



OUT OF THE BOX: GLOBAL EDUCATION WITHIN HOLISTIC EVERYDAY REALITIES

BALTIC REGIONAL SEMINAR ON GLOBAL EDUCATION

May 12-13, Riga, Latvia

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1. EXECUTIVE SUMMARY

The second meeting of Baltic and international stakeholders of global education took place at Baltic regional seminar „Out of the box: Global education within holistic everyday realities” in Riga Latvia May 12-13, 2014.

This seminar aimed to encourage global education civil society organization experts from Europe, Baltics and developing countries to move out of boxes reflecting about contested ideas and being inspired for transformative activities.

Having the recommendations of the 2nd European Congress on Global Education that took place on 27-28 September 2012 in Lisbon as an overarching framework in relation to national strategy development and implementation, curricular reform, continuing professional development of educators, quality support and monitoring, campaigning and outreach, the objectives of the seminar were:

- to exchange and jointly discuss existing perspectives on the concept and practice of GDE, both in terms of policy making and curricula development;
- to identify common challenges in the Baltic countries and exchange information on best practices with GDE experts from the Baltic region, other European countries/institutions as well as with experts from the global South;
- to promote GDE as an integral part of education;
- to provide the space and opportunities to develop joint action and collaboration within and beyond the Baltic countries;
- to elaborate recommendations for furthering GDE in the Baltic countries and establish priorities, and if possible benchmarks, until the 3rd GE Congress in 2015.

The seminar took place in RISEBA Architecture and Media centre H₂O 6, Ūdens iela 6, Rīga that, because of its story of transformation, was an architectural example of coming out of the box. The title of the seminar “**Out of the box: Global education within holistic everyday realities**” invited participants to look above their instant environments and find holistic everyday realities that teach to connect, care and nurture. Informal engagement in community life in this seminar represented an approach to translate global issues into our everyday language. Wanderings in contexts of space and time helped to discover that roots give strength to wings, courage to efforts, and inspiration to visions.

The metaphor of COMING OUT OF THE BOX highlighted in the seminar was closely integrated with the theme of FAMILY FARMING that corresponds to 2014 as International year of family farming. The theme of family farming was an invitation to envision Baltic space as family garden that should be cultivated. It encouraged participants to treat global education activities as nurturing and farming for hopeful Baltic and global futures. The theme of family farming was included in arrangement of conference environment.

Seminar ensured DIALOGIC APPROACH and provided:

- several involving dialogs between different GDE stakeholders about holistic everyday realities within national, Baltic and global context,
- work groups to contextualize arguments for GDE about national strategies, curricular reform, continuing professional development of educators, quality support and monitoring, and campaigning and outreach.

To shape an integrative environment, this seminar provided creative envisioning and displays of GE as glocal farming in Baltic family, and a partnership fair. As the seminar used the metaphor of coming out of the box, participants' education journeys were supported by highlighting and sharing of their personal key learnings, and by reflecting about work in parallel groups. This seminar was space and time where participants shared their experiences, narratives on global education being teachers and students to each other.

The seminar was supported by North-South Centre of the Council of Europe and organized by Baltic partners - Latvian Platform for Development Cooperation (LAPAS) represented by Humana People to People in Latvia and Latvian Association of University Lecturers for Cooperation in Education (LAPSA), People to People Estonia, Lithuanian Children's and Youth Centre, and Ministry of Education and Science of the Republic of Lithuania.

2. SEMINAR DESIGN – AIMS, OBJECTIVES, CONCEPTS, METHODOLOGY – AND THE REPORT

Seminar aims and objectives

Abundance of spring welcomed in Riga international and national stakeholders of global education to participate in Baltic regional seminar „Out of the box: Global education within holistic everyday realities” on May 12-13, 2014.

This seminar aimed to encourage global education civil society organization experts from Europe, Baltics and developing countries to move out of boxes reflecting about contested ideas and being inspired for transformative activities.

The seminar brought together approximately 60 participants from Lithuanian, Latvian and Estonian ministries, governmental agencies, representatives from NGOs dealing with GDE, teachers, representatives of institutes of higher education, as well as foreign experts from Finland, Sweden, Hungary, Georgia and the North-South Centre of the Council of Europe, CONCORD, TRIALOG, DARE Forum, etc.

Having the recommendations of the Lisbon GE Congress as an overarching framework in relation to national strategy development and implementation, curricular reform, continuing professional development of educators, quality support and monitoring, campaigning and outreach, the objectives of the seminar were:

- to exchange and jointly discuss existing perspectives on the concept and practice of GDE, both in terms of policy making and curricula development;
- to identify common challenges in the Baltic countries and exchange information on best practices with GDE experts from the Baltic region, other European countries/institutions as well as with experts from the global South;
- to promote GDE as an integral part of education;

- to provide the space and opportunities to develop joint action and collaboration within and beyond the Baltic countries;
- to elaborate recommendations for furthering GDE in the Baltic countries and establish priorities, and if possible benchmarks, until the 3rd GE Congress in 2015.

Concepts applied in the seminar

Two metaphors were applied to highlight conceptual foundations of the seminar: COMING OUT OF THE BOX and FAMILY FARMING.

The metaphor of COMING OUT OF THE BOX was introduced in the title of the seminar and invited participants to look above their instant environments and find holistic everyday realities that teach to connect, care and nurture. The seminar venue – RISEBA Architecture and Media centre H₂O because of its story of transformation, was an architectural example of coming out of the box.

The metaphor of COMING OUT OF THE BOX was closely integrated with the second metaphor of FAMILY FARMING that corresponds to 2014 as International year of family farming. This metaphor was an invitation to envision Baltic space as family garden that should be cultivated. It was applied to encourage participants to treat global education activities as nurturing and farming for hopeful Baltic and global futures. Also, the metaphor of family farming was included in arrangement of conference environment.

Informal engagement in community life in this seminar represented GLOCALIZATION – an approach to translate global issues into our everyday language. Wanderings in contexts of space and time helped to discover that roots give strength to wings, courage to efforts, and inspiration to visions.

Methodology applied in the seminar

The seminar was the result of several months of cooperation between Baltic partners - Latvian Platform for Development Cooperation (LAPAS) represented by Humana People to People in Latvia and Latvian Association of University Lecturers for Cooperation in Education (LAPSA), People to People Estonia, Lithuanian Children's and Youth Centre, and Ministry of Education and Science of the Republic of Lithuania.

Seminar highlighted DIALOGIC APPROACH and provided:

- several involving dialogs between different GDE stakeholders about holistic everyday realities within national, Baltic and global context,
- work groups to contextualize arguments for GDE about national strategies, curricular reform, continuing professional development of educators, quality support and monitoring, and campaigning and outreach,
- display session based on creative envisioning of GDE as glocal farming within Baltic family,
- partnership fair for Baltic regional cooperation
- personal key learnings and sharings that implied participants' reflections about ideas and experience shared in first three sessions of dialogs.

The program of the seminar implied several interconnected and interactive sections: (1) Dialogs between different GDE stakeholders, (2) Global dialogs within Baltic everyday realities, (3) Global dialogs from holistic everyday realities, (4) Parallel working groups, (5) Creative envisioning: Global education as global farming within Baltic family, (6) Partnership fair.

Section: Dialogs between different GDE stakeholders

Dialogs between different GDE stakeholders were implemented by the first section of the programme. This section was organized inviting representatives from Baltic national platforms and representatives from LV/LT/EST ministries of Foreign Affairs and/or ministries of Education with an aim to make a short contribution reflecting on two questions – *what is in the global education box?* and *what is in the Baltic box?* This section was enriched by participants' feedback – personal key learnings and sharings – that were participants' reflections about ideas, policy guidelines, and experience shared by GDE stakeholders.

Section: Global dialogs within Baltic everyday realities

This section provided three dialogs, each of them was introduced by a seminar partner organization/platform, followed by a representative with their good practice stories. An overview on GDE in LV, LT and EST was 20 minutes presentation that included:

- national level reflections about: existing perspectives on the concept and practice of GDE in terms of policy making and curricula development, best practices and challenges of GDE,
- ideas for future development of GDE about: advancing the development of GDE national strategies, joint action and collaboration within and beyond the Baltic region, furthering GDE in country and in the Baltic region, priorities and possible benchmarks in reference to Lisbon GDE Congress recommendations.

The form of a dialog with partner organizations from other countries to present national stories was applied.

Section: Global dialogs from holistic everyday realities

This section provided two dialogs, each of them was a co-presentation based on a dialog between two speakers. Dialogic way of presentation was expressed asking questions and challenging each other, supporting common theme with diverse contextual arguments or points of view, uncovering holistic realities by different good practice stories, and using metaphors of coming out of the box and GDE as family farming. This session was opened to conceptualization and theorizing of global education experience.

These two sections about global dialogs also were enriched by participants' feedback – personal key learnings and sharings – that were participants' reflections about ideas, concepts, and experience highlighted in global dialogs, both from Baltic and holistic everyday realities.

Section: Parallel working groups

This section provided involvement in one of five parallel working groups and implied contextualizing arguments for GDE.

