non-governmental organizations "Grupa Zagranica" <http://fed.home.pl/teg/images/wstep-do-edukacji-rozwojowej.pdf>

More information about the code: http://www.igo.org.pl/pobierz/jak-mowic-o-wiekszosci-swiata_poradnik-igo.pdf

4. Evaluation of global education

Analysing the quality standards of global education, we should take into consideration all other projects concerning this topic. It is necessary so as we could do better in the future and continue the process of rising people's awareness of global dependences and sustainable development. Evaluation is also helpful in comparing benefits and threats that would influence the actions that are being planned.

European Commission gives a number of criteria according to which the educational projects can be evaluated;

- Criterion of target – to what extent the educational project respond to the needs of target group
- Criterion of effectiveness – whether, and to what extent, the previous goals and desired results have been reached.
- Criterion of efficacy – to what extent the expenditure correspond with the quality and quantity of results
- Criterion of influence – to what extent achieving the particular goals influenced the solution of problems and responded to the needs of target group. Whether there were any side effects and how they influenced the group.
- Criterion of durability – how long do the effects last after finishing the project?

Acting according to common standards seems to be necessary in order to make the education adequate, effective, lasting and adapted to the needs of recipients. Creating the standards should be based on **knowledge** (taking into consideration the educational level and thematic scope), **abilities** (that support cognition and influence in a positive way the durability of knowledge and its practical application) and **attitudes**. The elaboration and application of the standards is connected with constant dialogue between sectors so there is a need for a working group that would analyse the criteria and elaborate the common understanding of global education quality that would be adequate for all the institutions, departments, non-governmental organizations, other organizations and teachers involved in the global education.

III. Global education in the system of formal education

With the beginning of the school year 2009/2010 regulation changing the basis of general education begin to be in force. The regulation concerns global education on 3rd and 4th level (that is gymnasium and high school). The global education is associated with such subjects as learning about society, history, geography and nature. It is a proof the people governing education are eventually interested in global education, which is an favourable change. It is necessary, however, to put it into practice and to make sure that the positive process will be continued. That is why, the representatives of areas related to education aim at defining the necessary conditions under which promotion of high quality global education in the framework of polish system will be possible. It seems to be a difficult task because of a great amount of obligatory items in the program of education. That is why cooperation between various group and an adequate strategy is necessary to achieve it. The duty of school is to prepare young people for living in the globalised world where economical, political and social dependences make our daily decisions influence life of people in many different regions. Therefore, school should prepare pupils and students to act properly and wisely.

The methods used in global educations, such as activation or exchanging opinions, create in students the ability of foreseeing the consequences of their actions in a broader context. Moreover, students are able to argue for their outlooks, gain the ability to cooperate and can put the obtained information into practice. Another positive aspect is that students are very interested in global education.

In many countries global education became an integral element of formal education systems. It is promoted, among others, by *European Consensus on Development. The contribution of development education in awareness rising*, South-North Centre of European Council, GENE⁶ and federation of European non-governmental organizations. They encourage to create in the developed countries the national strategies in favour of global education. Ireland, Spain, Portugal, Austria and Finland are countries that already participate in this kind of program and, at the same time, they create methods in order to promote global education in the system of formal education.

In order to elaborate guidelines that would enable inclusion of global education in the framework of polish formal education system, it is worthy to analyse carefully the present condition of education taking into consideration strong and weak points of the process:

⁶ GENE – Global Education Network Europe

STRONG POINTS:

- **Education authorities' interest in the issue** – the Ministry of National Education (MEN) declares support for actions directed towards emphasizing development education in schools
- **Introduction of global education in the framework of the new programme basis of general education** – thanks to this, it will be possible to introduce development issues on such subjects as history, learning about society, geography and biology.
- **Non-governmental organizations involvement** – they are represented, among others, by group working on development education for “Grupa Zagranica”. The activity of non-governmental organizations is particularly important because of their greater experience and knowledge. It enables an elaboration of reliable tactics that can be used and are used by other subjects, for instance teachers.
- **Increasing amount of good techniques** – mainly because of cooperation between non-governmental organizations and teachers.
- **Topic that activates students** – pupils are very interested in issues concerning global problems. The classes refer to migration, consumption, climate changes and give the opportunity to learn about topics present in media. And by rising students' awareness, the classes inspire them to act in favour of improving the situation.

WEAK POINTS:

- **Inaccurate terminology** – interchangeability of such terms as *global education*, *development education*, *education for sustainable development* may lead to chaos especially among those subjects that are actually introducing the topic. That is why the establishment of common understanding of the topic is necessary⁷
- **Insufficient cooperation between sectors** – the conference was a brilliant occasion to initiate a dialogue between representatives of various subjects related to global education. It enabled identification of those areas that require more intensive cooperation, for instance: the role that global education should take in Polish education system. That is why it is so important to continue the process through regular meetings and by good communication.
- **Unprepared teachers** – teachers are not prepared to introduce topics concerning global education.

