

DEAR IN EUROPE ~ FIELDWORK DATA

ANNEX B OF THE DEVELOPMENT EDUCATION AND AWARENESS RAISING STUDY FINAL REPORT

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1: FIELDWORK RESPONDENTS

During the fieldwork phase of the Study team members met with representatives of the following ministries, and NSA and LA networks, and with stakeholders of selected EC supported projects.

Country	Government	NSA and LA
Austria	<ul style="list-style-type: none"> • Austrian Development Agency • MoE • State Government Steiermark: department for development cooperation 	<ul style="list-style-type: none"> • PEPI (DE Working group of Platform Globale Verantwortung) • Südwind Austria • Katholische Frauenbewegung • Koordinationsstelle Katholische Bischofskonferenz • BAOBAB • World Vision • Welthaus Graz • Südwind Graz
Belgium	<ul style="list-style-type: none"> • MFA Federal • MoE Federal 	<ul style="list-style-type: none"> • COPROGRAM (Flemish NGDO Platform), • ACODEV (Walloon NGDO Platfor) • ITECO • Avocats Sans Frontières • RCN Démocratie Justice
Bulgaria		NGOs <ul style="list-style-type: none"> • Balkanagency • BNMP • BAYP • Caritas Bulgaria • CEGA • Roma-LOM
Cyprus	<ul style="list-style-type: none"> • MoE 	<ul style="list-style-type: none"> • CYINDEP (NGDO Platform) • CARDET • NGO Support Centre • World Futures Centre • World Futures Centre project
Czech Republic	<ul style="list-style-type: none"> • Ministry of Foreign Affairs, Czech Development Agency • Ministry of Education • Research Institute of Education 	<ul style="list-style-type: none"> • FoRS (NGDO Platform) • People in Need Foundation • Spolecnost Pro Fair Trade • Glopolis • Palacky University Olomouc (Development Studies), ARPok • ADRA • Educon • Caritas • INEX-SDA
Denmark	<ul style="list-style-type: none"> • DANIDA (MFA: Public Diplomacy and Communication) • MoE 	<ul style="list-style-type: none"> • CONCORD Denmark • CARE • Danish Red Cross • IWGA (International Working Group for Indigenous Affairs) • IBIS • Mellemfolkeligt Samvirke • Danchurch Aid • Timbuktu Foundation • Sex & Samfund project

Estonia	<ul style="list-style-type: none"> Ministry of Foreign Affairs Ministry of Education 	<ul style="list-style-type: none"> AKÜ (NGDO Platform) Jaan Tõnissoni Institute Estonian Sexual Health Association Estonian Green Movement People to People Estonia
Finland	<ul style="list-style-type: none"> MFA MoE 	<ul style="list-style-type: none"> KEHYS KEPA (NGDO Platform) Finnish League for Human Rights SETA – LGHT Rights Plan Finland KRAPU Finnish Youth Allianssi FEST (Finland, Estonia and Sweden Together) project
France	<ul style="list-style-type: none"> SGAE/COOP MAEE- pole politique européenne DEV, DGM/CIV AFD Division partenariat ONG Education nationale/ IGEN/DGESCO 	<p>NGOs</p> <ul style="list-style-type: none"> EDUCASOL La Fédération Artisans du Monde Cités Unies France La Semaine de la solidarité internationale Coordination SUD <p>Further actors (project stakeholders) AFDI (Agriculteurs Français & Développement International)</p>
Germany	<ul style="list-style-type: none"> Ministry of Economic Co-operation and Development (BMZ) InWent State government of North-Rhine-Westphalia State government of Berlin BGZ Berlin International Co-operation Agency GmbH 	<p>NGO networks</p> <ul style="list-style-type: none"> VENRO One World Network North-Rhine-Westphalia BER - Berlin network of development NGOs <p>NGOs</p> <ul style="list-style-type: none"> Welthaus Bielefeld HBS Weltfriedensdienst Jugend Dritte Welt KATE Berlin <p>Further actors</p> <ul style="list-style-type: none"> Bengo
Greece	<ul style="list-style-type: none"> Ministry of Foreign Affairs/Hellenic Aid Ministry of Education/ESD Athens Unit 	<ul style="list-style-type: none"> DE Working Group (NGDO Platform) Action Aid European Perspective Development and Education. Hellenic NGO Gaia Greek committee for international democratic solidarity YDCA Hellenic NGO project

Hungary	<ul style="list-style-type: none"> • MFA • MoE (Interview conducted with Gyögy Jakab, OFI background research institute of MoE) 	NGOs <ul style="list-style-type: none"> • HAND • Artemisszio • ZOFI • Anthropolis • Afrikaért Alapítvány • Védgyelet Further actors (project stakeholders) <ul style="list-style-type: none"> • Hungarian Interchurch Aid • REFLEX • Friends of the Earth- Hungary
Ireland	<ul style="list-style-type: none"> • Irish Aid (MFA) 	<ul style="list-style-type: none"> • Dochas • IDEA • Concern • 80-20 • Trocaire • KADE • Comhlamh • Development Perspectives • Africa Centre • National Youth Council of Ireland • Africa Solidarity Centre project
Italy	<ul style="list-style-type: none"> • Ministry of Foreign Affairs • Ministry of Education 	<ul style="list-style-type: none"> • Amici dei Popoli • AMREF • ASPEN • DE Working Group (NGDO Platform) • CELIMondo • CIES • CISV • COSPE • FOCSIV (Italian Federation of Catholic NGDOs/CIDSE member) • LTM • Mais • Mani Tese • ProgettoMondo/MLAL • Ricerca e Cooperazione • UCODEP LAs: <ul style="list-style-type: none"> • Arezzo Municipality • Regione Piemonte • Vicenza Municipality Projects: <ul style="list-style-type: none"> • InterPress Service • Pangea Niente Troppo • UCODEP • Vicenza Municipality

Latvia	<ul style="list-style-type: none"> Ministry of Foreign Affairs Ministry of Education 	<p>NGOs</p> <ul style="list-style-type: none"> LAPAS (NGDO Platform) Education Development Centre GLEN – Global Education Network of Young Europeans Humana Latvian Adult Education Association Baltic Charity Foundation Papardes Zieds <p>Further actors</p> <ul style="list-style-type: none"> Teachers and community representatives
Lithuania	<ul style="list-style-type: none"> Ministry of Foreign Affairs Ministry of Education 	<ul style="list-style-type: none"> NGDO Platform Lithuanian Youth Centre Baltic Environmental Forum Global Institute of Psychiatry Centre of Quality Advancement House of Europe Eastern European Study Centre NGO Information and Support Centre LITDEA Kolping National Development Institute Modern Didactics Centre Institute of Social Ethics Humana
Luxembourg	<ul style="list-style-type: none"> MFA MOE 	<ul style="list-style-type: none"> Cercle de coopération Actions Solidarité Tiers Monde
Malta	<ul style="list-style-type: none"> Ministry of Foreign Affairs Ministry of Education 	<ul style="list-style-type: none"> SKOP NGOs Platform COPIN Fair Trade Shop SOS Malta SOS Malta project
Netherlands	<ul style="list-style-type: none"> MFA 	<ul style="list-style-type: none"> NCDO COS Nederland Partos Alice-O Oxfam NOVIB HIVOS CARE Nederland Oikos Global Village Media Evert Vermeer Foundation IKV Pax Christi Context Socires Save the children Humana HIVOS project

Poland	<ul style="list-style-type: none"> Ministry of Foreign Affairs Ministry of Education 	<ul style="list-style-type: none"> Grupa Zagranica (NGDO Platform) Polish Humanitarian Action (PAH) Education for Democracy Foundation Institute for Global Responsibility (IGO) Partners Poland Karat Coalition Salesian Missionary Voluntary Service - Youth for the World Polish Green Network
Portugal	<ul style="list-style-type: none"> Ministry of Foreign Affairs/IPAD Ministry of Education 	<p>National actors/institutions</p> <ul style="list-style-type: none"> APA – Portuguese Environmental Agency ACIDI – High Commission for Immigration and Intercultural Dialogue CIG – Commission for Citizenship and Gender Equality UNESCO National Committee National Education Council Portuguese Youth Institute <p>NGOs</p> <ul style="list-style-type: none"> DE Working Group (NGDO Platform) APEI CIDAC Instituto Marques de Valle Flor National Youth Council, CNJ Oikos <p>Projects</p> <ul style="list-style-type: none"> Instituto Marques de Valle Flor Oikos
Romania	<ul style="list-style-type: none"> MFA MoE 	<p>National platform</p> <ul style="list-style-type: none"> FOND <p>NGO</p> <ul style="list-style-type: none"> World Vision Romania <p>Others:</p> <ul style="list-style-type: none"> University stakeholders
Slovakia	<ul style="list-style-type: none"> MFA University of Trnava (no MoE interview, but relevant data was recorded at a working group meeting at the University) Slovak Agency for International Development Co-operation (MFA) 	<ul style="list-style-type: none"> Platforma MVRO
Slovenia	<ul style="list-style-type: none"> MFA <p>Department for International Development Cooperation and Humanitarian Assistance</p> <p>Dept. for International organizations</p> <p>Human Rights Department</p> <p>Department for International Cultural Relations</p> <p>Global Challenges Department</p> <ul style="list-style-type: none"> Ministry of Education & Sport <p>Service for EU Affairs</p> <p>Service for International Affairs</p> <p>Office for Development for School</p>	<ul style="list-style-type: none"> SLOGA National Education Institute African Centre of Slovenia Humanitas Drustvo Focus Association for Sustainable Development United Nations Association of Slovenia Karitas Zavod Voluntariat Drustvo Edirisa Slovenija Karitas project

	Matters Office of Youth National Education Institute <ul style="list-style-type: none"> • ECO Schools Schools: <ul style="list-style-type: none"> • Gymnasium Moste • Kindergarten Visnja Gora 	
Spain	<ul style="list-style-type: none"> • Ministry of Foreign Affairs/AECID • Ministry of Education 	<ul style="list-style-type: none"> • DE Working Group (NGDO Platform/Coordinadora) • ADRA • Asamblea de Cooperacion por la Paz • Ceipaz • HEGOA • Fundacion CEAR • Fundacion InteRed • Intermon Oxfam • CODESPA project • SETEM project
Sweden	<ul style="list-style-type: none"> • Ministry of Foreign Affairs/SIDA School: Upplands Bro Gymnasium	<ul style="list-style-type: none"> • DE/GE Working Group (CONCORD Sverige/NGDO Platform) • FOLAC (Internationalisering på folkhögskolor) • Folkbildningsrådet • Globala Skolan • SCA • Swedish Afghan Committee (SCA) project • Föreningen för Rättvisemärkts project
United Kingdom	<ul style="list-style-type: none"> • MFA: Department For International Development (DFID) • MoE: Department for Children, Schools and Families (Joint International Unit) • Learning and Teaching Scotland (MoE Scotland) 	<ul style="list-style-type: none"> • General Teaching Council for Scotland • Development Education Research Centre (DERC), Institute of Education • DEA • Cyfanfyd • Oxfam Scotland • Plan International project • People and Planet

Study team members also met with representatives of the following international networks and platforms:

- DEEEP (Belgium)
- Global Education Network Europe (GENE) (Austria and Portugal)
- North-South Centre (Portugal)
- Trialog (Austria)
- European Multi-Stakeholder Group on Development Education (meeting in Portugal)

2: DEAR STUDY FIELDWORK VISIT REPORTS: PAN-EUROPEAN ACTORS

N.B. The work of a number of other pan-European initiatives and networks is mentioned and summarised in the main text of the 'Work in Progress' report, see in particular pp 38-42 of the report.

DEEEP AND CONCORD DARE FORUM

www.deeep.org

DEEEP is a pan-European networking programme initiated by the Development Education Forum (DARE) of CONCORD that aims to strengthen capacities of [NGDOs](#) to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion. DEEEP is managed by a consortium of five DE NGOs - [Plan](#) (Finland) [UCODEP](#) (Italy), [ITECO](#) (Belgium), [DEA](#) (United Kingdom) and [HAND](#) (Hungary) - under the auspices and in co-ordination with the [DE Forum/DARE of CONCORD](#).

DARE is made up of representatives from all 27 EU member states and from major European networks within the CONCORD membership, and is a core working group of CONCORD. It meets twice a year, has an elected steering group, and supports a small number of working groups including DE and school curriculum, Images and messages, Advocacy, Quality in education and evaluation, and also undertakes research studies, and participates in intra-CONCORD policy development and planning.

The third phase DEEEP 3, Developing Europeans Engagement for the Eradication of Poverty, was launched on October 1, 2009, with EC funding.

Activities include;

- Support for the multi-stakeholder process towards a European Development Education Strategy Framework.
- Support for the work of DARE (Development Education Forum) and its sub-groups, and the priorities set by [CONCORD](#) in its 2009-2015 strategic plan,
- Development Education Summer Schools
- Online courses
- Contribution to a Masters course on DE
- Reflection and training seminars and skills development workshops at national and regional level.
- Information and documentation, through the website, the newsletter, and mailing lists.
- Surveys and reports on development education in member states,
- Advocacy actions in association with national platforms and DARE.

GENE

www.gene.eu

About GENE

Global Education Network Europe (GENE) is an informal network of ministries and agencies with national responsibility for funding, co-ordinating and supporting Global/Development

Education in Europe. GENE involves 24 ministries and agencies from so far 15 countries. Both, ministries/agencies responsible for development and for education are involved in GENE.

The purpose of GENE is to support national structures in improving the quality and increasing the provision of GE in Europe.

GENE focuses on education rather than awareness raising.

Activities of GENE

- Regular GE roundtables of ministries and agencies as a platform for sharing, exchanging and learning from each other's strategies;
- GE Peer Review process;
- Supporting members through advice, training, briefing and exchange, incl. bilateral exchanges;
- Policy research and publications, focused on quality of GE;
- Providing a forum for sharing common perspectives regarding European DE/GE.

Most important impacts of GENE

- GENE contributed to bringing ministries/agencies responsible for development and MoEs/agencies of education closer.
- The GENE Peer Reviews are much appreciated and have supported DE/GE co-ordination and strategy processes at national level.
- Sharing of learning concerning national strategy development of DE and GE, and supporting such development, is considered an important and effective area of GENE's work.
- The regular GE roundtables of GENE members are much appreciated as a platform for exchange and learning, and have led to a number of formal and informal bilateral exchange and learning initiatives in this field.

Messages to the EC

- The co-ordination on GE between the EC and Member States should be improved.
- The EC strategy for GE should build on the experience of national strategies.
- Member States and civil society should be involved in the process of developing a European DE/GE strategy, as well as in permanent co-ordination and consultation mechanisms of the EC.
- GENE is willing to contribute to the EC's development of a GE strategy/approach.
- Following the principle of subsidiarity, the right of initiative should be maintained within the EC's support for DEAR, while ensuring balance, as mentioned above, with strengthening coordination between the EC and Member States.

NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

www.nscentre.org

Profile and membership The North-South Centre has a unique status within the Council of Europe. It is an intergovernmental organisation run on the basis of a "quadrilogue", a term coined to mean the combination of four partners from political institutions and civil society - governments, parliaments, local and regional authorities and NGOs. The Executive Council adopts the North-South Centre's budget and programme of activities and ensures the political supervision of its action. It is composed of 27 members: 8 representatives from the member States, 6 representatives of non-governmental organisations, 4 representatives of local and regional authorities, 4 parliamentarians, 3 representatives from the South to which are added the representative of the Secretary General of the Council of Europe and the representative of the European Commission. Since 2008 Concord has participated in the NSC Executive Council as well as GENE (in the civil society seat), and the Youth Forum. The Executive Council elects, from its members, a Bureau, that reflects the quadrilogue dimension of the North-South Centre, and supervises the preparation and implementation of the North-South Centre's programmes.

DEAR approach Since 1999 the main NSC DE activity has been the Global Education Week (http://www.coe.int/t/dg4/nscentre/ge/gew_EN.asp). It encourages young people, head teachers, teachers to implement a global education project in their schools, reflecting on how to address exclusion, poverty and inequality and discussing four dimensions of global citizenship:

1. awareness of the wider world and of our own role as a world citizens;
2. attitudes of respect for diversity and intercultural communication skills;
3. ability to take action to make the world a more equitable and sustainable place;
4. responsibility for our own actions.

The Global Education Week has contributed towards establishing shared concepts, practices and networks in Austria, Germany, UK; and in the Baltic region: in Estonia, Latvia, Lithuania. It is also relevant in NMS such as Cyprus, Malta, Slovenia.

5.15.4 Global Education Guidelines have been translated in ENG, ES, FR, IT, PL, PT, (RU), SL, through collaborative work on the drafts. Concord/DEEEP is interested in collaborating in editing a new version, and TNU in Amsterdam is collaborating through implementation of an on-line training course.

5.15.5 Other Priorities In 2007 the EU and the CoE signed a Memorandum of Understanding. This resulted in support to NSC's contributions to Africa-EU Youth Summit and in the Joint Management Agreement (and related Steering Group including Concord, national platforms and political foundations) to support DE in NMS (based on national strategy /quadrilogue approach). The NSC also participated in the multi-stakeholder process initiated by the DE Forum, which resulted in the European Consensus on Development; the contribution of Development Education and Awareness Raising document, (2008).

DE/GE information are regularly disseminated through the GE newsletter:

http://www.coe.int/t/dg4/nscentre/GE/GE_Newsletter_en.asp,

OECD DEVELOPMENT CENTRE AND DEVELOPMENT COMMUNICATIONS NETWORK

www.oecd.org/dev/devcom

N.B. Formal interviews did not take place with staff at the OECD.

For over a decade, the Development Centre has been monitoring and analysing trends in public opinion about development cooperation in OECD countries. It also facilitates the DevCom Network: the Informal Network of [DAC](#) Development Communicators.

The Informal Network of DAC Development Communicators (DevCom Network), brings together directors of public affairs and communication from development ministries and official agencies of the [23 DAC members](#), as well as emerging donor countries (South Korea, Thailand, etc.) and multilateral institutions (European Commission, UNDP, World Bank, African Development Bank), to discuss strategies for building public awareness and support for development. During [annual meetings](#) and specialised workshops members share best practices in communication and education on aid and international development.

DevCom Network

- DevCom is a Forum where donors discuss issues of development communication and coordinate their strategies to inform and influence public opinion to enhance awareness and public support for development cooperation.
- DevCom provides an innovative platform to exchange experiences, identify good practices, engage in peer learning, and shape global, regional and national thinking on how to raise public awareness effectively.
- DevCom offers an informal setting. Participants speak in their personal, rather than their official, capacity – a specificity of all OECD Development Centre meetings. Informality facilitates discussions on the difficulties participants face and on how to address them pragmatically, develop new tools, and enhance members' individual and collective effectiveness.

Spearheading progress in development communication practices, largely financed by members' voluntary contributions, DevCom work programmes are demand driven, members deciding upon its content. Its current work undertaken in close collaboration with the relevant DAC bodies, focuses on improving the practice of communicating for and about results.

The added value of the DevCom Network is its role in facilitating exchange of experiences between DAC member and non-member countries on achieving greater development effectiveness, transparency, accountability, public support and awareness of development through the strategic use of communication for development.

Coordination and Programme of Work; this covers the following areas:

- Monitoring trends - from [public opinion](#) surveys - of public support, attitudes and awareness about aid and development in OECD countries.
- [Information exchange and lesson learning](#) for more effective public communication about official development co-operation and development education in OECD countries.
- Working together for more and better communication about aid effectiveness.
- Improving the practice of [communicating for and about results](#).
- Deepening the investigation of communication and public opinion in DAC Peer Reviews.
- Defining a communication strategy on development effectiveness, preparing for the next

High Level Forum on Aid Effectiveness (Seoul 2011).

TRIALOG

www.trialog.or.at

About TRIALOG

TRIALOG is an EC-financed project, closely linked with CONCORD, aimed at strengthening civil society and raising awareness of development issues in New EU Member States, Accession and Candidate Countries.

Activities

- Policy Dialogue: co-ordinating the CONCORD working group on Enlargement, Pre-Accession and Neighbourhood (EPAN).
- Advocacy: making the voice of NMS/AC heard within the European community of development actors.
- Capacity building: training seminars in project cycle management, monitoring and evaluation, project writing, platform management, DE, campaigning; support for building up national NGDO platforms; study visits of NGDO representatives.
- Co-ordination and networking: DE partnership fair for facilitating EC project partnerships; networking events.
- Information: e.g. Trialog Information Service newsletter.
- East-West-South Dialogue: e.g. conferences on development paradigms.

Special challenges for DEAR in NMS, according to TRIALOG

- In certain NMS, there is significant poverty within the country – this makes it difficult to mobilise interest/support for poverty eradication in the South.
- In certain NMS, the economic crisis led to significant budgetary cuts in development co-operation and DEAR.
- The community of people engaged in development & global issues is very small; there is a lack of capacities; there are too few capable and committed people.
- NGOs are not always rooted in the society and based on commitment to visions; some of them were created upon foreign initiative and with foreign finances; sometimes NGOs attract people who are mainly motivated by career and economic opportunities.

Feedback on the EC's support in DEAR

- The budget is clearly too small! More and more actors from meanwhile 27 countries are eligible – with still the same budget.
- NMS NGOs cannot yet compete with OMS NGOs. Lower eligibility criteria for NMS NGOs remain important. Possibly an amount of money should be set aside for NMS.
- Perhaps, sub-budgets should be established for each countries. “Weak” countries in DEAR should be supported rather than the strong ones.
- Supporting co-ordination, networking, capacity building via DEEEP and TRIALOG is essential.
- The evaluation of project proposals is not transparent and the decisions are not comprehensible. In 2008, a German NGO submitted the same project twice (by accident) – it was once accepted and once rejected.

- Limiting the number of projects to one (lead) project per organisation is good.
- Communication and relationship with EuropeAid is very positive.

3: DEAR STUDY FIELDWORK VISIT REPORTS: EU MEMBER STATES

The reports are submitted in the form of tables which aim to address the same issues across all countries.

Aspects of the following reports have been made available for comment and further clarification to the relevant informants in each country, both during the drafting of the Interim Report, and as part of the consultation on the Interim Report. As a result many of our informants contributed further written information which has helped to clarify our awareness and understanding of the situation in each country. Unfortunately we have not always been able to incorporate this additional information in the following tables; however we hope that informants agree that we have extracted the most important aspects and included those.

AT: AUSTRIA

	ADA	Formal Education Sector	NGDOs & civil society	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>“Do you support aid?” surveys (e.g. Eurobarometer) – very questionable: altruism makes people say yes. Bertelsmann Youth Survey Germany/AT 2009: youth is more ready to engage than one tends to think. People tend to perceive development work as NGOs’ area; associate it with the big traditional aid NGOs. People tend to perceive development work very classically: as drilling wells, medical aid, supporting schools. Society is increasingly polarised between provincial-chauvinistic milieus (less educated people, afraid of globalisation, afraid of unemployment which has for the first time reached 10%, xenophobia, populist votes) and cosmopolitan milieus. => Challenge for DEAR: DEAR needs to address these contradictions and this polarisation. It is necessary to discuss issues such as unemployment, privatisation of public goods, social gaps between rich and poor etc. in a local-and-global context, to connect DEAR to life realities in AT. The generation 50+ must be more included. New methods of education need to be developed.</p>			
Priorities in DEAR policies/strategies	Role of DE within MFA/ADA: DE is part of the Development Co-operation law. ADA is responsible for implementation of DEAR and also proactive in developing DEAR strategies on behalf of the MFA. The ADA department for “Development Communication and Education” is the governmental key actor for DEAR in AT. The PR work of ADA is clearly distinguished and	Role of DE within MoE/FES: GL/DE is not explicitly mentioned in school curricula – but it is generally agreed that there is space for it in the curriculum at all levels. In the curricula there are cross-cutting teaching principles such as “political education/citizenship education” to which DE, GL and ESD relate. DE & GL appear here and there in school books. Challenge: DE/GL practice	Role of NGOs & civil society in DEAR Civil society organisations are the main implementers of DEAR. Many NGOs do mainly development co-operation projects plus DE if related to this work. Special for Austria: there are specialised NGOs which do exclusively or mostly DEAR (without or only little focus on development co-operation projects): Südwind, Afro-Asian Institutes,	Example Steiermark (Styria): State/regional government department for foreign affairs and development focuses its DEAR on <ul style="list-style-type: none"> • reaching the districts outside Graz (e.g. via satellite offices of GL Resource Centres, One World shops, DE events) • One-World-issues (e.g. Fair Trade) • Diversity&Equality issues (Antiracism, Multicultural work)

	<p>separate from the Department for Development Communication & Education.</p> <p>ADA's aims of DEAR</p> <p>ADA's strategy for "Development Communication and Education" (2009) mentions the following aims: "Through Development Communication and Education in Austria ADA wants to attract attention and interest for issues and questions of development policy. Another important aspect is the demonstration of global interdependences and their impact on all areas in society as well as on individuals. Therefore ADA supports the objectives of lively communication about development policy focusing on a broad and qualified participation of the general public as well as on the commitment for development issues by the Austrian population."</p> <p>ADA's understanding of different DE concepts</p>	<p>depends a lot on teachers' engagement. Best chances to get DE/GL into the classroom: to bring the issue into subject curricula, prepare ready-to-use materials, to train teachers to use them.</p> <p>Understanding of concepts:</p> <p>GL, DE, ESD: enable people to understand complexity, reflect critically, recognise and use possibilities to participate, take decisions consciously & aware of the whole (including environmental and development concerns). DE is about the situation in developing countries, MDGs and what does it have to do with myself and what can I do? – Aim: differentiated knowledge and responsibility in everyday life. There is a sort of competition between GL (supported by MFA) and ESD (supported by</p>	<p>Welthäuser, BAOBAB, Vienna Institute for International Dialogue and Cooperation (VIDC), Österreichische Forschungsförderung für Internationale Entwicklung, Paulo Freire Zentrum, Frauensolidarität, Mattersburger Kreis et al.</p> <p>Understanding of concepts:</p> <p>PEPI's 2010 position paper on development-related work in AT outlines the NGOs' concept(s) of and different approaches to DEAR.</p> <p>There is a clear distinction between the two major areas (a) Education and (b) Campaigning. The main distinction between Campaigning and Education is process-orientation vs. output orientation. This distinction and further areas such as Culture, Academic work etc. are described in the PEPI position paper.</p>	
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	<p>“Global Learning”: to acquire competencies to lead a fulfilling life in 21st century. Starts with living conditions in AT. Competencies: understand and critically reflect global interdependencies, own values and attitudes, develop own positions & perspectives, see options, capability to make choices, to participate in communication and decisions within a global context.</p> <p>“Development Education”: to be informed about circumstances in developing countries; starts with realities in the South and encourages reflection on own realities, leads to actions that aim at improving the life there (what can I do here in order to change life there?). From GL perspective, this is too normative – which does not mean that GL is better than DE, everything has its place.</p> <p>Development studies: the purely descriptive analysis of the situation abroad (without looking at connection to lives</p>	<p>Ministry of Life, i.e. environment and agriculture) constituencies. Both are supported by the MoE.</p> <p>Global Learning strategy</p> <p>The Strategy Group “Global Learning” is a MSH group including ADA, MoE (DE & GE departments), educational institutions, and civil society organisations. Following a GENE Peer Review recommendation and mandated by the MoE, the Strategy Group elaborated a Strategy for Global Learning in the FES (e.g. in curricula and teachers training) which was finished in 2009 after two years of work. Next steps: strategies for non-formal education with children/youth and adults.</p>	<p>Education (“Global Learning”): consensus among the actors (Strategy group GL) that education processes are open, may not have predetermined results, the learning process is at the centre.</p> <p>Campaigns have a clear output-goal, know what they want to change in the target group, mobilise people in order to create public pressure for advocacy/lobbying in order to bring about changes in the policies of relevant actors (state actor, company).</p> <p>Historically campaigning was the primary approach of NGOs in DE (anti-apartheid, “Jute statt Plastik” campaigns). Differentiation came later. The discourse on “Global Learning” in AT was much influenced by the Nürnberg/Erlangen school (Annette Scheunpflug) and an open-resulted approach</p>	
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	<p>here). ADA's main focus lies on "Global Learning". ADA appreciates projects to have a clear focus on either campaigning/Awareness Raising or education/Global Learning rather than mixing the two.</p> <p>Challenges for ADA In times of budgetary cuts, there are different priorities: "invest in DEAR as independent priority" vs. (as some argue) "focus on development co-operation in the South where the MDGs are to be achieved". The ADA evaluation (2008) claims that development co-operation and DEAR are based on two different agendas – the challenge is to find the links.</p>		<p>to education. A key challenge is that NGOs traditionally do not appreciate open-related work – they have concrete goals for concrete changes. When these differences became more prevalent, PEPI produced the position paper which distinguishes between the approaches. Many actors do not distinguish so clearly, talk just about "development-related work in AT". Others have DEAR within their Fundraising department.</p> <p>Controversy about DEAR and fundraising The practice of some organisations which directly combine DE activities and fundraising is controversial (e.g. delivering a DE workshop – afterwards ask for donations for development projects). Church organisations acquire an important part of their funding through</p>	
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			<p>donations – donating is part of Christian ethics and at the same time considered as a possibility for church members to actively participate in social activities of the Church. Mostly church organisations distinguish well enough between DEAR activities and fundraising. Organisations which do not run development projects abroad (e.g. Südwind) do not ask, within DEAR projects, for donations (but they do ask, within campaigns, to support the campaign, to change individual behaviour etc.) These organisations are more dependent on public funding or support from the catholic organisations which receive donations.</p>	
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of 	<p>ADA funding for DEAR</p> <p>ADA considers NGOs and other civil society actors (labour and church organisations) to be the best</p>	<p>Ministries' engagement</p> <p>The "DE" department of the MoE supports with 47.000 € projects of NGOs in schools (e.g. DE/GE</p>	<p>Activities in Education:</p> <p>GL Resource Centres (books, media, materials). Trainings/workshops in school (focus): on demand</p>	<p>Special for AT: many DEAR activities happen at regional/state level.</p> <p>State/regional governments</p> <p>State governments,</p>

<p>programmes)</p> <ul style="list-style-type: none"> • frequent methods, themes, audiences 	<p>implementers of DEAR. ADA funds 60-80 projects of civil society actors (not including LAs which are considered as state actors) per year. Budget: 4.2 mil. € in 2010.</p> <p>50% of funds for Education projects; 1/6 for Campaigning, 1/6 Research & publications, 1/6 Culture & Films.</p> <p>Additionally to this specific DEAR funding, NGDOs can use up to 10% of grants for development co-operation (from the ADA department for co-operation abroad) for project-related awareness work in Austria.</p> <p>Focus activities funded</p> <p>In Education: focus on FES (teachers training, materials, advising teachers); new areas: new media, e-learning.</p> <p>In Culture: focus on cultural events to bring culture from developing countries to AT, exchange of artists, film production and screenings (main implementing partner: Vienna Institute for</p>	<p>libraries/resource centres, workshops on FT; focusing often on priority countries of Austrian development co-operation, MDGs).</p> <p>The “GL” department of the MoE supports (also financially) the GEW (200-300 GE events in schools and out of school, co-ordinated by Südwind). The GL department furthermore finances the Strategy Global Learning.</p> <p>The “ESD” department of the MoE supports initiatives under Education for Sustainable Development.</p> <p>NGOs in Formal Education</p> <p>NGOs offer on-demand workshops/trainings (concept & trainer, often with immigration background) in school. Schools contact regional DE/GL centres & request workshop from NGOs which are recognised to do such work and follow</p>	<p>classroom-workshops offered by NGOs.</p> <p>In-service teachers training in co-operation with pedagogic institutes.</p> <p>Production of GL materials.</p> <p>Trainings/workshops out of school (not as wide-spread as in school): training of multipliers, activities to bring GL into NGOs, adult education, out of school youth work (catholic youth, trade union youth, socialist youth).</p> <p>Thematic projects (actions & events to bring a specific issue to the public).</p> <p>Activities in Campaigning</p> <p>Campaigns on fair working conditions (Südwind), right to food (FIAN), and further issues (Frauensolidarität, World Vision and others).</p> <p>Common NGO campaigns of all AT NGOs: 0,7% ODA campaign, campaign on climate change.</p> <p>Further types of activities</p> <p>Catholic NGOs play an important role in AT.</p>	<p>Municipalities (e.g. City of Vienna) – possibly finance DEAR activities. Example Steiermark: ca. 90.000 € per year for DEAR – grant scheme for NGOs.</p> <p>Fair procurement – example Steiermark: According to a decision of the state parliament, 25% of all products bought by the state administration are to be from fair trade (in areas where fair trade products exist).</p> <p>DE events – example Steiermark: The state government organises an annual Fair Trade Day organised by the Department for foreign policy & development at the state/regional government in co-operation with NGOs, ca. 1.500 pupils attend.</p> <p>Additionally, the state government organises a few development related information events and seminars each year (a) for the public, (b) for officers in the public administration.</p> <p>NGOs in the regions</p>
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	<p>International development & Dialogue).</p> <p>In Research & publications: co-financing a professor in studies of International Development at Vienna university; publications of books, magazines.</p> <p>In Campaigns: focus on ethical consumption & procurement (Südwind product campaigns, Fair Trade).</p> <p>In 2010 for the first time, African Communities' DEAR work is supported with 100.000 €.</p> <p>ADA co-finances (from its 4,2 mil. € budget) EC projects of NGOs, not automatically but following the support guidelines of ADA (convincing projects, added value for development information & communication in AT). Generally ADA tries to co-finance EC projects in DEAR (in 2009, when Austrian NGOs were particularly successful in the NSALA call for DEAR projects, some of these</p>	<p>certain didactic guidelines for their intervention in school. (Südwind alone does 600 school workshops per year).</p> <p>NGOs offer GL teachers training; certification is done in co-operation with pedagogic institutes. This is well established as in-service training not as pre-service training.</p> <p>NGOs develop and provide teaching materials (extra publications, contribution to school books, exhibitions).</p> <p>In the beginning of the school year, all 6000 schools receive a list of workshops & materials on offer.</p>	<p>Catholic sectors do DEAR especially for their voluntary members and furthermore in order to raise funds.</p> <p>The catholic Dreikönigsaktion (DKA) raises a lot of funds and is important as DE funder. Supports a lot of projects and initiatives of other organisations (mainly development projects, but also DE).</p> <p>Cultural activities: Vienna Institute for International Dialogue and Cooperation (VIDC) – art and cultural workshops with artists from the South.</p> <p>Trade Unions – have a unit “Weltumspannend arbeiten”: which tries to implement DE within TUs, among its members.</p> <p>Football/Fair Play projects, Anti-racism: VIDC and Jugend Eine Welt.</p> <p>KommEnt – used to be the intermediary between the MFA and NGOs, is now</p>	<p>Südwind and Welthaus are present in most states/regions; recognised as resource centres for GL/DE with materials, experts, multipliers, contacts. They are invited to schools and events at municipalities.</p> <p>GL/DE Resource Centres (Südwind, Welthäuser): books, magazines, DVDs, games, didactic materials. These Resource Centres which are building a network with a common database, BAOBAB co-ordinates it at national level.</p> <p>From the regional centres, Welthaus and Südwind try to reach out to the municipalities with satellite Resource Centres or travelling material packages.</p> <p>Workshops in schools: delivered on demand by school/teacher, very popular, often with guests from the South or migrants. Example Steiermark: Südwind/Welthaus/Afro-Asian institute have a common pool & database of GL experts (often migrants), co-ordinate and train them.</p>
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	<p>projects were co-financed from the ADA budget for development co-operation abroad).</p>		<p>still involved in DE, as NGO but with strong link to the government. Academic institutions: Universities of Vienna has a study course “International Development” – very big, many German students come here. Salzburg university has Development Policy weeks. Graz university has a study course “Global Studies”. University of Applied Science Vienna supports internships abroad. Centre for Development Research.</p> <p>Further funding opportunities for NGOs</p> <p>Ministry of Life (environment and agriculture) and Ministry of Social Affairs do not have DEAR budget lines, but sometimes NGOs can get smaller amounts for certain DEAR projects.</p>	<p>Fair Trade towns/villages</p> <p>Example Steiermark: LAs, regional government, NGOs (Südwind & Welthaus) and the FT network are promoting and establishing “Fair Trade towns/villages”.</p>
Relationship between DEAR and other	<p>A national strategy Education for Sustainable Development (ESD) was elaborated under the lead of the Ministry of Education, Ministry of Science and Ministry of Environment and adopted by the Council of Ministers in 2008.</p>			