- Working group 1: National and Baltic global education strategy
National legislations that govern education systems in Baltic countries do not support a national strategy or framework on global education. However, strategic activities of awareness raising and advocacy for global education, including good practice sharing and non-formal global education initiatives is a significant contribution to create political discourse that respects, enables and supports global education, and provides a reasonable space for creating national and/or Baltic global education strategy.
- Working group 2: Curriculum and practice of global education at national and Baltic region
Programs and practice of formal and non-formal global education that meet society needs at local, national and regional level is a key concern of all stakeholders of global education. Having both, formal and non-formal global education paths, their interrelation can also be a particular issue of discussion.
- Working group 3: Qualification and professional development of global educators
Success of global education is closely connected with investment in qualification and professional development of global educators. Therefore, teacher training institutions and organisations are significant stakeholders to provide regular campus-based and online global educators' competence development at all levels. However, ensuring flexibility public and private teacher training institutions and non-formal organizations have to share equal roles and responsibilities coordinating global educators' qualification and professional development.
- Working group 4: Quality support, monitoring and evaluation in global education
Evaluation in global education starts with acknowledgement of aims, goals and priorities. Quality of global education is embedded in participatory network that encourages sharing of good practice experience, critical reflection, and involvement in transformative activities. Ensuring further development, cooperation of different global education stakeholders should aim to create quality assurance structure based on connection with everyday realities and envisioning hopeful futures in local, national, regional and global level.
- Working group 5: Global education campaigning and outreach
Awareness raising and public knowledge of global education are key issues that ensure global citizenship and connection of global challenges with local community realities. Although campaigning and outreach are ways of global education, they are unique in their expression and method. Effective campaigning for global education is embedded in new understanding of development and is based on communication strategies attractive to groups beyond usual stakeholders, particularly including media.

Each working group was moderated by one or two field experts, each from different countries. This section was organized during both seminar days.

During the 1st day participants of working groups shared their experience, good practice examples, challenges and opportunities connected to the thematic focus of the group. Moderators invited participants to share participants' experience, good practice examples, challenges and opportunities connected to the thematic focus of the group. Moderators supported discussions by highlighting key

issues and integrating them for the final presentation in a way that built strategic recommendations created at the end of the seminar. Parallel working group discussions at the first day ended with reflections about parallel working groups where moderators provided three key ideas or issues discussed in working group.

Parallel working group discussions during the 2nd day were about sharing ideas connected to the thematic focus of the group for future development of GDE in Baltic region, for joint action and collaboration within and beyond the Baltic region, and for priorities and suggestions in reference to Lisbon GE Congress recommendations. Moderators supported these discussions by highlighting key issues and integrating them for the presentation to produce strategic recommendations for future development of GDE in Baltic region connected to the thematic focus of the group.

Section: Creative envisioning: Global education as glocal farming within Baltic family

This section was organized as a creative display session that gave an opportunity for each Baltic country to communicate their understanding and experience of global education as glocal farming in an informal and creative way. In this session each partner organization participated with a creative out-of-box display that integrated individual or organization stories with pictures, artefacts and anything that would open up the theme of family farming both directly and symbolically. Creative envisioning was organized in a specially created environment, welcomed and introduced by *glocal farmers*, followed by a short and creative presentation of their displays by each partner organization.

Section: Partnership fair for Baltic regional cooperation followed World Café methodology that was considered to be flexible for hosting large group dialogue. Partnership fair was organized in a specially created environment, welcomed and introduced by *world café hosts*, followed by several rounds of small group conversation about general and specific initiatives of cooperation in the field of global education within Baltic region.

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One of the initiatives encouraged by the seminar was creation of **country reports** that would provide the most update information about GDE in the Baltic countries. This report is mainly based on integration of Latvian, Lithuanian, and Estonian country reports. This joint report includes the following sections:

- Regional context of GDE
- GDE in the formal education system
- GDE in the non-formal education system, civil society and youth organisations
- Educational resources and support services, good practices
- Key observations and recommendations furthering GDE in the Baltic countries

3. REGIONAL CONTEXT OF GDE

Introduction

Although the GDE is directly linked to education, particularly to formal education field, CSOs with experience in development cooperation, mainly because of their involvement in various international initiatives – activities and networks – have contributed most to the introduction and furthering of GDE in the Baltic region. Since the beginning of GDE initiatives in Baltic countries, CSOs have been actively involved in two ways: (1) awareness raising about global and development cooperation issues in society by the help of non-formal methods, campaigns, etc., and (2) providing courses, programs and other education activities that ensure knowledge acquisition, skill and attitude development, and value orientation connected to global dimension.

To study general common perspectives, concepts, standards and coordinated policies in the field of GDE, the *European Development Education Monitoring Report DE Watch* is created by the European Multi-Stakeholder Steering Group on Development Education. The report provides analysis of various sources of information on Development Education (DE) practices in Europe. These sources include reports, evaluations, surveys and other documents by the European Commission, the North-South-Centre of the Council of Europe, the Global Education Network Europe (GENE), DEEEP/CONCORD, as well as inputs and feedbacks from various state and non-state actors at national level (http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf).

Political context and support for GDE

GDE policy is a multi-disciplinary policy. However, initially the discourse on GDE and policy-making in this field in all Baltic countries was closely related to single field – the field of development cooperation, similarly to other European countries. This connection is based on the point of view that GDE is a premise for successful development cooperation.

Discussions toward strategic approach to GDE in **Latvia** were initiated by the MFA in cooperation with the MES and LAPAS (represented by GLEN) in 2007. As a result of these discussions a seminar to draft national GDA strategy was organized and followed by discussions with school educators, entrepreneurs, and higher education representatives. A drafted multi-stakeholder *Development Education Policy 2008-2015* (http://lapas.lv/wp-content/uploads/2010/04/AI_pamatn_FINAL_latv.pdf) has been a civic society initiative and has worked out to coordinate public and civic society GDE initiatives in both formal and informal sector. However, this policy has never been ratified by MFA and MES. Thus, GDE in Latvia is still coordinated by LAPAS and implemented by CSOs. As MFA recognizes importance of GDE in the field of development cooperation, it supports majority of national and international GDE public events organized in Riga with presence in person.

Lithuania does not have GDE strategy or program. Responsibility and capacity of public institutions implementing means of GDE is not properly divided. The main actors of public institutions in this field are Ministry of Foreign Affairs and Ministry of Education and Science.

Currently, the implementation of Lithuania's *Progress Strategy Lithuania 2030* (*Lietuvos pažangos strategija „Lietuva 2030“*, http://lietuva2030.lt/images/stories/en_lietuva2030.pdf) starts. This strategy

partly provides to reduce social exclusion by developing and implementing national poverty reduction programs, to raise public environmental awareness, to promote sustainable consumption and responsible approach to economic development. GDE projects in Lithuania are usually financed by MFA which sets priorities for development cooperation projects.

One of perspectives and challenges on the national level in **Estonia** in GDE is implementation of the Strategy of Integration and Social Cohesion - *LÕIMUV EESTI 2020* - developed by the Ministry of Culture. It is development plan *Integrating Estonia 2020* for the years 2014–2020. It will be the basis for achieving integration policy objectives and for planning corresponding financing, and for ensuring that the costs made by the state, local governments and the non-profit sector are sustainable, purposeful and effective.

The current Estonian society is culturally and legally diverse. Estonia is home to representatives of almost 140 nationalities, with nationalities other than Estonian making up ca 31% of the population, according to 2011 census results. According to 2011 data from the Statistical Office, immigrant population makes up 22.6% of Estonia's population. According to data retrieved from the population register on 1 July 2012, 15.6% of Estonian residents do not have Estonian citizenship. The number of immigrants in need of adjustment support, including refugees, returnees and foreign workers, is on the rise.

Increasing social cohesion and including people with different linguistic and cultural background in community life is becoming increasingly important in terms of national stability, economic growth potential and social welfare. Ensuring the state's development and a cohesively functioning society requires decreasing inequality and exclusion, increasing communication and strengthening social relations and bonds. The integration process should result in a cohesive society that contributes to Estonia's development. In the context of the European Union, immigration and integration issues have become the focal point of political debate in many countries as well as on the wider European Union level, steering the Union towards elaborating a common migration and integration policy.

The trends in the integration field point to four major problems: 1) low level of participation in community life due to insufficient state language skills; 2) a thwarted naturalization process; 3) differences in employment and participation in civil society; 4) differences in social values and attitudes.

Unemployment rate increased from 2008 to 2010 more rapidly among people from other nationalities than among Estonians. The economic crisis somewhat increased differences by nationality in the labour market in terms of unemployment rate and employment structure. Finding a job is often made complicated by not having sufficient information regarding job options, and this in turn is caused by insufficient language skills.

The past years have witnessed an increase in migration to Estonia, and companies have also expressed more interest in hiring foreign staff. New immigrants carry a significant potential for the development of economic and community and cultural life in Estonia. Considering Estonia's aging and diminishing population and the need to maintain economic growth, Estonia will need increasingly more of qualified workers in the future, which requires making optimum use of the available human resources. According to the Statistical Office, the number of immigrants was 1,063 in 2008, 2,810 in 2010 and 3,058 in 2011.

In order for the society to function in a cohesive manner and for people of different nationalities to succeed in the labour market, state language should be spoken proficiently and actively, and employers

need to revise their stereotypical attitudes towards employees with immigrant background. If the people who have migrated to Estonia suffer from a lack of information, Estonian competitiveness in hiring highly qualified foreign staff suffers, and insufficient inclusion of immigrants can cause distancing or even alienation from the society and state. If residents with immigrant background barely participate in civil society organizations and stay away from the labour market, relations with permanent residents become strained, which can deepen mutual mistrust or give rise to conflicts, thus posing a threat to the state's stability.

The development plan includes systematically involve government authorities, local governments, non-profit associations and private sector partners in the long-term planning and implementation of the integration process, which requires an integration policy that is more flexible and guided by the needs of the target group and takes into account the needs and potential of target groups defined on the basis of integration clusters, and pays more attention to young people of different nationalities and new immigrants.

Development cooperation context

The field of development cooperation in European region is experiencing significant changes that are connected with increase of discourse about human rights, civic society and social capital. Estonia, Latvia and Lithuania take part in these changes. Policy of development cooperation and practice of GDE is rather new field in Baltics. However it has started to be implemented in a rather complicated period of time - global challenges from one side and globalization of local communities from other side - that initiates both new obstacles and new possibilities.