⁷ The problem of terminology constituted one of the conference leading subjects and one chapter of the report is devoted to this issue.

CHANCES:

- **autonomy of teacher and school** in terms of choosing methods of working with students. Study visits, trips and exchanges have a positive influence on shaping the open attitude and expanding horizons of pupils' thinking.
- **support function of pedagogical supervision**
- **technological development**
- **cooperation with foreign partners** (schools, non-governmental organizations)

THREATS:

- **insufficiently problematic approach** to the topics concerning sustainable development and cooperation between teachers of different subjects
- **lack of systematic solutions** of problems with promotion may influence the education quality in a bad way
- **fear of change** especially in terms of changing the programme basis
- **superfluous formalism**

In regard to these remarks, the representatives participating in the conference elaborated a number of recommendations concerning necessary actions that would lead to promotion of global education in the framework of formal education;

- Promoting the essence of global education among teachers and educational workers. Cooperation on the level supported by the effect of synergy will help to achieve better results
- Preparing of teachers in terms of teaching and improving lecturing on subjects related to global education and realization of the projects associated with this education
- Introducing problems related to global education in school handbooks, having taken into consideration quality criteria confirmed by practitioners
- Securing all the financial sources of projects and actions undertaken in favour of education and sustainable development
- Coordinating all actions undertaken in the field of global education in schools so as they were durable

- Providing educational and pedagogical materials of the highest quality (making sure that the materials promoted by non-governmental organizations are in accordance with *Code in the matter of images and information concerning global South*)
- Incorporation of global education goals into the pedagogical programme of schools
- Terminological accordance

The new program basis is undoubtedly a great opportunity to promote global issues in Polish schools. The change, however, should not make the teachers anxious because it would prevent the positive process that we already can observe. Completion of program basis with global education matters is one of the stages in this process and it is necessary to make another effort to move forward. Without a system of complex solutions and a holistic approach to this issue (eg. in terms of dialogue between the representatives of the Ministry and other institutions) it will be impossible to make another step forward.

PLENARY SESSIONS

The participants who took a strong position on the significance of global education in Poland were representatives of Ministry of Education (MEN) and Ministry of Foreign Affairs. Under-secretary of state in MEN, Krzysztof Stanowski claimed that “global education is not a minister’s hobby but an obligatory assignment of the ministry and every school. In order to improve development education quality in schools, cooperation between those subjects and non-governmental organizations is necessary because only with experience of the latter, subjects connected with education will be able to prepare independent experts’ reports and support realization of students’ projects. Joanna Popławska of the Ministry of Foreign Affairs underlined the importance of global education in the ministry activity. The argument that support this statement is that global education constitutes an integral part of “Polska Pomoc” (*Polish AID*) competition.

Among the participants there were also foreign guests present at the conference. For instance, Miguel Silva of North-South Centre working for the Council of Europe spoke about importance of cooperation between sectors in terms of global education. He remarked that the understanding of worldwide processes and the awareness of their influence constitute the main goal of global education, which requires a systematic approach that can be obtain only by a multilateral dialogue between representatives of various groups whose actions are connected with global education. The stress was put also on the process of creating and introducing new national strategies concerning global education. Referring to European experience, Mr. Miguel Silva stated that according to Global Education Network Europe (GENE) and some remarks in the *European Consensus on*

Development. The contribution of development education in awareness rising, the European Union is promoting the development of global education in Member States.

The examples of compact approach to education for sustainable development problems were presented also by Pete Davis, the representative of Oxfam. This British organization has a great experience and because of that it is an authority in terms of global education and promotion of thoughtful attitude towards development issues. Mr. Davis also underlined the importance of multilateral approach and cooperation between subjects acting in this field, especially when it comes to non-governmental organizations support for teachers, program makers, members of government etc. By this, he drew attention to, so called, *multi stakeholder collaborative process*, in the framework of which a consensus is being elaborated by the eminent representatives of various fields related with each other by common topics. Thanks to the cooperation between Ministry of Education, Ministry for Development, Ministry for International Development, Ministry of Employment and the non-governmental organizations, there was elaborated a program of creating and introducing global education in Great Britain.

The conference is an initiation of the process aiming at promotion and quality improvement of global education in Poland. The meeting gathering representatives of various subjects, was an opportunity to compare the goals and needs of those subjects and to define the areas in which a lot of work still must be done. What seems to be promising is the fact, that the particular subjects are interested in continuing this cooperation. The Director of the Public Communication Department of MEN, Jarosław Jankowski, confirmed that the ministry will continue its participation in the dialogue between sectors. The core of this cooperation is the strong conviction that global education is a very important factor in the process of creating a conscious society and that it initiates durable changes.