<p>“adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...</p>	<p>There are separate distinct NGO worlds: Sustainable Development is a big distinguished network; there are occasional overlaps with NGDOs, but they are rather distinct (and sometimes competing). Anti-Racism is a similarly distinct network. Peace education a rather small one.</p> <p>ESD is partly financed by Ministry of Life and MoE (e.g. both Ministries co-fund the Forum for Environmental Education which implements education programmes for sustainability). Projects of development NGOs are financed by ADA. The Ministries have separate “backyards” in civil society. Ministries have had their clients over decades.</p> <p>Sometimes there are overlaps: Some environmental organisations have started to do DE, apply for funds from ADA and EC NSALA. NGDOs partly do environmental themes, anti-racism etc.</p> <p>Networking between the networks happens via individual people who are part of both networks. But little systematic networking.</p> <p>Co-operation happens, e.g. in the climate campaign or within thematic networks, e.g. a network gathering all CSOs in CSR – development NGOs, TUs, environmental, anti-racist NGOs.</p> <p>At regional level there are more overlaps, because government people are often responsible for environment & development. On NGOs side there is more networking between the networks at regional level as well.</p>			
<p>DEAR co-ordination & support structures</p>	<p>ADA has 4 departments: development co-operation abroad, development-related work in AT (“Development Communication & Education”, with 4 staff), and 2 administrative departments. The Communication & Education department has 4 thematic advisory councils: 1. on education, 2. on campaigning, 3. on research & publications, 4. on culture. They consist of ADA department Development Communication & Education, other ADA departments,</p>	<p>In the MoE there is 1 person responsible for DE, 1 for GL, 1 for ESD (the first two in the departement for Citizenship Education, the last one in an international affairs department) – aim to bring these dispersed responsibilities more together.</p>	<p>PEPI is the working group of the NGDO platform (Globale Verantwortung) dealing with development related work in AT. PEPI has ca. 20 members (platform NGOs active in DEAR plus non-platform NGOs participate), 3-4 meetings per year. PEPI co-ordinates and develops common DEAR priorities and policies on behalf of civil society (comments on government proposals, proposes its own guidelines), facilitates</p>	<p>All federal states (except one) have a Department for foreign relations and development co-operation. The heads of department meet once per year with MFA and ADA for exchange. Example Steiermark: There is an Advisory Council on Development Co-operation which includes state/regional government, NGOs, university of Graz, political parties, institutions of education. It is responsible for evaluating DEAR project proposals 4-6 times per year.</p>

	<p>Ministries. They meet twice per year to discuss all project applications and recommend them for approval or not. The ADA department for Development Communication and Education seeks for close communication and co-ordination with NGOs and to develop policies together.</p>		<p>exchange of experience among NGOs. Catholic NGOs have their own working group on DE (at national level, but also on regional levels): co-ordination, exchange of experience, common capacity building. Challenge for civil society actors: these co-ordination platforms exist, but the definition of common priorities is difficult – individual NGOs rather follow their own agendas. Co-ordination to support or prevent certain policies, however works fine.</p>	
	<p>Co-ordination between stakeholders</p> <p>Regular and ad hoc co-ordination between ADA and PEPI: Individual NGOs co-ordinate their policy making vis-à-vis the government within and through PEPI. PEPI comments ADA papers, guidelines, policies and communicates its own position statements etc. to ADA. Once per year there is a bigger exchange meeting on DEAR between ADA and NGOs. The Strategy Group “Global Learning” is a MSH group including ADA, MoE (DE & GE departments), educational institutions, and civil society organisations. It is a co-ordination, networking, and advisory body in the area of Global Learning. Its focus has so far been formal education. The group is, for example, giving advice to the Federal MoE. There are co-ordination mechanisms between public TV “ORF”, civil society, ADA and Länder governments on the presence of development issues on public TV (meetings once a year, newsletter). Both governmental actors and civil society actors in DEAR are very active at European level. ADA is active in the NSC, in GENE (together with MoE and KommEnt) and further frameworks of bilateral and multilateral co-operation on DEAR between EU member states. PEPI is intensively active within CONCORD/DARE Forum. Austrian NGOs are among the most</p>			

<p>Feedback on the EC approach: strength & weaknesses (macro perspective: country)</p>	<p>active within the EC's NSALA call for DEAR projects.</p> <p>Weakness: sustainability 3 years are too short. Many projects need longer to be meaningful (e.g. make FT self-financing, change clothing industry, curricula in schools). After 3 years capacity building was done, contacts were made, potential must be used. ADA cannot always finance the follow up. => Not exclude follow up projects. => Make the calls more modest, adopt a more realistic approach, do not ask projects to have such ambitious goals.</p> <p>Weakness: selection procedure It is not understandable why certain projects are accepted and others are not. The results of the selection process are questionable. Doubts concerning the competency of the project proposal evaluators.</p> <p>Weakness: timing There should be more coherent timing of the programme: dates of call, concept note, application, decision need to be predictable & fix, otherwise national co-financing cannot be organised.</p> <p>Weakness: access Smaller NGOs have no access to the NSALA grants. => Make smaller grants available?</p>	<p>Strength: scope of projects High project budgets, 3 years duration is more than available elsewhere – much appreciated, allows to do more significant projects. (However, some – not all – consider the possible project budgets too low, because partnerships have to be bigger and bigger so that projects are approved. 1 mil. € Is too little for 6 organisations over 3 years.)</p> <p>Weakness: overall programme budget The budget line did not increase although new member states (with big DEAR need), further NSAs and LAs were successively included. At the same time costs get higher, e.g. wages in all MS, especially NMS. Allowing access for further NSAs was a good thing (TUs, research institutes) – but then more money is needed.</p> <p>Weakness: limitation to 3 years 3 years is often too short. Only in the third year projects are at their full potential. Contacts are made, materials produced, process is running. Then funding stops and the momentum cannot be maintained. (It is ok if continuity between projects can be assured e.g. via the overarching Clean Cloth campaign). => Follow up projects are crucial. Provide an extra amount for follow up projects? Develop a mechanism to continue (and develop further) what runs successfully (without financing pure routine).</p> <p>Weaknesses concerning technicalities of the Call In the call & guidelines Campaigning and Education are mixed up totally – in order to set up a clear project one has to manoeuvre through the call and filter out what is relevant for</p>
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		<p>either or project.</p> <p>Allowing only one specific objective makes it impossible to meaningfully do campaigning & education in the same project.</p> <p>Very detailed budget planning for 3 years (how much money for which exact activity in the 3rd project year and how many people will exactly be reached) is impossible – but the application forces to do so. Project plans change on the way.</p> <p>The rules have become stricter and stricter. Not all organisations are self-confident enough just to change it. => Leave more flexibility and make this clear!</p> <p>Only one contract per lead NGO is weakening lead organisations which are strong enough to provide the management also for smaller NGOs who cannot be lead but partners – these need strong lead NGOs.</p> <p>Some NGOs especially platforms (or other organisations with a special function) are extremely important. They need support even if their project is not the most professional one.</p> <p>Evaluation of projects only by points is problematic.</p> <p>7% overheads is too little for small organisations.</p> <p>25% co-financing is difficult to get, ADA is overwhelmed.</p> <p>Suggestion for selection procedure</p> <p>Feedback to the concept note and application would be appreciated (qualitative statement).</p>
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> Complementary: filling gaps that national actors cannot close, supporting the 	<p>International dimension</p> <p>The European dimension, especially OMS-NMS integration is a strong specific added value of EC support.</p> <p>The encounter and structured exchange with Southern partners makes sense and should be (more) supported by the EC. National budgets cannot afford this component.</p> <p>ADA supports Open Forum development effectiveness</p>	<p>International dimension</p> <p>Exchange/partnership with European & Southern partners is very valuable. This is possible only through the EC support, not with AT support alone.</p> <p>Civil society as basis of democratic society</p> <p>Does the EC wish to support critical NGOs or not? What is the EC's understanding of democracy? EC should appreciate</p>

<p>relevant evolutions</p> <ul style="list-style-type: none"> • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 	<p>process (global umbrella) with 500.000 €. How does the EC support such structural initiatives to strengthen global civil society, above project level?</p> <p>Focus on supporting Campaigns</p> <p>Campaigns are stronger if international – EC support makes much sense here.</p> <p>EC-projects in the Formal Education Sector must be dealt with carefully. Projects which try ad hoc development of national curricula are unrealistic in 3 years. Projects in non-formal education are less problematic.</p> <p>Thematic priorities</p> <p>Important themes: economic relations, environment/climate, human rights (incl. minorities, gender).</p> <p>Issues of multiculturalism are not so much represented in ADA & EuropeAid support for DEAR, because different DGs/Ministries are responsible for this area.</p> <p>Co-ordination with national actors</p> <p>The EC should, in its DEAR strategy development, not fall behind the experience of national DE/GE strategy processes. In order to co-ordinate better with Member States, GENE could become dialogue partner. GENE can help with organising contact with member states officials – disadvantage: not all EU Member States are in GENE. MoE would wish to be informed in time about projects which focus on the Formal Education Sector in AT so that MoE can be involved if they want.</p>	<p>a strong & independent civil society and support it with its DEAR approach.</p> <p>The EC needs a vision which clearly states how it sees the role of civil society and NGOs.</p> <p>The conditions of the current call are made for a highly professional scenery of a few elite NGOs – not for the larger civil society. If the EC wants to support really the civil society, this should become a clear priority and the DEAR strategy formulated accordingly.</p> <p>Specific support for Campaigning and Education</p> <p>Funding guidelines (e.g. EC) ask for big numbers, concrete results. Open results, intensive work with fewer people – not so favourable, not cost effective.</p> <p>Both elements education and campaigning need to be there and need to have their place in EC programme (also projects with few people & open result).</p>
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BE: BELGIUM

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor Trade Union
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>Statistics: PULSE; study of 11.11.11; Eurobarometer; survey of 2004.</p> <p>Several researches running on DE, Université de Leuven, PULSE project, a 4 year research project, financed by the Belgian development cooperation (MFA), broad research on public support for development cooperation incl. public attitudes and practices. The first report (general public survey) was published in May 2010.</p> <p>COPROGRAM is running an impact evaluation on DE in the schools and a research about citizenship</p> <p>ACODEV has published a study on 2006 about DE (focus in DE concepts, methodologies, practices,... in the French Community of Belgium) and on 2008 a capitalization of NGO's practices related to DE evaluation. ITECO is a member of ACODEV specifically targets research and coaching in DE.</p> <p>Many other researches are invisible in the connected areas (gender, migration). Objective is to create a reference framework that makes those researches more visible, in order to value more the work done so far. There is also a growing pressure felt for the results and transparency by the public, and ONGs would like to know about the best practices. There is a shared vision that research done by the practitioners has to be valued more and acknowledged as a modality of DE, for producing meaning and knowledge. There is also a need for more cooperation between academics and practitioners to develop methodologies on DE.</p> <p>Framework of DE is awareness-raising actions; • lobbying or advocacy actions; • mobilisation actions; • research-action actions</p> <p>MFA is federal, MoE are regional (Flemish, French and German speaking)</p>					
Priorities in DEAR		A DE strategy as such does not exist,		The time available for the preparation of these DE		

policies/strategies		but there is a new framework agreement in preparation, and should be ready in June 2010.	concerted notes is short and pressing. The NGO sector considers that they need to reflect on all this issues in depth, so it needs more time to do together a quality work.		
	Actors have different concepts in DEAR:				
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>Besides the NGOs, there are other actors who implement some DE activities in their own context (for ex. the schools, associations).</p> <p>The young and the medias become more and more partners E.g. of the MFA.</p> <p>There are NGOs that create their own media, and alternative media.</p> <p>Social</p>	<p>Within the Federal MFA, there are several departments dealing with global issues. Specific DEAR Department (20 persons) with different modalities of “Sensibilisation et éducation au développement” and “Programmes spécifiques de formation et d’éducation à la citoyenneté mondiale »</p> <p>MFA DEAR budget through the department of non-governmental actors accounts for 2/3, budget through DEAR department for 1/3.</p> <p>MFA DEAR budget accounts for 90% of the Belgian DEAR budget (regional and local budgets for 10%.</p> <p>DEAR is accounted as ODA (DEAR budget in 2009: 28,5 million EUR -</p>	<p>See for the “ACODEV Reference document on Development Education” www.acodev.be/IMG/pdf/Referentiel_ED-05sodef-07-05engl.pdf</p> <p>To change the behaviour of public should bring about a motivation to act, and to be engaged in action.</p> <p>This change should not be linked either to the support for government policies (DE could not be instrumentalised by the politics) nor to the fundraising of NGOs, as these are not objectives seeking by DE.</p>	<p>Flamish LA (see doc 4)</p> <p>Even if DE as such is not a core competence nor a priority for LA in Flanders, they engage in many activities.</p> <p>Enquiries demonstrate that an important part of the population identifies poverty and underdevelopment as one of the three most urgent societal issues. At local level, a number of associations or community groups are active in development cooperation and make an appeal to local</p>	<p>For Trade Unions, there is a clear link btw the partnerships in the South and the DE, but if there would be no Southern link, it would not lose of the legitimacy of the TU</p> <p>The trade unions have a different concept, namely the</p>

	<p>stratification has an impact on DE (to reach certain audiences) : Libéral/socialist/catholique pillars.</p>	<p>1,5 % of Belgian ODA)</p> <p>Financing of universities : On the Flemish side financed 540.000 EUR/year « Mondialforming » concept (3) Walloon Universities 192.000 EUR/year</p> <p>HR, peace education, conflict prevention,... are pragmatically integrated in DE</p> <p>CAD sectors are used in MFA</p> <p>DE is accounted as DCI Pragmatic approach to DE integrated in HR, peace education, conflict prevention</p> <p>Co-financing with the ONGs is 2/3, in AR 1/3</p> <p>The MFA has a Communication department as well with different modalities of “Sensibilisation et éducation au développement” and “Programmes spécifiques de formation et d’éducation à la citoyenneté mondiale » with a budget in 2009 of EUR</p>	<p>NGOs are often granted under the NGO co financing lines (projects or programmes) (in these lines, actions implemented in the South and actions implemented in the North can be funded. DE actions can be funded under the “North” side of the lines) for: - awareness raising and education activities, networking, lobbying, research</p> <p>For NGOs the education has a value in itself, and it is a question whether changing the behaviours and also in fundraising should be an aim in DE.</p> <p>Another question NGOs wonder is whether the support for development</p>	<p>authorities for support and collaboration. In about two third of all local authorities in Flanders (308 in total) there is an advisory board for development cooperation composed by those local organizations, NGO’s and individual citizens. The advisory boards provide advice concerning development policy to the municipal council and the board of mayor and aldermen. They also take many initiatives on information and awareness raising with the support of their local authority. Decree on municipal development creation (voted by the Flemish Parliament in 2004) Within this decree the Flemish local authorities can engage</p>	<p>social dialogue model in order to avoid conflicts and to build capacity with Southern trade unions.</p> <p>Liberal trade union works with the “Coalition belge pour un travail décent” within the broader campaign « decent work, decent life » launched by the <i>Coalition internationale pour un travail</i> in</p>
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	<p>28.492.362 the ODA being EUR 1.891.000.000 (1,51%), see examples in “good practice”</p> <p>La Coopération Technique Belge (CTB) is a major actor</p> <p>Flemish development agency (FICA – see also- 3)</p> <p>Flanders launched in 2000 a policy on strengthening support for development. In 2000 the Flemish Government decided to grant an important place to support the Flemish and Brussels local governments in developing their own policy on development cooperation. The decree concerning policies on municipal development covenants entered into force in 2005. annual call is launched to several associations, NGOs, schools and other stakeholders. Each year the theme is put forward in the call. In previous years, these themes were: youth, environment, sustainable trade.</p>	<p>cooperation is measured qualitatively or just quantitatively?</p> <p>NGOs are often granted under the NGO cofinancing lines (projects or programmes) (in these lines, actions implemented in the South and actions implemented in the North can be funded. DE actions can be funded under the “North” side of the lines) for: - awareness raising and education activities, networking, lobbying, research,...</p>	<p>into a three year covenant with the Flemish government. The covenant entails a strategic plan of three years with an important component on development education.</p> <p>Walloon LA – (see also 6)</p> <p>Development Cooperation in Walloon LA are lacking budget - therefore municipalities are often dependent on the availability of external funds if they want to develop a policy for DC (including aspects of awareness and / or development education), no matter if it is about European funding, federal or</p>	<p>January 2007 à Nairobi. ¹</p>
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¹ From Flemish side it is coordinated by 11.11.11-Vlaanderen and includes the following organisations: 11.11.11-Vlaanderen, ABVV, ACV, FOS, WS et Oxfam Solidariteit. Walloon side, it is coordinated by CNCD-11.11.11 and includes: CSC, CGSLB, FGTB, Oxfam Solidarité, Oxfam-Magasins du Monde, Solidarité mondiale, Solidarité socialiste, Campagne vêtements propres, CIRÉ, Le Monde selon les Femmes, Réseau financement alternatif, CADTM, GRESEA, et Réso-J.
See: <http://www.cncd.be/spip.php?article820>

				<p>regional.</p> <p>In recent years there is nevertheless an increase in the number of municipalities involved in DC, through the creation of a program funded respectively by the Belgian Cooperation and the Walloon Region, allowing municipalities to develop partnerships with municipalities in the South. Activities are occasionally organized by Wallonia Brussels Council for International Cooperation (CWBCI) and Wallonia Brussels International (WBI). Activities are also organized on own funds or federal funds (funding line D5 of the Belgian Cooperation).</p>	
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<p>Perceived examples of good practice (according to whom, in which context)</p>		<p>Museum of Tervueren, financed by the MFA Museum Musée Royal de l’Afrique Centrale (MRAC) by a budget 731.000€ in 2010</p> <p>Financing of Universities – see note (5) to measure public opinion in a more strategic way: e-learning component that is starting Grants for travel : in 2010 a budget of 662.500€, other activities 40.000€</p> <p>For several years the MFA appoint the CTB to implement 2 specific programmes in education and formation: 1. Kleur Bekennen/Annoncer la Couleur, a programme of education to global citizenship for the young (10-18) 2. Infocycle, a training of around ten days about development cooperation for the young (18+), with an e-learning component since 2010</p> <p>Helping the production of didactical materiel in the provinces, through Kleur Bekennen/Annoncer la Couleur</p> <p>Flemish development cooperation –</p>		<p>Flemish LAs (see doc 4): Many local authorities are organizing once a year so-called ‘World festivals’: Third World week in Dilbeek, Africa festival in Leuven and Turnhout, Park festival in Brugge, Gambiance in Oostende, ‘Zuidergekte’ (‘Crazy about the South’) in Geel, Villa Pace in Sint-Niklaas, Mababotabo in Waregem, ... It is often a mix of information and cultural activities (art, music, dance) to create a different image of people and countries in the south.</p> <p>Walloon LAs (see doc 6) Municipalities that engage in DE/AR are often surrounded by associations or NGOs.</p> <p>The activities themselves are very different: exhibitions,</p>	<p>Trade Unions have another budget line</p>
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		<p>(see also -3)</p> <ul style="list-style-type: none"> - In 2008, the FICA took the initiative with 11.11.11-Coalition of the Flemish North South Movement to create a focal point for the “fourth pillar”. Based on research commissioned by In one years time, the website www.4depijler.be had already 25,000 visitors and hundreds of people took part in meeting events. - FICA has several projects ongoing in the South on 'aid for trade', it regularly organizes an awareness activity on sustainable trade, including the annual information fair during the "Week of Fairtrade ' / Sustainable Day (s) and a sustainable fashion -FICA published a book, engaged two famous Flemish: journalist Annemie Struyf and photographer Lieve Blancquaert. The book "Someone. Caught by South Africa ", published by Lannoo is since March 2009 in bookstores and repeatedly pulled the top 10 best selling books. 		<p>seminars on specific topics, "solidarity villages", the presence of a shop at a market Christmas, receiving foreign delegations, meetings in schools, organizing solidarity games, film documentaries, debates, arranging dinners and meetings for the benefit of good causes (as was the case for example in several municipalities re Earthquake Haiti, or the earthquake in the region of Al Hoceima in Morocco, a few years ago), fundraising.</p>	
Relationship between DEAR and other “adjectival”		<p>Flemish school system (see also-1)</p> <p>Development education is addressed through the compulsory core curriculum. This curriculum contains a</p>	<p>All those aspects are integrated in the researches about DE mentioned above and also in the activities and the actors. Recently there</p>		

<p>educations: GE, ESD, Inter- /Multicultural , Peace, Anti- racist, Environment al, Citizenship...</p>		<p>number of objectives (called final objectives) for certain levels of education (end of primary and end of each cycle in secondary), formulated per learning area, subject or cross-curricular theme. The objectives are determined by a decree of the Flemish Parliament. All Flemish schools are obliged to make sufficient efforts to work on these objectives. Financing and the right to issue recognized diplomas depend, among other things, on compliance with the compulsory core curriculum.</p> <p>a) In primary education, objectives relating to development education are part of the ‘World orientation’ learning area (an integrated approach on learning about nature, health, environment, technology, man, society, time and space). The final objectives are built around three main areas: socio-economic, socio-cultural and political and legal aspects. B) In secondary education, development education is addressed through the final objectives concerning geography and history:</p> <p>It is also explicitly part of the cross-curricular attainment targets. Cross curricular final objectives act as a</p>	<p>were service NGOs, who produced knowledge for the other NGOs, and were in contact with other related sectors as pedagogy, environmental education, peace education</p> <p>Concept of DE is very large; it will be defined differently by the actors.</p> <p>For French speaking NGO's see “Reference document on DE” done by ACODEV's members : www.acodev.be/IMG/pdf/Referentiel_ED-05sodef-07-05engl.pdf</p>		
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		<p>kind of ‘safety net’ for core objectives that are not at all or hardly raised in the subjects. Cross-curricular final objectives are above all intended to develop the attitude of responsibility. For more information http://www.ond.vlaanderen.be/dvo/english</p> <p>Walloon school system (see also-2)</p> <p>Development education is part of education for citizenship, a fundamental mission of the school in the French Community (CF) of Belgium. The regulations about promoting values among students about „a democratic, solidar, pluralist society open for other cultures“ (1997); „<i>To be and become a citizen</i>“ (2007) and for a „critical reflexion and development of citizenship“ (2009) are integrated in the mission of the school. The curricula specify the disciplinary and interdisciplinary skills. Schools in CF have a certain autonomy, but concrete projects of development education in the classroom depends not only on the intentions of the legislature, but also the strength of each team, coaching</p>			
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		provided by international networks of inspection, partnerships with associations, etc.			
DEAR co-ordination & support structures	There are governmental NGOs as direct interlocutors of the DGCI. This is done through a labelling system. Recognised interlocutors can have a contract to launch programmes of 3 years.	<ul style="list-style-type: none"> Platform of the MFA and NGO-sector to implement the paragraph on more coherent DEAR strategies of the framework agreement between the Minister and the NGO-sector Infocycle coordination platform for short trainings on development issues Kleur Bekennen/Annoncer la Couleur platform on DE and quality <p>PULSE research platform</p>	<p>COPROGRAM (Flemish), ACODEV (Walloon) are the two NGO federations in Belgium.</p> <p>NB : COPROGRAM has the same general missions as ACODEV (see below)</p> <p>does coaching for the NGOs, stimulating researches and improving strategies, has a specific program of evaluation in the schools – a Final Report coming out in April 2010</p> <p>The calls for proposals on the Flemish regional side have different objectives (2):</p> <ol style="list-style-type: none"> 1. DE (through FAS – independent agency) 2. Support for communities 3. Enterprise, Fair 		<p>3 kinds of trade Unions exist in Belgium.</p> <p>Liberal trade union has links with Africa, with projects in Burkina Faso, Senegal, etc. fully recognised and integrated in NGO networks</p> <p>Good collaboration through national NGO platforms.</p>

			<p>Trade</p> <p>4. IPSI= private initiatives, this is more a capacity building tool and not grant funding</p> <p>Federal founding has 2 major modalities for the NGO's co financing :</p> <p>1. "projects" line (in the South and in the North)</p> <p>2. "programme line" (can have a South and/or North dimension). The access of this line is done through a labelling system.</p> <p>Recognised interlocutors can have a contract to launch programmes of 3 years. The funding proportion is of 80-20%</p> <p>There is a dialogue with the DGCD but also the autonomy of the ONGs is respected.</p> <p>ACODEV is the French and German-speaking NGO's federation in Belgium. The objectives of ACODEV are : to represent, to coordinate,</p>		<p>The trade unions are fully legitimate partners and recognized by the Belgian cooperation.</p>
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			<p>to defend and to promote the interests of its NGO members in their relations with the public authorities and all public funding agencies (mainly Belgian or European) for their subsidized activities in development cooperation. To offer information and services to members and other persons. Also but not only in DE.</p> <p>For DE, ACODEV :</p> <ul style="list-style-type: none"> - defines statements on DE; promotes NGO's exchanges on their DE practices - organises DE workshops or capacity building actions for DE - coordinates a DE working group that meets monthly ... <p>Belgian NGO's active in DE develop besides other many synergies and collaborations between them et with others actors/sectors through joint campaigns on specific themes, advocacy work,</p>		
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			<p>joint stands in some festivals, participation in exchanges networks, and so on.</p> <p>On the French Community of Belgium, the German Community of Belgium, the Walloon Region and the Brussels-Capital Region have established a monthly multistakeholder Committee for development issues : the CWBCI (Wallonia Brussels Council for International Cooperation). The CWBCI regroups trade unions, local authorities, NGOs, colleges and universities, Walloon representatives organizations of farmers or workers, assurance companies (mutualités) and some enterprises as well to give advice on development issues to regional authorities and impulse some events, publications,... about international solidarity (also for DE but not only). It manages also a specific budget line for DE :</p>		
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			<p>“Semaine de la solidarité internationale” that funds multistakeholder projects for awareness raising of the French-speaking public in Belgium</p> <p>French Community of Belgium via WBI (Wallonia Brussels International) funding has different objectives:</p> <ol style="list-style-type: none"> 1. promotes awareness raising and education for international solidarity among French-speaking people in Belgium 2. encourages collaborations and consultations among the different actors of international solidarity and of DECASIW was settled by the Walloon Region to bring support and information for initiatives taken by citizens in the field of international solidarity. <p>ITECO, is an NGO specialized in the field of DE. This NGO is a</p>		
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			<p>resources and training centre and develop different capacity building activities for DE practionners and educators who dealt with international solidarity and intercultural issues (trainings, researches,...)</p> <p>On the community level There is a direct partnership with the “échevins” of international solidarity</p> <p>There is also the Union des Villes et des Communes, which has a department for International Solidarity, and is engaged in the Southern dimension. Either they finance projects (about 5000), or they call for the federal budget within “decentralised cooperation” tool (i.e. twinning with the South) which is a legal instrument, but does not have a separate budget line for DE. There are stronger and weaker communities</p>		
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			with regard to DC and it cannot be called as structured.		
The main challenges for DEAR in the country <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 		Stimulating coherence efficiency and division of labour in DEAR activities to cover the broad spectrum of the Belgian population.		To develop pertinent measurement mechanisms	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				²	
The added value the EC can contribute <ul style="list-style-type: none"> Complementary: 		<ul style="list-style-type: none"> Support to European networking and exchanges of good practices and experiences through relevant organisations and forums (DEEEP, 	Problems and Proposals for a better EC financing - felt by NGOs: <ul style="list-style-type: none"> Instead of locally rooted NGOs, too often big 		

² If it occurs, record evidence why LAs reply to the Call for Proposals so rarely – and what can encourage them to apply.