Along with membership of Baltic countries in EU, development cooperation policy was ratified and implemented by the Ministry of Foreign Affairs (MFA) in Estonia – in 2011, in Lithuania – in 2013, in Latvia - 2004.

At the international level, **Estonia** was first mentioned as a donor country in the OECD Development Assistance Committee's (DAC) 1999 report. The report cited Estonia's development cooperation efforts in 1998, and since then reporting to DAC has been an annual activity. Estonia is an active participant in global development processes, which include the Doha development agenda, the mobilizing of finances for development and the promoting of sustainability in development. Estonia strongly supports a holistic approach to global development, i.e. all policies potentially influencing developing countries should be considered together to ensure the strongest development impact.

The strategic objectives of Estonian development cooperation are: (1) to contribute to reducing global poverty and human development in developing countries, (2) to support peace and stability, the granting of human rights, the development of democracy as well as the promoting of good governance practices in developing countries, (3) promote economic development, including support for economic reform, integration into the global trade network and agriculture; fostering environmentally friendly and sustainable development and (4) to enhance development cooperation capacity of the Estonian public, private and third sectors and increasing the population's awareness of development cooperation and introducing global education. Development of the ICT-sector and e-governance issues will be a horizontal field.

As Estonia has been successful in bilateral cooperation in rebuilding a democratic state and society, it is able and willing to share its reform experiences and practical knowledge with its partner countries. So far, Estonia has shared reform experiences with countries like Ukraine, Georgia, Armenia, Albania, Tajikistan, Moldova, Kyrgyzstan, Macedonia, Belarus and Azerbaijan in fields ranging from WTO accession negotiations and reforming the national health care system to the implementation of information technology in state administration. The aim of Estonian development cooperation is to ensure long-term stability and continuous development in recipient countries. 66 projects were funded by MFA in 2012.

Besides bilateral cooperation, Estonia has become increasingly interested in trilateral cooperation projects. Such projects have already taken place in cooperation with Sweden, Finland, Iceland, Canada and with the United Kingdom (supporting Moldova, Ukraine and Georgia).

Through voluntary contributions, Estonia regularly supports in multilateral cooperation the operations of several United Nations agencies, such as the UN Development Program (UNDP), the UN High Commissioner for Refugees (UNHCR), the UN Office for the Coordination of Humanitarian Affairs (OCHA), the UN Voluntary Fund for Indigenous Populations and the UN Voluntary Fund for the International Decade of the World's Indigenous People. A number of specific projects, like protecting children's rights in the North Caucasus through UN Children's Fund (UNICEF) or OSCE Voluntary Fund for Activities Related to the Removal and Destruction of Russian Military Equipment and Ammunition from Moldova have also been supported. Estonia is a member and a donor to the International Red Cross Committee and several other internationally active organisations committed to promoting global peace and security.

The general goal of Estonian development cooperation is to contribute to the eradication of world poverty and to attaining the Millennium Development Goals. The goals of humanitarian aid provided by Estonia are to save human lives and deliver assistance to victims of natural or manmade disasters, focusing particularly on the most vulnerable population groups. The main actors in this field are Ministry of Foreign Affairs and Estonian Round-table for Development Cooperation (AKÜ) with its 29 members. GDE and development cooperation projects are financed mostly by EC and MFA.

Estonian objectives and priorities for development cooperation policy are outlined in the Principles of Estonian Development Cooperation approved by the Riigikogu (Estonian Parliament) in January 2003 as a successor of the previous policy document *Principles of Development Cooperation for the Years 1999-2000*. The updated Parliament-approved document states Estonia's continuous support for countries and regions striving to achieve consistent economic and social development. Estonia strongly believes that responsibility for their development lies primarily on the developing countries themselves.

As stipulated by the Government of the Republic Act, the Ministry of Foreign Affairs coordinates Estonia's development cooperation programmes. Other governmental agencies implement specific projects in the scope of their competence.

In January 2011, the Estonian Government approved the *Strategy of Estonian Development Cooperation and Humanitarian Aid 2011-2015*. This strategy formulates the objectives of Estonian development cooperation and humanitarian aid, the fields of activities and major partners among the countries and international organisations have been specified up to the year 2015. The priority partner countries of Estonian bilateral development cooperation are Georgia, Moldova, Ukraine and Afghanistan. These

countries and also Armenia, Azerbaijan and Belarus are priority countries for Estonian Development cooperation.

The humanitarian aid Estonia has provided in the past few years has focused on providing relief to war refugees and emergency assistance after natural disasters. Estonia has supported war refugees in Lebanon, Sudan, Iraq, Kosovo, Chechnya and Afghanistan in helping to meet basic needs. Estonia has given support to earthquake victims in Iran, Turkey, India and Pakistan and has also helped to soften the consequences of the floods in Poland and Czech Republic and famine in Georgia. When responding to such crises, the Estonian Government closely co-operates with international organisations and NGOs, which in several cases have been the leading agencies in delivering assistance.

In 2004, Estonia joined the global relief effort to assist Southeast Asian countries and their people to cope with the situation after a devastating tsunami and for the first time dispatched the Estonian Disaster Relief Team (EDRT) on a mission to Indonesia's Banda Aceh region. EDRT participated in 2005 in the relief efforts after the earthquake in Pakistan. Humanitarian assistance was delivered to Ukraine and Moldova for assisting the victims of floods and for repairing the damages of floods, in Philippines in 2013, 33 projects all together in 2013. In January-April 2014 MFA supported 9 projects (in Central-Africa Republic, Syrian refugees in Jordan, WHO and few projects in Ukraine).

The *Strategy for Estonian Development Cooperation and Humanitarian Aid 2011-2015* serves as the basis for regulating the activities of the Estonian public sector in the areas of development cooperation and humanitarian aid. The Strategy also allows other development cooperation and humanitarian aid players to plan their activities. MFA is responsible for the strategic planning, implementation and coordinating the activities of different participants of Estonian development cooperation.

Each year MFA submits to the Government of the Republic a report on the implementation of the *Strategy for Estonian Development Cooperation And Humanitarian Aid 2011–2015*, achievement of the goals established in the Strategy and in the implementation plan and on the effectiveness of the measures. To that end the MFA asks the opinion of other institutions related to the Strategy and their evaluation of the compliance of the implemented activities with the goals of the Strategy. In addition, in the event of Strategy goals and activities (projects, assistance allocated to international organisations, etc.) aimed directly at developing countries the Ministry of Finance takes into account the assessments of the partner countries and their partner institutions and international development cooperation and humanitarian aid organisations regarding progress made in relevant sectors in the developing countries.

As a result of drawing up the Strategy, Estonia's development cooperation is transparent and effective and its grounds, areas and major partners by target countries and international organisations have been identified. Estonia's development cooperation resources are limited, considering global development and humanitarian aid needs, and therefore the function of the Strategy is to achieve as accurate planning and efficiency of the aid activities as possible, compliance with the needs of the target countries and the activities of other donors in line with the generally recognised principles of aid such as the Paris Declaration and the Accra Agenda for Action.

The overall goal of Estonian development cooperation is to contribute to the eradication of world poverty and to attaining the Millennium Development Goals. Covering all areas, Estonia promotes more extensive application of information and communication technologies in the framework of development

cooperation, where possible. Throughout, Estonian development cooperation addresses human rights, gender equality, and environmental friendliness. More info in Estonian Basic documents in development (<https://www.riigiteataja.ee/en/>), *Development program for 2011-2015* (http://www.vm.ee/sites/default/files/arengukoostoo-humanitaarabi_arengukava_2011-2015.pdf), and Estonia development aids (<https://rakendus.vm.ee/akta/andmed.php>, <http://www.vm.ee/?q=node/12248>, <http://www.vm.ee/?q=node/19115>).

On the May 16th, 2013, **Lithuanian** Parliament passed the *Law on Development Cooperation and Humanitarian Aid* (*Vystomojo bendradarbiavimo ir humanitarinės pagalbos įstatymas*, http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=449238), which came into force on October 1st, 2013. This law determines the targets and guidelines of the Lithuanian Development Cooperation policy, formation, implementation, coordination and financing of the Lithuanian Development Cooperation, and ways of providing Humanitarian Aid. The goals of the *Lithuanian Development Cooperation Policy* are to contribute to the development of democracy, security, and stability in the neighbouring regions; to promote political, cultural, economic, and social relationship with the countries in the region; and to increase the role of Lithuania in shaping and implementing the policy of the international organisations in the region, and, therefore, to strengthen Lithuania's national security.

On a bilateral basis, Lithuania provides support to Belarus, Ukraine, Moldova, Georgia and Afghanistan. On a multilateral basis and with regard to the priorities of the European Union, according to possibilities, support is provided to countries in other regions, particularly in the poorest African countries. Lithuania provides support in the following areas: strengthening of democracy, human rights, good governance, and the rule of law, economic development, Euro-integration processes, and administrative capacities' building. In view of the needs of partners and available possibilities, Lithuania may provide support also in other areas.

Description of procedures for implementation of the Development Cooperation and Democracy Promotion Programme sets forth the procedures for planning the Development Cooperation and Democracy Promotion Programme of the MFA, project selection, evaluation and management, implementation of development cooperation activities of diplomatic representations, project financing, and provision of information about the Development Cooperation and Democracy Promotion Programme.

Development Cooperation Department of the MFA is responsible for the implementation and coordination of Lithuania's Development Cooperation Policy. Having regard to an increasing importance of the development cooperation policy in the world and seeking to introduce citizens of Lithuania to the activities of the state in this area, MFA focuses on informing and educating the general public.

As GDE issues were integrated with development cooperation issues in **Latvia**, MFA supported awareness-raising, even providing CSOs grant for GDE initiatives in 2007. Thus, in Latvia the first keyword to refer to GDE was '*development education*', afterwards used simultaneously and lately replaced by '*global education*'. According to the MFA official point of view, in term '*development cooperation*' word '*development*' determine the aim of assistance, but '*cooperation*' donors and organization cooperation

with beneficiaries, mutually to come to agreement about development aims and tasks as well as both parts duties and responsibilities.