Conference conclusions and recommendations

Global/Development Education in Poland

Possibilities of Multilateral Cooperation on Development Education with Key Stakeholders

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Common understanding of the term:

- The condition under which development of global education/ development education/ education for sustainable development would be possible is defining a single understanding common for all the representatives of subjects involved
- Multiplicity and variety of definitions and the terminology used in debates make the dialogue and cooperation too difficult to introduce and promote global education in Poland in the most effective way
- Opportunity of exchanging specialists and practitioners' experiences as well as a public debate are necessary conditions of elaborating a systematic definition which should be announced by publication in a governmental document
- The actions recommended for improving the process of creating a common ground through cooperation between sectors are as follows
 - Identifying new participants of the process and encouraging the participants already involved
 - Selecting a group that would coordinate the process
 - Defining needs and goals of the participants
 - Defining form, place, program and expenditure that the process entails
 - Promotion, actions connected with public relations
 - Defining the education in question in a public/state document

Global Education in the system of formal education

- a systematic and strategic planning of undertaken actions is necessary in order to promote global education
- The key factors influencing the process are as follows: good things – introducing GE to the new program basis, MEN NGOs' involvement; bad things – unclear terminology, insufficiently prepared teachers, lack of materials of high quality

- The changes necessary to improve the system are as follows: inclusion of global issues to school handbooks (in accordance with GE standards), appropriate preparation and professional training of the teachers, making the society aware of global problems, establishing a sustainable financing sources.

Global education quality:

- In order to make the education adequate, effective and of long duration, acting with accordance to common standards in necessary
- It is worthy to build the standards on the basis of: **knowledge** – corresponding a particular level of formal education; **abilities** – that would support the cognition and would influence the durability and practical usage of gained knowledge; **attitudes** – that should be constantly shaped
- The quality of global education can be risen by elaboration of standards common for all the sectors and introducing them. Constant evaluation is also important.
- It is necessary to create a group working between sectors that would analyse the criteria and would elaborate on the understanding of global education quality common for all the subjects involved: formal education institutions, ministry departments and social organizations.

Action Plan

One of the strongest needs for Grupa Zagranica on DE field is to establish a multi-stakeholder working group;

- It should gather one person per each institution; Ministry of Education, Ministry of Foreign Affairs, Ministry of Environment, Central and regional Teacher Training centres, publishing companies, Local Education Authorities, teachers, universities, local authorities, UNESCO, Public Benefit Council and 3 NGO representatives.
- After each meeting an update should be sent to all institutions and organizations interested in Development Education not being part of multi-stakeholder working group (Youth organizations, local authorities unions, Donors forum...)
- Planned DEEEP workshops and NSC Regional Seminar should be used to back up the process and be part of it as much as possible.

Time table

- I meeting (DE definition) - 22-28 February 2010
- II meeting (Quality) - 22-28 March 2010
- III meeting (DE in formal education) – 4-7 May 2010
- IV meeting (New actors) – 14-20 June 2010
- V meeting (Financing DE) – 13-19 September 2010
- VI meeting (Role of the national and regional authorities) – 25-30 October 2010

Executive summary

The Polish national seminar on Global/Development Education, organised by the Polish NGDO Platform – Grupa Zagranica, in co-operation with the North-South Centre (NSC) of the Council of Europe and with the support of the European Commission (EC), took place in Warsaw on 9-10 December 2009.

This seminar completed the first series of meetings organised in the framework of the Joint Management Agreement signed between the NSC and the EC for the promotion of global/development education in new EU member States, following the completion, in 2009, of national seminars in Bulgaria, Estonia, Latvia and Slovenia.

The meeting brought together over 60 Polish stakeholders in the field of global/development education from all over the country, including representatives from the Ministries of Education, Foreign Affairs, Economy and Environment under the leading theme of “Possibilities of Multilateral Co-operation on Development Education with Key Stakeholders”.

Participants shared experiences developed in this field and assessed the state of art in global/development education in Poland - through the presentations made by the representatives of the Ministries of Education and Foreign Affairs and the presentation by Grupa Zagranica - and at European level through the presentation of European strategies for the promotion of GE/DE, the presentation of UK multistakeholders partnership for DE and the presentation of the Portuguese national strategy for DE, recently approved.

The participants further explored issues related to the understanding of the GE/DE concept, tackled quality in GE/GE, and the integration of GE/DE within the formal education system through 3 workshops gathering teachers, journalists, trainers from teacher training institutes and representatives from School Inspectorates, NGOs, Youth organisations, universities, textbook publishing houses, local authorities, and the Polish National Commission for UNESCO. Rapporteurs from each working group delivered respective conclusions which contributed for the final account of the seminar.

Besides the final declaration, the main outcome of the seminar consisted of establishing a plan of action for 2010 in view of securing a follow-up of this enlarged multistakeholder process, in close collaboration with Ministries of Education, Environment and Foreign Affairs and within the current reform process of the Polish educational system. This multistakeholder approach reinforces the existing collaboration between the Ministries of Education and Foreign Affairs and third sector, initiated before 2009, for DE and extended this year to civil society, universities, local authorities, teacher training institutes and school inspectorates and schools.