<p>filling gaps that national actors cannot close, supporting the relevant evolutions</p> <ul style="list-style-type: none"> • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of 		<p>CONCORD, GENE, Multi Stakeholder Meeting, North South Centre,,...)</p> <ul style="list-style-type: none"> - to stimulate the Member States who don't have a sufficient level of DE activities to perform better in that field - to help to better see the evolution in DE and the behavioural change in societies - better dialogue with NGOs - to make eligible the actors of candidate countries – which means to modify the DCI regulation on this point - co-financing of DEAR activities in priority in EU member states without a well-developed DEAR funding system - to have a common position adopted by all member states as in 2001 - To update the dialogue process on DE the Commission could organise expert meetings 	<p>international NGOs are financed, who otherwise are not active locally</p> <ul style="list-style-type: none"> - There has been an invisible priority for NMS as partners on the detriment of the Southern partners - There are less financing for capacity building and to associate with partners that does not have access to local resources (Southern partners, small NGOs) - Actual application procedure neglect the small NGOs - Feedback of the evaluation of the proposals is 		
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future provision and priorities for DEAR should the EC address?				<p>insufficient. Instead of evaluation grid, where an NGO often misses the selection by half point, there should be a dialogue btw EC and ONGs</p> <ul style="list-style-type: none"> - More transparency - Evaluators should be close to development education, otherwise they might miss the point entirely 		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South						

Centre, OECD, UNDP, other DGs of the EC						
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BG: BULGARIA

	Country in general	MFA	MoE	NGDO platform
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 			<p>A baseline and needs analyses survey was made in April-May 2009 in which teachers from 4 schools participated – 2 from Sofia and one from North and one from South Bulgaria.</p> <p>72% of students answered that they deal with the subject Climate change/economy/population, some-times in geography classes, just 6% mentioned always, and 10% pointed out that they never dealt with the subject. Forty five percent of students think that it is necessary to deal with Climate change, economy, and population.</p> <p>Regarding Cooperation/conflict resolution, the results show that 48% percent of student dealt with the subject</p>	<p>Society is not so open to international challenges, Bulgarians are rather oriented towards own problems. Similarly as in other new member states – there is no donor mentality</p> <p>Bulgarians react to specific crises very intensively, but they are less in favour of providing a continuous help for development</p> <p>The concept of ‘Global learning’ has the potential to focus on local problems and, at the same time, educate people about other countries. Otherwise, there it is difficult to bring the Aid/solidarity topics in.</p> <p>Fair trade, sustainable consumption are good entry points for development education topics – it’s very important to be clear about those topics when talking to the public</p> <p>Media has a very important role in AR, journalists needs to be involved in the</p>

			<p>sometimes, but 40% never dealt with it. Regarding the necessity 44% answered that it is necessary to deal with it, and 35% partly. The subjects that this theme is thought vary from geography to philology, Teachers class to basic economy.</p> <p>Almost one/fourth of the students never studied Human rights/responsibilities – 27% are and 46% studied some times, however 56% find the importance to study it.</p>	<p>actions</p> <p>Ethical dimension of all those problems Needs to be pointed out</p>
Priorities in DEAR policies/strategies			<p>Strategy for Sustainable Development of the Republic of Bulgaria exist (see DE Watch report)</p> <p>There is no DE strategy as such in the country MoE civic education is included in the 'Minimum mandatory curricula'</p>	<p>A Development cooperation strategy will be out in autumn and the next year it might be presented to the Parliament. This strategy is partly covering DE.</p> <p>The priority countries of BG development cooperation are Georgia, Armenia, Serbia, Kosovo, Moldova.</p> <p>The Bulgarian Platform for int</p>

				development has 20 members and is mainly concerned with development education, health, gender issues, environment and sustainability related to ODA development policy. It's recommendations to MFA include institutional capacity building , to improve the participation of NGOs in the Council on International Development, because its participation is ad-hoc at the moment; elaboration of legal ODA framework; the adoption of Mid-term Programme for international cooperation
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 				<p>Difficult to find the entry points for DE, one successful case was the issue of the “detention camps” for migrants that was taken up by the media via an incident that happened between the protestors against the camp and right wing groups.</p> <p>Actually, this news is taking away the attention from global problems and poverty.</p> <p>Global learning should not be concerned only about awareness but also about knowledge.</p> <p>Global learning is understood as a concept that includes global responsibilities, includes everyone (not just the Northern</p>

				<p>countries). Therefore ‘Southern dimension’ should be changed to ‘Southern Partnership’, or even, Southern partners should lead projects.</p> <p>AR is a North centred activity</p> <p>Min of Fin has some DE amounts but very small and more on paper than in practice.</p>
<p>Perceived examples of good practice (according to whom, in which context)</p>				<p>Haiti campaign was very successful; the theatre in Port-au-Prince initiated by the French had found an echo in Bulgaria’s Ministry of Culture who fully supported the initiative.</p> <p>MFA carried out 7 projects in Macedonia, building bridges, schools, bilateral projects – shows that there is some willingness (30t euro)</p> <p>Media plays an important role in BG and had an involvement in a fundraising project in which citizens had a 1 minute talk with the prime minister, in exchange of 1 Euro</p> <p>Sustainable consumer education project has been selected for EuropeAid funding.</p>

				Another project on education in maternity schools is in preparation with MT, CY and GR in cooperation with Local Authorities.
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...				
DEAR co-ordination & support structures		No concentration between Ministries and the Platform Ministry is in the process to develop DC strategy A workshop will take place in October about education of sustainable development (with secondary schools, universities, teachers, media and platform) where MoE is involved. MoE will ask for some recommendations from the Platform.		
The main challenges for DEAR in the country • incl. forward thinking - priorities for DEAR in the future				Promoting values and initiatives in the country To find common interest behind DC: for governments rather than talking about values, talk about possibilities; investments in sustainable solutions in other countries.
Feedback on the EC approach: strength &				

weaknesses (macro perspective: country)				
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 				<p>Less technical administration requested: To develop wider concept notes but with less pages, i.e. not 15 pages but just 5</p> <p>EC should be more visible, and the call for proposals should be posted in time on webpage</p> <p>There should be a way to publish the results of the calls and the results of the projects.</p> <p>Help in impact measurement, that national actors cannot undertake</p> <p>Shorten the period of approval of the projects because the selection is delaying the implementation: the currency is devaluating and the programming may no longer be feasible “2 months should be 2 months”.</p> <p>Financial viability of Bulgarian NGOs does not allow them to apply for core funds. It’s a vicious circle: they cannot apply, they do not improve the operational and financial capacities</p>

				<p>Obligatory Southern partnership at this stage makes sense only in the strategic partner regions of Bulgaria</p> <p>Money should be allocated to work out quality partnership instead of chasing around for a partners in an “excursion like” activity</p> <p>A media discussion would be welcomed: a systematic communication strategy, or the sponsorship of a video clip would bring the topic into the attention of the public</p>
<p>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC</p>				

CY: CYPRUS

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>Racism and xenophobia are very much debated because immigration is a relatively recent issue. Guides in foreign languages are being produced to support immigrant integration. Priority Education Zones have been created and include linguistic mediation initiatives. Recently there seems to be more interest in development aid by the Cyprus government and by the general public although, according to the national NGOs platform CYNDEP, (unspecified) polls register a general negative attitude by people.</p> <p>.</p>					
Priorities in DEAR policies/strategies		<p>The key institutional actor is the Ministry of Finance: its Planning Bureau includes the Cyprus Aid which is in charge of development aid. At the same time the Cyprus development aid activities are communicated through a leaflet</p>	<p>Ministry of Finance is in charge of the lifelong learning policies and many DE issues are implied in its lifelong learning strategy. A goal of the Ministry of Education is to promote voluntary work through education and to</p>		<p>Municipalities lack resources</p>	

		that Cyprus Aid disseminates in all schools to inform about their overseas initiatives.	try to involve more young people in voluntary activities. There is a concern that today voluntary work is attracting mainly older people. Meeting are scheduled in 2010 in order to promote joint activities involving the collaboration of the Ministry of Education, the Ministry of Labour, the Cyprus Council of Volunteers and the Cyprus Youth Council. Education reform that will include more pedagogical research by			
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			<p>Pedagogical institute.</p> <p>There is no specific Ministry of Education budget for DE. The Ministry is using other budget items, i.e. for conferences, such as the one on the GE week (2000 euro).</p>			
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 			<p>The Global Education week is announced by the Ministry to schools since 2007.</p>	<p>In terms of proper exposure to the reality of the South, the NGO Support Centre is promoting a new project (started in March 2010) focusing on strengthen civil society NGDOs by supporting their members to travel to the global South alongside academic institution and to</p>		

				promote development education activities and international NGOs and then bring that practice back to Cyprus (hope for Cyprus Aid further support). Presidency should be an opportunity.		
Perceived examples of good practice (according to whom, in which context)			The Ministry of Education is supporting higher education projects in Mediterranean countries as well as in African countries. These activities generate visits from scholars from other countries as it has been the case with Kenya. Visits of foreign people to schools in	The (WFC's led) project Accessing Development Education (to be finalised in June 2010) is experienced by CYINDEP members as good development education practice: it generates interest especially among teachers and students, it helps to share diversity, it has proved an opportunity for involving government representatives from the Ministry of Education. In terms of		

			<p>Cyprus are rare, although one pre-primary school invited a Kenyan citizen (who has been living in Cyprus for a while) to participate in a meeting at the school.</p> <p>There have been school cultural initiatives about Africa to promote partnership and solidarity activities.</p>	<p>communication, based on this project, WFC has now a 2500 people DE newsletter, which is felt to be very useful but not yet sufficiently outreaching.</p> <p>One key element of Accessing Development Education seems the positive teachers attitudes towards new pedagogical ideas.</p> <p>Teachers and educators “need this and get very motivated by projects that “move away” from the “political cloud” that relates citizenship and global education issues in education to the Cyprus internal issues.</p> <p>In terms of training the project provided very concrete tools that were implemented with</p>		
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				<p>pupils. In the same way the Youth in Action programme and specific European training events provided very concrete and motivating opportunities to practitioners. At World Futures Centre the involvement of representatives of the Ministry of Education is perceived as an explicit objective and an achievement of the project as previous contacts proved to be not easy. For example, in the mid Nineties WFC tried to donate computers to the Ministry and offered training opportunities but the Ministry refused the offers. More recently a major stock market company was refused a similar</p>		
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				offer: at that time the Ministry seemed too concerned with “conspiracy theories”. WFC managed to break those stereotypes. Seminars like the international closing event of the Accessing Development Education project in Cyprus and similar events abroad, when they manage to involve government officials provide examples of “external validation” (they help officials see the outcomes and the actors involved in DE across Europe) and they help to create an environment of trust.		
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...			civil servants (9 inspectors, 3 officers) (pri, sec, Min, Ped Inst – offering	There are also other Cyprus NGOs that promote work in areas that are felt to be more established in Cyprus		

			<p>training) deal with DE/Environmental education (and centres). + support by Bureau of the European Parliament and European Institute. Only partner: Future World Centre. 64 schools (majority secondary schools) involved in the GE week.</p>	<p>when compared to development education, such as environmental/sustainable development education; anti-racist policies and education; intercultural education. While they are not part of the platform, some platform members do promote projects in these areas.</p> <p>Human Rights are a more educational controversial issues often because those who are promoting Human Rights projects connect it in a narrow way with their own Human Rights (right to go back to my house; right not be afraid). A Human Rights Education teachers network was</p>		
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				<p>established but apparently did not receive any funding (and now it does not seem to be active). Amnesty International has premises in Nicosia, but it is not particularly active.</p> <p>On the contrary, both Intercultural Education and Environmental Education are perceived as “doing better” than Development Education..</p> <p>Environmental Education is more present and is easier to connect to the curriculum.</p> <p>Intercultural Education was prominent in the past years also thanks to the 2008 European Year for Intercultural Dialogue. In Cyprus,</p>		
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				such practice can build upon 15 years of bi-communal projects and peace and reconciliation projects. Today IE is also beginning to tackle issues related to the higher numbers of legal and illegal immigrants and asylum seekers. Even the way the teachers adapt and implement DE to school practice is often linked to anti-racism issues.		
DEAR co-ordination & support structures	Although there are also the first signs of closer collaboration between CYNDEP and Cyprus Aid (which is recognising the NGOs platform). Cyprus Aid is working to provide soon a small grant schemes for NGOs. This institutional process seems slow. Probably it will take two more years to release the first grants. (A major difference with other EU countries is that until now the Cyprus government subcontracted	The MoE takes responsibility for the NSC Global Education week (http://www.moe.gov.cy/pagkosmia_ekpaideusi/index.html). Over the past years the NGOs relations improved	The first challenge was to establish a National Platform to represent all Cyprus NGOs common interests. It took 2 years and it resulted in a platform that represents NGOs interested both in development aid and in development education. The			

	<p>development aid projects to foreign NGOs (for example Irish NGOs). Cyprus NGOs understanding of this policy is that the so far the Cyprus government did this in order not to allow Cyprus NGOs/independent civil society to grow. Only recently some project were implemented overseas by Cyprus NGOs (Cadet and World Futures Centre in technology and communication; Red Cross and Family Planning on health and AIDS related issues).</p> <p>According to official figures, Cyprus is doing very well in terms of GDP percentage devoted to ODA; nonetheless among the CYINDEP members there is criticism concerning the amount of funds actually invested in recipient countries. They remark that the fact that Cyprus Aid is subcontracting foreign NGOs and it is not appointing local NGOs to implement overseas aid in combination with a general lack of transparency generates lack of trust in Cyprus ODA by the general public.</p>	considerably with the Ministry of Education.	<p>process included both Greek Cypriots NGOs and Turkish Cypriots NGOs. Then it took 2 years to register as Cyprus Islandwide Development NGO Platform (CYINDEP). However, the general feeling is that the slow process helped the NGOs themselves and their mutual relations to mature. Initially (2008), the Greek Cypriot Platform included 4 NGOs. In 2010 they are 9: Cardet, Cyprus Family Planning Association, Ecognosia, Future World Centre, Index Research Centre, Laona, Mediterranean Institute of Gender Studies, NGO Support Centre, Volunteers Doctors – Cyprus. The Turkish Cypriot network includes 12</p>		
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			NGOs. Thus CYNDEP (the island-wide development education platform registered in 2009 - initially the Government did not accept the suggested name) is combining the two platforms (22 NGOs).		
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 	<p>In order to improve DE in Cyprus it is felt by NGOs that more activities are needed because presently too few projects are implemented and too few schools involved, and therefore it is difficult to generate a critical mass of practitioners and people involved. Current DE projects are all felt to have a positive impact although more public events and coordination among key actors is felt as necessary. NGOs should also begin to address how to reach out for a wider public, beyond the actors more or less directly involved in the DE projects.</p> <p>These are reasons why more projects would make a positive contribution to DE in Cyprus only if they would openly address how to avoid fragmentation and duplication of initiatives. This is felt to be a critical issue by CYINDEP members: more co-ordination is needed.</p>		<p>Local Authorities seem reluctant to accept partnerships (with NGOs). The NGOs hope is that the existing European Commission EuropeAid grant schemes that both differentiate and encourage collaboration among NSAs and LAs will provide opportunities for cooperation and is going to result into national policies in support of DEAR.</p>		

	It must be noted that most NGOs are based and concentrated in Nicosia while most active schools are located in other areas, like Limassol. There are many small NGOs in small places doing excellent work, most of them little known. It is important to support this decentralised work.				
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				<p>CYINDEP members' opinion is that one way to receive positive external support is to be able to count on "critical friend evaluators". They can play an instrumental role, bouncing good ideas while having an external role.</p> <p>Within the present situation it would be crucial to be able to count on EC's support to "small" potential DE actors who are not funded yet. For example they could be provided opportunities to promote and/or participate in DE activities and to build their capacity through small grant schemes.</p> <p>So far the EC resources were essential for developing good practice and even institutional relations, in a country where NGOs are not yet supported by government funding.</p> <p>What CYINDEP expects from the EC is more bottom up assessment of needs and ideas, adopting a more democratic approach in comparison to the white paper type of process. It would be useful to organise 3-day discussion</p>	

				<p>workshop at regional and at European level, therefore providing stakeholders with opportunities to make their voice heard and to exchange face-to-face ideas, possibly years ahead of EC decisions about that topic.</p> <p>From an administrative perspective, the Cyprus NGOs experience is that within other EC programmes there are more human contacts with the EC unit. There should be more of a partnership relationship and not just a sponsor-recipient relationship. It would be useful to invite recipient/lead applicant on workshop on all aspects related to running a project in order to help NGOs to understand the practicalities of managing a project (ex. timesheet) beforehand..</p> <p>For Cyprus, it is hoped that EC initiatives will help to bring together State, LAs and NSAs actors in order to facilitate partnerships.</p> <p>In the future it would be helpful to support the role of teachers within the De projects as it is happening with a recent UNPD project which provided 200 pounds to teachers as a contribution to their project work.</p>
The added value the EC can contribute <ul style="list-style-type: none">Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions	Trialog and international conferences provided an important space for Cyprus NGOs to develop and establish relevant contacts. Such international meetings also provided an opportunity for individual government representatives to acquire relevant information and straight contacts with colleagues and civil			

<ul style="list-style-type: none">• Coherence between EC and national funding• Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR?• What levels of future provision and priorities for DEAR should the EC address?	society representatives.					
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC		NGOs from Cyprus had a hard time first in finding the “entry point”, a way to be eligible for Europeaid funding. The turning point was the Trialog EC funded project supporting NMS through study visits: it was the first real chance to learn from the experience of other countries. The visits to Austria, Slovakia, Czech Republic proved to be stimulating				

		because they highlighted the DE achievements by NGOs in these countries and they showed concrete ways to operate not yet in place in Cyprus. NSC'GEW plays a pivotal role.				
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CZ: CZECH REPUBLIC

	MFA/CZDA	Formal Education Sector	NGDOs & civil society	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>Last development-related survey 2008: people are interested in but lack information about development co-operation. People are aware that CZ is active in development co-operation and support it – but would not like to see more money spent than currently.</p> <p>It is assumed that the willingness to support poor countries declined due to the economic crisis. The next survey will be conducted in 2010.</p>			
Priorities in DEAR policies/strategies	<p>One out of five areas of work of the Czech Development Agency is GDE. The MFA/CZDA distinguishes between (a) Development Education (focusing on formal education) and (b) Awareness Raising (campaigning, information). Both are under one budget line at the MFA but are addressed by two distinct objectives of the Call for Proposals. DE and AR will become more separated as distinguished approaches in the future – until now it is still rather mixed.</p> <p>In the area of Education, the</p>	<p>GDE is becoming a mandatory part of curricula at primary and secondary school level. „Education towards Thinking in Global and European contexts“ recently became a cross-curricular educational theme. It can be included in the educational process through various subjects, e.g. social studies, history, geography, citizenship education.</p> <p>Problem: teachers can allocate only very limited teaching time to GDE issues – so they rarely deal with a global issue</p>	<p>NGDOs distinguish DEAR between (a) formal education and (b) public awareness raising as two main areas of work.</p> <p>A focus priority of NGOs in DEAR has been quality, M&E, measuring impact.</p> <p>Working on attitudes and values is seen as crucial for bringing about change.</p> <p>FoRS definition of GDE: “Global Development Education is a life-long educational process which: gives information about people living in developing and developed countries and facilitates understanding the</p>	<p>Regions and districts are only active in development co-operation, not in DEAR. Some regional authorities fund activities in DE on a small scale.</p>

	<p>MFA/CZDA prioritises measures which have a potential to have an impact on the education system (rather than one-off actions), e.g. qualifying teachers, improving and extending GDE-related teachers training, opening up space for GDE in curricula and institutions of education.</p> <p>The GE funding scheme of the MFA is open to different and critical views on global development issues.</p>	longer and more intensively.	<p>connection between their own lives and lives of people in the whole world; facilitates understanding of economical, social, political, environmental and cultural processes which influence lives of all people; develops skills, which enable people to solve problems actively; supports values and attitudes which enable people to take part in problem solving on local, regional, national and international level; leads to accepting responsibility for creating a world where all people have the opportunity to live a dignified life according to their conception. Global Development Education (GDE) is to prepare an individual for life in the current inter-connected changing world. The intention is to lead students to understanding of the problems of present world, to creating one's own opinion about these problems and the development of skills to solve these problems. GDE aims can be defined accordingly in fields of specific competencies of the educational</p>	
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			process participants, that is in the fields of knowledge, skills and attitudes” (source: DE Watch).	
	<p>The Strategy for GDE in the Formal Education Sector</p> <p>The most important are of work for Czech actors in DEAR (MFA, MoE, FoRS) since 2008 has been the Global Development Education (GDE) Strategy. The Strategy was initiated by the MFA, elaborated in a MSH process with MFA, CZDA, MoE, Ministry on Environment (not so active), FoRS, civil society, academia. European good practices were included (e.g. through GENE).</p> <p>It also includes public awareness raising on development, but its main focus is on GDE in the Formal Education Sector. Goal: access to information about development issues for all Czech citizens. Objectives of the strategy:</p> <ol style="list-style-type: none"> 1. Conceptual work: to include development issues as a principle of education and cross-cutting issue into curricula. In the CZ curricula there are the educational area “Man and society” and the cross-curricular subjects “Education towards thinking in European and global contexts”, “Multicultural Education” and “Environmental Education” => GDE strategy seeks to add issues of development and of the linkages between CZ and the world under these topics. According to the CZ curricula, there are 3 basic pillars of pedagogy: values & attitudes, skills, knowledge => GDE strategy tries to fill these pillars with GDE priorities: global responsibility, co-operation instead of confrontation, causes & solutions of global problems, multicultural issues. 2. Information sharing with & between school directors, civil servants, educational departments of the 13 districts of CZ (which have a lot of space to develop their own curricula), pedagogic institutes, NGOs; create partnerships between schools and NGOs. 3. Develop teaching materials. 4. Train teachers. <p>Principles of GDE according to the Strategy: global responsibility, participation, solidarity, partnership, inter-linkage between CZ and the world, openness & critical thinking, social fairness, sustainable development.</p> <p>The draft GDE Strategy was finished and is in an internal discussion process within the MoE during May/June 2010. It is expected that the (amended) Strategy should be approved by the cabinet of Ministers. This will give it a high political importance. GDE will then be an integral part of the Czech education system. Then, the next step will be the elaboration of an Action Plan for implementation.</p> <p>Next steps: Implementation of the Strategy</p> <p>The challenge now is the implementation of the GDE Strategy into curricula – this is a task mainly for the MoE. It will take time, however, since GDE is a very new area, there are other priority areas within the MoE, capacities for GDE are</p>			

	<p>limited.</p> <p>The new cross curricular subject „Education towards Thinking in Global and European contexts“ – provides more space for GDE in school teaching. But teachers do not know what to do with it. NGOs are already active with GDE activities in school but cannot reach all 4.000 schools – therefore work on curricula, provision of materials and teachers’ training is important. A 2009 survey among teachers showed that GDE issues are difficult to teach. Teachers need support, e.g. with concepts, materials and training. This area is one of the main challenges for the GDE sector in CZ in the coming years.</p>			
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>The MFA provides 465.000 € in 2010 for DEAR through a grant scheme for civil society actors (NGOs’, academic institutions and others): education and AR/campaigning activities, development summer school and more.</p> <p>Additionally, ca. 200.000 € per year are available for DEAR under the “trilateral co-operation” budget line. Most of this is used for co-financing of EC NSALA projects in DEAR (95% of all EC projects are co-financed). Furthermore other types of trilateral programmes, such as GLEN multipliers training, are financed.</p> <p>Due to the economic crisis, Czech ODA was cut 10% in 2009 and again 10% in 2010.</p>	<p>Teachers training in GDE</p> <p>There are a lot of offers by both NGOs and public educational institutions, but teachers training in GDE is not compulsory, so it depends on the teachers.</p> <p>The MoE gives the accreditation for teachers training – both universities and NGOs can get it; NGOs use it frequently.</p> <p>NGOs are more advanced in teachers training in GDE than state institutions.</p> <p>Traditionally, the education system focused on knowledge – now there is a new focus on attitudes and skills. It takes time to mainstream this new approach among teachers and pedagogic institutes. NGOs contribute to promoting it (e.g. to use interactive</p>	<p>NGOs recognised to be the main driving force of GDE in CZ. NGOs in DEAR are mainly development NGOs, and a few others (e.g. think tanks).</p> <p>NGOs in Education</p> <p>In formal education: 1. work on getting GE issues into the curricula. 2. contribution to teachers training and preparation of teaching materials. 3. quality projects in schools.</p> <p>In non-formal education: out of school educational activities with youth; work with scouts; film clubs; INEX-SDA with GLEN programme & football for development.</p> <p>While in primary and secondary schools, NGOs are mostly very welcome with GDE activities, NGO contribution to higher education is more difficult in certain faculties, because the</p>	<p>In some towns, municipalities, local communities, associations or clubs, DE activities are being organised.</p>

		<p>methods in school and to train a new generation of teachers in applying them; to consider project days in school not as unserious or free time but to conceptualise them as learning processes). With their expertise on GDE contents and methodology, NGOs are, to some extent, filling gaps left in the state teachers training. The latter needs to be strengthened.</p> <p>Teaching materials The Institute of Pedagogy is responsible for developing teaching materials. It is done in close co-operation with NGOs which are recognised for their expertise in GDE. The Institute of Pedagogy provides 70 articles on development on its web portal which is an important source of information and methodological tools for teachers.</p> <p>GDE by NGOs in schools NGOs which work in Czech schools have to follow certain rules and principles: NGOs</p>	<p>intervention of non-academic actors in academic teaching is seen as unusual.</p> <p>NGOs in Public Awareness Awareness Raising/Campaigning on issues such as MDGs, Czech development aid: e.g. Czechia Against Poverty campaign, People in Need AR projects. Campaigning for better labour conditions in developing countries, fair trade and sustainable consumption: e.g. Spolecnost Pro Fair Trade, Ekumenicka Akademie Praha.</p>	
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		are invited by the schools. They work with the pupils either in the free time activities or (if within lessons) they work with and through the teacher. NGOs have now already started GDE activities in pre-school.		
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	<p>Environmental Education – Education for Sustainable Development</p> <p>Environmental education is older than DE, it exists already since before 1989; it is more developed and spread, also within formal education. The focus is on domestic environmental issues or climate change. There are overlaps between GDE and environmental education, some environmental NGOs do also DE, and vice-versa. But the networks are separate, and also the funding sources are mostly different (Ministry of Environment provides significant funds for environmental NGOs). There is no vital link between development and environmental NGOs. Environmental NGOs are not in FoRS – they have their separate networks. Co-operation happens only at micro level between individual NGOs from both spheres. There are some co-ordinated activities about campaigns e.g. on Climate Change. Or on ethical/responsible consumption.</p> <p>Interactive methods in schools were first introduced within environmental education. Teachers who have been open for environmental education are also open for GDE. The same applies for the MoE: There is nobody specifically responsible for GDE, but those who are responsible for environmental education integrate some GDE aspects. In 2008, the MoE and the cabinet approved a strategy Education for Sustainable Development, elaborated by the MoE, Ministry of Environment and environmental NGOs. Work on the Action Plan for implementation is going on – the first version of the Action Plan was rejected as too close to Action Plan of the strategy of Environmental Education (which was developed with leadership of the Ministry of Environment). The processes of ESD Strategy and Environmental Education Strategy are not linked with the GDE Strategy process.</p> <p>Multicultural Education – Human Rights Education</p> <p>MoE supports NGOs’ projects in Human Rights and Democracy education in schools, and activities in Multicultural Education (e.g. work with Roma) – but this is not considered as DE, because it has a domestic focus. Only within big NGOs such as People in Need which have the capacity to engage in several of these different educational approaches (GDE, Human Rights Education, Multiculturalism Education). Spolecnost Pro Fair Trade and</p>			

	ARPOK are also engaged in multicultural education with a domestic and global perspective. For the Pedagogic Institute, the GDE Strategy is closely linked to the Strategy for Multicultural Education.		
DEAR co-ordination & support structures	MFA leads policy making in GDE. The Czech Development Agency which is part of the MFA, is responsible for implementation of development policies. This includes implementation of GDE (incl. appraisal and monitoring of projects) and co-operation with NGOs.	Within the MoE only 2-3 people are involved in GDE. The Pedagogical Research Institute is an important actor in the process of elaboration of educational themes and cross-curricular topics (including GDE concept).	The DE Working Group of FoRS meets 4 times per year. The 2008 GENE Peer Review and the 2009 Presidency conference on GE made the group more active.
	<p>The MSH Strategy group on GDE is the only body where the different GDE stakeholders meet regularly. It is considered as a good forum for communication and co-ordination. It met 4 times per year. It also provided an affective framework for the MFA and the MoE to meet regularly on GDE. The Strategy group is to be kept and to go on working on the implementation of the Strategy.</p> <p>There is no regular co-ordination mechanism between the MFA/CZDA and NGOs, but they have a very close and cordial relationship, high mutual appreciation and every day contact.</p> <p>Research Institute of Pedagogy invites NGOs to co-operated on some concepts, there is trust in NGOs. Since the 2008 GENE Peer Review process, a regular (although less intensive) contact also exists between NGOs and the MoE, Pedagogic Institute & universities.</p> <p>The MFA as well as FoRS are actively participating in co-ordination structures on GDE at European level (e.g. GENE, DARE Forum). The GENE Peer Review 2008 was crucial for GDE in CZ. Its main recommendation was to develop a GDE Strategy.</p>		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)	Ring fencing for NMS is still very important: 10 mil. € set aside for NMS; lower co-financing.		<p>Project duration 3 years project duration is appreciated: enough time for sustainable changes, for institutional change. This is unique: no other such funding source available.</p> <p>Application process The 2 steps application procedure with concept</p>

			<p>note and full proposal is appreciated.</p> <p>Priorities with unintended effects</p> <p>The Call pushes you to mention universities, students, schools, young people although you would rather focus on decision and opinion makers.</p> <p>Sometimes you are encouraged to put activities which you know are liked although they are not effective for the project.</p> <p>The involvement of Southern partners is much encouraged by the call – but it is sometimes artificial and happens in a superficial way just to fulfil the criteria.</p> <p>There is a pressure to be innovative – which is not constructive, particularly in education projects.</p> <p>Sometimes you know what you want and it is good but just not new.</p> <p>NGOs perceive a pressure to provide numbers to describe the project results. This sometimes makes no sense, particularly for qualitative results.</p> <p>Financial administration</p> <p>The projects are hard to administrate.</p> <p>Uneligibility of VAT is a big problem.</p> <p>Co-financing is difficult to find. Impossibility to use co-financing from USA is problematic.</p> <p>The duty to report interest gains from the EC money involves a lot of effort, but is about negligible sums. The bank charges usually make together much more than the interest gains. It is an inefficient use of time.</p>
The added value the EC	The NSALA support for both DE	NGOs' activities in schools	The programme makes a significant contribution to

<p>can contribute Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions Coherence between EC and national funding Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? What levels of future provision and priorities for DEAR should the EC address?</p>	<p>and AR is very important. The thematic openness of the call with very broad priorities is positive – it allows a wide range of activities. The needs in the 27 MS are not the same. NGOs make the right choices addressing the problems that are relevant to their countries.</p>	<p>are highly appreciated by the MoE; EC support for this work is very welcome.</p>	<p>DEAR in CZ. The EC support helps Czech NGOs to find partners in other EU countries. Without this call they would not necessarily look for these partners. Now stable relationships have developed between the organisations. The call is open enough to allow NGOs to do what they consider the right things. There should not be specific topical priorities as this would limit the possible (and necessary) diversity of thematic approaches. The Call should focus on supporting system changes (structural change, e.g. changes in the educational system) rather than one-off activities.</p>
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DE: GERMANY

	BMZ/InWEnt	Formal Education Sector	NGDOs & civil society	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>According to a survey in 2008 (infratest), 71 % of Germans are in favour of increasing ODA to 0,51 % till 2010. 52 % say they have heard of the MDGs but only 12 % know what exactly it is.</p> <p>Personal mail/email feedback, e.g. through citizens consultation service of the government, indicates that many people wonder why the government is spending money abroad.</p> <p>BMZ is preparing a regular survey on attitudes towards development co-operation and development issues.</p> <p>Attitudes on global issues and One World consciousness depend very much on social milieus and particularly the level of education. DEAR reaches only the more educated. Attitudes in the lower social classes and influences of the yellow press do not go beyond stereotypes.</p>			
Priorities in DEAR policies/strategies	Strategy The BMZs Concept 159 Development Education and Information Work (2009) outlines the BMZ's DE strategy. The concept distinguishes between (a) PR work, i.e. communication about the political objectives and effects of German development policy; (b) information work, i.e. encompassing background information about development policy issues; (c) education work, i.e. activities of global learning which are supposed to enhance citizens' critical	In Germany, education is under the responsibility of the Länder. In 2004, the Conference of Land Ministers of Education (KMK) decided on a new guiding concept of education called "New Learning". This included new standards for education, new forms of (autonomous) learning and a shift from content-orientation towards competency-orientation in education. This new	Concept of DE/GL The terms "Development related work in Germany" (incl. campaigns), "Development Education" and "Global Learning" are used almost as synonyms by most NGO actors. Definition of GL in VENRO working paper 10 (2000): "Global learning aims at forming individual and collective competence for action in the spirit of global solidarity. It promotes the respect of other cultures, ways of living and views of global issues, scrutinises critically the	The Conference of Länder Prime Ministers decided in 2008 on a commitment to a One World policy of the Länder. This commitment includes a responsibility for DE, mainly in the areas of political key competence of the Länder: education and culture. The federation of Länder One World NGO networks has four focus areas: 1. Migration, 2. Fair Trade and public