GDE issues were integrated with development cooperation issues, thus MFA supported awareness-raising, even providing CSOs grant for GDE initiatives in 2007. Around this time, the first organizations and their activities in the field of GDE emerged. Cooperation between CSOs in the field of GDE was promoted by Latvian NGDO Platform LAPAS. Thus, development cooperation involves not only governmental institutions and their representatives but also representatives of the private sector and society as a whole, by making their contribution to reducing poverty in the world.

The current Latvian development cooperation activities and priorities are based on *the Latvian Development Cooperation Policy Strategy* (2011-2015). According to the strategy the main goals of Latvian development cooperation are: 1) strengthening the role of Latvia as the bilateral donor; 2) promotion of public awareness and support for development cooperation's goals and policy; 3) raising role of Latvia in achieving development goals and implementing international obligations (http://www.mfa.gov.lv/development%20cooperation%20strategy%202011-2015_eng.pdf).

According to the information of MFA (<http://www.mfa.gov.lv/en/policy/DevelopmentCooperation/finance/>), in 2013 Latvia's total ODA (official development assistance) amounted to 17.9 mil. EUR, representing 0.08% ODA of GNI. Around 90% of Latvia's ODA has been disbursed through multilateral channels (EC, UN agencies, IDA, EDF etc.). The rest of ODA has been implemented bilaterally mainly through different technical assistance projects. The total bilateral aid in 2013 was 1 082 561 EUR.

The specific targets for Latvian development cooperation policy in 2013 were: 1) implementing the projects in Moldova; 2) participation of Latvia within the civilian projects in Afghanistan; 3) co-financing the projects and capacity building activities of NGO's and social partners; 4) promotion of public awareness on development cooperation and participation within defining the development policy goals, priorities. The funding of Ministry of Foreign Affairs for bilateral development cooperation in 2014 intends to be 213 813 EUR.

The priorities for development cooperation in 2014: 1) the implementation of bilateral and triangular cooperation; 2) the promotion of public awareness and support for development cooperation's goals and policy (including with the participation of NGOs and social partners); 3) the preparation for Latvia's presidency of the Council of EU in 2015, the European year of Development (2015).

Currently, discourses on global challenges in society have been successfully initiated and their connection to context in Latvia has been acknowledged. Practical matters of the new development paradigm and globalisation perspective are the main conceptual strengths of GDE activities initiated by LAPAS organizations. The core questions that initiate reorientation from the old development paradigm to the new one are the following: *Is development cooperation about others/them or us? Is development cooperation about teaching or learning? Is development cooperation about individual or collective actions? Is development cooperation about helping others or creating alliances of sustainable communities? Is development cooperation about past, present or future? How does development cooperation relate to European dimension?* In this light we are looking forward to find national approach to deal with food security and sovereignty issue.

Educational context

An understanding and experience of GDE in Baltic countries is deeply integrated with development cooperation processes.

In **Latvia** cooperation between CSOs in the field of GDE was promoted by Latvian NGDO Platform LAPAS. LAPAS has initiated different activities that have provided conceptual and methodological foundations for further development of GDE. The first was an initiative in 2007 to create a national multi-stakeholder *Development Education Policy 2008-2015* (http://lapas.lv/wp-content/uploads/2010/04/AI_pamatn_FINAL_latv.pdf) to coordinate public and civic society GDE initiatives in both formal and informal sector.

Another remarkable initiative was LAPAS study in 2008 (*Attīstības izglītības jautājumi Latvijas pamatizglītības un vispārējās vidējās izglītības mācību priekšmetu saturā*, http://lapas.lv/wp-content/uploads/2010/04/ai_Lv_izglitibas_sistema.pdf) on GDE in national educational standards and curricula. This study highlighted that although GDE topics were present in curriculum, teachers lacked methodologies and teaching material in GDE. The approach most widely used in general education curricula, is informing and promoting of understanding, less we can find an attitude development, and nearly absent is involvement and participation. After five years – in 2013 - another study about GDE in social sciences was conducted by Education Development Centre (IAC) that is a member organization of LAPAS (*Ziņojums par attīstības/globālās izglītības aspektu izpēti sociālo zinātņu mācību priekšmetos angļu valodā*, <http://www.globalizglitiba.lv/assets/Globalizglitiba/mateirli/Global-Dimension-A4-gramata2web.pdf>) with cooperation of partners – Leeds Development Education Centre in the UK, Mondo in Estonia and The British Council in Latvia in context of the project *Global Dimension in Social Sciences Subjects in Formal Education*. It is a study about the presence of the global dimension in social sciences subjects, with the objective to assess the situation in social sciences subjects in formal education in different countries of the EU, to identify the relevance of the global theme, as well as the experience, challenges and opportunities in other countries.

The first National Conference on GDE was organized by LAPAS with the support of the Council of Europe's North South Centre on November 2009. This conference provided a first public opportunity to reflect on existing national priorities, achievements and challenges in the field of GDA. The main conclusion was that these first years of determined activities sustained by LAPAS were permeated with hopes that GDE field in Latvia will be legally acknowledged. Yet, *Development Education Policy 2008-2015* was never officially adopted by the government of Latvia. However, it serves as a conceptual support and is used by the non-governmental sector to frame GDE activities.

Also, a significant initiative to strengthen participation of GDE and development cooperation NGOs in decision making, providing public services, implementation of ES policy instruments and co-financed international projects was project *NGO Capacity Strengthening in the Process of Policy Development in Development Cooperation and Development Education*, implemented in 2013. The survey of GDE NGOs highlighted that the most common keywords used by LAPAS members that characterize GDE discourse and experience are: global dimension, glocalization, health, old and new paradigms of development, education for sustainable development, environment sustainability, second life of things, intercultural diversity, interrelatedness, migration, social justice, fair-trade, poverty reduction, cooperation culture, education in multicultural and multilingual society, MGD and postMGD (*Stratēģija NVO kapacitātes*

stiprināšanai attīstības sadarbības un attīstības izglītības jomās,
<http://www.iac.edu.lv/assets/Uploads/Materiali/STRATEGIJAmaketsjauns.pdf>,
stiprināšanai attīstības sadarbības un attīstības izglītības jomās,
<http://www.iac.edu.lv/assets/Uploads/Materiali/CELVEDIS09.09.2013..pdf>),
Celvedis NVO kapacitātes

Although the current GDE practices in Latvia are mainly related to young people, teachers, and school administration, LAPAS is reaching out the field of formal education by initiatives directed towards local community level. Thus, a local community approach in GDE is one of LAPAS current priorities. Transnational events, such as EU Presidency in 2015, European Year of Development are the main benchmarks that will be widely reflected in GDE practice in the next years in Latvia.

It is remarkable that despite **Lithuania** does not have a strategy of GDE, a lot of issues of GDE are covered in a *State Education Strategy for 2013-2022 (Valstybinė švietimo 2013–2022 metų strategija, <https://www.e-tar.lt/portal/forms/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382>)*, which the Government of Lithuania submitted for the approval of the Seimas. The strategy provisions the priorities of Lithuania's education, sets long term goals and establishes the education content change and funding trends. The strategic goal of this document is to make Lithuania's education a sustainable basis for strong and independent person who would create his own, country's and world's future responsibly and jointly.

Also, GDE issues are reflected in *National Strategy for Sustainable Development (Nacionalinė darnaus vystymosi strategija, http://www.am.lt/VI/rubric.php3?rubric_id=606)*, and *National Sustainable Development Education Program for 2007-2015 (Nacionalinė darnaus vystymosi švietimo 2007–2015 metų programa, http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=305987&p_query=&p_tr2=)*

Public opinion context

Historical experience and situation in the Baltic countries – the second restoration of independence not more than 25 years ago, the lack of foreign policy during the Soviet occupation, the lack colonization history – are regional characteristics and challenges of development cooperation that influence public awareness, understanding and outreach. However, the shift from an aid receiver to a donor thinking in society cannot happen only as the result of external motivators. It should be a process that emphasizes awareness raising, competency and attitude development and value orientation, thus GDE has an extreme role in sustaining balanced development both, nationally and globally.

Although global politics influences all the most significant spheres of development, public awareness and understanding of development issues in **Latvia** are relatively weak. Also, involvement of policy-makers (MES and other formal education representatives) and the academic sector is rather insufficient, as well as the interest of media and entrepreneurs. Several studies and relatively passive involvement in various DC activities show that in general Latvian residents recognize the importance of the help to people in developing countries, however, as it comes to personal position, the majority do not have sufficient motivation and volition to support developing countries - both on a national (devoting taxpayers' money) and individual level (dedicating their own resources, including volunteering their time). This challenge is

also reflected by EC Eurobarometer *EU Development Aid and the Millenium Development Goals, Special Eurobarometer 405* (http://ec.europa.eu/public_opinion/archives/ebs/ebs_405_en.pdf). When asked how important it is to help people in developing countries, 76% of Latvian residents believe that it is important and 21% that it is not important (to compare, EU27: 85% - agree, 15% - disagree). 61% of Latvian residents agree that tackling poverty in developing countries has a positive influence on EU citizens, and 32% - disagree (to compare, EU27: 69% - agree, 24% - disagree). 59% of Latvian residents agree that tackling poverty in developing countries should be one of the main priorities of the EU, and 37% disagree (to compare, EU27: 66% - agree, 30% - disagree). As it goes to national priorities, only 37% of Latvian residents agree that that tackling poverty in developing countries should be one of the main priorities of the national government, and 59% - disagree (to compare, EU27: 48% - agree, 48% - disagree). And the main shift in attitude towards helping people in developing countries is reflected in connection to personal commitment to development. Only 27% of Latvian residents agree that they would be prepared to pay more for products from developing countries to support people living there, and 70% - disagree (to compare, EU27: 48% - agree, 47% - disagree).