ANNEX I – Conference program

Global/Development Education in Poland

Possibilities of Multilateral Cooperation on Development Education with Key Stakeholders

Wednesday 9 December

12:00 **Welcoming lunch**

13:00 **Opening session** Justyna Janiszewska – board member of Grupa Zagranica, Foundation
Education for Democracy

Role, Place and Perspectives of Multi-stakeholder Approach in Development Education in Poland

Interventions of

- Ministry of Education - Krzysztof Stanowski, Under-Secretary of State
- Ministry of Foreign Affairs - Joanna Poplawska, Development Cooperation Department
- North-South Centre – Miguel Silva, Development Education Program
- Grupa Zagranica – Justyna Janiszewska, board member of Grupa Zagranica, Foundation
Education for Democracy

14:30 **Coffee Break**

15:00 **Working groups**

Quality of DE (Group A)

- Looking through criteria for quality DE
- Mechanisms of increasing quality
- analysis of key aspects of DE

Development education within formal education system (Group B)

- Place of DE in legal educational system (school curriculum)?
- What is required to increase integration and promote DE into formal education system

*Global education / Development education – looking for consensus on common
understanding (Group C)*

- Overlook through existing definitions
- Advantages of diversity of approaches
- Towards a common understanding of DE/GE

17:00 **Plenary session**

Short presentation of the working groups conclusions - Marcin Wojtalik, Institute for
Global Responsibility / member of Grupa Zagranica

18:00 **End of the day**

Thursday 10 December

09:30 Working session

- Pete Davis - Multi-stakeholder partnership for Development Education, United Kingdom
- Miguel Silva – National DE strategy (case study), Portugal
- Karina Chircu (Europe Aid) – DE support through Europe Aid programs

11:00 Coffee break

11:30 Working groups

- Finalising work of the working groups
- Preparing recommendation of each working group

13:30 Lunch

14:30 Plenary session

- Presentation of working groups results
- Presentation of conference recommendations and proposals
- Closing speeches of the MFA and MoE representatives
- Comment of Polish NGO platform and calendar of future steps

Lead by: Marcin Wojtalik, Institute for Global Responsibility / member of Grupa Zagranica

16:00 End of the seminar

ANNEX II - Presentations

Presentations used during the Conference:

Global/Development Education in Poland

*Possibilities of Multilateral Cooperation on Development Education
with Key Stakeholders*

Warsaw; 9,10 December 2009

- Pete Davis - Multi-stakeholder partnership for Development Education, United Kingdom
- Karina Chircu (Europe Aid) – DE support through Europe Aid programs

Development Cooperation Instrument
Thematic programme
"Non State Actors and Local Authorities in Development"

Karina Chircu
 EuropeAid / Unit F1 EuropeAid

Warsaw, 9 - 10 December 2009
 Conference on Development Education in Poland



The « Non State Actors and Local Authorities in Development » thematic programme

The three objectives
Who does what?

Development Cooperation Instrument (DCI)

➤ Adopted in December 2006

➤ Legal basis for:

- geographic programmes
- 5 thematic programmes (complementary to geographical programmes):
 - Investing in People
 - Environment
 - Non State Actors and Local Authorities (NSA & LA)
 - Food Security
 - Migration and Asylum
- Support to sugar production

NSA & LA in Development
Budget & specific Objectives

900 m € for 2007-2013
 218 m € in 2006 (around 217 in 2009)

1. Development actions aiming at promoting inclusive and empowered society in partner countries (67%)
2. Awareness raising and development education in Europe (14%)
3. Coordination and networking in Europe (19%)

Who does what?

- **Delegations of the European Commission:**
 Actions in one country (Objective 1 – In-country)
- **DG EuropeAid, Brussels:**
 1. Multi-country actions in partner countries
 1. Development Education/Awareness Raising in Europe (Objective 2)
 1. Co-ordination and networking in Europe (Objective 3)

Objective II of the NSA/LA thematic programme:
Development Education and Awareness Raising (DEAR)

Priorities
Expected results
Implementation

Objective 2 – Development Education & Awareness Raising in the EU and acceding countries

Priorities (AGE 2006, AGE 2010):

- Public support for MDG agenda, in particular sub-Saharan Africa
- Governance for development in areas of public interest: migration, trade, social dimension of globalisation...
- Media and development



Objective 2 – Development Education & Awareness Raising in the EU and acceding countries

Expected results:

- Increased public awareness on global interdependencies between EU and developing countries - focus on:
- Better integration of development issues into formal and non-formal education systems in MS
 - Greater mobilisation in new EU Member States and acceding countries (networking, exchange of experience and best practices)

Objective 2 – Development Education & Awareness Raising in the EU and acceding countries – Annual Action Plan 2010