	<p>reflection about development issues and to encourage their engagement.</p> <p>Within the Concept 159, the BMZ refers to VENRO's definition of Global Learning (GL).</p> <p>InWEnt, the implementation agency under the BMZ, has integrated the concept of GL to a large extent.</p> <p>Priorities</p> <p>The new leadership of the BMZ (since late 2009) wants to focus more on public support of and understanding for development work through initiatives in Public Relations and DE work. Increasing the visibility of development co-operation is one of the 7 top priority areas of the new BMZ leadership.</p> <p>BMZ priorities in DEAR:</p> <p>1. GL in school, with a focus on structural impact: implementation of the Orientation Framework Global Development to anchor GL in the curricula; school competition by the President of the Federal Republic of Germany (incl.</p>	<p>guiding concept is implemented across all curricula, in teachers training etc.</p> <p>In 2007, the Conference of Land Ministers of Education (KMK) and the BMZ approved an "Orientation Framework for Learning on Global Development". The Orientation Framework concretises the concept of New Learning for the area of GE/GL and outlines a concept how to implement the global dimension of New Learning in curricula and teaching materials.</p> <p>The Orientation Framework is a strong paper – but teachers are not sufficiently aware of it. The challenge is to support the implementation of the Framework through the dissemination of the Orientation Framework, the development of</p>	<p>preconditions for one's own points of views and enables to finding sustainable solutions for common problems and challenges".</p> <p>Development Information consists of (a) knowledge (about the situation in developing countries, injustices, global connections), (b) PR work about the activities of organisations in development co-operation, (c) advocacy.</p> <p>Education, advocacy, Fundraising</p> <p>Controversial issue among NGOs: the relationship between information/advocacy work, fundraising, education. Where is it good to combine activities in the three areas where should they be separated? The education officers put the pedagogy and the growth of the individual learner to the centre and are against mixing education with advocacy and fundraising.</p> <p>It is a question of objectives and how success is measured: (a) donations (is legitimate,</p>	<p>procurement, 3. Participation and democracy, 4. Global Learning.</p> <p>Local Authorities have, in the last 30 years become important players in development and global issues. Focus areas are: town twinning, Fair Trade, school partnerships, cultural activities, climate change.</p> <p>Example Land Berlin: The city's development policy focuses exclusively on DE (in or out of school) and training for people from developing countries.</p> <p>Priorities are: GL in schools; improving quality of DE/GL. Quality of GL is understood as: 1. pedagogically qualified educators, 2. sound didactic concept of intervention, 3. continuity in the learning process, 4. knowing the life realities</p>
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	<p>teachers training); ENSA - development related school exchange programme; Online portal “Chat of the worlds” – networking platform and provision of GL materials for use in schools.</p> <p>2. Local Authorities in DEAR: focus on fair procurement, migration & development, North-South town twinning.</p> <p>3. ASA Programme: Traing of 250 Global Education multipliers per annum, consisting of training seminars, 3 months internships in the South, multiplication activities in Germany/Europe.</p> <p>4. Co-operation on Global Education with private enterprises, state institutions and media.</p>	<p>teaching concepts and materials and the provision of teachers training.</p>	<p>too), (b) political pressure, reaching the masses (no deep didactics needed); (c) develop competencies of people (deep learning process).</p> <p>Priorities of the VENRO working group on Education</p> <p>Global Learning in schools: New Learning & implementation of the Orientation Framework. The “New Learning” is a challenge for NGOs: so far they have focused on contents (situation in developing countries, MDGs, global connections, ethical-normative positions) and the promotion of their positions. Now they are required to focus on competencies (instead of contents and positions). NGOs have to adapt (need to change their educational materials and approaches) and identify the specific competencies they can help to develop.</p> <p>Further priority issues: the conceptual development of GL (e.g. annual publication of a Year Book on Global Learning); quality criteria and</p>	<p>of the learners and connecting the global and the local.</p>
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			impact assessment in GL; the contribution to the UN decade on ESD; financing of GL; weltwärts and other volunteering programmes; reaching new target groups for GL: universities, vocational schools, kindergarten, youth groups outside school.	
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>Total DEAR expenses 2010: 16 mil. €.</p> <p>DE/GE funding scheme for NGOs</p> <p>The BMZ division for development education and information spends ca. 10 mil. € per year for DE support programmes for NGOs (grant schemes administered by InWEnt).</p> <p>The programmes are supposed to be thematically open and have no thematic priorities. Nevertheless, InWEnt and NGOs discuss and identify potentials focus areas of the programme together (e.g. during consulting seminars). Currently focus areas are: involving migrants' organisations in DE; co-operation between LAs and</p>	<p>The Orientation Framework Learning on Global Development is in its implementation phase. The Länder which are responsible for school education, are running programmes to implement the framework. With support from the BMZ/InWEnt and with important contribution from NGOs they develop and test teaching models (concepts and materials). Teachers training is under responsibility of the Land MoEs. Teachers training is organised differently in each Land. (Examples: In North-Rhine-Westphalia,</p>	<p>Civil society actors in DE/GE/GL are very heterogeneous – each of them has its own history, tradition, concept and approach.</p> <p>NGOs & Global Learning in Formal Education</p> <p>Schools and pupils are the target group in a majority of DE/GL projects. NGOs (such as Welthaus Bielefeld in NRW) are active in teachers training, school projects, provision of teaching materials.</p> <p>Challenge for NGOs in the Formal Education System: NGOs are traditionally more content-focused which does not meet the requirements of the New Learning (focus on competencies) anymore.</p>	<p>Regional differences</p> <p>There is a big difference concerning the engagement of the Länder in DEAR. The Länder governments most active in DEAR are in North-Rhine-Westphalia, Rheinland-Pfalz, Berlin, Hamburg and Bremen. The One World NGO networks are also very active here. Besides these top 5 Länder, there are fairly active One World NGO networks in Lower Saxony, Baden Württemberg, Bavaria and Thuringia. Länder such as Saarland, Sachsen, Sachsen-Anhalt</p>

	<p>NGOs; climate change.</p> <p>Information work of the BMZ Ca. 2 mil. € are spent directly by the BMZ Department for Development Education and Information for information materials (school brochures, audiovisual materials, film rights).</p> <p>InWent-implemented DE Additionally, the BMZ allocates 3,8 mil. € for InWent-implemented DE programmes: ASA-Programme – training 250 DE multipliers per year. ENSA – school exchange programme. SKEW – service agency for engagement of LAs in One World issues (focus on awareness and engagement within German municipalities and international learning processes with twin cities). Orientation Framework Global Learning - support programme for the implementation of the Framework. President's school competition.</p> <p>Millenniumcampaign Additionally, the BMZ sponsors</p>	<p>NGOs (such as Welthaus Bielefeld) co-operate with the agency under the MoE [NUA] on teachers training in GE. In Baden-Württemberg, the MoE co-operates closely with the DE Centre EPIZ. Systematic teachers training in GL still needs to be developed.) Example Berlin: The Land Office for Development Co-operation (LEZ) and the Senate of Education collaborate on the implementation of the Orientation Framework Global Learning. The Framework has been translated into the curriculum; global issues are present in subjects such as geography, political education, languages, arts. It is also implemented in initial and in-service teachers training (co-ordinated by the GL Resource Centre</p>	<p>Not so many NGOs are capable of reflecting on the didactics of Global Learning and to translate it in good teaching materials.</p> <p>NGOs in informal education NGOs do a lot of DE activities outside schools (but it is not so much discussed within VENRO). Youth volunteering programme “weltwärts”: NGOs try to involve the returnees as multipliers in DE. The programme is intended to be (at least partly) a training for DE multipliers, but it is still very fresh and the multiplication part of it still needs to be conceptualised.</p> <p>Campaigns There is a variety of campaigns –often not co-ordinated with each other. Each campaign emerges out of the context and interest of a specific organisation, each of them follows its own rules and logic. It is difficult to get an overview who is doing what and what has already been done in</p>	<p>are hardly doing anything in DEAR: NGOs are weak, the state is passive.</p> <p>DE funding Finances: Northern German Länder use money from the BINGO lottery for DEAR. North-Rhine-Westphalia, Baden-Württemberg and Berlin have (state) foundations which finance DEAR projects. In Rheinland-Pfalz the government spends a lot for development related work.</p> <p>Example North-Rhine-Westphalia The (state) foundation “Environment and Development” supports DE projects with 1 mil. € per year (from lottery incomes). Most of the projects are in non-formal education: DE events, seminars, cultural activities etc. Additionally, the state government spends</p>
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	<p>the German millennium-campaign with 200.000 €.</p> <p>Weltwärts volunteering</p> <p>Additionally to this, the BMZ finances the youth volunteering programme weltwärts with 29 mil. € (2010). Ca. 4.000 young volunteers work in development projects abroad for 6-24 months. It is controversial whether this is to be considered DE (because the purpose of the programmes is to increase the development awareness and competencies of the German volunteers) or not (because the activities happen mainly in developing countries and do not focus on the German society). It can be said that 1 mil. € from the weltwärts budget is used for training seminars and other initiatives to support the use of the volunteering experience abroad in GE in Germany.</p>	<p>EPIZ and the teachers training agency LISUM). There are a lot of DE/GL activities happening in schools – but it often depends on the conditions in the Land and on the individual teachers. In some Länder there are GL training offers for teachers who may then bring GL into classroom teaching. NGOs make GL offers, either in classroom teaching (especially within afternoon teaching in full-day-schools) or in project-based activities. Quality standards for GL offers at school are important. In some Länder (e.g. Berlin), there are certification mechanisms for external actors who intervene in schools with GL offers. Non-academic audiences (e.g. at vocational schools) and adult education centres are not</p>	<p>development related campaigns. FIAN, WEED, Germanwatch and others organise bigger campaigns (often with EC funds). VENRO implements one campaign: Voices against Poverty. Campaigns mostly target the general public.</p> <p>One World Shops</p> <p>One World Shops are grassroots initiatives, close to the people. Volunteers are selling the in shops and small events and seminars are organised. The One World Shops are linked through their umbrella organisation which is also organising campaigns.</p> <p>Church and Trade Unions</p> <p>Church and faith based organisations are among the biggest players in DE/GE, both as funders and implementers. Also many local One World groups are church based – but their religious affiliation does not play a big role in practice. Church organisations participate in the networks and federations like other civil</p>	<p>1.370.000 € for DEAR, these are:</p> <p>200.000 € for supporting DEAR projects (grant scheme administered by InWEnt NRW).</p> <p>270.000 € for a volunteering programme: 300 young people per year visit developing countries for 3-4 weeks, administered by InWEnt NRW).</p> <p>830.000 € for a “Co-ordinators programme” (see “Co-ordination” below).</p> <p>100.000 € per year for a programme on Fair Trade (implemented by the One World NGO Network), consisting of Fair trade fairs, seminars for retailers, DE events in One World shops. Additionally, the Land organises a conference on development policy every 2 years and a number of further development-related public events.</p>
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		intensively reached with GL yet.	<p>society actors.</p> <p>EED (Evangelical Development Service) is an important actor in DEAR. EED gives project grants to NGOs; it runs its own education and campaigning projects; it participates in the conceptual debates around DE (e.g. on evaluation, impact). Stiftung Nord-Süd-Brücken supports DEAR across Eastern Germany with project grants, support for staff and qualification measures.</p> <p>Trade Unions are not so much involved in DE anymore – they are rather engaged within attac.</p>	<p>The NRW government pro-actively supports the involvement of the diasporas from sub-Saharan Africa (90.000 people) in DE.</p> <p>The One World NGO network facilitates co-ordination and networking between NGOs (mainly via the Co-ordinators Programme and with an annual assembly for all members); runs campaigns (on fair trade, on climate change); works in schools; in non-formal education (projects with youth; weltwärts volunteering programme; public exhibitions etc.); and co-ordinates networking between North-South partnership initiatives with Ghana and South Africa.</p> <p>Example Berlin</p> <p>The Land provides 500.000 € per year</p>
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				<p>(through a grant scheme administered by Stiftung Nord-Süd-Brücken) for development-related activities in Berlin. Mostly these are GE in and out of school, and school/town twinning projects. Additionally, the Senate of Berlin provides core funding for EPIZ. EPIZ is a GL co-ordination and resource centre for GL in schools. It provides materials via a website, organises GL teachers training, gives advice to schools and school partnership projects with the South, and provides trainers/experts to schools (75% of them from the South). The Senate for Education encourages schools to invite external actors to schools. What happens in reality depends on the initiative of schools and NGOs. The One World</p>
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				<p>NGO network BER and the Senate for education have an agreement on quality standards of NGOs intervening at school, including didactic principles of GL, pedagogic qualification of personnel, prohibition of indoctrinatory approaches and fundraising etc. BER provides a list of NGOs which are entitled (certified) to work in schools.</p> <p>NGOs organise an annual DE Week with offers for school groups.</p> <p>NGOs are engaged in campaigns and lobbying about Fair Trade and fair procurement at city level. NGOs also work on Berlin's 6 city partnerships with Southern cities.</p> <p>Some NGOs focus on Antiracism (especially Racism within development</p>
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				organisations) and Anti-colonial education. NGO activities on climate justice are starting. In Berlin and Hamburg a project (“Move Global”) was initiated for capacity building and empowerment of migrants’ initiatives within the One World network.
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	<p>The UN Decade on ESD has an established national committee as well as co-ordination mechanisms to formulate Action Plans for the Land level. The process is led by the federal MoE. The Ministry of Environment, the BMZ, InWent, VENRO and the major NGOs in Global Learning participate in the process. At Land level, similarly the Ministry of Education and/or Ministry of Environment lead the process; the Ministries responsible for One World and Development issues as well as NGOs participate.</p> <p>The UN Decade ESD offers a common philosophy for GL, DE, environmental education, ESD, Intercultural Education. Global Learning and ESD are conceptually very close. It is a matter of dispute which concept overarches which. Many actors in Germany see Global Learning as an element of ESD. ESD is rooted in environment, GL in development organisations – those are different institutional structures and organisation communities. However, there is a structured dialogue between GL and ESD. For example, VENRO also has published a Working Paper (no. 15) on ESD (2005). Intercultural Education, Anti-Racism and Peace Education are thematically closely related with Global Learning – but they are all rooted in different milieus, networks and structures. There are hardly any links.</p> <p>At local/regional level there seem to be more overlaps and links between the “Educations”.</p>			
DEAR co-ordination & support structures	InWent is the BMZ’s implementation agency involved in DE. InWent administers DE grants for NGOs, but it also implements its own DE programmes. German	The BMZ initiated a project group on the implementation of the Orientation Framework for Learning on Global Development. It is co-	VENRO, the NGDO platform, has a working group on Education. The group meets 3 times per year, ca. 20-25 people attend. The group is co-ordinated by the VENRO	Sometimes the competences are scattered. Example North-Rhine-Westphalia: the Ministry of education is responsible for Global

	<p>development co-operation is in a process of restructuring: the implementation agencies GTZ, InWent and DED are to be merged into one agency. The InWent-implemented programmes (SKEW, ASA, ENSA) have their own multi-stakeholder advisory councils.</p>	<p>ordinated by InWent and includes NGOs, academics, pedagogues, representatives of Länder, teachers training centres. Working Groups at Land level (between MoEs, NGOs and teachers) develop modules for implementing the Orientation Framework.</p>	<p>secretariat. It has 2 speakers and 5-6 delegates to external bodies (UN Decade ESD, weltwärts advisory council, BMZ advisory council on DE, SKEW advisory council, CONCORD DARE forum). The working group does conceptual and lobbying work, issues position papers etc. Big organisations are organised in VENRO, small ones in the Länder One World networks. The “Pedagogical Workshop Talk”: twice per year ca. 20-25 GE officers of the big NGDOs from Germany, Austria and Switzerland meet for an informal roundtable. Bengo, a BMZ-financed independent technical support agency for non-state actors in development, advises German and Austrian NGOs (in some cases also NGOs from other countries as well as LAs) on their project proposals. 75% of all German-lead projects under the NSALA programme of the EC are checked by Bengo.</p>	<p>Learning in the formal education system. The Ministry of Environment is responsible for ESD. The Ministry of Integration is responsible for One World policies. In each Land there is a One World network of NGOs engaged in development and GE issues. The membership of these networks is very diverse. The BMZ supports the Länder One World NGO networks by financing 1 co-ordinating staff in each Land. The 16 Länder One World networks are associated at federal level through the common platform AGL. AGL represents the networks at federal level (within VENRO and vis-à-vis the BMZ, co-ordinates their work and offers capacity building for the individual 16 networks. InWent has regional</p>
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				<p>centres which support DE at Land level.</p> <p>Example NRW</p> <p>Coordinators Programme: 12 DEAR co-ordinators work in the 12 districts of NRW; 8 thematic co-ordinators (e.g. fundraising, education, migration, climate, culture) work for the whole Land. Together, the 20 co-ordinators organise DEAR events and projects, facilitate networking, support individual NGOs and grass-root groups. The 10 co-ordinators have a strong internal communication network and meet every 2 months. The programme is carried out by civil society organisations (NGOs, church organisations) and financed by the state government. It is a strong capacity building and support programme for the whole sector in NRW.</p>
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				<p>Close co-operation and every day co-ordination between the Ministry of Integration (department One World policies) and the One World NGO network. The Minister or high level representative attends the annual meeting of the One World NGO network. The One World NGO network and the biggest NGOs participate in an annual strategy seminar of the Ministry's department for One World policies.</p> <p>Example Berlin The Land Office for Development Co-operation (LEZ) co-ordinates between different departments in the Land government. The City/Land has an advisory council on development: 18 members – academia, consultants, church, media, NGO network BER, council of</p>
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				<p>integration. The One World NGO network BER has 75 members, mainly small NGOs (partnership initiatives, One World shops, NGOs working on DE, environment, human rights, or migration. The network as 3 people staff who co-ordinate, facilitate networking, support the members and do lobbying on behalf of them. The network members meet on a monthly basis.</p>
	<p>The BMZ has an “Advisory council on DE” which is a consultation forum for its policies in DEAR. It meets twice per year and includes NGOs, InWent, DED, Länder representatives, media, academia, the Federation of Trade Unions, and the Federal Centre for Political Education. It was involved, for example, in the elaboration of the Concept 159, the BMZ’s DEAR strategy.</p> <p>The BMZ sponsors regional conferences on DE (North, South, East and West – every year or every two years). The Länder One World NGO networks organise them. The conferences bring together all relevant actors Länder governments, Member s of Länder Parliaments, NGOs, church organisations, LAs, foundations, BMZ and InWent.</p> <p>BMZ and InWent participate twice per year in meetings of VENRO’s working group on Education. Additionally, there are informal meetings. The relationships between VENRO and the BMZ on GE are positive/polite.</p> <p>The NGO grant scheme FEB (Support programme for DE) uses qualification seminars for NGOs as informal dialogue forum between InWent and the NGOs.</p> <p>Informal Bund-Länder roundtable on DE: once or twice per year, the 16 Länder Ministries responsible for development work, the Länder MoEs, the Länder One World NGO networks, individual NGOs and the BMZ meet for an exchange.</p> <p>Speciality: a forum of Education and Development actors.</p>			

	Upon invitation by Stiftung Nord-Süd-Brücken DE donors such as InWent, EED (Evangelic Development Service), and the Land foundations in Berlin and North-Rhine-Westfalia (Stiftung Umwelt und Entwicklung) begin to co-ordinate their procedures.			
Feedback on the EC approach: strength & weaknesses (macro perspective: country)	Weaknesses of the selection The results of the selection are unpredictable. The consultants who evaluate the project proposals lack expertise on DEAR. The community of DEAR stakeholders has a common dynamic and priorities. The consultants select projects against the trend of the community of stakeholders. The consultants should be better trained, should have expertise in DEAR, should not change so often, should be in close contact with each other.		Qualification of assessors The evaluation of projects is highly subjective and unpredictable. Even formally insufficient projects pass. Often, the consultants seem to lack the necessary DEAR expertise, language skills etc. The results of the selection are highly questionable. Cases are known from Germany where a project proposal which was submitted twice by accident got one time accepted, one time rejected. The assessors are not sufficiently familiar with national circumstances and with the background of the projects and applicants. The selection of projects should take the real situation in a country more into account. (However involving a national government representative in EC project selection would be problematic. Involving VENRO might be problematic too because it	LRAs in the programme LRAs appreciate their access to the programme. Collaborative projects of LRAs and NGOs are particularly welcome. Opening the programme for LRAs was controversial amongst NGOs because the overall programme budget was not increased. LRAs do not use the EC's DEAR programme much because they lack support and advice (such as Bengo provides it for NGOs). Meanwhile, Bengo also gives advice to LAs.

			<p>would be hard to stay neutral.)</p> <p>Transparency of selection Nobody knows who are the consultants evaluating the proposals, and what is the basis of their judgement. The reasons for allocation of points and for selection of non-selection of a project are not transparent. There used to be written feedback on the project proposals (this was appreciated); today only the point lists are sent back.</p> <p>Rating procedures Projects evaluated by an assessor who gives generally few points have lower chances than projects evaluated by someone who gives high scores. Ratings need to be arithmetically adjusted: for each evaluator compute the average of points allotted; compare these averages; for each application allot bonus or minus points.</p> <p>The rating of the operational and financial capacity of applying organisation is not based on a standardised scheme</p>	
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			<p>(the same NGOs has received very different ratings). Simplify the assessment of operational and financial capacity: reduce it to a simple decision “eligible or not eligible”, based on PADOR entry.</p> <p>Admin/management issues The administrative burden is too big. Procedures are very complicated; preparing an application is a high investment. The admin procedures are unified but there are big differences in interpreting and implementing the standardised rules: the way the task managers make contracts, what they expect, what kind of reports they accept and don’t accept differs. A Clearing Unit at the EC is needed: a unit which decides and gives reliable information (respected by all other units in the EC) on what are the rules and how they are to be interpreted.</p> <p>Relationship EuropeAid - NGOs</p>	
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			<p>The EuropeAid Unit used to give advice on project proposals in preparation, read the reports, maintain relationship with the NGOs. This was positive. Now the selection of projects is outsourced, the relationship is much weaker.</p> <p>Strengths of the Call High project budgets appreciated. The possibility to finance personnel is appreciated. The project duration of 3 years is appreciated. Co-operation NGOs and LAs is positive.</p>	
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to 	<p>Ideally there should be an extra budget line or focus within the DEAR budget line on communal partnerships between LAs. The partnership, exchange, encounter with the South, changing perspectives etc needs to be strengthened in DE. This is not about nice journeys, it is a key instrument.</p>		<p>Make support less random The consultants who evaluate the project proposals do not have the DEAR strategy in mind, they just give points. The task managers deal mainly with contract issues. The Unit does not have a DEAR strategy and does not take influence. With the system based on consultants who allocate points on individual projects, the EC has given up any strategic influence</p>	<p>The European dimension is a great enrichment. The discussion on approaches in formal education is very much German-centred in Germany. Co-operation with European partners at project level is providing new impulses. A support programme for North-South partnerships is lacking. So far projects have to take place either</p>

<p>quantitative, qualitative, conceptual improvement of DEAR?</p> <ul style="list-style-type: none"> • What levels of future provision and priorities for DEAR should the EC address? 			<p>on the programme. The EC used to have it more in hands, strategically. The Unit took an active influence on what kind of DEAR would be supported. This was more political, more dependent on the persons responsible – but it was transparent (the agenda was open) and predictable. Today, there are priorities in the call, but they do not play a big role. Only the personal preferences of the assessors (which are not transparent) determine the results.</p> <p>Co-ordination of donors Striving for “complementarity with national priorities” does not make much sense, because the national priorities depend on the colour of governments. What makes more sense is to look how the whole DEAR sector in Europe can be financed. For example, it is important to fund personnel, in many cases, the EC is the only source for this. Co-ordination of donors (Member States– EC) is important incl. in DEAR.</p>	<p>here (DEAR) or there (PVD) – there is no support programme for facilitating the links for activities “in between” here and there (exchange journeys etc). Cultural elements of DE are not enough supported, do not fit well under the call.</p>
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DK: DENMARK

	Country in general ³	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>Generally high level of public support for development assistance (DA).</p> <p>Sceptism about funds reaching those most in need, admin costs, and concerns about impact of DA after 30-40 years of aid input.</p> <p>Public concern about globalisation practices that put jobs at risk</p>	<p>Annual poll conducted through DANIDA.</p> <p>Government is bound by law to provide people of Denmark with information about developing countries and development assistance.</p>	<p>MOE directs all enquiries about global development issues to DANIDA</p> <p>Global issues or a global dimension are cross-curricular; but are not given any special emphasis in teacher training or subject/curriculum reforms.</p>	<p>Stories of achievement (in development assistance) are not being heard.</p> <p>Child labour is a big issue and divides opinions.</p> <p>NGOs weak at promoting or sustaining effective publicity for global development issues, despite campaigns such as 'World's Best News'.</p>	<p>Growing interest among LAs and municipalities to forge local-global links.</p> <p>Increase in number of Fair trade cities and universities.</p> <p>World climate community on-line portal</p>	<p>Ref: OECD DAC surveys.</p> <p>Change of government in 2001 bringing in Conservative – Liberal party, which formed alliances in Parliament with far right Danish people's party, has changed</p>

						<p>emphasis in Danish society towards more nationalist ic concerns.</p> <p>New Minister for Developm ent quoted by media, and his comments raise the level of debate.</p> <p>Broadcast and print media don't tend to follow or promote 'good news' stories.</p>
Priorities in DEAR		New policy on	MOE has been	Global campaign for	EVA :	Informatio

<p>policies/strategies</p>		<p>development assistance to be adopted by Parliament by June 2010, includes stronger focus on awareness building & communications about developing countries.</p> <p>DE/AR priorities focus on MDGs, development assistance to Afghanistan, Climate change, women's rights (MDG3),</p> <p>The Civil Society Strategy (pub. Dec 2008)</p> <p>Communication on Poverty and Development – Does it Work? Handbook on</p>	<p>fairly inactive in DANIDA, but inter-ministerial activities support policy development, e.g. though internationalisation of education or teacher training.</p> <p>A decentralised system operates, so curriculum framework for teacher training can be modified by colleges.</p> <p>About 80% of municipalities and schools simply adopt the national curriculum – though they have the right to adapt it.</p>	<p>education.</p> <p>MDGs – 2015 campaign. Securing eligibility to DANIDA's major 'Information' grants budget alongside other CSO applicants.</p>	<p>Evaluation Institute of Denmark provides policy guidance for quality in evaluation regarding schools sector/formal education.</p>	<p>n group coordinate s activities with OECD</p>
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		Evaluation				
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes⁴, audiences⁵ 	General lack of discrimination between evidence based knowledge and emotional or values led opinions.	<p>DANIDA grant streams support NGO projects (2m Krone), and through ‘Information’ grant (Euro 7m p.a.) provide funding for wide range of civil society initiatives and projects.</p> <p>DANIDA is the foremost supporter of DEAR initiatives in Denmark and funds an extensive schools based programme, from primary education in schools to web based resources and films</p>	<p>Hands off approach. Approval and use of DE/GE textbooks and other materials is responsibility of the schools, LAs, parents.</p> <p>DEAR in ITT and INSET is responsibility of university colleges and ‘knowledge centres’ – with recommended content related to current research.</p>	<p>NGOs refused access to DANIDA’s ‘Information’ grants, and 2% for DEAR available through framework agreements not considered sufficient.</p> <p>Sources of funding include DANIDA, public donations, foundations (eg. Timbuktu Foundation), faith based organisations and charitable trusts, sales of learning materials and products.</p> <p>Well established national schools/students/teacher focused projects and support programmes –</p>		

				<p>including production of classroom resources and activities, teacher guide books, global campaigns.</p> <p>Raising media interest through youth involvement in specific projects and actions.</p> <p>MDG – 2015 actions.</p>		
<p>Perceived examples of good practice (according to whom, in which context)</p>		<p>EMO DK – electronic meeting place for teachers</p> <p>DANIDA/Danish Radio long term programme for 7-11 primary age band: – classroom packs for pupils together with teacher guides, on development issues.</p>	<p>Recognition that NGOs offer high quality DEAR materials to schools at low cost.</p>	<p>‘Operation Days Work’ – annual event; 1 day off school for students to work on aid/development focused activities, and deciding on priority issue or project for fundraising.</p> <p>MS Volunteer programme – 1000 volunteers go to African countries to</p>		<p>TV series, ‘Why Democracy?’</p> <p>‘One Goal’ campaign linking Education for All with Danish national football team</p>

		<p>DANIDA funded ‘World Pictures’ – 10 grants p.a. for teams of students from HE, to research and produce a 12minute film on life in developing countries.</p> <p>DANIDA funded ‘Experimentarium’ – year long inter-active exhibition for children on MDGs at Science Museum</p>		<p>work for 1 month every year.</p> <p>IBIS ‘Reading Rocket’, invites 10 top authors to write stories about life in developing countries or about local-global issues – to stimulate a national week long school based literacy project linked to Education for All, and involving 50% of state schools.</p>		<p>during World Cup.</p> <p>UNESCO Associated Schools Project and Breaking the Silence project.</p>
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...		<p>Literally in Danish: Uland oplysning – enlightenment, or awareness raising, about developing countries.</p>		<p>MDGs 2015 campaign has brought together environmental and development education organisations.</p> <p>Human rights education included in child centred</p>		

				programmes/projects related to UN Declaration on the rights of the child.		
DEAR co-ordination & support structures		<p>Dialogue Days – new DANIDA conference for all stakeholders – focusing on MDGs 2015, utilising new media and measures for improving communications. MDGs campaign – DANIDA+ 50 NGOs</p> <p>DANIDA funded Project Council; umbrella body for small NGOs (with less than 3 million Krone income).</p>		<p>CONCORD Denmark – national NGDO Platform</p> <p>(DANIDA funded) Danish NGO Forum</p> <p>Timbuktu Foundation supports small scale NGO DEAR activities.</p>		
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 		No effective policy or systematic attempt to bring DE/global learning into	DEAR is not written into ITT (but there is now a working group addressing this).	<p>Securing adequate funding for large projects.</p> <p>Development assistance and</p>		OECD has been critical of standards & output of the

		teacher training	Establishing a clear taxonomy of learning targets.	<p>DEAR have become entwined with domestic politics. Ethical concerns have been brought to the fore influenced by a range of viewpoints.</p> <p>Clash of perspectives – Danish nationalism versus global citizenship.</p> <p>Address the need to give higher profile to global development issues at all levels of teacher training.</p>		Danish education system
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		<p><u>Weaknesses</u> Low level of knowledge of EC programme of NSA-LA support for DEAR .</p> <p>Notion that Call for proposals is</p>	Too bureaucratic	<p><u>Strengths</u> Growing interest among small NGOs to collaborate as project partners with big NGOs.</p> <p><u>Weaknesses</u> General lack of</p>		Observation made that Danes have a dislike of filling in forms if the outcomes

		very time consuming, and too long a process between Concept note submission and contract award – or its refusal.		<p>awareness of the NSA-LA budget line and eligibility.</p> <p>Language – EU speak – considered difficult.</p> <p>Apply transparent scoring system.</p> <p><u>General comments</u> DANIDA's funding programme is more flexible, quicker, and less complicated at all levels of activity, reporting and accounting.</p> <p>Evaluations of EC funded projects should be undertaken by EuropeAid fonctionnaires.</p>		are uncertain or not clear.
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> Complementary: filling gaps that national actors cannot 	In a country like Denmark the EC needs to develop a	If EC can match DANIDA's 6-week round of	Scope for expanding EC budgets to	Reduce the level of administrative requirements for		

<p>close, supporting the relevant evolutions</p> <ul style="list-style-type: none"> • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 	<p>more popular and accessible approach to DEAR. Concentrate on what added value it can give to a well-established body of work in DEAR. Accent the positive, and streamline the NSA-LA funding support programme.</p>	<p>project submissions to decision making – 3 times a year, and require less complicated applications, then could be valuable contributor to DEAR</p>	<p>accommodate DEAR projects addressing, e.g. life-long learning</p>	<p>funding programme, and avoid box ticking assessment procedures.</p> <p>Build coherence through direct EC dialogue with DANIDA, perhaps through CONCORD Denmark as interlocutor.</p> <p>More flexible funding streams including smaller grants or block grant scheme – which could be managed through an appointed council in Denmark acting for EuropeAid's interests.</p> <p>Consider matched funding with DANIDA.</p> <p>Acknowledge Southern partners as</p>		
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				<p>equal partners in project implementation.</p> <p>Clarity about reasons for refusal of eligible applications; improved counselling process for applicant organisations, and opportunity to amend and recycle a failed application.</p> <p>Allow direct contact and communication between applicants and EuropeAid during concept note stage.</p> <p>Improved dialogue essential for communicating about EC's programme – greater mobility for EuropeAid staff to visit EU countries.</p>		
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				<p>Allow solo projects from one country, or single country partnership projects – perhaps funded from a separate pot. This would give emphasis to quality potential within a country.</p> <p>EuropeAid to set up an Independent Advisory Board – 3/4 people – providing objective specialist advice on best practices, quality of DEAR, to the Commission.</p> <p>An ‘Adaptation’ budget line, to support NSA-LA sectors to help them deal with new realities.</p>		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-		International Copenhagen summit conference on				Danish Institute of Human Rights

South Centre, OECD, UNDP, other DGs of the EC		Climate Change, December 2009 – raised level of debate and public consciousness, and strengthened NGO relations. UN conference on MDGs, Sept.2010				
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EE: ESTONIA

	MFA	Formal Education Sector	NGDOs & civil society
<p>Public attitude towards global/development issues</p> <p>Key issues</p> <p>Recent changes, trends over the past 5-10 years</p> <p>Sources of information</p>	<p>There were public opinion polls in 2005, 2008 regarding development co-operation, the next one is planned for 2011. According to the statistics development awareness is increasing and people support spending money for development aid and even are in favour of increasing this expenditure. But it is not clear whether this reflects the reality. People tend to reply “of course I know” and “of course I support helping the poor” when asked in superficial opinion polls. The society is not very well informed about development issues. Only a small (but growing) critical group of people is aware.</p> <p>According to GE practitioners in NGOs, many people are rather conservative. Prejudices against social minorities are wide-spread.</p> <p>Historically, EE has been under German, Swedish, Russian rule – a feeling of insecurity of Estonians to maintain their culture, language, nation is common.</p> <p>Foreign issues are well represented in the (quality) media, e.g. TV, radio, newspaper, new media.</p>		
Priorities in DEAR policies/strategies	<p>“DE and AR” is one objective in the Development Co-operation and Humanitarian Aid Strategy 2006-2010 (one section of the strategy is on DEAR). It will again be one in the new development co-operation strategy for 2011-15.</p> <p>A Working Group was formed by the MFA for the consultation of the new development co-operation strategy with other involved Ministries and NGOs. GE is part of the discussions.</p> <p>EE does not have a specific GE strategy. AKÜ’s GE strategy process is supposed to feed into the new Development Co-operation</p>	<p>The national curriculum is quite overloaded, does not leave so much space for schools & teachers. More GE can be included by (a) creating more space in the curriculum + equipping and motivating teachers with trainings, (b) including GE in the (detailed) compulsory curriculum.</p> <p>GE in curriculum reform</p> <p>Upon initiative by NGOs, the MoE and the Examination and Qualification Centre started to consider GE in the curriculum reform process; GE is starting to be integrated in education policy.</p> <p>Inviting Finish curriculum experts (from the Finish National Board of</p>	<p>GE strategy/concept paper</p> <p>AKÜ initiated and co-ordinated a Multi-Stakeholder process leading to the elaboration of a GE reference document (see “Co-ordination” below).</p> <p>GE in Formal Education</p> <p>NGOs got proactively involved in the curriculum reform process and brought GE to the attention of the MoE and the Examination and Qualification Centre. NGOs would like to see “GE” put explicitly into the curriculum as cross-curricular theme, because this would make it easier for them to support implementation of GE in schools. For example, GE teaching materials and textbooks with GE contents are more</p>