To highlight Latvian residents' awareness of the Millennium Development Goals, only 2% of people know what they are, 12% have heard of them but don't really know what they are, and 86% - do not know anything about the MDGs (to compare, EU27: 6% - know what they are, 16% - have heard of them but don't really know what they are, 77% do not know anything about the MDGs). And it is not surprising, that the most knowledgeable group of people who know about the MDGs are students who are still studying. It shows that formal education still has the most influence in awareness raising about global and development cooperation issues in Latvia. However, the numbers of formal education influence are not rather high.

The main obstacle that influences successful multi-stakeholder involvement in the field of GDE in Latvia is the lack of common vision and involvement in recognizing GDE field among other priorities. It is indicated by the fact that *Development Education Policy 2008-2015* that was elaborated by a multistakeholder expert group including representatives from MFA and MES, has never been ratified by MFA and MES. For sure, political context would stimulate recognition of GDE field in society. Also, a joint action Baltic strategy about collaboration within and beyond the Baltic region would provide support and further development of GDE in Latvia.

In **Estonia** special part of the *Strategy of Estonian Development Cooperation and Humanitarian Aid 2011-2015* (sub-area VI) is titled *INFORMING THE PUBLIC AND GLOBAL EDUCATION*, sub-goal 11: Raising the awareness of the Estonian public, particularly younger people, as regards development cooperation and global development problems. According to the public opinion polls carried out in 2005 and 2008, the support of the Estonian population to development cooperation has gradually increased. 65% of the population and 95% of the opinion leaders support the helping of poorer countries. It became evident from the surveys that primarily opinion leaders (97%), but also three residents out of four are convinced that Estonia should render assistance to poorer and less developed countries. Among the population the support to development cooperation has grown by 11% in three years and that can be associated with higher living standards. 21% of the population and 1% of opinion leaders have a more dismissive attitude towards development cooperation. The constantly developing foreign policy area still requires active and purposeful notification of the members of society of international development goals and problems. The most important target group of Estonian development cooperation is young people.

Through 2006-2013 mainly the organisation of development cooperation seminars and conferences by the third sector, the issue of publications and collections of articles and the publication of articles has been supported in the framework of informing the public by way of co-financing and joint organisation. MFA as well as the main project implementers, i.e. non-profit association Arengukoostöö Ümarlaud (Development Cooperation Round Table) and its member organisations, have been engaged in informing the public.

Key GDE stakeholders: ministries, agencies, civil society, local authorities

CSOs in furthering discourse and praxis within the field of GDE usually act as a bridge between public and private sectors. CSOs's impact can be described as quicker, cheaper, closer to people, and thus, more effective both, in their own countries and globally. Their involvement in GDE or DC activities has been considered as rather neutral, reliable, and human. Besides, CSOs have developed immediate experience in several fields, as humanities, democratization, civic society development, etc., that lack public and private enterprises. Key GDE stakeholders in Baltic countries are NGDO platforms and other umbrella organizations:

- **AKÜ – Estonian Round-table for Development Cooperation** (Arengukoostöö Ümarlaud), <http://www.terveilm.ee/en/>,
- **Estonian UNESCO Associated Schools Project Network**, <http://www.unesco.ee/the-unesco-associated-schools/>,
- **LAPAS – Latvian Platform for Development Cooperation**, <http://lapas.lv/>,
- **LITDEA – Lithuanian development education and cooperation network**, <http://www.litdea.eu/>,
- **Lithuanian Children and Youth Centre** of Lithuanian Ministry of Education and Science, <http://www.lvjc.lt/>,
- **Lithuanian NGDO Platform**, <http://www.pagalba.org/en/index.html>.

In **Latvia** cooperation between organizations and work on common goals and vision is promoted by the organizations' platform LAPAS. LAPAS that represent more than 30 member NGOs is the place where current developments, events and opportunities in the field of GDE both in Latvia and in Europe are discussed through formal and organized platforms (working groups) or informal gatherings, meetings. Significant initiative implemented by LAPAS is Development Education Working Group (DEWG) that brings together CSOs and individuals most interested and active in GDE. With shorter or longer interruptions, a GDE Working Group operates within LAPAS bringing together those NGOs that are interested and active in the field. As one of the most significant initiatives if this group is bringing together all national key actors – representatives of MFA, MES and NGOs, school and higher education experts, journalists, etc., and involving them in development of national strategy of GDE in 2007. This education policy document was completed and approved in 2008. Currently, as we are approaching the deadline of this never-approved document, the question is about future activities connected with policy making. Hopefully, Baltic regional GDE seminar would provide some hope. As LAPAS GDE Working Group has agreed, meetings are organized according to its participants' needs not a strict schedule. Each meeting, including the recent ones in 24/04/2013, 07/12/2013, 03/02/2014, 15.04.2014, facilitates urgent information and experience sharing, brainstorming and planning.

Another LAPAS' initiative is Latvian development cooperation and GDE organizations' representation in different international networks and forums, e.g., Confederation for Relief and Development (CONCORD), CONCORD core-working group DARE (Development Awareness Raising and Education Forum), Developing Europeans' Engagement for the Eradication of Poverty Global (DEEEP), Global Education Network (GLEN). LAPAS' membership in international networks and forums provide LAPAS member organizations access to information and contacts, rise of awareness, and diverse initiatives of civic participation.

The most active players and those who further development of GDE field in Latvia are from the NGO sector, and they are member organizations of LAPAS. The most active CSOs are: **Association Education for Sustainable Development (AIIA)** <http://www.ise-lv.eu/index.php?show=43>, **Development Bulb (DB)** <http://bulb.lv/>, **Education Development Centre (IAC)** <http://www.iac.edu.lv/home-en-US/>, **GLEN Latvia** <http://www.glen.lv/?l=1516>, **homo ecos:** <http://www.homoecos.lv/lat/>, **Humana People to People Latvia (HUMANA P2P LV)** <http://www.hppinlatvia.tk/>, **JASMA** <http://www.jasma.lv/lv>, **Latvian Association of University Lecturers for Cooperation in Education (LAPSA)**, **Papardes Zieds (PZ)** <http://www.papardeszieds.lv/>, etc.

Beside initiatives implemented by LAPAS, there were several other players connected to the field of GDE. Two significant stakeholders apart from NGOs involved in initial GDE activities were the formal education sector (general education, higher education and MES), and foreign affairs experts (especially MFA). Global development processes in education in Latvia were introduced as three separate but conceptually overlapping strands: (1) education on human development that was related to the United Nations Human Development (UNDP) Programme, mainly implemented by the University of Latvia, (2) education for sustainable development, also linked with the United Nations decade of sustainable development, implemented with the help of initiatives provided by Ministry of Environment, MES, UNESCO National Commission of Latvia, Daugavpils University Institute of Sustainable Education, and several NGOs, and (3) development education, implemented by various NGOs that belong to LAPAS (NSC GE/DE Seminar Latvia report 2009, http://www.coe.int/t/dg4/nscentre/GE/JMA_Education_EN.asp). Their conceptual difference was based on variety of fields these stakeholders were representing. However, the involvement of policy-makers, academic sector and the interest of media and entrepreneurs in the field of GDE is relatively weak.

To provide general characteristics of the GDE field in **Lithuania**, it must be emphasised that the representatives of NGO sector are the most active players and the ones who promote the development of GDE field and changes. One of the most active actors in development education field in Lithuania is National Platform of Development Cooperation (NGDO). NGDO brings together 19 Lithuanian organisations working in the field of development cooperation. NGDO Platform was established on March 29, 2007. Main fields of activity: (1) public awareness raising and civic education; (2) increasing opportunities for Lithuanian NGOs to participate in international development cooperation; (3) representation of NGDO Platform in Lithuania, European Union (EU) level and at other international organisations; (4) active participation in shaping and implementing Lithuanian and EU development cooperation policies; (5) developing and strengthening the capacities of the NGDO Platform and its member organisations. NGDO Platform aims at shaping and implementing Lithuanian and EU development cooperation policies, strengthening the capacities of its member organisations, raising public awareness and knowledge about development cooperation via public events and educational campaigns. As part of Lithuanian Umbrella NGDO Platform is an active member of the European

confederation of Relief and Development NGOs CONCORD, closely cooperates with NGDO platforms in Ireland, Scandinavia and the Baltic states.

One more actor is LITDEA – Lithuanian development education and cooperation network (association) of non-governmental institutions, that work cooperatively and collaboratively for promotion of development values, ideas and transfer of good practice experience in country and abroad, for mutual learning of its members by exchange and information, dialogue with other stakeholders on issues related to the development education and awareness raising. LITDEA brings together 11 organizations.

Lithuanian MES is also actively engaged in the above-mentioned activities, continues to coordinate and supports two programs related with Global Education: Global Education Week (GEW) and Global Action Week (GAW). Lithuanian Children and Youth Centre (subordinate to MES) is key organiser and coordinator of this campaigns together with NGO's, youth organisations, public bodies relating to the topic of GEW and GAW. Coordinating structure – Lithuanian Children and Youth Centre – invites various institutions of education from all the country to make initiatives in their regions and to take part in creative contests, events, actions, trainings. Schools, teachers and youngsters from all the country took part.