Indicative amounts: 25 000 000 EUR under budget line 21 65 01
 « NSA in development » - same amount as in 2009

- 20% allocated preferably to DEAR actions in the 12 New Member States

Implementations:

- A single call for proposal (restricted) will be published in the 1st semester of 2010 (March)
- Grants awarded: between 100 000 and 1 000 000 EUR (exception: 12 NMS: between 25 000 and 1 000 000 EUR)
- EC co-financing = minimum 75% of the total eligible costs (exception: 12 NMS: 50%)
- Duration of the action: between 12 and 36 months

New initiative 2010

EC Study on the Experience and Actions of the Main European Actors Active in the field of DEAR

Context
 Objectives
 Calendar

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Study on the Experience and Actions of the Main European Actors active in the field of DEAR

- Will be launched in January 2010

CONTEXT:

- Is part of the *multi-stakeholders consultation process*: will be part of the forthcoming « structured dialogue » on the involvement of CSOs and LAS in the EC development cooperation, which will be launched in 2010
- Is based on the conclusions and recommendations of the « General Evaluation of Actions to Raise Public Awareness on Development Issues in Europe » (2008), mainly concerning coherence with stakeholders' actions.

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Study on the Experience and Actions of the Main European Actors active in the field of DEAR

The objectives of this study:

- Have an overview and analysis of the main actors and initiatives DEAR in the 27 EU MS (governmental, CSO initiatives, etc.)
- Consult with internal and external stakeholders (EU MS, CSOs...) on the future EC approach, ensuring coherence with stakeholders' actions
- Identify possible options for improving EC actions in the field of DEAR => a new EC approach

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Study on the Experience and Actions of the Main European Actors active in the field of DEAR

INDICATIVE CALENDAR

- January 2010:** beginning of the study
- March 2010:** a one day seminar in Brussels with MS, national platforms of NGOs, GEME, COOPFD, EC and EP representatives
- April 2010:** field research (in the 27 Member States – direct contacts, interviews with governmental development agencies (possibly DEAR departments), ministries of education, national platforms of NGOs, other important actors active in the field of DEAR)

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Study on the Experience and Actions of the Main European Actors active in the field of DEAR

- October 2010:**
 - a two days consultation seminar with stakeholders – representatives of MS, national platforms of NGOs... (Brussels): presentation of the analysis and possible options for improving future EC actions
 - web based consultation of stakeholders
- November 2010:** based on the results of the study and consultation of the stakeholders, identification of the future EC approach in the field of DEAR.
 - What the EC shall do (fund what actions and how)
 - Objectives of the future EC approach in the field of DEAR.
 - What implementation methods to use

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ANNEXES

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"Restricted" Call for Proposals

> First Phase: Submission of Concept Note

Step 1: Opening and administrative check of the Concept Note

Step 2: Concept Note Assessment

> Shortlisted applicants invited to submit a full application

EVALUATION COMMITTEE

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  NO → Rejection Letter
  YES → Full Proposal
  
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"Restricted" Call for Proposals

> Second Phase: Submission of Full Proposal
 DEADLINE: MIN. 45 days after invitation letter

Step 1: Opening and administrative Check.

Step 2: Full Proposal Assessment

Step 3: Eligibility

EVALUATION COMMITTEE

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  Final list of the selected proposals
  Rejection Letter
  
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"Open" Call for Proposals

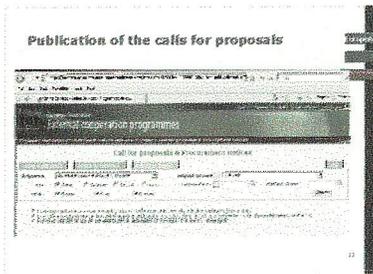
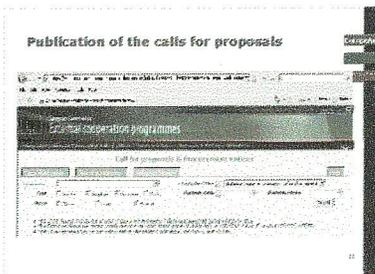
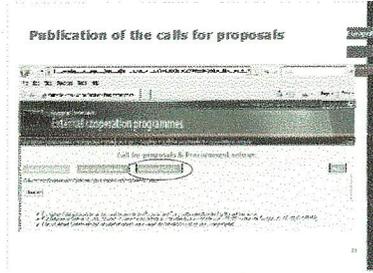
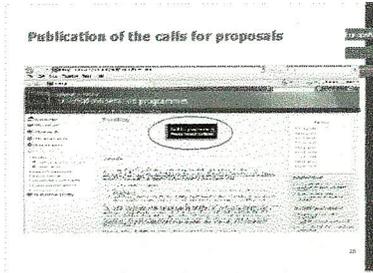
DEADLINE

Evaluation of full proposals

Contract preparation

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Karina Chircu
EuropeAid / Unit F1 EuropeAid
Warsaw, 9 - 10 December 2009
Conference on Development Education in Poland



Thank you for your attention!