	<p>Strategy. The MFA supports GE in formal and non-formal education.</p>	<p>Education) and bringing them together with Estonian curriculum experts to discuss GE was very helpful (project by Jaan Tõnissoni Institute). The curriculum reform (implementation starting in 2011) aimed at greater liberty of choice for gymnasium students. GE topics are included in the subjects civic education, geography, history and to some extent in languages. GE is also included in the cross-cutting issues, such as sustainable development, morals and values, civic issues. Furthermore, there are now optional courses: schools and students are free to choose on a certain amount of subjects themselves. GE as a term appears only once in the new curriculum (in the syllabus of the optional subject “Globalising World” for upper secondary schools). But more generally, (a) GE themes and (b) a didactic approach which is relevant in GE are present in the curriculum: working on values & attitudes, active teaching methods, formative assessment (giving feedback rather than marks) => this is part of the general pedagogic guidelines. It has to</p>	<p>likely bought by schools/municipalities if GE is an explicit theme in the curriculum. Contributing to extended and improved GE practice in the implementation of the new curriculum is an important priority for NGOs. Understanding of GE The concept and approaches of GE are spelled out in the GE concept paper. Understanding DE as promotion for aid and development co-operation is reinforcing stereotypes. AKÜ’s GE working group has a critical perspective on aid.</p>
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		<p>be spelled out and implemented as cross-cutting approach in all subjects. The curriculum reform was inspired by inputs from various actors & concepts. More than 40 documents were considered, one of them on GE. All “education” communities want to see their topics explicitly mentioned in the curriculum, but the curriculum is already overloaded. From MoE’s point of view it is not so important to have all these terms named in the curriculum but to have their principles included. The MoE sees that GE may be considered as a part of Education for Democratic Citizenship and Human Rights Education: in today’s world citizenship is globalised. For the MoE it is not the solution to just have the term “GE” written in the curriculum and say “now we are teaching GE”.</p> <p>It is important to have more flexibility in the teaching, e.g. to include global issues once there is a public interest and engagement, (for example after events that have global impact as for instance the Haiti earth quake).</p> <p>Clarification of GE concept</p> <p>Terminological issues are challenging for the MoE: GE (translated as “World</p>	
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		Education”) is not understood among civil servants, teachers and pupils. Additionally, other terms such as DE are circulating (e.g. European DE consensus). It is confusing. It is important to explain better, within institutions, what is GE, why it is important (globalisation), what is behind the concept.	
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>The MFA funds 6 measures of DEAR:</p> <ol style="list-style-type: none"> 1. public information and awareness (seminars, festivals, exhibitions etc. by NGOs); 2. GE in schools; 3. volunteering in developing countries (for example GLEN project); 4. training of media actors; 5. publications in Estonian; 6. research and higher education (e.g. master studies in development) <p>Main target groups are youngsters. In 2010, ca. 150.000 € (2,34 mil. EEK) for the 6 DEAR measures are made available to NGOs and other actors through a Call for Proposals system. Co-financing some EC DEAR projects is included. Projects are selected by a committee which</p>	<p>Implementation of curriculum</p> <p>The new curriculum offers a lot of space for teachers to integrate GE – it now depends on the teachers and schools how they implement it in classroom teaching and extracurricular activities in school.</p> <p>Reform of pre- and in-service teachers training and provision of adequate materials are now crucial for GE. A problem is financing these.</p> <p>Existing initiatives</p> <p>NGOs (e.g. Jaan Tõnissoni Institute and others) carry out GE projects focusing on the Formal Education Sector in schools (often funded by the MFA): school projects, workshops, documentary video rental for teachers and students’ film clubs, production of didactic materials for GE for teachers, GE resource webpage.</p> <p>MFA and AKÜ go to schools to inform</p>	<p>NGOs as driving forces of GE</p> <p>NGOs are pioneering GE in EE – with a lot of support from the MFA.</p> <p>NGOs are contributing to GE in schools (see neighbouring table field).</p> <p>World Day is a major GE event in EE.</p> <p>GE in Estonian and Russian communities</p> <p>Mostly Estonian and Russian NGOs (like political parties) are segregated; only a few of them are mixed. GE is more rooted in the Estonian community. Most actors carrying out GE are Estonian. As audiences of GE activities Russian communities are also more difficult to reach.</p> <p>Russian NGOs are more active in cultural issues and a few in Human Rights and non-discrimination – issues which are of immediate importance for the Russian community.</p> <p>Further GE funding sources for NGOs</p> <p>Besides EC and MFA funding, NGOs</p>

	<p>includes different Ministries and NGOs.</p> <p>Additionally, development co-operation projects (financed from a different budget line), include an element of project-related awareness raising in EE.</p> <p>PR activities of the MFA are not included here (they are financed from the administrative budget of the MFA).</p> <p>The MFA also provides yearly budget support for the NGDO platform AKÜ – Roundtable for Development Cooperation.</p> <p>In 2009, the whole public budget was cut by 10% due to the economic crisis – ODA was cut by 10%, DEAR was cut by 10%. Now the economy is slowly recovering.</p>	<p>about Estonian development co-operation. 40 schools and 2000 pupils were reached through classroom activities, special lectures or workshops in 2 months.</p> <p>GLEN participants go to schools and offer GE workshops and information.</p>	<p>may sometimes receive support for GE activities from state foundations (e.g. Integration Foundation, Estonian Foreign Policy Institute).</p> <p>Youth Organisations do GE projects with support from EC Youth in Action (there was a special call for GE projects).</p> <p>UNESCO – works on education & cultural policies; sometimes also provides funding for GE.</p> <p>Open Estonia Foundation/Soros Foundation – supports civil society organisations and initiatives.</p>
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	<p>Different civil society education agendas are co-ordinated by the Ministry of Interior which is responsible for the empowerment of NGOs and the funding of civil society structures. DE/GE issues are included here.</p> <p>Concerning their contribution to Formal Education, different types of “adjectival education” are often very similar, focusing on active methods, responsibility, sympathy etc.</p>		
DEAR co-ordination & support structures	<p>The Department of Development Co-operation consists of 6 people; 1 of them is responsible for DEAR (among other responsibilities).</p>	<p>The MoE has one person who supervises GE, Education for Democratic Citizenship & Human Rights Education, Enterprise</p>	<p>AKÜ has 14 members. Its Working Group on GE has 5 members. The WG meets whenever there is a need, e.g. for consultation on the school curriculum,</p>

	The MFA is not a member but follows GENE. The MFA participates in the OCED DevCom Network.	Education. The Examination and Qualification Centre (institution responsible for developing syllabuses for new curricula) got involved in GE during the curriculum reform process.	for work on the strategy, for developing a leaflet for teachers. NGOs working in the same area work together, e.g. one common website about GE in schools with teaching materials etc.
	<p>MFA and NGOs have a positive relationship. The MFA is convenor of an inter-ministerial committee (including NGOs) which meets regularly for discussing and approving project proposals in development and DEAR. The MFA has recently initiated an ad hoc Strategy group on development co-operation which includes other Ministries involved in development and NGOs. The group works until the new Development Co-operation Strategy is adopted. AKÜ initiated and co-ordinated a Multi-Stakeholder process on a national GE Strategy. The process lasted one year and included 3 meetings of various actors: NGOs, MFA, MoE, Ministry of Culture, Teachers Examination and Qualification centre, Teachers Association, Students Union, Open Estonia Foundation, UNESCO participated in the process. The document on GE was launched in March 2010; it has the status of a working paper. AKÜ wanted it to become an official national strategy, but the MFA lacks resources to make GE an official strategy. The GE working paper is, however, recognised as an important reference document for GE in Estonia which provides the stakeholders with a common orientation. Working on the document was also a good means to bring the different actors together. Now a working group is set up to discuss implementation of the GE working document and monitor the situation once per year. AKÜ goes on co-ordinating the process.</p>		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)	<p>It is good that NGOs can get funding for personnel and overheads. 10% co-funding is a lot – difficult to provide by the MFA directly for all the projects financed by EC. Due to limited resources lead projects are prioritised.</p>		<p>The rules of the Call The Call leaves space for different projects and actors – much appreciated. 25% of co-financing (if project is led by an OMS partner) is difficult. Even 10% is hard (especially for Latvia at the moment). The MFA of EE does not co-finance all projects. Allowing only 1 lead project per organisation is a good rule. Selection of projects</p>

			<p>Two steps system with concept note & full application is good.</p> <p>The reasons why projects are rejected are not transparent. Good projects are rejected, bad ones accepted.</p> <p>NGOs from OMS are in advantage, because these countries had colonies, so it is easier to find Southern partners.</p> <p>Big, established NGOs from OMS (but also a few from NMS) are in advantage – but they do not always do the best projects.</p> <p>Challenges in the partnerships</p> <p>How well the project is going depends always on the partners.</p> <p>Partnerships: function better if partners are geographically close (frequent meetings possible, better understanding of the realities in each other's country).</p> <p>Big geographic (and cultural) differences pose big challenges.</p> <p>Personal meetings of partners to prepare and design projects make a big difference for the quality and success of the projects.</p> <p>The TRIALOG partnership fair is helpful where partners have 2 days to discuss project ideas and drafts. But it is not enough to establish solid partnerships. Better mechanisms are needed to find partners are needed, to get to know each</p>
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			<p>other, to build trust, to find out whether there is a common understanding, to develop the projects together.</p> <p>Challenges in management & admin</p> <p>The guidelines of the Call are good.</p> <p>The project administration can be extremely time-consuming, especially for the lead.</p> <p>Pre-financing the activities is very hard.</p> <p>Due to delays in payment by the EC, activities cannot take place – this negatively effects the quality of the projects. Waiting for payments gets worse with the new regulation of annual audit. It takes 1.5 months + 45 days for the EC to read it + delays with new installments => partners are waiting several months for the money each year.</p> <p>More flexibility in implementation would be appreciated. Plans change during the implementation. There is flexibility, but the EC should make this more clear – there is a high level of insecurity among implementing NGOs whether changes are acceptable.</p>
<p>The added value the EC can contribute</p> <p>Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions</p>	<p>EC-financed projects make an important impact.</p> <p>Providing institutional funding for the platform and further important NGOs would be good.</p> <p>Translation/sharing of good project</p>	<p>EC funding for NGOs supporting GE in schools is very welcome, e.g. by developing teaching materials & training teachers how to use them (support for the implementation of GE within the framework of the new</p>	<p>It would be good if the civil servants from MFA/MoE would get more involved in GE, e.g. via European exchange, expert meetings (on how to correctly implement GE in policies, schools etc.) with people from the same</p>

<p>Coherence between EC and national funding Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? What levels of future provision and priorities for DEAR should the EC address?</p>	<p>outputs and materials from other countries would be good. Capacity building for NGOs is needed, e.g. training in writing project applications.</p>	<p>curricula). Suggestion: NGOs from Baltic countries could prepare teaching materials together, within EC projects. MoE could provide political/conceptual support (potential possibilities of co-financing from the MoE might also be discussed and explored). Such projects must be well thought-through and should, during their elaboration, be consulted with MoEs. NGOs carrying out such projects must have expertise in education and develop the materials in accordance with the curriculum. Perhaps Finland or other countries which (a) have a lot of expertise on GE in Formal Education and (b) are not too different from the Baltic countries could be integrated in such projects.</p>	<p>level in other countries. The Finish-Baltic exchange and GENE are good examples for such practice – it increased the commitment of state institutions for GE in EE.</p>
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EL: GREECE

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
<p>Public attitude towards global/development issues</p> <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>According to the latest Euro-barometer, 85% of Greek citizens do not trust political parties, while 67% do not trust the Parliament itself.</p> <p>The Eurobarometer is the main source of information about the level of public support for development assistance (DA).</p> <p>According to June 2009 Eurobarometer data, 65% of the Greek population think that national media talk too little about development of poor countries (the highest percentage across the 27 EU Member states – average: 42%). 40% of the Greek population think that it is very important and 48% think that it is fairly important to help people in developing countries (together these data – 88% - show a decrease of 7% compared to 2004). With 47%, Greece shows the highest percentage of national population within the EU countries that think that the current level of EU contribution to development is too small: 38% of the Greek population think that EU should increase aid even at the time of economic turmoil while 43% think that EU should stick to initial promises.</p> <p>According to Hellenic Aid there is wide Greek support for humanitarian assistance, but weak public awareness about development</p> <p>Public support for providing development assistance appears high in Greece, although support mainly focuses on actions in response to emergency situations, natural disasters and conflicts, rather than longer-term development activities. While the level of development awareness and knowledge is weak among the Greek public, support for providing assistance in emergency situations resulting from natural disasters or conflicts is high. Considerable</p>			<p>There is not a national regular general poll/survey to monitor the general public attitudes. Usually the general public is responsive of emergencies. They are less involved in long-term solidarity programmes. NGOs impression is that the recent economical crises makes it much more harder to set international solidarity on the agenda.</p> <p>General awareness of MDGs is very low.</p> <p>Greece has not yet conducted any public opinion surveys to determine and monitor changes in the nature and level of public support for the official aid programme. Greek public and civil society response to humanitarian assistance and emergency situations resulting from natural disasters or conflicts is high, as shown by the tsunami in Sri Lanka in 2004, the Pakistan earthquake in 2005 and Lebanon in 2006, the devastation in Myanmar, the Haiti Earthquake,. Greece was praised for its responses to humanitarian crises. However, awareness amongst the Greek public remains weak when it comes to longer-term development assistance; in 2004 93% had not heard of the Millennium Development Goals.</p>		

	<p>quantities of aid in kind were provided following conflicts in countries of the former Yugoslavia and in Afghanistan, earthquakes in Iran and in Pakistan, and the Indian Ocean tsunami in Sri Lanka. This spontaneous generosity is reinforced by the role played by the Greek Orthodox Church and NGOs, as well as by the media in encouraging the public to contribute in various ways, particularly in kind.</p> <p>Some surveys, conducted by the European Commission⁶, found solid support by Greeks for providing development assistance. An estimated 91% of Greeks thought it "important" or "very important" to help people in poor countries develop (European Union average: 81%) and 71% thought their government should increase "a little" or "a lot" the aid it provides (European Union average: 55%). Nevertheless, 21% of Greeks did not know whether their government should increase or decrease the aid it provides (European Union average: 18%).</p> <p>In the past 10 years, Greeks tend to respond actively to humanitarian crisis. Trends in attitudes towards development aid recorded by Eurobarometer surveys (European Commission 1999, 2003, 2005)⁷ give an ambiguous picture of Greek public support for development co-operation. On the one hand, the proportion of the population that considers aid to developing countries to be important or very important rose from 87% in 1999 to 94% in 2002 and to 95% in 2005 (compared to the European average of 91%), while the percentage considering it unimportant decreased from 10% to 3% over the same period. On the other hand, the percentage of the population that thought aid needed to be increased declined from 68% in 1999 and 2002 to 54% in 2004. Perceptions of results and impact of aid also tend to be less positive: while in 1999, 64% of the population thought that the government helped poor people in developing countries, this percentage decreased to 51% in 2002 and 50% in 2004.</p> <p>Public support to humanitarian assistance is linked to the desire to see direct impact and results. While there are some exceptions, for example the long-standing Greek interest in the situation in the Palestinian territories, support for longer-term projects in remote areas is much weaker. The Greek public</p>	
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⁶ Eurobarometer Survey No. 46, conducted in October and Novembre 1996

⁷ *Survey conducted by a Greek NGO during the 2004 4th Panhellenic Exhibition of Voluntarism, Humanitarian, Developmental and Environmental Organizations, which recorded the opinions of some 200 visitors to the exhibition (OECD/Development Centre, 2003).*

	mainly supports development aid in the neighbouring region where the link between national interest and development co-operation is perceived as strong.			
Priorities in DEAR policies/strategies	Greece became a bilateral donor in 1996 and joined the DAC in December 1999. Greek population is among the countries citing the European Union before the United Nations as key development player, together with France and Member States who have recently joined (Romania, Poland, Latvia, Lithuania, Bulgaria, and Cyprus).	Hellenic Aid policy is oriented towards the fulfilment of MDGs. In this framework, Hellenic Aid efforts focus on informing public opinion on issues such as : hunger , climate change, fair trade, trafficking especially of children, human security, inter-cultural understanding especially for refugees. There is no DEAR national strategy plan / legal framework. There is not a specific MFA DEAR budget. It is usually a percentage of the total ODA budget. Because of the financial constraints DEAR is not an MFA priority (unlike education,	Global issues and Global Citizenship are part of the Education for Sustainable Development (ESD) programme that refer to the UN Decade / UNESCO resources and are supported by a specific unit at the MoE. ESD includes 3 main areas of work: environmental, health, cultural education. In each of the 56 education directorates the programme is run by a unit (usually one person	In 2007-2008 the Development Education Working Group is organised on a voluntary basis. It produced a national strategy document. In order to develop the strategy, in June 2010 the working group organised a 2-day (30-people) seminar involving NGO volunteers, teachers representatives of Ministry of Education. The NGDOs platform is addressing to universities the request to organise
				The MFA signed, in February 2009, a Memorandum of Understanding with the Local Union of Municipalities and Communities of Attica (T.E.D.K.N.A.). The purpose of this Memorandum is to take coordinated action towards humanitarian crises. Moreover, in this framework, Hellenic Aid already planned and implemented in Municipalities and Communities of Attica, a public information campaign that aims at raising public awareness, especially of the younger population, and also to promote the idea of voluntarism in relation with humanitarian assistance. T.E.D.K.N.A. is willing to transfer the necessary information and know-how of the Hellenic Aid to the relevant local authorities and bodies and their members by organising teams of

		<p>health, gender issues). There is no general Greek legal framework about voluntary work / NGOs. The new draft law (to update the 1999 development cooperation law) tries to define the NGO profile New policy on development education was adopted.</p> <p>The MFA/Hellenic Aid publishes an annual call for proposals (highlighting target countries and target sectors). In 2009 the draft call text (based on EuropeAid call)</p>	<p>contracted for 4 years, 2 persons in the 3 larger directorates) promotes an annual theme (energy and quality of life in 2009-2010, HR in 2010-2011) encouraging both subject-related (in primary schools) and cross-curricular activities (1-2 hours a week).</p> <p>Teacher training by NGOs such as WWF, Action Aid, SOS Mediterranean is offered/advertised to teachers by the MoE SE unit. Each unit collects teachers needs through questionnaires and it organises</p>	<p>academic courses on Development issues.</p> <p>NGOs would like to raise 50% Hellenic Aid co-financing to 75% and to eliminate the bank guarantee from the transparency rules.</p>	volunteers.	
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		<p>was published on the MFA web site and (MFA 510 registered) NGOs were invited to comment on it. NGOs helped to improve issues of discrepancy, transparency, procedures, geographical focus (especially on the Balkans non being a priority).</p> <p>Once a year, Hellenic Aid addresses Calls for Proposals to ministries, legal entities, NGOs, universities, etc., that wish to submit programmes/projects for consideration. This invitation sets out the goals of the development cooperation policy for the year, the Priority Sectors for Aid, the Priority Countries related to the MDGs, as well as other relevant details regarding the</p>	<p>teacher training accordingly. Once the unit has an overview of teachers project ideas the unit tries to support them by grouping them according to themes and training opportunities. Projects' results are presented within the respective schools (ppt, theatre, music presentations) and at times in public locations</p>			
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		<p>proposal submission procedure. In the initial stage, the programme/project proposals are evaluated by the competent Hellenic Aid Directorates. The second stage involves the consideration of proposals by the nine-member NGO Certification and Evaluation Committee, in an advisory capacity.</p> <p>The programmes to be submitted must:</p> <ul style="list-style-type: none"> - be compatible with the principles of the OECD/DAC and, more particularly, the Millennium Development Goals. - fall within the priority sectors and countries of the bilateral state development cooperation plan of each year. <p>Each programme proposal submitted must be accompanied by the following attached documents:</p> <ul style="list-style-type: none"> - A written agreement with a reliable local NGO or, in the absence of such, with a local 				
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		<p>Municipal or State Authority. -A document issued by an official State Authority of the recipient country, in cooperation with the NGO, supporting the need for the implementation of the proposed programme. -An Opinion issued by the competent Greek Diplomatic Mission, consenting to the implementation of the proposed programme (to be requested by the implementing agencies).</p> <p><u>CO-FINANCING PROCEDURE.</u> <u>FOLLOW-UP.</u> <u>EVALUATION</u> Once the development programme/activity has been approved, the implementation agency signs a Financing Contract with Hellenic Aid. The amount financed by the Greek public sector, through Hellenic Aid, is disbursed in three instalments. The first instalment is given in advance upon contract conclusion, while the other two after the submission of the</p>				
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		respective mid progress reports by the N.G.O. to Hellenic Aid as well as the relevant opinion of the competent Greek diplomatic authority.				
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 		<p>Recently Hellenic Aid launched a new web site (www.hellenicaid.gr) that allows to register in the MFA Hellenic Aid Volunteers Database, aiming at promoting and diffusing volunteerism.</p> <p>Hellenic Aid issued a Visibility Guide Manual based on EuropeAid.</p> <p>A 36 hour TV marathon was set up to raise public and private contributions to respond to the 2004 tsunami. Hellenic Aid is increasing its use of the Internet to provide information and raise funds to respond to emergency situations. In order to manage these funds, Hellenic Aid open a special state account in the Bank of Greece. Hellenic Aid is also more active in</p>	<p>Training and seminars are instrumental in facilitating teachers abilities to acquire a more global and pupil-centred / active methodologies perspective.</p>	<p>A few NGOs promote DE in Greece: Action Aid, GAIA, European Perspective Hellenic Centre. Most NGOs have less than 4 people staff and limited resources. There is not a strong “campaign” tradition. Schools (especially) and adult seminars have always been the main DE areas of activity. Based on own resources YWCA is focusing on issues that affect the life of women : in recent</p>	<p>Municipalities are responsive and take initiative (send aid, volunteers) at times of international emergencies.</p>	

		<p>organising public events, such as a broadcast awareness-raising concert on the MDGs, supplemented by a national information campaign.</p> <p>Hellenic Aid also disseminates public information materials, such as the publication Greece: A humanitarian power.</p> <p>The development strategy of the MFA is orientated towards the accomplishment of MDGs. In this framework, Hellenic Aid promotes DEAR activities that are organized mainly in Greece, or in developing countries, either on the initiative of Hellenic Aid (and probably the cooperation of other institutions or bodies), or after the submission of a relevant project, drafted by an NGO. In the latter case, the co-financing percentage given by Hellenic Aid is 75% which is the same as the one allocated to</p>		<p>years it tackled the themes of “Gender and Development” and “Women create a safer world”. It involved groups and local communities in 30 Greek cities. With the support of Hellenic Aid Action Aid created a MDGs education pack which was distributed in 3300 copies.</p>		
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		<p>development projects. Thus the NGO financial contribution comes to the 25% of the project's total budget.</p> <p>This directorate -4 for NGOs & Development Education is responsible for the development and mobilization of civil society, providing support to development NGOs and planning policy for the establishment of new ones. Hellenic Aid-4 runs the NGO Special Register that enumerates national NGOs which aim at the implementation of development programmes, under the auspices of Hellenic Aid, in recipient countries. We undertake activities to inform the society and raise public awareness on humanitarian and development cooperation in the developing world. We evaluate development education programmes submitted to Hellenic Aid by NGOs for funding, we monitor other development education actions and we try to promote</p>				
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		voluntarism.				
Perceived examples of good practice (according to whom, in which context)		<p>With support of Hellenic Aid Action Aid disseminated an MDGs education pack to all Greek schools and it is disseminating the “Access to food” (MDG1) education packs to all primary and secondary schools including teachers guide and pupils materials.</p> <p>In the past Hellenic Aid co-financed Fair Trade school activities addressing North-South relations, involving a van visiting different schools in Greece.</p>		<p>Action Aid coordinates the April Global Action Week for the Right to Education. It is organised in 250 primary and secondary schools and universities all over the country and it includes three stages: pupils receive information materials; the get involved in learning activities (for example share and discuss stories of illiteracy; they are offered opportunities to act, for example to send letters to decision makers. With Greek Lottery funding,</p>		

		<p>Hellenic Aid co-financed an Hellenic Broadcast company DE project to produce a documentary about immigration issues.</p> <p>Hellenic Aid co-financed World Food Programme's translation of the video game "The food force". Within the framework of UN World Food Programme, Hellenic Aid coordinated all domestic procedures, necessary for the approval and distribution of the Greek edition of an educational humanitarian videogame entitled "Food Force" to the schools of the country.</p>		<p>in October 2009 Action Aid opened a DE centre which is open to research and recreational activities by (4-6 grade) children on environmental and development issues. It plans to organise activities for parents and adult groups as well.</p> <p>With the EC support GCIDS published a children book about the first Intifada "Children of Intifada" including views from Palestinian activists that had visited Greece. The book was distributed to all primary and secondary Greek</p>		
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				schools. YWCA promotes children (Annemon) theatre activities to tackle issues of domestic and other types of violence in Africa.		
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...		MFA is co-funding Youth festivals and cruises including global issues. The cruise got together Palestinian and Israeli girls and the activities addressed intercultural issues. Development Education and Climate Change was the subject of public events and children exhibition (at the	Although ESD is a voluntary activity there is significant teachers participation and initiatives.	DE is not a terminology people are familiar with. ESD, HRE, Peace Education receive more attention and recognition.		

		<p>Syntagma Subway station) during the Chairmanship of the Human Security Network (2007-2008). MFA sponsored the Greek edition / publishing of the Stern's Report (about the economics of climate change) and it distributed it to all MPs.</p>				
DEAR co-ordination & support structures		<p>There should be more cooperation with the MoE. The only collaboration concerns the dissemination of Action Aid and WFP products. The 2 NGOs platforms as well as 510 individual NGOs are registered to the Hellenic Aid NGO Special Register. The registration is necessary in order to be eligible to submit application to</p>	<p>ESD is promoted by a national society publishing a journal and organising national events. Some DE actors such as Action Aid are participating in it.</p>	<p>There are 2 main platforms of NGOs relevant to DEAR": - The Hellenic Federation of Voluntary NGOs (nearly 80 members) - The Hellenic Committee of NG Development Organisations (includes at least 22 members active in DEAR). The Global campaign for Making Poverty History resulted in (2005-2006) a (40 organisations)</p>		

		Hellenic Aid for funding a specific programme. Every year, a growing number of NGOs respond to the Call of Proposals launched by Hellenic Aid, submitting programmes related to DEAR.		national platform and several lobby and campaign actions: demonstrations, mailing, posters, media campaigns.		
The main challenges for DEAR in the country incl. forward thinking - priorities for DEAR in the future		There is lack of expertise.	The MoE has set up a committee to reform the national curriculum.	Most initiatives are not being followed-up because of lack of resources.		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		Hellenic Aid does not receive relevant feedback about EuropeAid calls.		Weaknesses: EC does not seem to understand the Greek context, i.e. overestimating local resources. It is unclear what EC wants to achieve in relation to DE.		
The added value the EC can contribute Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions Coherence between EC and	Hellenic Aid is open to interact with both NGOs and EuropeAid to collect and to discuss DE good practice.		Hellenic Aid is reproducing the EC application process which is open in Greece to LAs and academic centres.			

<p>national funding Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? What levels of future provision and priorities for DEAR should the EC address?</p>	<p>European Development Days could be an opportunity for sharing, discussion and co-ordination. The contribution of the European Commission action is vital, especially in exploring DEAR policies of MS and civil society stakeholders, so as to enable the development and implementation of joint efforts. EC also facilitates the debate on best practice in national DEAR strategies, thus enabling their application across the EU. [E.G. WE USED THE EU' S COMMUNICATION & VISIBILITY MANUAL IN OUR CALL FOR PROPOSALS FOR 2009</p> <p>Many existing development education activities and strategies of MS and the EU, tend to overlap, as they run parallel to one another. Budgetary constraints do not permit, especially now, duplication of efforts and recourses. It is therefore vital to build links between us and to strengthen our common capacities to deliver a higher quality of DEAR. It could be practical to integrate and include MS development</p>		<p>It would be important to develop a dialogue between EC and National MFA and MoE ministries to provide DE NGOs more recognition.</p> <p>It would be important to value NGOs work by acknowledging in-kind voluntary work.</p>		
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	<p>perspectives and actions in support of DEAR in relevant European Commission programmes, especially in programmes applicable to youth and education.</p> <p>EC should cooperate more with MS governments and civil society stakeholders in the development of suggestions for better coordination regarding DEAR. European Commission could act as the link between development agencies of the MS. We would like to establish inter-services consultations with EuropeAid and cross-European cooperation in the promotion of DEAR and in the initiation of relevant joint programmes, projects and activities.</p> <p>For example, recently, in January 2010, during the Meeting of the Foreign Affairs Council, Alternate MFA, Mr. Droutsas, proposed the Creation of a European volunteer corps, the establishment of an institutional framework that will enable European citizens to join forces and contribute collectively to confronting natural disasters around the world.</p>				

<p>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC</p>		<p>There is a MFA initiative at the European level to create European Volunteers Corps (to respond to humanitarian crisis). It was shared with commissioner Georgeva. MFA co-finances UNEP and UNDP projects but not in the field of DEAR.</p>		<p>The NSC Global Education Week is coordinated by GAIA (Thessaloniki) and the New Education perspective Network. Every year a new theme is suggested to schools/teachers and get interested teachers involved in a planning meeting. After the November week, an evaluation questionnaire is circulated in February-March to get feed-back from pupils, teachers and parents. Often it results in a public exhibitions of the most significant school GE products. Thessaloniki municipality provide the facilities. Other collaborations include environmental officers, school advisors, parents associations.</p>	
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ES: SPAIN

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>The perception/attitudes of the Spanish population concerning international solidarity is the object of surveys by Fundacion Carolina (October 2009) and CIS (2006). According to Fundacion Carolina Barometer Survey (2009) only 30% of the Spanish people has heard of MDGs. The level of public support for development assistance (DA) is high (71%) but has been consistently decreasing since 2005 (85%). In a similar way the percentage of people that agree that NGOs should be supported by public funds decreased from 65% in 2005 to 49% in 2009. 67% of respondents think that the State should guarantee Spanish people's welfare first.</p> <p>As an indicator of the economic crisis, the percentage of Spanish people that think that foreign aid should be reduced changed from 21% in 2008 to 29% in 2009 (45% think aid resources should not be scaled down; 16% think it should be increased) . 58% of Spanish people think that aid is not making a difference. 43% would agree to remove financial obstacles to Southern countries</p>		<p>Global issues or a global dimension are part of citizenship education, cross-curricular.</p> <p>Most DE activities target school's optional activities (tiempo no electivo).</p>	<p>The on-line portal Canalsolidario (http://www.canalsolidario.org/) focuses on information and communication activities (rather than education) and it offers various relevant news about ongoing NGOs courses.</p> <p>The public discourse: "100% of international solidarity resources in developing countries" is being perceived by NGOs as a dangerous one.</p>	<p>LAs are holding annual national meetings, including DE workshops (Taller I: EpD). The first two meeting took place in Zaragoza 2008, and Mérida 2009. The III Encuentro de Comunidades Autonomas y cooperacion para el Desarrollo took place in Palma, 6-7 May 2010, Andalucia Acoge, CEAR are rare examples of clear policies that are open to refugees. Local authorities such as Madrid (E Aguirre) have shown not to be very supportive of DEAR.</p>

	<p>export products.</p> <p>Only 16% of respondents think that NGOs' role should include DE and 23% think that it should address advocacy work.</p> <p>28% of respondents report collaborating with international solidarity actions and 18% buying fair trade products.</p> <p>Media are again looking for scapegoats (preferably Muslim).</p>				
Priorities in DEAR policies/strategies	<p>The shared idea is to promote "5th generation" DE activities involving a global (intercultural) citizenship approach.</p>	<p>AECID Prize</p> <p>After having co-ordinated the work that produced the Spanish national DE Strategy in 2007, M. Luz Ortega Carpio (since November 2008) external consultant contract is</p>	<p>MOE has been it.</p> <p>It is difficult for teachers to address value education within the relatively short initial education (6-months for secondary school teachers). It is required more in-service training and a clear focus on relevant DE themes.</p>		

		focused on implementing a sustainable (5 th generation, Global Citizenship) DE strategy (including a legal and conceptual framework) in Spain. New policy on development education was adopted			
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 		<p>Many different actors are promoting Citizenship Education but there are no comprehensive co-financing tools.</p> <p>AECID 3 main tools: 1: 4-year DE</p>	<p>6 formal education projects stressing the formal recognition of teacher training activities and involving a research dimension: implying formal collaboration with local schools; ex. Red de Jovenes</p>	<p>Intermon, SETEM, CeiPaz. NGDOs such as Intermon relates its work to the Marco de competencias (Ley de Educacion) in order to make it relevant to teachers, focusing on social and citizenship competencies. They offer both in-service training and support</p>	

		<p>Convenios / NGOs block-grant co-financing procedure (perceived as an improvement also because it involves an initial period of 4 months needs identification); the form was produced in collaboration with the NGO platform;</p> <p>2: 2-year DE Projects within the general Development Cooperation call for proposals (5 M euro, 2009, 3,5 M)</p> <p>3: Convocatoria permanente: open to both NGOs and</p>	<p>Solidarios (DE focusing on basic competencies); MPDL on peace culture (proyecto integrado de centros, including work with parents and local community); InteRED (focusing on gender and HR); Entrecultura-Ayuda en Accion-Educacion sin Fronteras: Education for All Campaign including Global Action Week, with AECID focusing on supporting core materials and training activities); IPADE: primary teachers initial training on sustainable development; Colegios Mayores (Madrid)</p>	<p>activities to teachers to accompany DE activities.</p> <p>In 2006 the Third National DE Congress took place (300 participants).</p> <p>In 2008 Cordoba conference on DE good practice</p> <p>In the formal education sector it is crucial to identify school/teacher/pupils/parents needs and to co-ordinate DE offers to schools. Asamblea is one example of such approach.</p>	
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		individual persons including the following budget lines: information events; media (based on dissemination strategies); formal and nonformal (global citizenship education actors/local authorities/networks).	In collaboration with AECID, the MoE: supports the good practice seminar award Premio Nacional Vicente Ferrero: winning teachers are offered visit-exchange (in collaboration with Spanish foreign desks: in 2009 in Guatemala, in 2010 in Cartagena - Colombia) and training opportunities		
Perceived examples of good practice (according to whom, in which context)		AECID is trying to identify the key Citizenship Education contents related the various themes (gender, health etc.). To this purpose is implementing a dialogue with		Cordoba Good Practice I Meeting (Hegoa, Cordoba, Kala). Plataforma 2015 y mas promotes cross-sectorial cooperation (among traditional NGOs and other civil society and art organisations/groups) and nonformal education.	DE is perceived as effective when it is effectively related with decentralised cooperation practice and with local activities.