The involvement of policy makers and academic sector, as well as the media and entrepreneurs' interest in Lithuania is rather poor. All significant initiatives have been initiated by NGOs. Considering shortage of funding during the years of crisis, the project competitions of the European Union EuropeAid programme and other organisations and initiatives of European and international scale, which either provide financial resources or education, information acquisition or capacity building opportunities, have been of great importance. More info: *The position paper of the Lithuanian NGOs (Lietuvos nevyriausybių organizacijų pozicija dėl vystomojo švietimo plėtros, http://www.pagalba.org/xinha/plugins/ExtendedFileManager/demo_images/NVO_pozicija_vystomojo_vietimo_pletra_vF.pdf), and (Rekomendacijos vystomojo švietimo politikai, <http://www.slideshare.net/ilgius/rekomendacijos-vystomojo-vietimo-politikai-2012>).*

In **Estonia** GDE activities are mainly coordinated by Estonian Round-table for Development Cooperation (Arengukoostöö Ümarlaud, acronym: AKÜ) that is an independent not-for-profit coalition of 29 non-governmental organizations that work in the field of development cooperation and global education and take active role and comments these reports. AKÜ's main goal is to improve the creation and implementation of development policy and informing the general public of the issues in development cooperation and their opportunities to participate in it. Arengukoostöö Ümarlaud started to work in October 2002, in 2004 joined ASA-program GLEN project, in 2005 organised first World Day (next World Day will be on the Vabaduse square in Tallinn on May 31, 2014). AKÜ is members of CONCORD and Development Awareness Raising and Education (DARE) Forum, participate in TRIALOG V project and DEEEP project. Good cooperation is with Kehys ry, KEPA (Finland), CONCORD Sweden and Baltic national platforms in Latvia and Lithuania. AKÜ developed the strategy in GDE for 2011-2015. There is Global education working group in AKÜ, 11 NGOs are members of this working group.

The most active member in AKÜ is NGO Mondo, independent Estonian organization, which is devoted on development cooperation, global education and humanitarian aid. NGO Mondo is one of the main civil associations, which actively deals with global education. Mondo Global Education Centre supports the

work of Estonian UNESCO associated school network. Mondo's mission is to support people living in vulnerable situation and communities to take care of themselves and to raise public awareness in Estonia about world's problems and their possible solutions. Mondo's vision is a stable and caring world, where everyone has a possibility for decent standards of living. Mondo works on increasing the awareness of Estonian people on the challenges of globalisation and promotion tolerance, respect for human rights and solidarity for people living in poorer regions. The main global education projects at the moment are DFC – documentary film clubs, teach MDGs, UNESCO project and Raising global citizens' project. The main funding comes from the European Commission and the MFA. The Ministry of Education and the Ministry of Culture have also supported some activities.

Since February 2013 Mondo coordinates Fairtrade in Estonia. Fairtrade is an international movement, which stands for small manufacturers in development countries. It is not charity, but solidarity based on trade relations between manufacturers from developing countries and consumers from welfare states. Since the beginning of 2013, Mondo carries out three year long European wide fairtrade chocolate campaign. Its goal is to apprise consumers about the manufacturing conditions of cocoa and collect signatures for petition that demands European Chocolate manufacturers to pay cocoa farmers fair price.

Eesti People to People is a non-profit organization registered in 1997 and with activities since 1993 as a chapter of People to People International (PTPI) NGO. The purpose of People to People International (PTPI) aims to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures. PTPI database is available for all schools in Estonia for Pan Pal program. Young people and adult participate in PTPI Foreign guests programme when host at homes people from different countries and also live in families when travel abroad. There are PTPI chapters more than on 50 countries in the world. Eesti People to People is active in Youth in Action Programme as sending and hosting organisation. The last training course Eesti PTP organised in Armenia in September 2013.

International Youth Association EstYES is non-profit, non-political, non-governmental organisation. It was established in 1991 with the purpose to promote youth and cultural exchanges for better understanding and a more just world. In 1995 EstYES got an official legal status of NGO. It is a pioneer organisation in the field of youth voluntary service in Estonia. EstYES works mainly with the young people aged 16 - 30. The majority of them are high school or university students. Young people with fewer opportunities are a group of special consideration of EstYES. EstYES is coordinator in EuropeAid project and active sending and hosting organisation in Youth in Action programme, including EVS projects and Youth in the World projects.

Ethical Links NGO considers global education to be a topic of importance. The members of Ethical Links are invited to speak in schools about the issues we work on: development cooperation, gender stereotypes, ethnic discrimination, refugees, environment and climate change, cultural diversity, sustainability and organic food. Volunteering is one of the best ways to get in touch with a new region and new culture. NGO works together with Orient and Dance Theater and Ramallah Ballet Canter - Dance School in Ramallah/AL Bireh in Palestine and cooperate with organizations in Al Aqabah Village where volunteers are teaching English and with Tubas Brotherhood Club Organization that works on increasing sustainability and empowering local society in Jordan Valley.

Estonian UNESCO Associated Schools Project Network. This network was founded in 1953 in order to promote better understanding between people and peace in the world. Today, the network consists of more than 8500 schools worldwide. The UNESCO Associated Schools status is a quality label, which shows that the school is more open, aware, active and innovative in certain fields. The purpose of the Estonian UNESCO Associated Schools is to offer possibilities for the students to promote peace, tolerance and democracy both in Estonia, as well as in more global terms. The priorities include global education, multiculturalism and environmentally sustainable development in the Baltic Sea region. The activities of schools participating in the network are not limited to a certain list, focus on four main topics: global hot spots and the role of the UN in solving them; human rights, democracy and tolerance; intercultural learning and understanding; the environment and sustainable development. Schools carry out different projects, which introduce innovative methods and approach in the field of education in their country. At the same time, participating schools can exchange experiences with other associated schools in 176 countries and participate in different video conferences and international events.

4. GDE IN THE FORMAL EDUCATION SYSTEM

GDE in the Baltic countries has not been considered as the separate education topic, area, or approach that should be mandatory implemented in formal education. However, wide CSOs' initiated initiatives and instruments of GDE promote compatibility of GDE with intercultural education, civic education, education for sustainable development, etc. In spite of regular cooperation and idea exchange with education policy makers, so far formalization of GDE in Baltics has not been successful.

Under the initiative of the **Lithuanian** NGDO Platform, Lithuanian NGOs working in the fields of education and public awareness raising have formed a group seeking to add the global dimension to the Lithuanian education system. During the recent years, there have been a growing number of attempts to integrate sustainable development aspects (especially environmental dimension) into the official documents regulating public education in Lithuania. However, there is still a lot of room for improvement of formal and non-formal education in educating citizens who are globally sensitive and responsible. Whilst Lithuania is emerging as a donor state, there is still a lack of education that explores social and economic issues. Therefore, the NGOs call for implementation of the EU recommended GDE programmes which aims at developing deeper knowledge about global sustainable development, human rights and intercultural learning.

In dialogue with the public institutions NGOs will seek to:

- Initiate the creation of a permanent working group for the questions of GDE.
- Create a comprehensive definition of GDE which would not only include public awareness raising about the official development assistance provided by Lithuania or the EU, but would also embrace the education that fosters the participation of the citizens in the global fight against poverty and inequality, includes human rights and peace education, conflict prevention.
- Adequately regulate GDE in the Lithuanian legal system.
- Review the existing educational programmes and if necessary update them with the social and economic dimensions. In a long-term perspective, adopt a long – term GDE programme that

includes both GDE and education for sustainable development, intercultural learning and other GDE aspects along with its coordination mechanism, clear responsibilities and adequate funding resources for its implementation.

- Clearly define the competencies and responsibilities of the institutions involved. In addition to that, define the role of the NGO representatives, experts and academia in the formulation, assessment and implementation processes of the GDE programmes in the Lithuanian education system.

The NGOs shall seek that these decisions are made before the beginning of 2015 – European Year for Development.

In **Estonia** over the last years more attention has been paid to GDE projects and to introducing development cooperation in the school education system and also regular information days for entrepreneurs have been organised in cooperation with the Estonian Chamber of Commerce and Industry for the purpose of introducing the development cooperation system. The cost of achievement of the sub-goal in the previous years has been approximately 0.38 million EUR.

The *Strategy for Estonian Development Cooperation And Humanitarian Aid 2011–2015* contains updated measures of the sub-goal of informing the public and GDE. In addition to involving different target groups, the Strategy pays more attention to developing GDE in the formal and informal education system, thereby supporting the preparation and dissemination of teaching materials. Under the Strategy Estonia informs its citizens of the possibilities of participating in humanitarian and development cooperation activities through campaigns and direct donations, which results in greater awareness of humanitarian assistance and development cooperation.

GDE experience in **Latvia** is not very rich; however its initiatives are rather varied. All the initiatives relatively reflect several diverse expressions: national level and global level activities, research-based activities, and public educating events, such as, conferences, exhibitions, campaigns. Those initiatives ensure awareness raising about global challenges and intercultural skill development of participants who live in Latvia. Mainly these are short term or long term courses and education programs serving as compensatory activities to cover urgent issues missing in formal – pre-school, school, and teacher training – education (IAC, Humana P2P LV, Papardes Zieds, etc.). Here GDE has been ensured by actualization of global challenges, interactive environment, ICT use, guest-speakers, etc.

5. GDE IN THE NON-FORMAL EDUCATION SYSTEM, CIVIL SOCIETY AND YOUTH ORGANISATIONS

Global level initiatives encourage people to resist narrow and self-concentrated world-view by reaching out national environment. In **Latvia** these are GDE programs, mainly for youth that provide practice in developing countries (GLEN). Some CSOs provide project-based GDE initiatives in priority countries recognized by MFA, such as Moldova, Georgia, Uzbekistan, Tajikistan, Kirgizstan, etc. (Development Bulb, LAPSA), some other CSOs provide research-based activities both, in Latvia and globally (Development Bulb, AIIA). More info about current CSO' players and their activities in the field of GDE in *Strategy for NGO Capacity Development in Development Cooperation and Development Education Sphere* (<http://www.iac.edu.lv/assets/Uploads/Materiali/STRATEGIJAmaketsjauns.pdf>).