- Questions?
- Comments?

The floor is yours



For further information:
Web-site:
<http://ec.europa.eu/europeaid/where/worldwide/civil-society/>
EMAIL: Karina.Chircu@ec.europa.eu

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Pete Davis – Conference presentation 9/10 December 2009 Warsaw

Development Education and policy making in England

A perspective from Oxfam GB Education & Youth Programme

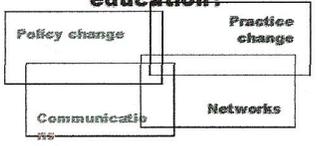
The goal

- A more just and sustainable world.

The process

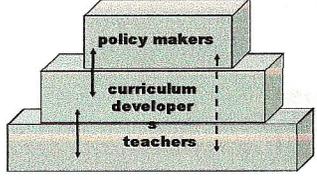
- Education that develops learners' values, skills, knowledge and understanding.

How does Oxfam GB work to achieve this education?



Engaging with a wide range of Education stakeholders

Oxfam GB offers support for:



Implementing Development Education / Education for Global Citizenship in schools in England:

- Goals:*
- Secure initial institutional and financial support for Development Education.
 - > Ministry for Development (DfID) (from 1997).
 - Mainstream DE in education.
 - > Ministry of Education (DCSF) and associated bodies, including QCA (Qualifications and Curriculum Authority)

NB: 'Citizenship' introduced as a core subject in secondary (high) school curriculum in 2000.

An ongoing process

1970s and 1980s: Building a body of professionally respected practice: with a focus on direct youth contact, teachers' classroom skill and knowledge training, up to inter-active learning materials, and ethical, political, philosophical basis for development education.



An ongoing process

1994: Formation of DEA: membership organisation to support local practice and innovation, advocate nationally in UK, and coordinate the response to policy developments from a broad network of member organisations working in global education.



An ongoing process

1997: Publication of Oxfam GB's Curriculum for Global Citizenship (updated 2008).



- To support Oxfam's aims for DE to be essential education for all.
- To support Oxfam's partners in their practice and relationship building.
- To support teachers and schools already doing this work.
- Interpreted key elements of global citizenship to all age groups.
- The Curriculum guides speak to teachers' professional identity and

Responsible Global Citizenship

Oxfam bases its education work with young people in schools on a Curriculum for Global Citizenship – offering a specific response to the challenges facing us in the 21st century. This Curriculum is founded on 3 key elements:

- Knowledge and understanding
- Social justice and equity
 - Diversity
 - Globalisation and interdependence
 - Sustainable development
 - Peace and conflict
 - Impact of climate change

Pete Davis – Conference presentation 9/10 December 2009 Warsaw

Responsible Global Citizenship

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

15/01/10

Responsible Global Citizenship

Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

An ongoing process

1999: Ministries of Education and Development co-publication: *The global dimension in the school curriculum (updated 2005)*.
A multi-stakeholder collaborative process

- Develop work already being done in schools.
- Place the school curriculum within a broader, global context.
- Show how all subjects can incorporate the global dimension.
- Legitimated DE/GE since written and promoted by government.
- Work done by DE sector, so not formally 'owned' by government.

8 Key concepts underlying the idea of developing: the global dimension in the school curriculum

Global citizenship	Conflict resolution
Diversity	Social justice
Human rights	Values and perceptions
Interdependence	Sustainable development

An ongoing process

2002: Ministry of International Development (DID) *Enabling Effective Support*.

- Strategic approach to support provision of DE/GE in schools.
- Works through and builds on existing structures and networks at a regional level.
- Builds stronger relationships between support organisations and local decision-makers and delivery bodies.
- From Development ministry, so not central to Ministry of Education (UCSF) priorities.

An ongoing process

(2005): Ministries of Education and Employment co-publication: *Putting the world into work class education*.

An ongoing process

2007: National Curriculum Aims: a different paradigm

Aims of the national curriculum

The curriculum should enable all young people to become

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live fully, happily and taking first
- responsible citizens who make a positive contribution to society.

Beyond:

a. transmitting knowledge	To:
a. skills for employment	a. more realistic and responsible model open to development education

An ongoing process

2007: National Curriculum Review: a different way of organising learning

Reviewing the curriculum

The global dimension (thematic content, skills and values of development education) recognised as cross curricular, relevant for inclusion in all subjects, and in shaping whole school development.

An ongoing process

2007: National Curriculum Review: a global dimension

Guidance on developing a curriculum that supports a global dimension

Opportunities to explore global issues exist across all subjects and can be integrated into existing lessons and activities. However, a high level of awareness of the global dimension is also needed and this should be developed through an explicit and planned approach to global education.

Approach the importance of a global context

- Global issues should be taught in a way that
- clearly addresses their complexity and context, applying relevant theories, people, organisations and their role in the world.
- includes the global context of their actions
- develops the skills of research, critical thinking, problem solving and decision-making.