		<p>local, regional (autonomica) and national authorities.</p> <p>It is important to support more specific/target oriented process and practice, adapted to different social and age groups.</p> <p>AECID is promoting cooperation among NGOs- social and academic actors in 4 areas:</p> <p>1 sensibilizacion (Information),</p> <p>2 formacion (education - 6 formal education projects over 4 years),</p>		<p>Although it is considered by the Bask Government a bit expensive (including 4 pcs) Hegoa's Global Classroom is well suited to respond to today's curricula. There are 16 GCs in the Basc country. The Basc government is not following up.</p> <p>4 Vitoria NGOs (Pasi Solidaridad, SETEM/Escolapios, Mugarik Gabe, Medicus Mundi) have developed the "Consume con sentido – Sensus consumido" project (http://consumoresponsable.info/) focusing on changing lifestyles through valuing local producers/products, tourism vocational training.</p> <p>Mnemosine is encouraging youth to produce documentaries</p>	
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		<p>3 investigacion (research, for instance: <i>Informe de la realidad de la ayuda,</i> Intermon-Complutense; Biennial Analisis del sector de la educacion/La ODE en la educacion, Entrecultura-Alboan-Fundacion ETEA; Health Report Prosalus-Carlos III), and 4 incidencia politica y movilizacion social (advocacy and campaigning including activities such as Observatorio de la deuda</p>		<p>in order to learn how to use video-recording by exploring their own societies (on both sides of the Mediterranean, in Tarifa and in Tanger)</p> <p>Conectando Mundos: 7 years: consensus method bringing together different groups of pupils to produce common proposals to decision makers. It has produced a Red del profesorado / Teachers Network (including 90 teachers), based on national teachers seminars (4th one in October 2010) and regional/local seminars and a on-line platforms (Conectando + Network).</p> <p>Ciudad Planeta network: youth network + teachers promoting related initiatives.</p>	
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		externa / foreign Debt Observatory, NGO Network- University of Barcelona; CSR IPADE- Complutense- corporations; Pobreza Cero / Zero Poverty, Coordinadora ONG- Coordinadoras Autonomicas- Alianza Espanola contro la Pobreza)			
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter- /Multicultural, Peace, Anti- racist, Environmental, Citizenship...		AECID supports IPADE participation in Environmental/ Sustainability international Summits; Environmental issues are perceived as the youth most accessible	Priority is given to address violence in school through the Convivencia (Living Together) award. Different initiatives are promoted at the regional level. DE is framed within the Citizenship	Outside the formal education sector it is very difficult to use the DE terminology. It is easier to promote peace education or intercultural education. DE is very often combined with HR and intercultural education. There are exchanges of	

		global issues	Education (formal subject). The Vicente Ferrer award helps to acknowledge such DE practice.	good (Intercultural Education) practice supported by the INTI EC programme (see MLAL). Collaborating with the School Without Racism network, involving at least 10 centres in each country. DE is perceived by NGDOs as an umbrella term including the other “educations”. The same applies to a peace or environmental or human rights education perspective. In the formal education sector probably the most widespread umbrella term is educacion en valores (values education), sometime spelled as educacion en criterios.	
DEAR co-ordination & support structures		The Spanish national strategy was developed in		There are valuable co-ordination and sistematization process/meetings.	Cordoba: Plan de Solidaridad y paz, a Development cooperation (and

		<p>collaboration between AECID, MoE and NGOs platforms. Some Regional (Comunidades autonomas) (canarias, with Solidarity School Network) process are following the same model. Award, provide visibility, address key challenges also at the regional/local level.</p>		<p>There is a “network” trend that is recognising the networking role of NGOs both within the formal education sector and in relation to civil society political activities.</p> <p>The networking process has an international dimension, for example InteRed is participating in the Red Internacional para la Ciudadania y la Transformacion Global (Spain-Latina America) international network. It promotes a Educadores para la transformacion social (moodle) course (October-November 2010 course open to 50 (NGO staff) participants, including a face-to-face meeting after 12 months, initially supported by AECID and later by the individual NGOs).</p>	<p>education) Programme whose guidelines are developed by civil society organisations together with the Cordoba Municipality. It produced Cordoba Ciudad Educadora, a 3-year programme coordinated by the Barbiana NGO that promotes DE training, participation, political action. It encourages (school and universities activities, as well as) children and youth nonformal education and participatory activities in co-operation with the other local NGOs.</p> <p>Similar initiatives: Burgos, Vitoria Municipalities.</p>
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				ICT, newsletters, (moodle) e-learning and social networks play an important role. For example the Madrid NGOs Federation organised a course for NGOs activists and staff on ICTs and DE work.	
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 		<p>How to foster DE culture within each organisation.</p> <p>A key question is how to co-finance actors beyond the NGO sector.</p> <p>To get out of the quantitative evaluation perspective.</p> <p>It is essential to recognise the DE projects'</p>		<p>Ho to challenge the “no participation” culture?</p> <p>Within the formal education sector the key challenge is of methodological nature as teachers are mainly trained to stick to curricular contents and in frontal lessons approaches.</p>	

		<p>voluntary contributions/work.</p> <p>DE has been implemented has a Development cooperation tool and therefore has been identified as products. The new AECID approach tries to promote and support De as a process. This approach is difficult to translate/co-ordinate/evaluate at the national and local level through evaluators/forms focusing on development cooperation outcomes.</p>			
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Feedback on the EC approach: strength & weaknesses (macro perspective: country)				<p>Little known, perceived as difficult to access.</p> <p>Perceived as difficult to implement also because of the language difficulties linked to the international partnership dimension.</p> <p>Difficult to identify local resources to match the 25% co-financing requirement. Main proposal: value voluntary work contribution to the DE project. AECID began to implement such an approach for 2010-2012 projects.</p> <p>There is a need for further analytical surveys/study work (beyond Eurobarometer).</p>	
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors 					

<p>cannot close, supporting the relevant evolutions</p> <ul style="list-style-type: none"> • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 					
<p>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC</p>					

FI: FINLAND

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>80% of public supportive of aid and development co-operation.</p> <p>Public critical of any misuse of aid money, eg. to corrupt regimes.</p>	<p>Annual government poll; figures released every summer by Dept. of Culture and Development Communications.</p> <p>High level of public support retained for development co-operation despite financial crisis</p>	<p>Lack of visibility of GE, as essential education.</p> <p>Gradual shift in terminology and use from ‘International’ education to ‘Global’ education</p> <p>“Global education is proactive. It is not only the underpinning of good education and well-being at school but also the right of everyone living in Finland” (Global Education 2010</p>	<p>Negative reactions over last 2 years to increased immigration, particularly from Africa and Asia, partly driven by fears about impact of the financial crisis on jobs, social welfare, etc.</p> <p>Public supports aid outflows to relieve poverty – but not necessarily for GE/DE.</p>	<p>Concern about rise of far right movement, eg. True Finns political party, and a racist network that supports development aid in order to keep people from migrating to Finland.</p>	<p>Development co-operation not seen by the majority of population as being about partnership, more about charity – ‘aid’ rather than ‘development’.</p> <p>Lack of direct representation in government (and therefore a voice in development debates) of minority communities, e.g. the Sami people.</p>

			Programme: Step3)			
Priorities in DEAR policies/strategies		<p>DEAR is one operational field for consideration in preparation of new guidelines for CSOs role in development policy, and in the financing instrument.</p> <p>Moving from fairly random, ad-hoc support programme, towards realising obligations for CSOs to understand linkages between government's assessment of priorities and rationale for adopting specific development policies (of co-operation and support), and</p>	<p>Ministry of Education Strategy 2020 <i>Future general education will highlight global and environmental responsibility; an understanding of culture and related knowledge, values and ethics.</i></p> <p>Global Education 2010 (national strategy)</p> <p>Strategy for Internationalisation of Higher Education Institutions in Finland 2009 – 2015 e.g. <i>Supporting a multicultural society, Global</i></p>	<p>Within NGO community, clear recognition of the mutual benefits of linking DEAR and rights based development support and co-operation activities in other countries, e.g. to counter the need for constant justification necessary to maintain adequate resources for DEAR activities.</p> <p>Adoption of established principles of good GE/DE practice in advocacy work.</p> <p>Redirect emphasis away</p>		<p>GENE follow-up evaluation, 2010 - to the original peer review of GE (2004)</p>

		<p>their GE or DEAR activities with Finnish public.</p>	<p><i>responsibility</i></p> <p>Education and Research 2007 - 2012 development plan</p> <p><i>The teaching of multicultural skills will be enhanced as part of pre-primary and basic education, vocational education and training and general upper secondary education.</i></p> <p>The Finnish Government's Child and Youth Policy Programme 2007-2011, includes: e.g. <i>Education for global responsibility and tolerance;</i></p>	<p>from apparent requirement for continual flow of 'new' ideas and innovation in project activities, towards deepening and broadening good practice at all levels of DEAR.</p> <p>For MOE : Plan of action required to back up policy recommendations .</p>		
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			<p><i>Learning a sustainable way of life; Media literacy for children and young people.</i></p> <p>CIMO: Centre for International Mobility (teacher volunteer programme for working in other countries), North-South-South Programme: networks between northern and southern institutions of higher education</p>			
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 		<p>National funding mechanism; €2.3m – for small and medium sized organisations, addressing wide range of target</p>	<p>GE is understood to comprise human rights education, equality education, peace education, media education,</p>	<p>In youth work; activities that celebrate diversity, multi-culturalism, tolerance, race awareness.</p>	<p>Acquisition of Fair Trade town status.</p>	

		<p>groups and actions.</p> <p>Public media broadcasts on global development issues are rated positively.</p> <p>Longstanding cooperation with National Board of Education on teacher training (390 000 euros 2007-2010)</p> <p>DEAR forms part of MFA's own campaigns and publications.</p>	<p>intercultural understanding, questions relating to development and equity and education for sustainable development</p> <p>Embedding GE in all major policy documents and guidelines.</p> <p>“World Citizenship is a commitment to building a world order that offers a real opportunity to fully realise the whole dimension of humanity, irrespective of state borders and cultural boundaries.” (GE 2010)</p>	<p>Training courses, summer schools, seminars, workshops, information resources and education packs and guides.</p> <p>Fair trade and (impact – local and worldwide) of globalisation.</p>		
Perceived examples of good practice (according to		KEPA in Helsinki is MFA funded	Academic programmes:	Partnership is perceived as a	The NGO ‘Educators for	

whom, in which context)		<p>service centre for development co-operation, open to the public, and offering a range of facilities, training opportunities and activities.</p> <p>KEHYS is Finnish NGDO platform to EU, providing services to NGOs on EU development policy, including training, advisory services on funding and coherence, information, and networking opportunities. The interlocutor for Finnish interests.</p> <p>Campaigns directed at</p>	<p>international Master of Education (Univ. of Oulu) is flagship for introduction of GE to teachers. Master's Degree Programmes e.g. Cultural Diversity (Univ. of Joensuu), Ethnic Relations, Cultural Diversity and Integration (Univ. of Helsinki), Education and Globalisation (Univ. of Oulu)</p> <p>ENO project for primary schools</p> <p>EDUCODE (INSET and critical pedagogy)</p> <p>Teachers and civil society</p>	<p>valued and essential aspect of DEAR/GE. It contributes to education of new experts, and enables learning to be shared equally.</p> <p>In partnership projects, not allowing larger and more experienced organisations to dominate planning procedures.</p> <p>Collaborative facilitation and team teaching (between experts from Southern and Northern countries) in DEAR workshops, courses, summer schools, etc.</p>	<p>Peace' is based in Oulu LA building, and offers outreach programme of GE resources to schools.</p> <p>Cooperation between NGOs, local school authorities and research: e.g. World school by Educators for Peace/ Peace Education Institute.</p>	
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		<p>students/children in schools, e.g. by Save the Children, Plan, UNICEF, World Vision.</p>	<p>organisations do the groundwork to achieve good results.</p> <p>National Board of education has published GE teaching guides and handbooks, including; <i>Education for Global Responsibility – Finnish Perspectives</i>, and <i>Towards Sustainable Development in Higher Education – Reflections.</i></p> <p>‘The World Citizen and the Media’ project – carried out by 30 teachers in 11 comprehensive schools (launched by</p>	<p>Use of an eye-catching mobile medium (e.g. full rigged schooner – Uusi Tuuli’s ‘Make Fair Trade Greener’ project) as a focus for activities, events, and public engagement.</p>		
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			National Board of Education)			
Relationship between DEAR and other “adjectival” educations : GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...			In national curriculum many subjects/themes/GE perspectives are cross-curricular.	Shared holistic perception of range of sectoral influences and themes corresponding to DEAR.		
DEAR co-ordination & support structures		Ref: KEPA and Kehys (above)	“Global Education requires multiple actors from many sectors, and co-operation between all stakeholders is essential”. GENE network	KEPA – Service Centre for Development Co-operation (300 members) KEHYS DE reference group		
The main challenges for DEAR in the country <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 	There isn’t a culture of public debate in Finland, and people don’t tend to declare their political sympathies to each other.	Rather low awareness of MDGs generally. Greater focus on improving knowledge of key development issues, and how to engage	Increasing need for multi-cultural education. Keeping the big issues of GE on the public agenda. Policy coherence,	Limitations of 2-year funding from MFA for projects, leading to loss of continuity, effective good practices and skilled GE project workers.		

	<p>Majority of people don't understand what globalisation really means; its roots and reach, and impact on sustainable, rights based development, or economic growth in poor countries.</p> <p>Lack of access for populations not close to one of the major cities or centres of activity.</p>	<p>different target groups, rather than GE as such.</p> <p>How to increase capacity levels & professionalism within NGOs/CSOs/LAs .</p> <p>NGOs are main focus groups for DEAR delivery, but how to expand to include museums, media, research institutes, teacher trade union, civil society at large?</p> <p>Environmental protection, Climate change, Food security, Youth, Development of practical know-how and skills – as a priority for</p>	<p>expressed in the same language and terminology for GE.</p> <p>Strengthening and improving ITT</p> <p>Explicit reference to GE should be made in renewal of national curriculum</p> <p>Assimilation and quality of GE in teacher capacity and competences is still 'quite random'</p> <p>Role of MOE is strategic in confirming global education policy, but National Board of Education is key actor in implementing</p>	<p>Benefits are difficult to sustain.</p> <p>Policy and practice coherence.</p> <p>Does DEAR/GE have (or should it have) a role in safeguarding the public's positive perspectives on development co-operation?</p> <p>Why are NGOs charged with getting government policies into practice?</p> <p>(Proposals directed at MFA) : Priority funding for 3 + 2 years, project or programme.</p>		<p>Universities are independent and responsible for ITT (Initial Teacher Training), and have significantly increased autonomy since new legislation adopted in 2009.</p>
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		achieving positive impact.	educational policies. Coherence and coordinated agreements on implementation are essential.	Improved coordination with more dedicated staff within the Ministry. More money for different and extended range of actors. New budget line for 'new' NGOs, and a separate budget to deepen and replicate good practice. Professional development of teachers (including regular INSET) to assimilate GE within their subject pedagogy and classroom practices		
Feedback on the EC approach: strength &		<u>Strengths</u> EC partnership	<u>Weaknesses</u>	<u>Strengths</u> Concept note		

weaknesses (macro perspective: country)		<p>criteria very important, and also capacity building focus for NSAs in NMS.</p> <p><u>Weaknesses</u> Current provisions not sufficient.</p> <p><u>General comments</u> EC to take into account national targets, problems, and issues; and acquire greater awareness of strengths and weaknesses of national CSO/NGO sector.</p> <p>Feedback on what makes an unsuccessful application would help potential</p>	<p>Lack of familiarity with EC provisions for DEAR.</p> <p>Coherence (with national strategy) needed regarding concepts, clarity and agreement on (priority) themes.</p> <p>Lack of publicity for their support programme and decision making process.</p> <p><u>General comments</u> Ensure improved communication and information flows, particularly when relating to govt. and public interests in Finland.</p>	<p>system is good, but questions can be more clearly expressed.</p> <p><u>Weaknesses</u> NSA-LA budget line needs better and more sophisticated resourcing.</p> <p>4 pages of Concept note to describe 3 years' activities through convincing responses to a wide range of questions is insufficient.</p> <p>Application process absorbs great amount of time, and can promote high stress levels among potential applicants.</p>		
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		applicants plan and design better projects.		<u>General comments</u> Greater competition through significantly increased number of capable actors applying for grants, but without an increase in budget.		
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>Utilise existing network presence to improve coherence.</p> <p>Build provision for active protagonists for EC policies within member states.</p> <p>EC contributions to help forge a mosaic of (effective) actors</p>	Greater coherence (with national priorities)	<p>Enhance the Member States Community process</p> <p>Greater coherence</p> <p>Increased budget split between large projects, & block grants to support small scale projects and small size organisations,</p>	LA funding opportunities for DEAR not widely known.	

		in DEAR within a country. Avoid duplication.		Objectives of the Call should relate to strategies and/or priorities and/or recognised 'good practice' in a member state. Support controversial issues and actions that maybe a government fund won't support.		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC				DEEEP (Plan Finland is lead NGO in consortium) CONCORD DE Forum		Ref: GENE peer review DE Watch report North-South Centre support for Baltic States initiatives.

FR: FRANCE

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 		Opinion pools are conducted yearly and confirm that there is a potential rise of issues related to DE, which stimulates public policy, even with the economic crisis. A critical mass allows the communication of global issues.		<p>On behalf of public institutions, there is a demand to show numerical indicators, quantitative but also qualitative. DE is not the only responsibility of the associative actors (interference with other public policies).</p> <p>DE cannot be measured as development cooperation because it's education first of all.</p> <p>It has to be accepted that the impact can be measured only on the long run, since DE touches upon complex issues and pedagogical activities and perspectives.</p> <p>Problem of the valorisation of the volunteers (in France "benevolat" means free activities and human resources and it is different from "volontariat" - volunteering) in the budget is an important issue.</p>	
Priorities in DEAR policies/strategies		Development policy needs DE , as support for public policy, and the initiatives of various	There is no controversy between MoE and MFA, but they are in different	DE actions in general aim at understanding of "development." The purpose of the ED is to challenge injustice and poverty and	Each local authority has its own cooperation and ED policy.

		<p>ministry departments. The cultural aspect of cooperation projects is weak and could be reinforced: to promote DE amongst the public outside Europe. Measuring the costs and impact is important To involve the target groups, such as teachers, journalists, local politicians and business leaders.</p> <p>In a crisis how to find the common denominator, the common interests?</p>	<p>temporality. In terms of the impact on education, children can make a difference already in the early age and keep it up throughout the studies.</p>	<p>to change society for a fairer world (concept of social project). DE does not mean adherence adhesion? does not mean that the public has to join to the policy of the government. It aims to develop critical thinking amongst the citizens, for a conscientious and informed participation in public policies and in democratic life. The concept of EADSI (Education au Développement et à la Solidarité Internationale) is still debated. Since it is used by the public institutions, it has been kept. "Global Education" as terminology is also debated in France. A closer cooperation with local authorities and environmental stakeholders is being worked out. Their point of view is often complementary to the NGO's, but the clarity and coherence of actions need to be further strengthened.</p>	<p>There are approx 500 NSA networks, all members implement "decentralized cooperation" from city to city, region to region.</p> <p>Source: Education for Development and International Solidarity "Educasol" Cités Unies France in March 2010</p> <p>Selection of the NGOs is done by The LA through tenders. Relationship is not always sustainable. Source : L'éducation au développement et à la solidarité internationale</p>
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					« Educasol » cités unies France Mars 2010
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 		<p>Education is also information, communication of the impact of development assistance, and to tell to the citizens what authorities do with public money.</p> <p>Promotion-information (AFD) leads to the development of opinions, and to behavioural change</p> <p>Diaspora community is very important in France: young people are looking for the country of their parents. This aspect is fully taken into account in the training of engineers, e.g. "engineers without borders" and in the agricultural research that include sociologists.</p> <p>Development aid has changed: the multilateral aid has exploded, new actors, NGOs have</p>	<p>Education policy is in place for 30 years.</p> <p>DEAR Activities aim to foster personal commitment of the citizens (type "Global learning") rather than simple information provision.</p> <p>Since 2004 a policy on sustainable development (ESD) is put in place that meets the ED.</p> <p>The curriculum has incorporated ESD into the didactical materials, in the partnership with the Academy, and in schools, colleges and</p>	<p>The definition included in the Educasol DE Charter has been accepted by the NGO sector and local and regional authorities as a consensus.</p> <p>There is a wide diversity of actors in France and a significant number of associations that is a source of wealth but also of ongoing debate.</p> <p>The current risk is the questioning by the government of the "right to initiative" of NGOs.</p> <p>DE NGOs does not identify with activities of "public relations"</p> <p>For EDUCASOL, DE means to overcome the "general information" phase and undertake more qualitative and educational approaches that have effects on medium and long term.</p> <p>French DE funding corresponds to the figures published in the survey 'DE Watch'.</p>	<p>DE in local-regional education: the cities can implement ED, why to reduce activities to North / South?</p> <p>ED is understood as international solidarity, financing of actions in the South, Awareness Raising in France, not fundraising.</p> <p>In France there are 26 regions, 100 departments, 36,783 communes, since 2007 the decentralized cooperation is in the competency</p>

		<p>emerged, vertical funds (Aids, malaria), bilateral aid has been reduced. These “multi”actors, international organisations involve other agents, but between the discourse of the World Bank and the translations into projects there is a huge gap.</p> <p>AFD’s criteria for project funding corresponds with the national strategy DE takes more or less 10% of the direct aid - 45 million of Euros- in support to NGOs through AFD.</p> <p>The FSp is a "priority solidarity fund”, a large budget, but it is difficult to summarize the total allocation to the ED because of adjectival areas. ED is integrated into different educations, identify it as such is not necessary. It is a continuum; it is difficult to</p>	<p>high schools.</p> <p>All pupils complete two years of study in sustainable development in 5th class: geography, civic education that teaches the values of citizenship. ED is included in education and programs of History and Geography.</p> <p>Education ESD brings a personal dimension: the action goes through the values of choice (choice of lifestyle or behaviour)</p>		<p>of the communities. There is a financial autonomy since 2003.</p> <p>There is no ED budget line as such in LA.</p>
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		isolate its budget.			
Perceived examples of good practice (according to whom, in which context)		<p>Campaign "Huit fois oui" www.huitfoisoui.fr all the collèges and high schools outside of France are involved in a project that explains the MDG's. AFD verify that projects are based on partnerships with the AL, and with associations.</p> <p>Aspect South: training module develops cross</p>	<p>"Espace numérique de travail" is a programme that connects young people with other countries to explore issues together and in partnership with ministries, public authorities, associations, companies.</p>	<p>We can give examples of practices but we refuse to talk about "good practices". Semaine de la Solidarité - Solidarity Week www.lasemaine.org</p> <p>Each year since 1998, on the 3rd week of November, the International Solidarity Week is a meeting place for a better national awareness of international solidarity and sustainable development.</p>	<p>Le festival de l'OH! www.festival-oh.org</p> <p>Since 2002, the Conseil Général, in partnership with several municipalities, associations and institutions</p>

		<p>cultural analysis and provides keys about “how to act and work between Northern and Southern countries”. This cross cultural education takes place as part of DE programs funded by AFD (special targets on young people and students).</p> <p>A public campaign on "development aid" that involves the questions “what is it» and “what is the impact” is in preparation under the aegis of the Prime Minister, MFA, Min Finance and AFD.</p> <p>Volunteering is offered by MFA at the university level in order to engage the students on the field.</p>		<p>The International Solidarity Week involves more than 6000 animations made by nearly 600 centers across France.</p> <p>It is an awareness raising week. In terms of DE, there are significant educational actions are carried out by the participating organisations.</p>	<p>organizes the Festival de l'Oh! This festival conducts advocacy work, issues of democratization related to the water. An educational component involves the students. Each festival invites “a river” and actions take place in this framework, companies, traditional performances, etc. ..</p>
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-		Ministry of Agriculture is very active in sustainable development , research and nutrition campaigns -	Since 2004 a sustainable development policy (EDD) has been put in place that is on	There are a wide range of approaches (sometimes different approaches between SDE and DE) to sustainable development and education to international solidarity in France.	Ministry of Youth/Sports/com munication are involved

racist, Environmental, Citizenship...		<p>development policy and Common Agricultural policy</p> <p>ED is integrated in education, to identify it as such is not necessary, it is a continuum, therefore it is difficult to identify its budget</p>	the borderline of DE.		
DEAR co-ordination & support structures		<p>In 2006 an interministerial Committee (Comité Interministériel de la Coopération Internationale et du Développement) reviewed the programs.</p> <p>There is no national coalition for the moment, but several departments are involved in DE: Education / Agriculture / Youth / MFA</p> <p>AFD is tendering for projects</p>		<p>Platform was established in 2004 Consultations were hold with the MFA (MEFA Minister of European and Foreign Affairs) (CCD Comission Coopération au Développement) and the Office of the Prime Minister (HCCI High Council for International Cooperation) every two months, but from 2007 (General Reform of public policy) no consultation takes place.</p> <p>AFD is both an agency launching tenders and a "DE actor" which creates a risk of instrumentalisation of the NGOs.</p>	
The main challenges for					It is difficult to do

DEAR in the country <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 					projects in partnership with NMS : they are in a different phase
		<p>Quality of practice: Ownership is extremely important in the projects</p> <p>The partnership, sharing logic is a mean, not an objective.</p> <p>Life skills means “ we are active and committed”, the openness towards the other, listening.</p> <p>There would be a need of an EU level, large public communication campaign. The convergence of the message would strengthen the work of actors. e.g. TV spot, youth conference, which explain the question "Why Europe needs this?"</p> <p>Toolbox would be needed to know what others are doing, what are the results</p>	<p>Quality of practice: The goal of the "life skills" is the ability to make a personal choice</p> <p>A profound change in recent years: decentralized cooperation has exploded</p> <p>Development cooperation btw city-city and region-region, have an aim to engage businesses, since the company has everything to lose if it does not care about the environment of social issues. We must know each other in a</p>	<p>The real debate and dialogue are missing, while DE is the responsibility of all actors together. Several departments and Ministers are involved in activities but no coordination with and between departments.</p> <p>Before 2007, the “Commission cooperation” used to meet by two months, presently there is no consultation at all, or NGOs should ask for a bilateral appointment. This situation results in a loss lack of overall coherence.</p> <p>The implementation of public policy was transferred to an operator: AFD, at the same time an actor, and a development agency. This creates a difficult situation. NGOs have no political interlocutors and they are trying hard to foster a dialogue with the MFA.</p> <p>Funding is made available from AFD, EU local authorities and the Ministries (Education, Youth, agriculture ... etc.).</p> <p>The funding is scarce, but there is</p>	

		of EIB, EDF Aidco.	<p>cooperative project.</p> <p>Recent developments called “ le grenelle de l’environnement” have raised the issue of social responsibility and environmental responsibility</p> <p>Three years ago, the issue of development were not raised in the same way, but today's business leaders agree to come to discuss with NGOs, with “Coordination Sud.”</p>	<p>still a pressure and demand for results, for impact, and no additional funding is available to measure these.</p> <p>The fusion of European NSA / LA budget line and the national financing by the local authorities create imbalances between NGOs and actors on the ground (local actors) and sometimes "forces" the networks to organize themselves regionally and to adapt to the financing sources.</p> <p>But the cooperation with local authorities allows taking into consideration global issues at regional levels and conduct awareness raising activities near to the public allows an interaction of territorial DE actors.</p> <p>The challenge for local authorities is to move from communication actions to deeper actions.</p> <p>One of the challenges is to work more with the "new public": enterprises, students ...</p>	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				<p>NGOs do not want a grid of funding by themes and types of audiences (in respect of the right to initiative). Political support driven by Europe</p>	[4]

				<p>would be very important.</p> <p>Due to the imposition by the European Commission of projects with NMS: these projects are difficult to lead because they are in a different phase: partnerships need time, preparation time is needed. Europe could finance this time of project preparation, experimentation. The call for proposals have their own logic, much administrative time is spent on monitoring, especially on the budget at the expense of a more substantial exchange of experience between the project partners. Innovation also takes time. Project auditors, external evaluators are often not interested in the quality of education but focus on media appearances, the quantitative, the results of lobbying (affected public). The NGOs and the evaluators (who are recruited for the DE project evaluation) must have specific skills and knowledge in education for change, pedagogy... Furthermore; it is an environment that is always in "learning" phase, and also in learning projects and partnerships: this dimension must be valued. Public policies themselves are not</p>	
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				coherent in Europe (i.e. the selective migration). What DE has with the European public policies? What is the strategy for Europe, for the Institutions? «Is DE a funding or a commitment and political will? Which are the values behind?	
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>Investment in the long actions is a positive aspect.</p> <p>We must find ways to invest in the media to counter the catastrophic representations.</p> <p>There would be a need of an EU level, large public communication campaign. The convergence of the message would strengthen the work of actors. E.g. TV spot, youth conference, which explain the question "Why Europe needs this?"</p> <p>Establish ED days</p> <p>Show the impact of the permanence of the actions</p>	To help measure the impact. How to measure the impact on 12 million students?	<p>Find the way out of the schematics. Helping the "reflection" on the issues, provide time and resources instead of imposing priority topics, or define fixed standards. Reflection, preparation, formulation and testing (experimentation) could be paid.</p> <p>Help to create resources, and analyze the competence of those involved in partnership. Demonstrate the length and history of the partnership. Work on indicators of values, and on quality evaluation, impact</p> <p>Value the educational process and the free resources (human resources and time) involved in the process. Introduce self-assessment activities, instead external evaluation. To integrate evaluation into the project action or to construct evaluation questions together.</p> <p>To finance projects related to the</p>	

		<p>Structuring of a European-wide network, to meet the criteria in each country, measure macro-evaluative and qualitative impact indicators.</p> <p>Toolbox would be needed to know what others are doing, what are the results of EIB, EDF Aidco.</p> <p>Bring new ideas.</p> <p>Promote development assistance: identify the main lines and carry a political message that reflects upon development assistance, and promotes the action.</p> <p>Measure the adhesion of the citizens to solidarity: actions Is there a relationship between the contribution of citizens, GDP and development education?</p>		<p>capacity building of stakeholders. Line NSA / LA must really be dedicated to actors / relay of DE (and not to the projects targeting the final public) Methodological support A system of fiscal adjustment Labour compensation for the preparation of the projects. Projects must be educational also for players who design them: Working with Southern partners on the perspectives in DE, for example, a field study to build together and make real knowledge transfer Previously in France there was a group supporting associations who wanted to tender on a European level - This committee made recommendations. We could consider re-establishing this kind of support. Documents EuropeAid should be translated into, at least, two languages.</p>	
Other multi-country					

initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North- South Centre, OECD, UNDP, other DGs of the EC					
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HU: HUNGARY