Currently LAPAS platform organizations active in the field of GDE are building common understanding of using campaigns in GDE. Key issue that serves as a foundation for the new understanding and campaign experience is that campaigns should be not only about informing, but mainly about changes in life style, activity and involvement. This understanding of campaigns is broader than traditional one, as it integrated understanding of campaign and education. LAPAS is currently creating a design of a campaign that could be organised by grassroots within their local communities, dealing with themes of GDE and aiming to initiate transformative changes in lifestyles, work and civic participation. To motivate changes in lifestyles not to educate is a challenge using campaigns in GDE field. Especially it true for educators who have settled comfortably in the field of education. As education is a broadening process provided by an educator to reveal layers of complexity and to lead to higher understanding, it is not easy to let go the role of being an educator. Although campaigns include an educational effect, it is learning by doing, through experience, rather than through acquiring information. GD educators from LAPAS DEWG consider campaigning as an approach to lower barriers against action and to increase motivation to change. Using campaigns as short term involvement has been started by LAPAS within formal education environments, thus children, youth, teachers, and local community residents are those who already have been involved in sets of communicative activities that generally proceed from a state of ignorance, through interest and involvement, into motivated engagement, and finally into a state of satisfaction or reward. Also, experience of organizing campaigns will be crucial during the period of EU Presidency in Latvia in 2015.

Initiated by the national seminar *Localizing global issues: Development of methodology for grassroots informing, empowerment and social inclusion* (<http://lapas.lv/glokalizacijas-seminars/>) that was organized in March 2014, LAPAS has been working on methodological guidelines of localizing global issues. These methodological guidelines are shaped according to parts of an elephant body representing seven unique characteristics that are turning points of our own personal global journey, including awareness of ourselves and our daily life, readiness to challenge it, pinning challenges, sensing and developing shared understanding, intuitive knowing, humanizing, sorting out, prioritizing and getting focused, guiding ourselves into reality/ local context, sharing and taking responsibilities, building alliances, motivating ourselves to participate in this journey. This elephant is a tool or a map of how to create experience-based narrative of localizing global issues. For this imaginary elephant to become real or personal, we need to describe our role as a stakeholder and to follow the steps of implementation of an elephant. This tool also implies paradoxical reflection. As the paradox of critical GDE is that it should to be less global and more local, elephant as global symbol encourages us that distance between global and local is not far away. How successful is this methodological tool in shaping personal experience-based narrative of localizing global issues can be evaluated by its health check - *what should be done that this elephant become real? Is this elephant future-fit? How to be sure that this elephant can walk all three journeys – mind, foot and heart?*

The developed methodology together with other developed ideas and learnings will be used in activities of LAPAS EU Presidency 2015 project and European Year of Development 2015 project to support discussions about global issues within local communities.

6. EDUCATIONAL RESOURCES AND SUPPORT SERVICES, GOOD PRACTICES

Baltic regional discourse on GDE

The first Baltic global educators' meeting took place at **Dolt, the Baltic Regional Conference on GDE** in Riga on April 29-30, 2010 (<http://lapas.lv/attistibas-izglitiba/politikas-dokumenti/baltijas-attistibas-izglitibas-konference/>). This conference was a meaningful landmark in development of GDE field organized in co-operation and with the support of the NSC of the Council of Europe and the EC. The purpose of the conference was to convene the key stakeholders in the field, assess the state of art of GDA in the Baltic countries of Lithuania, Estonia and Latvia and raise public awareness on the basis of the EU strategy *European Consensus on Development Education* as well as the Council of Europe's current process towards adopting a recommendation on GDA. Before this conference there had been no systematic reflection of experience between GDE actors in the Baltics. This conference initiated idea exchange for Baltic cooperation, highlighting that joint work among the Baltic States CSOs in GDE field could focus on collaboration in developing national GDE websites, joint GDE youth summer camps, sharing academic resources, and exchanging tips on customisation of material translated from EU 15 member states, etc. As none of the Baltic States' governments have a formal GDE policy, all are opting to integrate GDE into their mainstream curriculum.

Another initiative was the project **Baltic States – Channeling Information for Development** implemented in 2010 – 2012 by LAPAS in cooperation with Estonian Roundtable for Development Cooperation (AKÜ) and Lithuanian National Platform of Development Cooperation Nongovernmental Organisations supported by EC – EuropeAid Co-operation Office. The overall objective of the project was to work on creating preconditions so that the national governments of Estonia, Latvia and Lithuania and the European Union have policies that are coherent and therefore decrease the negative social dimensions of globalization and mitigate the results of threats to human security, thereby promoting development and ultimately, the achievement of the Millennium Development Goals (MDGs). Activities of the project were: PanBaltic World Talks, National World Talks, and development of fact sheets about different social aspects of globalization, see: <http://lapas.lv/publikacijas/faktu-lapas/>

For the most recent and complete information on national development education issues: http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp. You will be able to find all the Final Reports of seminars on Lithuania, Estonia and Latvia on development education.

Projects on GDE

GDE projects are essential in advancing the field. They serve as short or longer term good practices that advance awareness raising, conceptual and attitudinal development of aim groups and the public. Also, projects provide clearly defined practice areas for enrichment of educational mastery of implementers. Each of the Baltic countries has their own projects that have shaped national face of GDE.

Meaningful impact in recognition and development of GDE in **Latvia** have had some EU funded projects: *Schools as satellites in development education* (Education Development Center, 2009-2011, <http://www.skolaskasateliti.lv/en/projekta-ideja/>), *Global dimension in social science subjects in Formal Education* (Education Development Center, 2013-2015, <http://www.globalaizglitiba.lv>), *Global Teachers Award* (HUMANA P2P LV and Latvian Adult Education Association, 2013-2014,

<http://www.laea.lv/sakums/projekti/partneris/--globl-skolotja-tituls.aspx>), *School Initiative: Global Teacher* (HUMANA P2P LV, 2013-2014, <http://www.hppinlatvia.tk/globalais-skoltajs/>), *NGO Capacity Strengthening in the Process of Policy Development in Development Cooperation and Development Education* (Education Development Center, 2013, <http://www.iac.edu.lv/istenotie-projekti/nvo-kapacitates-stiprinasana-attistibas-sadarbibas-un-attistibas-izglitibas-politikas-veidosanas-procesa/>)

- ***Schools as satellites in development education*** aimed to facilitate public awareness of global or development education and to promote qualitative integration of GDE in formal and informal education in Latvia. This Project stated that GDE is not implemented a separate subject in Latvian schools, however, issues of GDE curriculum are included in the standard requirements that are set for study subjects. The standards of study subjects require teaching issues of GDE in all age groups – from elementary to secondary school. The dimension of GDE is found in the standards of various subjects, both in the field of humanities and science. As the result, these projects have created several publications, methodological materials, guidelines, etc., that include the explanation of GDE, reflections of education in Latvia in the global context, experience of project schools and the project outcomes as well as the opinions and recommendations of Latvian and foreign experts on development/global education.
- ***Global dimension in social science subjects in Formal Education*** aims to promote education for development and to raise public awareness of development issues in Latvia, Estonia and the UK as well as across the Europe, and to increase the awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world. Specifically, this project acts to introduce GDE themes in the agenda of the society, to cooperate with education policy makers to integrate GDE themes in formal education across the Social Sciences curriculum, to develop and approbate GDE programs and methodological materials in schools of Latvia, to work out criteria for measuring the effectiveness of DGE activities, to build cooperation network among GDE experts from project countries. Main activities of the project are implementation of a comparative study about GDE in the education in European countries, development of programs and materials about GDE, establishing network of 21 schools and involvement of education policy experts, specialists and institutions in forming the understanding of GDE issues, etc.
- ***Global Teachers Award*** aims to raise the profile and quality of GDE provision in the EU, by offering national GDE teacher training programme in four project partner countries. During this educational course teachers will get skills, confidence and understanding to embed GDE in school curricula.
- ***School Initiative: Global Teacher*** aims to raise understanding about GDE themes, creativity, and initiative, and their introduction in formal and non-formal education. This initiative supports multi-stakeholder approach organizing seminars at education institutions with children, teachers, parents, and municipality representatives as participants.
- ***NGO Capacity Strengthening in the Process of Policy Development in Development Cooperation and Development Education*** aimed to strengthen participation of development education and development cooperation NGOs in decision making, providing public services, implementation of ES policy instruments and co-financed international projects. Direct aims were to enrich capacity of four NGOs for involvement in development cooperation and GDE policy making process. As a result of this project *Strategy for NGO Capacity Development in Development Cooperation and Development Education* Sphere and (<http://www.iac.edu.lv/assets/Uploads/Materiali/STRATEGIJAmaketsjauns.pdf>), and *Guidebook for*

NGO Capacity Development in Development Cooperation and Development Education Sphere (<http://www.iac.edu.lv/assets/Uploads/Materiali/CELVEDIS09.09.2013..pdf>).

Other projects see at: <http://lapas.lv/lapas-projekti/projektu-arhivs/>

Lithuanian MES continues to coordinate and supports two programs related with Global Education: Global Education Week (GEW) and Global Action Week (GAW).

- The annual campaign **Global Education Week** is initiated and coordinated by North South Centre of Council of Europe. The number of participants in campaigns is growing and in 2013 even 220 schools took part in events and initiatives of GEW while in 2003 only a few schools participated in GEW.
- **Global Action Week** is one of the major focal points for the education movement. Created and led by the Global Campaign for Education, Global Action Week provides everyone campaigning for the right to education with an opportunity to highlight a core area of the Education For All agenda and make targeted efforts to achieve change on the ground, with the added support of millions of members of the public worldwide joining together for the same cause.