The 'importance' statement: In each subject, global issues should be explored in relation to the global dimension of the curriculum.

Pete Davis – Conference presentation 9/10 December 2009 Warsaw

Networking Development Education expertise. Four education jurisdictions in UK; Northern Ireland, Scotland, Wales, – therefore 4 DE networks



CADA – Coalition of Aid and Development Agencies – Northern Ireland



ideas

CYFANFYD

- Cyfanfyd operates as an umbrella organisation for individuals and organisations involved in the delivery of Development Education in Wales with approximately 80 members. Activities focus on the schools sector, the youth work sector and the adult and community based learning.
- Cyfanfyd was actively involved in the process of setting up the Welsh Assembly Government (WAG) Education for Sustainable Development and Global Citizenship (ESDGC) advisory panel, and in the development of the national ESDGC strategy.

Education for Sustainable Development and Global Citizenship (ESDGC)

- The Welsh Assembly Government's national curriculum (2008) for 3-19 year olds is underpinned by concerns for the environment and stresses the importance of helping young people to develop as global citizens.
- Although ESDGC is not a statutory subject in Welsh schools, it has high priority, and is inspected by ESTW, the schools' inspectorate in Wales. Teachers and pupils are expected to have an understanding of its principles, and teachers in particular, a commitment to developing ESDGC within their schools.
- Issues range from climate change to race equality; from loss of habitat to global trade; from war and terrorism to unequal access to fresh water

Education for Sustainable Development and Global Citizenship (ESDGC)

ESDGC is organised around 9 key concepts

1. **Interdependence:** Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.
1. **Citizenship and stewardship:** Recognising the importance of taking individual responsibility and action to make the world a better place.
1. **Needs and rights:** Understanding our own basic needs and about human rights and the implications for the needs of future generations of actions taken today.
1. **Diversity:** Understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity.

Education for Sustainable Development and Global Citizenship (ESDGC)

5. **Sustainable change:** Understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.
6. **Quality of life:** Acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally.
1. **Uncertainty and precaution:** Acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly

Education for Sustainable Development and Global Citizenship (ESDGC)

8. **Values and perceptions:** Developing a critical evaluation of images of and information about the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values.
9. **Conflict resolution:** Understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

Seven inter-connected themes ...



- Identity and culture
- Climate change
- Health
- Consumption and waste

Seven inter-connected themes



- Wealth and poverty
- Choices and decisions
- The natural environment

Further information

- Oxfam GB's Teachers' Guide to Education for Global Citizenship. www.oxfam.org.uk/education
- Ministries of Education and Development co-publication *The global dimension in the school curriculum* (2005 updated from 1999).
- *The global dimension in action: A curriculum planning guide for schools* (Qualifications and Curriculum Authority 2007)
- Welsh Assembly Government ACCAC (Qualifications, Curriculum and Assessment Authority for Wales)

(ANNEX III) Participants

EWELINA	OSIŃSKA	SWM YOUTH FOR THE WORLD
DOROTA	SZEWCZYK	SCHOOL: ZESPÓŁ SZKÓŁ OGÓLNOKSZTAŁCĄCYCH NR 11 W SOSNOWCU
PRZEMEK	SENDZIELSKI	CENTRE FOR CITIZENSHIP EDUCATION
ZUZUNNA	NARUSZEWICZ	CENTRE FOR CITIZENSHIP EDUCATION
ALEKSANDRA	WIDAWSKA	SCHOOL: GIMNAZJUM NR 1 ZAWIERCIE
KORDIAN	KOCHANOWICZ	INSTITUTE OF GLOBAL RESPONSIBILITY
AGNIESZKA	KOCHANOWICZ	INSTITUTE OF GLOBAL RESPONSIBILITY
MARTYNA	MICHALIK	FOUNDATION EDUCATION FOR DEMOCRACY
JAN	KAMIŃSKI	REGIONAL EDUCATION SUPERINTENDENT IN WROCLAW (KURATORIUM OŚWIATY)
ELŻBIETA	KOMARNICKA	REGIONAL TEACHERS TRAINING CENTRE IN RZESZÓW, LOCAL OFFICE IN PRZEMYŚL
KATARZYNA	SZENIAWSKA	GRUPA EFTE WARSZAWA
MARIUSZ	MAZIARZ	REGIONAL EDUCATION SUPERINTENDENT IN KRAKOW (KURATORIUM OŚWIATY)
TADEUSZ	POLAŃSKI	TEACHERS TRAINING CENTRE IN RZESZÓW
KATARZYNA	CHOJNACKA	SCHOOL: GIMNAZJUM NR 1 FROM ZAWIERCIE
JADWIGA	GARCORZ	RODNIIP „WOM” FROM RYBNIK
JOLANTA	KEMPA	MYSZKÓW CITY COUNCIL
ZOFIA	COFAŁKA	SCHOOL:GIMNAZJUM NR 2 FROM CHORZÓW
KRZYSZTOF	KAFEL	MINISTRY OF EDUCATION
JĘDREK	WITKOWSKI	CENTRE FOR CITIZENSHIP EDUCATION
MAŁGORZATA	OSTROWSKA	CENTRE FOR CITIZENSHIP EDUCATION
BARBARA	ROBAKIEWICZ,	EDUCATION OFFICE OF CAPITAL CITY OF WARSAW
ALEKSANDRA	PISZEL	SWM YOUTH FOR THE WORLD