	Country in general	MFA	MoE	NGDO platform
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 		<p>Eurobarometer is used: in 2009 86 % believes that it is important to help development countries.</p> <p>In general, people know about global problems, as poverty, but they cannot relate them to their own life, global problems are not translated to local issues.</p> <p>Economic crisis is a bad period to convince people to pay attention to global poverty, however, there is a great capacity to donate (i.e. millions of Forints were donated for floods and Cunami).</p>	<p>The perception of development has not changed in the last 5 years; there are no studies on this.</p> <p>Just a few local initiatives, people do not understand the effects of the globalisation.</p> <p>There is absolutely no chance to get the people to be solidary with southern poverty as such, but to explain them the effects of the globalisation and try to find solutions with Southern examples.</p> <p>There are local initiatives, type drinking local milk and buying local apple only</p>	<p>The “selective dust” kind of actions are running without problem, but people do not have the mentality of ‘Aid’</p> <p>More need for tolerance</p> <p>In the last 5 years the DE topics were taken by the national media</p> <p>There is no capacity to make impact measurement, as well as monitoring and evaluation is weak</p>

			because multinationals had a very bad effect on the local businesses	
Priorities in DEAR policies/strategies		<p>AR is important: important to tell people that in the Third World is not the same level of poverty as in Hungary—hence to clear the global relations.</p> <p>Theory should be put in practice and promote informal education for those not attending the school.</p> <p>MFA would like to improve bilateral cooperation and co-financing of the NGOs</p>		HAND adopts DE definitions and material from CONCORD and formulate national recommendations to politicians, ministries, etc.
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 		<p>MFA used to launch call for proposals for national actors, last one in 2007, but not any more.</p> <p>Decision of award was based on logical matrix and the national strategic plan, no specific criteria for DE projects.</p>	<p>Danger: With regard to the Roma programmes, in the last ten years only 12% of the funds were used properly</p> <p>Globalisation (under ‘sustainable development,</p>	<p>DE is a learning process with active participation, which explains all the aspects of globalisation. It’s a learning process and a knowledge transfer, and its aim is to create acting multipliers.</p> <p>Development cooperation is different from DE, but African partnership in DE projects is still important.</p>

		<p>MFA co-finance projects accepted by EuropeAid</p> <p>MFA has very limited budget, out of which campaigning is not possible</p> <p>There is no separate DE funding within development cooperation budget, 75% of the ODA goes to multilateral in-payments, even if the effects of bilateral project are more visible, and there is a willingness to follow-up those actions.</p> <p>Károly and Corvinus Universities have development cooperation education.</p>	<p>multiculturalists, economic challenges') is in the curricula already</p> <p>BUT the real problems are that Hungarian schools are in another paradigm than Western European Schools.</p> <p>The European technical development, the digital projects and internet is in the room "on the façade", the money is spent by public procurement, but...</p> <p>The material that has been produced (by EU pedagogical programmes) does not connect with the XIX c structure and subjects of the Hungarian educational system.</p>	<p>AR/PR is not necessarily distinct. AR is not an objective in itself, PR is not effective without aim.</p> <p>Actors must avoid "facing the wall" effect with negative images; the question should be "what can we learn from the South".</p> <p>Hence 'Southern Perspective' is not a good formulation. Partnership should be optional.</p> <p>Social justice and environmental projects are most common in the country</p>
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			<p>The two paradigms have different goals: the XIX c harmonised cultural heterogeneity, is not student centred, but class centred. Its aim is to reproduce the social hierarchy. It is state dependent and not oriented towards the inclusion.</p> <p>In consequence: even if there is a ministerial order, the teachers are not prepared for the integration of DE</p>	
<p>Perceived examples of good practice (according to whom, in which context)</p>	<p>There is an ombudsman fair-trade attached to the office of the President: they purchase only fair-trade products, this should be extended to the other offices and to embassies</p> <p>DE Working</p>		<p>Many schools are now disappearing, but there are some communities and initiatives which are for the European values: i.e. the cooperation of Dutch communities and some Hungarian farmers who found social development important in their region</p>	<p>DE working group of HAND organisation coordinates DE efforts, even if there is a staffing problem at the moment.</p> <p>In preparation: a knowledge centre and library in cooperation with ELTE university, faculty of psychology.</p> <p>Priority is to make the material available to schools and to reach out for the teachers</p> <p>Good project in schools started: road show- with the university of Gödöllő</p>

	group with quality material and good cooperation with MFA.			
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...				Different thematic are included in DE working group by its member organisations
DEAR co-ordination & support structures		MFA consultation with HAND DE working group: an active working mechanism MFA participates in conferences, studies, and the academic work No coordination with MoE in DE		
The main challenges for DEAR in the country <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 	To find creative solutions instead of waiting for 100% of EU finance and the Ministries	Find solutions for DE budget and the co-financing Priority is to target the younger people, because there is a resistance in older generations towards global issues. Teachers’ training is most important	Min. of Education is under total restructuring following the elections, there is no official DE inclusion in curricula (financial problems and accreditation), although a lot of parallel efforts are done on behalf of NGOs, i.e. creation of pedagogical material	Good part of Hun civil sector is maintained by EU funds, but more an organisation wins more impossible is to co-finance , because less capital it has. Lack of staffing of the NGOs goes to the detriment of the quality and makes impossibility to continue activities At the same time only the biggest, and capital strong service providers can win the EU contracts Find technical solutions for co-

		<p>To reach out wider public would be the aim, not only on ‘subculture’ level</p> <p>Life skills dimension is welcome: openness should be explained to people, a more progressive approach to the ‘other’</p> <p>Instead of mass events, there would be a need to</p> <ul style="list-style-type: none"> - Create pedagogical tools - Prepare the teachers - To better define the target groups <p>On the political level: coherence of policies and to understand “common interest” that is behind development cooperation</p>	<p>The elite has the interest to start again everything, to tender again .e.g. Just finished an 8 milliard euro databank of which the results is doubtful</p> <p>At the moment not the ‘building’ but the ‘survival’ is the most important for the actors.</p> <p>Racism and the lack of social dialogue is widespread</p>	<p>financing: e.g. 100% financing in some cases To diversify funding and call for proposals Some providers for core grant Some on project level To be more flexible in budget lines, i.e. accept 18% overhead and introduce flexibility in budget line to have a continuous or operational cost</p> <p>Support from Ministries is expected (although MFA is quite involved with co-funding of EuropeAid projects, they participate in conferences organised by NGOs)</p> <p>There should be regional offices opened to counter the centralised structures and to involve regional schools</p> <p>There is resource for co-finance in LA, but funds are spent on something else (infrastructure projects, LA created foundations...)</p> <p>More participation of universities</p> <p>Involvement of private funds</p> <p>Communication training to NGOs to</p>
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				improve actions in informal education and to find the opportunities and ways to link with people
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				<p>The support is appreciated.</p> <p>Dear budget line could give a chance to smaller organisations (i.e 10 staff is considered to be small in Eastern Europe) to be the lead.</p> <p>There is a tendency to prioritise LA in channelling the funds, but they are not necessarily involved in actions. The partnership ONG-LA will not necessarily be equal.</p> <p>A clearer answer to the questions, such as What is European Foreign policy? What is Foreign policy in the country? Would be needed.</p> <p>EC should not be afraid to risk and to try out new solutions, to advance some the trust. Keep the flexibility of budget lines.</p> <p>Does EC has responses to economic crises; can the EC adjust policies and DE to the realities?</p>

				Innovation is important only if does not mean more workload
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>AR: Promote a larger media project in national media. In the form of i.e. translating the productions to another language, EU fair-trade coins in supermarkets and radio programmes</p> <p>Involvement of municipalities – to explain them what they can benefit from global education and to find a formula for (co-) financing</p> <p>NGO proposals can be reviewed by MFA if needed</p> <p>External experts would be welcome for impact measurement and to strengthen monitoring and evaluation</p>	<p>Any curricula has to rely on consensus – need to check what is below</p> <p>NGOs would be able to promote this consensus to happen</p> <p>EC has to further support local NGOs</p> <p>To identify best local initiatives or ask the opinion of national experts</p> <p>Establish a monitoring and evaluation body</p>	<p>Involve Min. of education in the talks and discussions about DE. Facilitate reaching out for teachers and schools in regional levels.</p> <p>Contribute to the HR, based on permanent funding, that makes possible to hire personnel for centralising DE information.</p> <p>Further support to CONCORD and DEF programmes.</p> <p>Support or capacity building in applications procedures, translation of material.</p> <p>Partnership with OMS is good if the partner ask Hungarians about their needs, and what they would like to develop, before even filling out the application. Védegylet had such a successful partnership with Italy and Finland.</p> <p>Southern partnership has only sense if partners act actively and there is a mutual learning. It is possible to imagine DE without Southern partners but they are</p>

				<p>needed for the legitimacy – to leave Southern partnership as an option, most of the times it's an experience for the children.</p> <p>Involvement of regional projects: it seems that the funding of National Development Agency to the regions did not reach the intended social effects.</p> <p>EC should communicate DE results continuously to member states and possibly to determine DE in a % of Development cooperation</p> <p>If there is economic crises, devaluation of DC and DE budget should be made possible</p> <p>Provide impact measurement indicators and strengthen monitoring and evaluation system in the country as well</p> <p>To diversify the calls – continuous operational funds with a possibility to apply for more years and besides, keep the project-based calls.</p> <p>A new call for proposals could involve the thematic of the old (not supported) applications</p>
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Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC		Activities in Gene, North-South Centre, but there is often a lack of capacity to attend the meetings		NSC actively supports the DE working group in September they will have a roundtable meeting

IE: IRELAND

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>No national survey or tracking of public attitudes and concerns. Euro-barometer provides indications.</p> <p>Consistent and generous public response to disasters, global poverty and related issues.</p> <p>“Public support is a mile wide and an inch deep”.</p> <p>Aid (and to a degree, development co-operation) is recognised as a necessary charitable</p>	<p>Thematic: Food security and hunger. Climate change. MDGs</p> <p>Concern about views of taxpayers</p> <p>Overall recognition of huge interest and support among Irish population for ‘development’, but shallow in terms of understanding of complex reasons for existence of global poverty.</p> <p>DE works from a</p>	<p>Department of Education is not directly interested in promoting DE, so little departmental support for continuing professional development of teachers with regard to global dimension.</p>	<p>NGDOs relations with the public include nurturing a public attitude that favours a charitable model, and retention of high levels of fundraising activity.</p> <p>NGOs have established an image that suggests priorities are more about public donor giving to alleviate poverty than addressing root causes that lead to social injustices, global poverty and lack of equality.</p>		<p>Changing demography in Ireland; young population profile, increased ethnic diversity.</p> <p>‘DE has yet to adequately take into account the changing face of Ireland, and the demographic shift that is occurring. Old county and province boundaries are rendered largely obsolete with nearly 50% of the population located in a belt around the greater Dublin area. Whole areas are</p>

	<p>response to global poverty. NGOs are recognised as vehicles for aid donations.</p> <p>Issues: Israel/Palestine – (risk to Irish aid workers), Impact of economic crisis on employment, community and national issues. Global poverty, Deep vein of support for Africa, Haiti earthquake</p> <p>Continuing ‘voyeuristic’ interest in America and all things American</p>	<p>popular base of acceptance, ie. a captured audience, and a component therefore of its work should aim to deepen levels of understanding with the general public.</p>		<p>Difficult to establish baseline data to compare progression of public interest, and changes in attitudes and level of support.</p> <p>In schools, the tertiary sector, youth work, global issues are more generally acknowledged as important or relevant.</p> <p>Difficult to communicate a global justice interest during economic crisis, and the case for overseas aid is harder to make.</p> <p>Development issues are far more difficult “to sell” than</p>		<p>bereft of any effective engagement or support from DE actors, despite coordination efforts in Dublin”</p>
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				<p>emergencies and crises.</p> <p>NGOs opted to take a quiet approach towards the impact of global recession on the poor.</p>		
<p>Priorities in DEAR policies/strategies</p>	<p>Priorities include education policies, awareness raising about the MDGs.</p> <p>Irish Aid aims to increase public involvement through setting up an Irish Aid Centre in one of Dublin's main streets.</p> <p>Indirect push by Irish Aid to encourage people to volunteer their time.</p>	<p>Irish Aid Second Strategic Plan, 2008-2012; objectives include DE as part of all educational cycles, covering formal and informal sectors, and multi-annual funded initiatives. Mid-term review of the strategy underway.</p> <p>Up to 2010 strategy included funding for research strand.</p> <p>A move into</p>	<p>Irish Government task force on Citizenship, includes basis for global citizenship & interdependence issues in school curriculum.</p> <p>Coherence and collaboration with NGO sector engaged with DE through Dept. of Education office for children and youth affairs.</p> <p>Dept. of Education</p>	<p>DE sector planning and core activities have been led by Government policy.</p> <p>Perceived need for NGDOs to take DE seriously. Currently there is no matching funding or co-financing offered, competition between NGOs in fundraising works against coherence, and the sector is 'at the mercy of</p>	<p>Shift in third level sector support, with a focus on research projects undertaken by universities and colleges exploring development questions and socio-economic growth factors.</p>	<p>OECD reports have significant influence on policy development and continuity of Irish Aid's support programme.</p> <p>Some fears expressed about impact of new UK government on DE – freezing budgets and cutting grants at a stroke.</p>

		<p>‘results mode’ – increasing dialogue within Irish Aid about results and their measurement. (ref. OECD).</p> <p>Majority support available for NGO sector, also 1st, 2nd and 3rd level education cycles.</p> <p>A notion of a broader agenda for DEAR; an alignment with Irish Aid policy, but not exclusively. Aim to be politically appropriate – so retain association with the need to promote opportunities for support of Irish Aid.</p>	<p>inspector sits on governmental DE Advisory Cttee.</p>	<p>government funding and policy shifts’.</p> <p>INSET and pre-service training for teachers and youth workers are priorities.</p> <p>Monitoring and evaluation, and the evidence of impact of DE strategies.</p> <p>NYC Ireland sees its work mainly as advocacy.</p> <p>NGO perception that Irish Aid adopts a more informational take on DE, with a focus on PR and AR.</p>		
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		<p>Information and Communications strategy, embraces media including broadcast media.</p> <p>Increase coherence across government departments for DEAR; MFA, Dept. of Education, Justice, Environment, etc.</p> <p>Irish Aid provides secretariat for Development Education Advisory Committee, reporting directly to the Minister.</p>				
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) 		<p>Irish Aid budget: €4.74 million in 2010.</p>		<p>IDEA (Irish Development Education Association) has</p>	<p>Some LAs focus on broader global concerns through supporting</p>	<p>A history and tradition among development NGOs of</p>

<ul style="list-style-type: none"> frequent methods, themes, audiences 		<p>€2.5 million available for grants. €1 million for strategic partnerships including NYC Ireland.</p> <p>DE funding also available through multi annual programme agreements with NGDOs.</p> <p>Irish Aid funds DEAR publications, e.g. children's story book on life in countries receiving development cooperation/aid.</p> <p>Irish Aid reactive to thematic proposals.</p> <p>Issues needing</p>		<p>submitted a detailed analysis of current and potential DE funding provisions available through the Public Information and Development Education Unit of Irish Aid, September 2010; www.ideaonline.ie/content/learn</p> <p>Schools and their pupils, initial teacher education (student teachers) and INSET for practising teachers, are a primary target sector for DE activities.</p> <p>Consistently high level of quality, well written development education materials, in</p>	<p>activities in the youth sector.</p>	<p>providing a practical response to DEAR, with less attention to policy based work.</p>
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		more concentrated approach include the case for aid, & modalities of aid – (to counter the sceptics). Controversial issues can be supported (and funded), and include multiple, opposing perspectives.		publication format, CD-rom and DVD, and web based. Diverse range of activities targeted at many different groups and sectors, much of it funded through Irish Aid.		
Perceived examples of good practice (according to whom, in which context)		Funding of IDEA from the start. D-Talk (Development Talk) – funding for short development education courses for DE workers and trainers. Good practice should include analysis and	Integration into school curriculum of multi-disciplinary approaches and content.	DICE Project; Irish Aid funded ITE project providing DE for all trainee teachers in the 5 Irish colleges for primary education, resulting in appointment of DICE lecturers as members of the college academic teams.		Experiential learning can contribute to capacity building and growth of professional expertise within DE sector. Through learning by experience, people come to their own understanding. Becoming active

		<p>reflection on new methodologies. There is a need to support processes that bring people together to reflect on and share knowledge of good practices and perceived positive impact.</p> <p>Accuracy and correct information absolutely essential in all materials and learning resources.</p> <p>Appropriate use of e.g. child centred language, or according to interests and competences of target group. (Standards have been set by NGDOs)</p>		<p>2015 Series – Thoughts and reflections on the 1st and 2nd MDGs. Learning resource put together by school students linking up with both eminent and unknown ‘voices’. Published by Self Help Africa, and distributed through bookshops and website.</p> <p>Concern’s <i>Campaign Academy</i>: works with 30 students for 1 year; focuses on empowerment through skills acquisition including debating, writing and journalistic media skills,</p>		<p>is an important principle of learning. We should always work on ourselves – with some humility. <i>Dr. Ivor Browne</i></p>
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		Cross checking and cross communication <u>between</u> government stakeholders.		<p>campaign planning, and confidence building, Students plan their own campaign. Concern arranges a meeting in Brussels with MEPs, documents the process and reports on it.</p> <p>(EC funded) Concern/HIVOS Child Labour educational campaign; ‘genuinely engaging and inclusive’.</p> <p>80:20/Tide, <i>Development in an unequal world</i>; 5th edition – an illustrated handbook, with case studies, CD, group learning exercises,</p>		
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				<p>statistics, cartoons, etc. 150,000 copies sold, widely used in Ireland and UK, and in Southern Africa.</p> <p>Just Forest; <i>The Wood of Life</i> exhibition – “exposure, commitment, passion, and flair”.</p> <p>Ubuntu Network; for their consultation processes, partnership planning, clear views on aims and outcomes.</p> <p>Dochas/CONCORD Code of Conduct on images and messages, with supporting</p>		
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				<p>guidance handbook; promoted to all member organisations of Dochas, A living document that can continue to be adapted, modified and expanded.</p> <p>Realising and promoting balance between attitudes, content, learning processes, and accenting empowerment and democratic means and perspectives.</p>		
<p>Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...</p>	<p>Relationships between these spheres of interest tend to be perceived through the lens of where events happen in the world.</p>	<p>Irish Aid adopts a holistic approach and doesn’t box up adjectival educations. It aims to recognise quality of learning.</p>		<p>‘DE has both an underlying and powerful connection with what is human and influential in change processes in society. It is</p>		

		Would support innovative opportunities in any of the adjectival educations.		<p>compartmentalised by practitioners rather than the public'</p> <p>Perceived opportunities for revitalising intercultural education as a contribution to managing an increasingly ethnically diverse Irish society.</p> <p>Generally recognised that the specific fields overlap. The language of the funder may be accommodated to emphasise the importance of one adjectival lens over another.</p>		
DEAR co-ordination & support structures		Irish Aid provides significant funding for IDEA's policy		DOCHAS, the national NGDO platform, has a DE Working		Reflection that effective coordination

		<p>development, networking and other activities.</p> <p>Irish Aid recognises that there is considerable competition between NGOs, with many similarities to business world and private sector companies.</p>		<p>Group.</p> <p>IDEA (set up 2003) has 70 membership organisations. National Council of IDEA provides a forum for generation of ideas, activities and policy debates . Mid-term review underway. A close working relationship between platforms has been established.</p> <p>Huge dependency on Irish Aid availability of resources and funding for all DEAR related work, (therefore government can mainstream what happens in DE).</p>		<p>should be light touch, flexible, and open to creative opportunities.</p> <p>Coordination should not mean control, but provide for more strategic perspectives, and support for what is different, innovative, and maverick.</p>
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<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 		<p>Formal education – “all niche organisations are scaling the battlements of castle curriculum”.</p> <p>Ensuring integration of global perspectives and dimension across all curriculum subjects.</p> <p>1. Proving results – including reporting on them. How to present DE as an effective and relevant body of work without having hard-core results.</p> <p>2. Learning</p>	<p>No buy-in, expressed interest, or sustained contact with DE networks or practitioners offered by Department of Education.</p> <p>Diversity management - and linkages with global interdependencies , cultural perspectives, and local-global links.</p>	<p>Strengthening and improving work on DE methodologies, boosting creativity, reaching out to more diverse interest groups, and establishing greater proof of impact – both quantifying and qualifying it.</p> <p>Embracing the issue of ‘quality’ and accuracy in DE practices, pedagogy and projects, and a rigorous application of standards.</p> <p>Dealing with a perceived defensive insularity in DE</p>	<p>Expansion of global interests among non-traditional partners, housing trusts, social issue groups, fair trade associations.</p> <p>Engaging with and promoting challenges to the farming community.</p>	<p>One person’s reflection is that, in the NGDO sector, DE is considered to be of interest to, and an area of work for, development people on the way out or virgins on the way in.</p>

		<p>programme outcomes – being realistic about what can be presented.</p> <p>3. Better analysis and deeper scrutiny of the all-round body of work of DE,</p> <p>Giving sufficient time to all 3 above.</p>		<p>sector. DE sector engagement with key issues arising in the broader development sector that impact on public awareness raising, people's attitudes, and policy implementation.</p> <p>Regional boundary focus – most DE activity is generated in coastal towns and cities – little in the centre of the country.</p> <p>Money – security of funding.</p> <p>Issue of independence of NGOs and other practitioners in the development education sector, and how to reduce</p>		
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				<p>their dependence on Irish Aid.</p> <p>Capacity issues – some single issue groups struggle to survive.</p> <p>Reduction in Irish Aid budget, and cancellation of grant aid for DE from NGOs such as Concern and Trocaire, may stimulate take-up of new challenges and opportunities.</p> <p>No established and ongoing reading culture, that keeps up with key factors affecting the changing development dialogue, or with publication of influential policy documents, leading to</p>		
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				<p>reduction in capacity of DE sector to contribute to development policy debates.</p> <p>Developing a critical focus on socio-political perspectives.</p> <p>Exploring the action dimension of DE and education for global citizenship.</p> <p>Making DEAR more relevant for young people, and also with more than an existing coterie of committed teachers.</p> <p>Challenging tokenism, both in established programmes like</p>		
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				<p>DICE, and in new projects.</p> <p>Maintaining a cutting edge in DE, and a radical approach to understanding issues of power and control, its use and abuse. DE centres are not supported to be able to function at optimum levels!</p>		
<p>Feedback on the EC approach: strength & weaknesses (macro perspective: country)</p>		<p><u>Strengths</u> Where justification for maintaining a DEAR budget line is under pressure within a country, there is a clear need for the EC to sustain support.</p>		<p><u>Strengths</u> EC should be able to offer added European value to the DEAR sector.</p> <p>Concept note system is welcome, and an appropriate, time saving, and necessary</p>	<p>Strengthen awareness about DE within LAs.</p>	

		<p><u>Weaknesses</u> Incorporate user-friendly and accessible language in all communications related to DEAR.</p> <p><u>General comment</u> EC NSA-LA programme is helpfully broad, but difficult to make fair and comparative assessments between projects for diverse target groups and themes.</p>		<p>procedure.</p> <p>EC support for inter-network partnerships between EU countries would be of real value.</p> <p>The emphasis on European commonality and synchronicity between countries and partners. Real value in enabling people to visit each other's countries to work together and participate in common activities and events.</p> <p>Build on the discourse and recommendations of the <i>European Consensus on Development: contribution of</i></p>		
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				<p><i>Development Education and Awareness Raising</i> multi-stakeholder document. Promote it as a basis for high level European strategy.</p> <p>Positive value in supporting a pan-European organisational network like DEEEP. Commit to ongoing support as a means of strengthening the DEAR sector at all levels and with all target groups.</p> <p>“It’s not an issue of quantity, but of <u>quality</u> inputs to and with the target groups and project</p>		
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				<p>stakeholders”.</p> <p><u>Weaknesses</u></p> <p>Improve on current reputation for access.</p> <p>Simplify bureaucratic and administrative procedures and requirements.</p> <p>Make the application process more sensitive to applicant organisational capacity.</p> <p>EC needs to diversify ways and means of channelling funding into DE sectors within countries.</p> <p>No means of distinguishing</p>		
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				<p>between diverse range of projects in terms of merit, and relevance to promotion of quality DEAR.</p> <p>EC should radically restructure its own requirements – and move away from designing schemes that suit their own Brussels based agenda.</p> <p>Don't apply same generic models across all of EU.</p>		
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national 		<p>Possible provision of matched funding for an EC grant?</p> <p>Promote benefits of partnerships between DE</p>		<p>Improve use of internet communications; improving inputs into Facebook and twitter.</p> <p>Establish a funding stream</p>		<p>The EC is not directly dependent on political or electoral changes in a country, and can provide stability during</p>

<p>funding</p> <ul style="list-style-type: none"> • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>organisations operating in different countries,</p> <p>Strengthen means and capacities for actors to make successful links between their in-country DEAR projects and programmes.</p> <p>Align with national strategies for DEAR, take them on board and help operationalise the strategy through DE delivery agents. Such alignment would improve EC profile and recognition in every country.</p>		<p>for first time applicants.</p> <p>Support a requirement or mechanism that ensures that applicants share information about their planned projects within NGO network – before submission – to avoid duplication of theme or project activity.</p> <p>Provide decentralised block grant funding stream managed within each country; allowing eligibility of small-scale low cost projects, and smaller organisations.</p>		<p>times of radical change or reduction in national support.</p> <p>The Council of the European Union Resolution on a framework for European co-operation in the youth field (2010-2018), adopted 27Nov.2009, includes a section on Youth and the World, with aims addressing young people's awareness, participation in and contribution to, global issues and international relationships.</p>
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				<p>Target national platforms; building and supporting specific NP interventions to strengthen all-round (national) capacity. (Separate funding stream)</p> <p>A funding line to support development co-operation activities in different regions of Europe – could increase profile and recognition of value of DE at regional level.</p> <p>“Coherence doesn’t mean cop-out. It’s an agreement with the body politic.”</p> <p>DE sector is weak</p>		
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				<p>on policy dialogue and development; could be a priority focus for capacity building grants.</p> <p>Provide direct access to EuropeAid and other Euro institutions/comm issions – to increase knowledge. Establish closer links and association for NPs and project organisations with officers in EuropeAid.</p> <p>Improve development of values and attitudes component in project implementation.</p>		
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				<p>EC to publicise and promote better its support and interest in order to deepen awareness, and raise overall levels of understanding about global issues and priorities.</p> <p>Funding for linkages and exchanges.</p> <p>Provide funding for growth of partnership activity between sectors, e.g. community development programmes and NGDO/DE sector.</p>		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme)		OECD				GENE, North-South Centre.

IT: ITALY

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/developm ent issues <input type="checkbox"/> Key issues <input type="checkbox"/> Recent changes, trends over the past 5- 10 years <input type="checkbox"/> Sources of information	<p>The general public appears to be interested in solidarity issues, but not much aware of international aid. Peace seems to be prioritised over international aid issues. The general public gives priority to local problems. At the same time there is a growing trend towards racist attitudes.</p> <p>It is interesting to note that more attention to climate change is not yet translated into changes in terms of lifestyles. TV is still the dominant media. NGOs have almost no access to mainstream channels.</p> <p>Main survey: Barometro della Solidarietà / Solidarity Barometer (last edition: 2007)</p>	<p>Neither ministry is implementing monitoring / survey activities in this field.</p>	<p>The National NGDO Association (Platform) considers the collaboration with local authorities a key strategic issue. A concrete opportunity to have an impact on public opinion is lined to decentralised co-operation and to turn it into public events such as the Perugia-Assisi Peace March (usually attended by 100.000 people).</p> <p>CSR is another opportunity for NGOs to establish links with the private sector and to increase the impact of DE activities starting at the local level, encouraging international North-South links.</p>		
Priorities in DEAR policies/strategies (Types of DEAR)	<p>It is important to link Global and local issues, including poverty issues.</p> <p>Provide more media and journalist training.</p> <p>It is important to establish links and partnerships with migrant organisations.</p>	<p>Once formally approached by Italian NGOs about the Cittadinanza e costituzione (Citizenship and Constitutional Bill) curriculum subject that was recently introduced, the Ministry of Education did not respond.</p> <p>Often pupils / teachers don't know how to discuss. It is important to facilitate dialogue skills through structured</p>	<p>The national NGOs platform is trying to improve national co-ordination and internal debate. NGOs are trying to debate and to develop media strategies and training.</p>	<p>To include the lobby dimension, improve the approach to decision makers also by strengthening the 7 Regional NGOs platforms.</p>	

	approaches such as Philosophy for Children and to root DE activities in the local context.				
Major DEAR activities <input type="checkbox"/> approaches <input type="checkbox"/> extent (funding, scope of programmes) <input type="checkbox"/> frequent methods, themes ^[1] , audiences ^[2]	Main approach: school projects including a range of approaches: active workshops (main activity); revising and experimenting with the curriculum subjects; attention to hidden curriculum; links with local contexts and opportunities for action; series of lectures (and a combination of the above).	The MFA is running a DE co-financing scheme although procedures are not entirely clear.		Over the last years major International NGOs have started operating in Italy. “Verso un sistema nazionale EaS” is a National NGO project trying to produce a National DE Strategy.	
Perceived examples of good practice (according to whom, in which context)	Interactive exhibitions (ex. Cies). Active/learner centred methodologies such as play, games, theatre of the oppressed. Joint DE school project with same international (Sahel) partnerships across Piedmont and Rhone-Alpes actors. Address links among similar economical sectors such as the textile enterprises around Biella and in Southern				A key project is the network among 21 actors in the Piedmont Region, including the POC regional NGOs platform, (prioritising links with 3 regions: Sahel, Morocco, Guatemala) which merges DE and EE issues. Collaboration among various actors and across specific territorial areas is being positively developed by the Sistema Toscana della Cooperazione (Tuscany

	<p>countries by Fair (Genova)</p> <p>Integral approach including both formal and nonformal education focus.</p> <p>Immersion / exchanges with experiential learning dimension including voluntary work (Focsiv, Celim).</p> <p>Linking everyday life and practice with global issues, for example having an EPA expert and a peasant talking about food within the PfC project.</p> <p>Cospe-GVC Terra di Tutti</p> <p>Film Festival: documentaries from Southern countries</p>			<p>Region – SINET projects) involving NGDOs, LAs and local actors in collaboration with local regions in the Balkans, in the Middle East (Israel and Palestine), South Africa.</p> <p>In Lombardy since 1994</p> <p>Portare il mondo a scuola / Bringing the World into Schools (11 NGOs) is a sustainable network addressing DE in schools.</p> <p>The overall scenario is still too fragmented, it needs more collaborative efforts.</p>
<p>Perceived examples of practice (according to whom, in which context)</p>				<p>De is often turned into too specific / narrow educational information.</p>
<p>Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/ Multicultural, Peace, Anti-racist,</p>	<p>The link with the other “educations” is perceived as very positive by all actors, especially in the field of sustainability. It is important and appreciated to keep the DE focus within wider themes.</p> <p>DE Quality Indicators produced by Focsiv (integrating environmental education criteria) enable NGOs to positively assess their work. It could be</p>	<p>It would be important to establish a Commission involving representatives from different concerned Ministries.</p>		<p>Strategic partnerships are/should including: WWF and cross-sectorial themes such as water.</p> <p>Comunità Internazionale Servizio Volontario (CISV) tries to build partnership with other actors such as Responsible Tourism and fighting against poverty, including the Italian and French networks of responsible tourism</p>

Environmental, Citizenship...	the basis for more exchanges across NGOs.		<p>organisations (in Italy over 100 organisations). In addition the project helped to establish such network in Spain. The project networking results sparked attention by UN agencies and LAs. It is important to strengthen the Piedmont 19 + 2 (observers) NGOs network. This helped to improve relations with the Region and to plan a joint project including the French neighbour Region Rhone-Alpe (EsaCoop), co-financed by EuropeAid. Major event on March 17 (involving Maria Casado from the EC). Italian DE school platform tried to establish a dialogue with the previous Ministry of Education. It encourages dialogue with academics and experts about revising school curricula from a DE and intercultural perspective. Difficult to give it a European dimension / partnership.</p> <p>EsaCoop addresses environmental education and education for sustainable development: the latter often involves only “very militant” teachers. The joint project helps to involve other teachers. Ecological footprint is a good example of how to link environmental and socio-economical inequalities (for example when applying to Cariplo environmental education grant scheme)</p>
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					<p>The recent National Water Law has offered an opportunity to take initiative in this field. The DE approach to water is based on the rights approach to water. Acqua bene comune dell'umanità / Water humanity common good project (supported by the Milano Municipality and later by the Milano Province) involves DE NGOs, local association, local authorities and agencies and schools. Various actors involved in the project did lobby work to convince the province to co-finance the project. The project is involving a large number of teachers because it involves the sponsorship of the local authority and it has a strong local dimension / visits to local plants / sites.</p>
DEAR co-ordination & support structures			Annual Senigallia (Marche) National Seminar bringing together NGOs and school actors at the beginning of September linking DE and intercultural education.	The ComunicoEas mailing list run by Ezio Margelli is an effective and comprehensive e-mail communication tool. Piattaforma EaS (including some 40 organisations) of the Italian NGO Association (Associazione delle	In the Piedmont Region the POC regional NGOs platform is collaborating with both Regional and local authorities and it is identifying links between DE and EE and formal and nonformal education. COONGER in Emilia Romagna and COM in

				<p>ONG italiane) (14 National networks representing 250 NGOs) articulated in 6 Regional nodes (Lombardy, Piedmont, Tuscany, Emilia Romagna, Lazio, Campania), and thematic working groups.</p> <p>In 2009 5 NSAs and 5 Regional NSAs Platform initiated a national DE/GE strategy action-research process (including the definition of quality criteria) with the support of the MFA.</p>	<p>Marche are examples of Regional NGOs network that are effectively cooperating with regional and local authorities. In the Region Marche this made possible to run projects to set up a regional DE strategy and more effective DE communication means. Since 2009 in Lombardy Coordinamento Colomba (103 groups and NGOs) seeks better relationship on DE with Regional and local authorities.</p>
<p>The main challenges for DEAR in the country</p>	<p>Most DE NGOs find themselves in a difficult situation with limited available resources. This makes it difficult to provide continuity to DE activities. There is a general feeling that networking and collaboration should be improved. It is important to value the existing good practice and to develop networking and exchange activities involving various stakeholders and institutional actors. A common objective could be how to share project planning.</p> <p>It is difficult to involve mass media and publishing houses in DEAR activities both as partners and as communication vehicle. A specific strategy should be developed concerning TV programmes with an impact on the general and school public. NGOs have not found yet a consistent way to link the concern of the general public for local issues with global issues. Security issues seem to dominate media and public opinion concerns. Therefore a major DE challenge concerns concrete ways to address security issues in terms of (both local and global) social policies.</p> <p>DE is including education, information and active citizenship.</p>				