In **Estonia** the main AKÜ projects at the moment are:

- *World Wise Europe* with 10 partners, coordinator CNCD-11.11.11, Belgium, 01.01.2013 - 31.12.2015;
- TRIALOG V, 1.10.2012-31.09.2015;
- GLEN - *Global Network of Young Europeans*, since 2004, coordinator ASA-Programme, Germany;
- *World Day, Maailmapäev*, since 2005, funded by MFA.

Other significant projects in Estonia are:

- **Raising global citizens developing the basic values and competencies of the national curriculum through global education** with an aim to increase the activeness of teachers in promoting global education, and to find possibilities for integrating GDE to the lessons through value educations. Target group for the training are basic school and upper secondary school teachers. The foundation INNOVE supports the project in the framework of the measure "Decreasing the discontinuation of education, increasing access to education and improving the quality of studies" sub-measure "General education, which complies with basic and upper secondary school curricula."
- **Watch and Change** (MONDO Global Education Centre) is a project bringing together young people who are interested in documentary films, faraway countries, global topics and human rights through the movement of documentary film clubs. In addition to film screenings and discussions organized by the youth, we offer trainings in the field of filmmaking and global issues, which take place in Estonia and partner countries of the project: Poland, Slovakia, the Czech Republic and Romania. Watch and Change supports and develops a broader mind, initiative and activeness.
- **Teach MDGs** (MONDO Global Education Centre) target groups are teacher training lecturers and students, active teachers and students. The project is carried out in cooperation with partners from Cyprus, Lithuania, Bulgaria and Scotland.
- **Makutano Junction: a multi-media approach to effective development education** (Eesti PTP) is EuropeAid project. Objectives of this project are to raise awareness among teachers, trainee teachers, teacher trainers and students in four partner country schools of the major development issues facing people living in sub-Saharan Africa and the resulting implications and opportunities for action for people within EU partner countries; use the Kenyan soap opera, Makutano Junction, as a catalyst to encourage learning, critical thinking and the challenging of attitudes, particularly focusing

on poverty, health and environmental sustainability (MDGs 1, 6 and 7), share and build on previous experience using Makutano Junction in UK secondary schools to develop learning materials for global learning, with organisations from Central/Eastern Europe. Target group are teachers, teacher trainers and trainee teachers in Poland, UK, Estonia and Bulgaria, primary school students in UK and younger secondary school students in Poland, Estonia and Bulgaria. Project is co-financed by the EC.

- **Supporting Palestinian civil organisations through voluntary work and promoting global education in Estonia** (Ethical Links) was funded by MFA in 2012.
- **Global Education Week** – a program coordinated by Eesti People to People, its president is national coordinator for GEW in Estonia.
- **The World Day**, an event introducing development cooperation and humanitarian aid to the general public in Estonia, and the missions of volunteers to developing countries has been supported since 2005.

7. KEY OBSERVATIONS AND RECOMMENDATIONS

Historical development of the Baltic region and personal experiences of each individual are the main reasons that shape understanding of GDE. As historically GDE was seen as part of development cooperation with an aim to perform function of public relations – to educate, explain and convince the public about the national and European development cooperation policy, thus, the first publically known understanding of GDE was closely connected with development cooperation processes and imbedded in an old paradigm of development. However, it should be highlighted that the second Baltic regional seminar „Out of the box: Global education within holistic everyday realities” has been organized in time of development paradigm shift. Thus, interactive sections of the seminar programme - *dialogs between different GDE stakeholders, global dialogs within Baltic everyday realities, global dialogs from holistic everyday realities, parallel working groups, creative envisioning, and partnership fair* – not only encouraged GDE civil society organization experts from Europe, Baltics and developing countries to move out of boxes reflecting about contested ideas and being inspired for transformative activities, but also contributed to conceptualization of the new paradigm of development.

It is crucially important to recognize that Baltic unique historical, social, cultural and political development with post-soviet value conflicts, actors and decision making particularities has shaped the field of development cooperation. Thus, conceptual and experiential background of GDE in the Baltic states has developed as an entity that is particularly characteristic to the Baltic region. Although this Baltic face of GDE is rather opened to discourse and experience exchange with larger - European and global community, it should be considered that it has its own shape, paste and characteristics of development. Besides, Baltic common expertise that has been developed by living in the period of nation-wide systemic changes is a significant resource that is not commonly characteristic to societies in well-developed countries with colonial history. Also, for Baltics it is crucial to share its near-past experience of receiving UNDP help from other countries in order to prevent typical and particular mistakes of donors.

GDE policy is a multi-disciplinary policy. However, initially the discourse on GDE and policy-making in this field in all Baltic countries a premise for successful development cooperation was closely related to single

field – the field of development cooperation. As the result, its connection to education, art, social, cultural, etc., fields still are secondary. Baltics with its unique and diverse historical and political shape of development cooperation can invest in GDE as a multidisciplinary policy development.

The field of development cooperation in European region is experiencing significant changes that are connected with increase of discourse about human rights, civic society and social capital. Policy of development cooperation and practice of GDE is rather new field in Baltics. However it has started to be implemented in a rather complicated period of time - global challenges from one side and globalization of local communities from other side - that initiates both new obstacles and new possibilities.

It is promising to consider Baltic characteristics of the field of GDE as unique; however, the shortage of glocalization of development cooperation and lack of long term coordination between multiple Baltic stakeholders in furthering development of GDE has created the situation of status quo. There are several initiatives - shorter and longer time, bigger and smaller, yet common picture with strategic vision has not been created neither in Estonia, Latvia and Lithuania nationally, nor in Baltic region.

Having in mind the results of recent national and global studies and reports that reflect a strong priority of Baltic community not to exceed national level involvement, global dimension firstly should be glocalized - translated in people's everyday language and connected to personal life style. This awareness would provide the missing foundation that helps to recognize mutual connections, personal responsibility, and hopefully, motivation to be involved in sustaining the common home - the planet in its urgent need for cohesive social, environmental, and economic development.

Awareness raising about one's connection to global dimension is the foundation of GDE. It should not be considered only as a requirement based on European policy of development cooperation that is obtained by integration of Baltic countries in EU. Advancement of our sensitivity to ourselves and global society should be everybody's concern connected to the field of civic responsibility and involvement local community development. Then it would be evident that Baltic countries even with their limited economic resources are meaningful players in reorientation towards sustainable global development.

As the term 'development cooperation' has been created at the beginning of previous century and enriched after the second world war, it characterizes understanding of so called old paradigm of development that reflects colonial world order, economic notion of development, and global competition. Having in mind that Baltic countries do not have colonial history, vast territory, rich economic resources, and therefore a global influence, it might not be surprising why this term is rather strange and seldom used not only in popular mass media, but also by journalists, politicians, educators, and other professionals connected to this field. To implement the notion of development cooperation in Baltic everyday life, we probably need different concepts that are based on equality-based connection, mutual learning, and caring for our global home by involvement in cohesive local community development. The notion of global cooperation is needed where is no dichotomy between global solidarity and national interests. This notion is provided by the new paradigm of development that is conceptually closer to Baltic common understanding of our role in global dimension.

Key GDE stakeholders in Baltic countries are NGDO platforms and other umbrella organizations: AKÜ – Estonian Round-table for Development Cooperation, Estonian UNESCO Associated Schools Project Network, LAPAS – Latvian Platform for Development Cooperation, LITDEA – Lithuanian development

education and cooperation network, Lithuanian Children and Youth Centre of Lithuanian Ministry of Education and Science, Lithuanian NGDO Platform. Active involvement of Baltic NGOs in awareness raising about global and development cooperation issues in society by the help of non-formal methods, campaigns, etc., and in providing courses, programs and other education activities that ensure knowledge acquisition, skill and attitude development, and value orientation connected to global dimension, although rather nationally isolated, shapes Baltic regional context of GDE. Generally, to advance Baltic regional discourse and experience GDE guidelines of the common position should be shaped and described, and strategic development plans should be created and implemented. It would provide foundation for further Baltic common initiatives and would ensure their bigger impact in global arena.

It is important to sustain regular Baltic regional discourse on GDE. Starting with the first Baltic global educators' meeting that took place at *Dolt, the Baltic Regional Conference on GDE* in Riga on April 29-30, 2010, and following the second meeting of Baltic and international stakeholders of GDE that took place at Baltic regional seminar *Out of the box: Global education within holistic everyday realities* in Riga Latvia May 12-13, 2014, and several other GDE and DC initiatives have marked significant position that Baltic discourse on GDE is enthusiastically supported by Baltic regional stakeholders, and has a rich identity building, networking, mutual learning, and development potential. The spirit of Baltic regional discourse should be used in developing Baltic common GDE strategy that can be ratified, amended and applied nationally.

As GDE projects are essential in advancing the field as they serve as short or longer term good practices that advance awareness raising, conceptual and attitudinal development of aim groups and the public and also provide clearly defined practice areas for enrichment of educational mastery of implementers, project experience should be encouraged and supported to its bigger extend. Each of the Baltic countries has their own projects that have shaped national face of GDE, and common Baltic initiatives are recently rather evident. They should be treated as one of priorities and purposefully advanced.

ABBREVIATIONS USED IN THE REPORT:

- CONCORD** - European NGO confederation for relief and development (CONfederation for COoperation of Relief and Development NGOs)
- CSO** – civil society organization
- DARE** - Development Awareness Raising and Education Forum
- DEWG** – Development Education Working Group in LAPAS
- Dolt** – Baltic Regional Conference on GDE, Riga, Latvia, April 29-30, 2010
- EC** – European Commission
- GDE** – global /development education
- GE** – global education
- MES** – Ministry of Education and Science
- MFA** – Ministry of Foreign Affairs
- NGO** – non-governmental organization
- NSC** – North-South Centre
- OECD DAC** – Organization for Economic Co-operation and Development, Development Assistance Committee
- RISEBA** – Riga International School of Economics and Business Administration
- TRIALOG** - project to strengthen civil society organizations (CSOs) in the enlarged EU for active engagement in global development.