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ILONA	MORŻOŁ	POLISH NATIONAL COMMISSION FOR UNESCO
VIOLETTA	TYBOROWSKA	REGIONAL EDUCATION SUPERINTENDENT IN BYDGOSZCZ (KURATORIUM OŚWIATY)
ARTUR	BRZEZIŃSKI	CENTRAL TEACHERS TRAINING CENTRE
DAGMARA	MUSZYŃSKA	WROCLAW INTERNATIONAL SCHOOL, FOUNDATION OF INTERNATIONAL EDUCATION IN WROCLAW
ANNA	KUCIŃSKA	POLISH HUMANITARIAN ORGANISATION
DOROTA	ŚLIWINSKA	REGIONAL EDUCATION SUPERINTENDENT IN POZNAN (KURATORIUM OŚWIATY)
DAWID	BOCHEN	FOUNDATION OF INTERNATIONAL EDUCATION IN WROCLAW
MARZENA	RAFALSKA	TEACHERS TRAINING CENTRE IN ŁOMŻA / ASSOCIATION "EDUKATOR"
JOLANTA	PACIA	SCHOOL: GIMNAZJUM NR 1 FROM ZAWIERCIE
JOANNA	POPŁAWSKA	MINISTRY OF FOREIGN AFFAIRS
MAGDALENA	CHEDA	MINISTRY OF ENVIROMENT
KRYSTYNA	STRUŻYNA	JOURNALIST
KAROLINA	BALASIEWICZ	MINISTRY OF EDUCATION
KONRAD	PĘDZIWIATR	TISCHNER EUROPEAN UNIVERSITY
ARKADIUSZ	WALCZAK	EDUCATION OFFICE OF CAPITAL CITY OF WARSAW
TERESA	KOSMACZEWSKA	REGIONAL EDUCATION SUPERINTENDENT IN SZCZECIN (KURATORIUM OŚWIATY)
KAMILA	TYNIEC	POLISH HUMANITARIAN ORGANISATION /EFTE
PAULINA	SZCZYGIEŁ	POLISH HUMANITARIAN ORGANISATION
BARBARA	NIESŁUCHOWSKA	REGIONAL EDUCATION SUPERINTENDENT IN WARSAW (KURATORIUM OŚWIATY)
KINGA	BOENNING	INSTITUTE OF RURAL AREAS DEVELOPMENT
NINA JÓZEFINA	BAŃK	SUSTAINABLE SOCIETY INITIATIVE
HIERONIM	WAWRZYŃSKI	POLISH NORTH-WEST REGION DEVELOPMENT AND PROMOTION ORGANIZATION
KRYSTYNA	URBAŃSKA	POLISH NATIONAL COMMISSION FOR UNESCO

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EWA	PINTERA	KARAT COALITION
KATARZYNA	BARCZYNSKA	PEARSON EDUCATION POLAND
LUKASZ	MARKS	SCHOOL AND PEDAGOGICAL PUBLISHING HOUSE
ELŻBIETA	RUDNIAK	OXFORD UNIVERSITY PRESS POLSKA
MARIUSZ	MUELLER	REGIONAL EDUCATION SUPERINTENDENT IN OPOLE (KURATORIUM OŚWIATY)
KAROLINA	SUCHECKA	FOUNDATION FOR THE DEVELOPMENT OF THE EDUCATION SYSTEM
JUSTYNA	JANISZEWSKA	FOUNDATION EDUCATION FOR DEMOCRACY
MARCIN	WOJTALIK	INSTYTUT ODPOWIEDZIALNOŚCI GLOBALNEJ
KRZYSZTOF	STANOWSKI	MINISTRY OF EDUCATION
MIGUEL	SILVA	NORTH SOUTH CENTRE
PETE	DAVIS	
KARINA	CHIRCU	EUROPEAN UNION
KATARZYNA	BORUC	SCHOOL NR. 3 IN GOLDAP
MAŁGORZATA	GÓRKO	SCHOOL NR. 3 IN GOLDAP
SYLWIA	SIEROCINSKA	POLISH HUMANITARIAN ORGANISATION
KAROLINA	KOCHANOWSKA	POLISH HUMANITARIAN ORGANISATION
ADAM	JANKO	POLISH NORTH-WEST REGION DEVELOPMENT AND PROMOTION ORGANIZATION