	<p>EaS Colomba produced a manifesto about global citizenship learning</p> <p>According to the National Verso una carta dell'EaS / Towards a DE charter project (educazioneallosviluppo.net) the DE terminology appears to be limited and should be enlarged to include other global citizenship issues. The majority of DE projects are not necessarily linked to international development co-operation projects.</p> <p>A key question is how to activate the active citizenship dimension based on critical thinking skills.</p> <p>It is crucial to "read" development issues through experimental activities involving links with neighbour educations such as EE.</p>			
<p>The added value the EC can contribute</p> <p><input type="checkbox"/> Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions.</p> <p><input type="checkbox"/> Coherence between EC and national funding</p> <p><input type="checkbox"/> Can EC funding contribute</p>	<p>It is important to build DG EuropeAid and NGOs dialogue in order to share a common focus on thematic and methodological priorities.</p> <p>Make use of the PADOR system to enable evaluators to draw information from previous projects.</p>		<p>The present evaluation method does not seem able to identify priority projects that can have an impact on decision making process as well. The Italian NGO Association seeks a way to dialogue with the Commission on these issues.</p> <p>Inter-DGs calls for proposal including both educational and "thematic" institutional responsibilities.</p> <p>Potential link with Youth in Action in Third Countries.</p> <p>DG Media should be involved in lobbying National TVs to address DE issues.</p> <p>Consistency between national and EU level should take into account strengthening national networking structures through provisions for specific networking activities and international fora.</p>	

<p>to quantitative, qualitative, conceptual improvement of DEAR?</p>			<p>EC should strengthen NGOs in their role of facilitating educational process (and not only educational products). Centro Orientamento Educativo (COE) supports Southern movies, this makes it difficult to establish (NGOs) EU partnerships (although it allowed Coe to receive EuroMed and Rotterdam Film Festival funds). It has become more and more difficult to buy and to edit/subtitle movies as it was happening until two years ago. It is very important to provide opportunities to listen to how Southern directors are viewing Northern countries and other Southern areas. Centro Astalli is receiving support by the Ministry of Health for activities based in Palermo. The Coe Film Festival is receiving (European) funds by the Ministry of Interior/Youth Department supporting youth immigrant web based projects.</p>	
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Feedback on the EC approach: strength & weaknesses (macro perspective: country)	<p>It is important to simplify the administrative work and to facilitate co-financing procedures. The EU dimension is felt by some NGOs as a concrete way to develop their work and impact and by others as problematic and according to the latter it could be turned into a project goal rather than a criteria for project selection.</p> <p>Find ways to improve OMS-NMS relations.</p>			<p>There is still a need to support / improve networking at the Italian level.</p>	<p>The Piedmont Region finds it difficult to manage the EC co-financed project because of rigid internal financial regulations.</p>
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP,		<p>North-South Centre : Italy recently joined the NSC as its 21st Member State.</p>		<p>Trialog's market place have facilitated positive contacts with NGOs from NMS. UNDP : significant links with decentralised co-operation focusing on Human Development</p>	

other DGs of the EC					
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LT: LITHUANIA

	MFA	Formal Education Sector	NGDOs & civil society	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>According to a survey carried out in Lithuania, 65,5% support development co-operation, especially young and higher educated people.</p> <p>According to Euro-barometer, 60% of Lithuanians support development co-operation.</p> <p>In the media, there is not much debate on development issues, particularly not so in times of economic crisis.</p>			
Priorities in DEAR policies/strategies	Priority: Information on development co-operation Lithuania is at a stage of informing people about development co-operation, why it is needed etc. The level of DEAR discussion in LT is about “why we should help the poor” and not so much about global issues, interdependencies etc. Terms such as “Global Education”, “Development Education”, even “Development Co-operation” – are confusing in the Lithuanian context. The	GE as such is not in the curriculum, but it is included in ESD. The MoE has a strategy on ESD and ESD is in the curriculum as cross-curricular theme. There is a pre-service teachers training programme about it. Global issues are included in subjects such as social sciences/humanities and citizenship education. Furthermore, the curriculum includes a “general programme”, i.e. cross-curricular themes such as development of competencies,	The Focus is on former Soviet countries: DEAR shows how people still live in bad political (human rights, democracy) and economic (poverty) conditions there and mobilises support. It shows what is done in development co-operation and what are the results. DEAR focuses on main stakeholders of development co-operation and on multipliers (NGOs, teachers, media, officials). According to the NGDO Platform, DEAR has additional foreign policy functions, besides informing on development co-operation efforts and mobilising support for helping	

	<p>discussion is about “helping the poor” or not. The MFA focuses not on DE/GE (informing on development issues etc.), but on “education on development co-operation” – informing about Lithuanian projects and the legitimacy of aid.</p> <p>Strategies of communication on development co-operation</p> <p>It is difficult to explain why LT should give money to help the poor in Afghanistan and Africa. => AR has to (a) show the real situation in developing countries: bad living conditions, poor children etc. and that it is important to help the neighbours of LT to a better life and (b) explain that investing money will be beneficial for Lithuania in the long run: business opportunities, regional security.</p> <p>In current times of economic crisis, there is a negative</p>	<p>ethno-cultural issues etc. The MoE prepares guidelines for the general programme, the schools and teachers concretise and implement it (a) in classroom teaching in different subjects, (b) in project activities at school.</p> <p>The real extent of inclusion of GE into school teaching depends much on teachers.</p>	<p>the poor, e.g. to inform the society why Lithuanian presence in Afghanistan is necessary (co-operation with Ministry of Defense) or spreading knowledge on countries such as Ghana, Nigeria, Kenya which are potential new markets for Lithuanian business (co-operation with Ministry of Economy).</p>	
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	background for spreading news about development co-operation, so the MFA does not address it very much in public.			
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	DEAR by the MFA has 2 components: 1. public information about development co-operation projects financed by the MFA 2. awareness raising done by NGOs and LAs. The MFA has an annual Call for Proposals for development projects. Awareness Raising in LT is one of the priorities of the call. In 2010, 90.000 € were spent for Awareness Raising (out of 1,8 mil. € of the whole call).	Since 2003, the GEW is important in Lithuania: schools, pupils, NGOs, municipalities carry out GE activities. The MoE participates in European co-ordination processes about the GEW, organised by the NSC. The Lithuanian Youth and Children Centre co-ordinates the GEW in LT on behalf of the MoE. The MoE funds the co-ordination and the central/national events (3.000 €); municipalities finance their own involvement. Information trainings and guidelines for teachers are organised. In 2009, there were ca. 200 local GEW initiatives. Some NGOs carry out GE activities at schools. School books: often global issues are there, because books were translated from UK, Germany – but teachers are not	Some NGOs carry out projects to raise awareness of development co-operation. Projects focus on (a) campaigns via TV/radio, provision of PR and information materials and websites (these campaigns are rather PR-focused and involve low civil society participation); (b) conferences, seminars, meetings on development co-operation and development issues; (c) teachers training, projects targeting schools e.g. projects involving immigrant students in schools; (d) raising awareness and encouraging co-operation with Georgia/Belarus/Moldova in rural areas (in rural schools and town/village councils at grassroots level); (e) projects on consumption behaviour (fair trade, sustainable consumption). NGOs are the main actors in DEAR. There are (a) relatively new Lithuanian NGOs; (b) big established international NGOs	LAs are becoming active in twinning projects or other sorts of co-operation with towns from neighbourhood countries. The Association of Local Authorities in Lithuania has started promoting development cooperation.

		adequately trained. There is one university with development studies.	which created a Lithuanian branch in the 1990ies: Kolping, Humana, Caritas, Safe the Children, Red Cross etc. Through support from Open Society Foundation (Soros) and the East East Programme, many NGOs came into development co-operation (with former Soviet countries). Many NGOs' activities in DEAR are financed by the EC (with Lithuanian NGOs mostly as partners).	
Perceived examples of good practice (according to whom, in which context)	MFA considers as good practice: Reaching the masses via TV, radio, internet. Reaching the rural areas; achieving support for development co-operation not only in the cities. LAs are important actors to disseminate information on development co-operation.		NGDO platform considers as good practice: The national conference on development co-operation – informing society about results of development co-operation, discussing the priorities. Opinion poll on development co-operation. Video clip/broadcasting on development co-operation. LITDEA considers as good practice: Projects at grassroots level, people to people approach, e.g. in contact with teachers, pupils, LAs (rather than campaigns with little personal involvement). TV shows with Lithuanian	

			celebrities showing their support for helping e.g. Afghanistan and Georgia.	
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	<p>In LT there is still discussion going on how to translate “GE”. Many Lithuanian actors are “lost in translation” between “DE”, “GE”, “ESD” etc. All these terms and concepts are brought to LT by different international actors. ESD is an approved strategy in the MoE; GE has the GEW; DE is totally new. Some say, DE is the same as GE; others say, DE is part of ESD; some also say, DE is part of GE.</p> <p>In 2007, the Lithuanian Government has approved a Programme of Sustainable Development Education for 2007-2015 and respective Action Plan for 2007-2010.</p> <p>The Ministry of Social Affairs and Employment is European Social Fund Managing Authority and thus is encouraging and financing projects of social integration, equal rights, children rights, etc., thematically matching the issues of global education.</p>			
DEAR co-ordination & support structures			<p>Fragmentation of NGOs Civil society in Lithuania is fragmented: There are 2 NGDO platforms (the Platform and LITDEA) plus non-affiliated NGOs. Membership of the platform and LITDEA is different. There are tensions, mistrust and competition between the Platform and LITDEA. The relations are recently starting to improve.</p> <p>The NGDO Platform The platform facilitates exchange of information between members; organises workshops and trainings and an annual development co-operation conference (where DE is one topic among others). The platform deals with</p>	

			<p>development co-operation in general not specifically with DEAR. There is no permanent DE working group in the Platform, but the members share the common responsibility for DE. The platform shares information also with non-members.</p> <p>Besides the MFA and MoE, the NGDO Platform has contacts also with the Ministry of Defense and Ministry of Economy.</p> <p>LITDEA</p> <p>LITDEA has 9 members. LITDEA focuses on DE (and development co-operation as far as education is concerned).</p> <p>LITDEA participates at European level in CONCORD, DARE Forum, TRIALOG activities and has close relationship with the Irish and Polish NGDO platforms.</p>	
	<p>Both, the MFA and MoE have regular contact with both NGO networks, the Platform and LITDEA. It is considered that stronger co-ordination between the governmental and non-governmental actors would be positive.</p> <p>MFA, NGOs and MoE are currently discussing whether a DE strategy should be elaborated together.</p>			
Feedback on the EC approach: strength & weaknesses (macro perspective: country)	<p>MFA cannot cover all EC co-financing (although it is a priority). Co-financing requirement for DEAR projects should be reduced to 5% or less (for DEAR, there</p>		<p>Better conditions for NMS (10% co-financing or even less) should stay. Mechanisms are relatively easy compared with other European instruments.</p> <p>3 years project period is good.</p>	

	are no other funding sources).		Special budget allocation for NMS is good. Do the evaluators understand the situation of LT? There should be more evaluators with NMS background and knowledge.	
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 	<p>EC support for DEAR is much appreciated. The NMS focus of the programme is important and should be kept. With EC funding, TV/radio can be reached – this has more impact at national level than organising conferences or producing information materials. In NMS there is a general lack of awareness on development. Suggestion: EC to support national development days in NMS to promote development co-operation and raise awareness. More presence from abroad (e.g. EC) at events to talk about development co-operation would be appreciated.</p>	<p>MoE appreciates the EC to support NGOs offering GE in schools. Recommendation: the MoE would wish to know what the NGOs are doing in school => helpful also for NGOs to get better access to schools with backing from the MoE. Consultation with MoE about NGO projects in schools would be good, but is not a must.</p>	<p>EC support is appreciated. The EC plays a major role in DEAR in LT. MFA and other public actors are learning from NGOs. More money is needed in the EC programme budget for DEAR! DEAR projects should be national-based, focus on national level, not on international co-operations – an impact within LT is needed. The priorities of the Call should be adjustable to national priorities. E.g. focus on Sub-Sahara Africa does not fit for LT. Here, former Soviet republics are the priority. Policy coherence for development should be addressed, politicians should be focused on as target groups. The voice of Southern countries should be addressed more.</p>	

LU: LUXEMBOURG

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	Public wants to help poor countries, but they do not understand the MDGs	<p>There is high political and public support for development co-operation in Luxembourg and a consensus for aiming at Luxembourg's 1% aid target (of GNI) and about one NGO per 5 000 inhabitants. <i>Communication and Public Awareness in the DAC Peer Review of Luxembourg June 2008</i>)</p> <p>In 2004, 93% of Luxembourgers considered it very important (68%) or fairly important (25%) to help people in poor countries in Africa, Latin America and Asia to develop (TNS-ILRES, 2007). However, this is accompanied by low public awareness of Luxembourg's development policies and programmes.</p> <p>In 2009, respondents have a relatively high rate of understanding of the Millennium Development Goals (10%) Support for development cooperation is 88%. According to Eurobarometer 2009</p> <p>Sources: (Eurobarometer, 2007/<i>Communication and Public Awareness in the DAC Peer Review of Luxembourg June 2008</i>)</p>		<p>The commitments in developing countries are supported by the population, and this engagement contributes to the acknowledgment of the NGOs working on educational projects, children-related projects and health and humanitarian projects .</p> <p>The construction of infrastructure, support for people in humanitarian crises and support by donations are greatly appreciated forms of cooperation. At the same time there is a gap in the support for the long-term social development projects, which have a more limited echo.</p> <p>The quality of work performed by employees and members of NGOs is recognized and appreciated by the public ... this facilitates the maintenance and administrative costs of the NGOs. The interest for the tax deduction of the donations is limited to a small group of donors, half of them not concerned by tax.</p> <p>Survey conducted by the <i>Cercle de cooperation</i> in the summer of 2009 in the resident population of Luxembourg</p>	

Priorities in DEAR policies/strategies (Types of DEAR)	<p>“Information” and “PR” activities, but more “Life skills dimension”.</p> <p>Both MFA and NGO Platform mentioned, as objective :</p> <p>Policy Coherence for Development Long-term change of behaviour and consciousness</p> <p>Concept of ED is “here to there”: an approach to the South through the experience of citizenship</p> <p>Experience of World poverty - approach to the South</p>	<p>In development: Implementing the National Strategy of Education for Sustainable Development: DE plays an important role</p> <ul style="list-style-type: none"> • A more strategic approach of MFA and NGOs to development education (on different levels: formal, non formal and informal, life long learning for everyone) • Evaluation of DE activities by the NGOs (peer review) and the Ministry (external evaluations) <p>ED is part of the National Plan for Sustainable Development, which includes two chapters on the education for Sustainable Development.</p> <ul style="list-style-type: none"> • Draft strategy approved by the ED government in late 2009 • Priority measures for the implementation adopted by Government in March 2010: <ul style="list-style-type: none"> -Networking and collaboration among stakeholders; -The integration of ESD in formal education, non formal and informal; -A scientific support, evaluation and transfer of experience; -Coordination in political and administrative levels 	<p>MFA has adopted the definition of Concord (2004) on the DE</p> <p>In Luxembourg, the NGOs have a state subsidy and fight rather for the integration of NGOs in the South than for more subsidies.</p> <p>Inclusion of several actors, such as municipalities (Communes), schools to work together</p> <p>Working for the coordination of all policies (incl. trade policy bank policy) and ministries</p>	

		Working since 2008 on a new, inclusive pedagogical method, which may involve all schools and all the NGOs who are committed to a quality DE			
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>A special approach oriented to citizenship and democracy, recognized by the MFA in addition to the awareness raising and PR activities.</p> <p>10 years ago the conception has changed due to a "chicken business" in Cameroon, when locals have refused the state Aid because it was accompanied by a dumping of EU exported chicken on the market. The NGOs lost credibility.</p>	<p>Funding: Following the Act adopted in '96 in the fee of non-governmental organizations (NGOs) that work for public awareness raising of the public awareness in Luxembourg for development cooperation and other measures:</p> <ul style="list-style-type: none"> • Budget line with 1,855,000, EUR-2010 • Budget allocation Are decided by annual call for proposals (funding level of 75%) • Possibility for a multi-year programme contract: the framework agreement for development education (co-funding of 80%) 	<p>DE activities in schools are included in different courses:</p> <ul style="list-style-type: none"> - Geography, literature, etc. ... - take elements of DE. - No separate budget line exist for this, but one envelope for schools 	<p>Of the 83 NGOs accredited 20-30 NGOs work on DE.</p> <p>To be accredited, the NGO must have a social base, partners in the South. Self-promotion and fundraising are not appreciated activities (The absl are not aggregated)</p> <p>NGDO Platform thinks that all sectors of international cooperation should be harmonised, including trade policy. They fight for policy coherence</p> <p>Its important to help the recognition of the priorities of developing countries by the donors and citizens: African agriculture has to</p>	<p>Several local authorities are involved in the implementation of DE projects by 20% funding by exchange, like the "Bartel" practice described below.</p> <p>Procedure for entering the schools: Approaching the director of the institute and providing consistent activities for schools (38 high schools, in 110 communes)</p>

		<ul style="list-style-type: none"> Some 90 NGOs accredited by the Ministry are eligible 		<p>be first priority</p> <p>ED has to operate also outside of schools (in order not to become an obligation) and include the adults in an exchange experience</p> <p>NGOs should be relevant to the school as well: a work together with the teachers, trained and guided by a common strategy is more effective.</p>	
<p>Perceived examples of good practice (according to whom, in which context)</p>		<p>MFA cooperates closely with NGO Platform</p> <p>-Adopted CONCORD definition so that objectives of MFA and NGOs are close</p> <p>MFA supports the integration of NGO platform in DEEEP</p> <p>Acknowledges the 30 y of history of the civil society</p> <p>Strong legal framework</p>	<p>Initiative of the schools – with partners abroad</p> <p>- School project in Mali</p> <p>The school manages its budget, creates its own mini- market</p> <p>- from 12 years - pupils have a mini-project "enterprise" incorporated into the education DD</p>	<p>Very special practices for cooperation: NGOs receiving government funds propose projects for local authorities. LA chooses a project to support. In exchange for this support (which is not always financial) NGOs organize activities, sometimes accompanied by fundraising or donations. If there is no profit from fundraising it's the NGO which takes care of the remaining funds.</p> <p>Result: Projects become known (and popular) in the communities, children often become multipliers in the family.</p> <p>Example project: Kanu / Quetschekraut</p>	

		for subsidies exist since 1996 with the Law on Development Cooperation		Running competition: the children have explained to parents why they run, parents give money or just support the children. Other examples: Culinary Exhibition and African food cooking, followed by explanations on the ingredients.
Suit. Perceived examples of good practice (according to whom, in which context)		<p>Quality criteria for DE are developed together with MFA and NGOs: Working closely with the teachers who host the activity proposed by the NGOs 2.Cohérence between the methods and the messages transferred 3.Promotion of the critical thinking 4.Respect for the complexity of the themes covered • Compliance with the Code of Conduct of images and messages (CONCORD, 2006)</p> <p>Summary of development education activities of NGOs in Luxembourg (brochure) - A practical guide for teachers of secondary schools and technical secondary schools (2009) Includes the quality criteria developed Teachers interested in development education can have an overall view on the ED activities currently offered, as well as on data and methods to integrate those activities in the teaching . This collection is a living document: development education activities and updates can be added. Its latest version is always available for download from the website of the Cercle of Cooperation (www.cercle.lu) and the Directorate of Cooperation (www.mae.lu / cooperation).</p>		
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental,		ED is part of the National Plan for Sustainable Development , which includes two chapters on education in SD	DE activities in schools are included among the courses: - Courses in geography,	

Citizenship...		<p>There are several interministerial committees in development cooperation: CI-Min, DDurable - Infrastructure and DD</p> <p>and on development education: - Min of Education and the MFA</p>	<p>literature, can all take elements of ED.</p> <ul style="list-style-type: none"> - Book on education for citizenship in 2011 - awareness in schools as part of the 3 pillars of sustainable development (UNESCO) - 'Link our lives with others' (4-12 y old) is a programme in Human Rights, citizenship and Sustainable Development <p>Trainings concentrates around the human rights but include 'moral education, environment, language'</p>		
DEAR co-ordination & support structures		There are several interministerial committees in			

		development cooperation: CI-Min, DDurable - Infrastructure and DD			
		and on development education: - Min of Education and the MFA			
The main challenges for DEAR in the country	DE National Plan Harmonization of Development Policies (incl. other Policies and deal wit bank crisis) Understanding of ED subjects by the wider public Support for NGOs Operational costs (staffing)				
The added value the EC can contribute <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? 		LU has benefited enormously from the EU, now sharing knowledge with other actors in NMS is desired, i.e. cooperation with the Czechs, Hungarians and Poles through CONCORD <ul style="list-style-type: none"> o a better European solidarity of general interest o Ministries have many cooperation projects, but they would benefit from more cooperation o Support CONCORD and DEEEP to enable exchange o Multistakeholder group is ideal to develop the common strategy and acceptance on the national level o European Council of Ministers should 		To invent a more strategic formula for sustainable co-operation with NGOs, in the form of a framework agreement or continuous support: a certain amount per country? <p>Make possible the financing of the NGO staff</p> <p>Give opportunities for small structures not only for big NGOs</p> <p>Ability to push a policy agenda vis-à-vis the member states (even if this</p>	

		endorse this DE/AR strategy	involves sometimes pressure on governmental institutions) Sector needs more actors and activists - 20 people / country is not enough	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC		GENE: observatory status OECD: peer review North-South Centre: LU contributes, but no staff to represent LU UNDP: multilateral partner		

LV: LATVIA

	MFA	Formal Education Sector	NGDOs & civil society	Local & regional levels
Public attitude towards global/development issues Key issues Recent changes, trends over the past 5-10 years Sources of information	<p>2009 survey: 50% support giving aid. Generally, people are open to help. Africa appears far away, but support for countries in the neighbourhood is positively seen: “even LV can do something to help those in worse conditions”. Helping Georgia after the 2008 war was popular. The younger generation is more open than the older ones.</p> <p>During the economic crisis, the GNI declined by 20%; LV had the highest unemployment rate of all EU countries; austerity budgets were introduced for 2009-11. Public attention focuses more on problems at home. Looking at the crisis in terms of global interdependencies is not very common.</p> <p>NMS have no colonial past and no sense of being guilty with regard to the South. The middle class is weak; the tradition of volunteerism, charity and civic education is weak.</p>			
Priorities in DEAR policies/strategies	<p>DEAR is part of the Development Co-operation strategy 2011-15.</p> <p>Global education (formal and non-formal) is seen as important for fostering society’s awareness of, knowledge about and support for development co-operation.</p>	<p>The MoE is open to NGOs’ contributions the curriculum development.</p> <p>The MoE and its agency responsible for curriculum development consider that a specific GE strategy or a separate headline “DE” or “GE” in the curriculum are not needed.</p> <p>Issues of health, human rights, racism, interdependence, ethics, poverty, civil society are touched in different subjects in primary and secondary education. The curriculum spells out the desired</p>	<p>There is debate among Latvian stakeholders: some understand DE/GE as a tool to promote support for development co-operation, most NGOs reject this approach and understand DE/GE more in educational terms.</p> <p>Definition of DE according to the LAPAS-initiated DE Policy: “Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation that helps create an understanding in society and promotes the participation of individuals</p>	<p>For LV it is too early to include LAs in DE. It is a trend from Western Europe, the NSC pushes it – but it does not fit the NMS realities where local migrants groups etc are not existing.</p>

		<p>learning results concerning these areas.</p> <p>A research has been done, in what subjects DE/GE can be integrated according to the curriculum.</p> <p>The real DE/GE practice in school teaching depends on teachers' engagement. NGOs must work with them.</p> <p>Courses on development are offered at 2 regional universities.</p>	<p>and organizations in solving local and global development challenges, including implementation of the Millennium Development Goals".</p> <p>Goals of the LAPAS-initiated DE Policy: "To ensure that by 2015 the people of Latvia have the necessary combination of knowledge, skills and attitudes so that: 1. Individuals understand the effects of their actions on development in the world and locally, and act individually or by organising themselves in groups in order to promote development; 2. Latvian citizens, as decision makers in international and national institutions make policy decisions that promote development." "Latvia's development education policy will have the following impact on society: 1. People in Latvia will have an increased understanding about development processes in the world, the role that an individual can play in</p>	
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			<p>influencing development and the responsibility for doing so. Thus, there will be an increase in the number of people in Latvia who know about and understand development cooperation and are ready to participate in actions to promote and implement it. 2. People in Latvia support Latvian policy that promotes effective development cooperation. 3. Latvia's government participates in the improvement of the European Union's development policy and policy at the global level, so that the policy is effective and reaches anticipated outcomes".</p>	
<p>Major DEAR activities approaches extent (funding, scope of programmes) frequent methods, themes, audiences</p>	<p>At the moment, funding for development is restricted due to the crisis. Besides obligatory contributions to multilateral ODA there are only a few ad hoc projects financed, none of them DEAR. Before the crisis there was a Call for Proposals for "Informing the Public on Development Co-operation and</p>	<p>The Education budget was most heavily cut in the crisis: teachers salaries were cut, the numbers of teachers reduced, schools closed. Local governments are responsible for schools. NGOs intervene in schools under responsibility of local governments. Teachers training: There are</p>	<p>DE/GE was started in LV by GLEN and some individuals who had participated in DEF/DE Summer Schools. EC grants have anchored DE in a number of NGOs (co-funding often coming from the Soros foundation). LAPAS and its member NGOs are the most important actors in DEAR.</p>	<p>Schools are an important actor in DE, especially in the countryside. Schools and municipalities are closely linked.</p>

	<p>Development Education” (61.000 € in 2007). At the moment, the MFA does not carry out any DEAR activities of its own.</p>	<p>no specific GE trainings, but GE-related issues do occur. Teachers lack methodologies and teaching material for DE/GE.</p>	<p>Focus: schools. Many of the main DEAR projects in LV (those funded by the EC) focus on DE/GE in schools which are seen as a good entry point for DE/GE. It is easy to reach people there; in schools interesting projects are possible; kids are flexible, their attitudes can be changed; through schools also parents and further community members can be reached, especially in the countryside (in bigger cities schools are sometimes overload with NGO activities or have reserves against external intervention; not so in the countryside). The community of native Russian-speakers (40% of the population) is less involved in DE. The Russian-speaking community is less active in the NGO sector. There are almost no LAPAS members who use Russian as their primary language. The Russian community is much less involved than Latvians. Native Latvian and Russian speakers</p>	
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			form distinct social communities.	
Perceived examples of good practice (according to whom, in which context)			The EC-financed project of Education Development Centre and GLEN on DE in schools is seen as the most important current initiative in DE/GE in LV. A visit by Finnish officials explaining to Latvian officials what DE in schools can look like – was helpful.	
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	In LV, DE (promoted by LAPAS, GLEN), GE (promoted by the GEW, NSC) have been separate spheres; now they are getting closer together through the NSC-initiated seminars. Other educational areas are overlapping with DE – but they are promoted by different communities of actors: ESD is done by environmental and climate NGOs. Multiculturalism/migration are taken care of by another sphere of NGOs & institutions, financed from other EU programmes and Soros Foundation Latvia; some youth organisations work on intercultural issues. Issues of environment, climate change, sustainable development or multiculturalism are not well represented in LAPAS.			
DEAR co-ordination & support structures	1 person within the Department for Development Co-operation at the MFA is responsible for DEAR as one of her tasks.	In 2008, the MoE appointed a DE/GE focal point representative.	LAPAS and member NGOs have good common co-ordination. DE is the most active Working Group of LAPAS. LAPAS’ DE working group consists of ca. 7 people, meets every 2 months. Information is circulated among LAPAS members and beyond. The group deals with DE events	

			and common priorities for DE. LAPAS lacks core funding – it depends on project funds (Soros foundation, later KEPA Finnish Presidency project, now EC Baltic DEAR project to allow core platform activities.	
	<p>MFA and MoE do not directly co-operate in the elaboration of education programmes. MFA and MoE meet in various frameworks discussing GE, for example, during round tables or at conferences organised by LAPAS or its member-organisations.</p> <p>MFA and NGOs have good relationships; contact almost on daily basis. MFA and NGOs keep each other informed and involved in processes and events. NGOs were consulted on the new Development Co-operation strategy. NGOs invite the MoE for meetings and express themselves vis-à-vis the MoE.</p> <p>According to Latvian law, Ministries have to show how they consult with civil society.</p> <p>In 2007, MFA with MoE invited GLEN and LAPAS for talks about DE/GE. LAPAS took over the facilitation of a DE policy, trying to engage all sectors concerned: government (Including key people from MFA and MoE), NGOs, teachers, students, academics, local government, media, business, foreign experts. The process resulted in a final document “Development Education Policy 2008-2015” which was completed by end 2007 and approved by the multi-stakeholder group in 2008. However, it was never officially adopted by the government. It is nevertheless used by DE stakeholders as a framework of DE activities and serves as a basis for co-ordinated governmental and non-governmental initiatives in DE. The NSC initiated GE seminar 2009 elaborated an Implementation plan 2010 for the DE policy. It is considered a valuable as common orientation – but there are no resources and no organisation or person is responsible/accountable for implementing it.</p> <p>The relationship between NGOs and Ministries (MFA/MoE) became more intensive during the economic crisis. Crisis is seen as a time of change: many things are in movement. NGOs are strong in making demands; their weight increased. Ministries, although under harsh financial restrictions, have become more open to dialogue with and proposals by civil society actors.</p> <p>The two NSC initiated GE events (the Latvian seminar 2009 and the Baltic conference 2010) also contributed to improving the co-operation between the actors.</p> <p>The DE discourse in Latvia was strengthened through European exchange.</p>			

<p>Feedback on the EC approach: strength & weaknesses (macro perspective: country)</p>			<p>Artificial European & North-South dimension In some projects, international co-operation (European and North-South) happens only superficially because it is well-seen. In some cases big OMS NGOs which are professional in getting EU money and implementing projects look for any NMS partners just because NMS are a priority in the Call. => In these cases partnerships are weak, mainly based on administrative contact. The activities in LV of these projects are fine, but there is no deep European partnership. Latvian NGOs do not have much experience in development co-operation outside the Neighborhood. Some Latvian NGOs believe that OMS NGOs add an element of exchange with their Southern projects, call it “solidarity with the South dimension” – and get the funding. This superficial Southern dimension does not bring much added value to Baltic NGOs. Discrimination of Baltic applicants Experience: Baltic applications of good quality were rejected (they were perhaps lacking the right buzzwords; the applicants did not put in things because they should be there but because they make sense). Big OMS NGOs get the projects – and ask Baltic NGOs to be partners because NMS partners are needed. Suggestion: Allow applications and reporting in LV language. Suggestion: Provide a quota of the overall DEAR budget for Latvia (or for the Baltic countries) together. Visibility of the EC The requirement to have an EU flag on each</p>
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			publication is not always helpful: people may perceive the publication as “another thing forced upon us by external authorities”.
<p>The added value the EC can contribute</p> <p>Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions</p> <p>Coherence between EC and national funding</p> <p>Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR?</p> <p>What levels of future provision and priorities for DEAR should the EC address?</p>		<p>Informing MoE about education projects</p> <p>EC cannot get involved in national legislation – but supporting NGOs to do GE in schools is very welcome.</p> <p>The EC could oblige the funded NGOs to inform the national MoEs or other authority of education about the project and to ask these authorities for their opinion.</p> <p>Best during application phase. NGOs and MoE then have the chance to stay in touch about the project.</p> <p>The realisation of the project should however not depend on an “ok” from the MoE – it is a matter of being informed.</p>	<p>Take the Baltic context seriously</p> <p>Latvian (and other Baltic) organisations know better what is needed in the country/region than the big NGOs from OMS. Experience: projects as written by OMS lead NGOs do often not fit the realities of Latvian NGOs.</p> <p>The priorities of the EC call do not fit in this region, the situation is different. The activities should be more adjusted to local/regional needs.</p> <p>Small scale grants for local projects</p> <p>What is needed is funding for smaller NGOs active at local level, intensively. Intensive high quality DE/GE at local level in LV (like in the Education Development Centre project).</p> <p>Suggestion: Provide smaller grants with less administrative burden. Transfer part of the DE budget to a re-granting agency at national level for better outcomes</p> <p>Sharing of good practices and outputs</p> <p>Establish mechanisms to spread experience of NGOs with good practice: support experienced NGOs to implement follow up projects with new partners; make experienced NGOs take a mentoring role for others; show good practices of exemplary projects e.g. through presentations in each country; after the DEAR Study visit LV again and present good practices from other countries and DEAR study conclusions relevant for the LV context.</p>

			<p>The EC should finance concrete outputs: materials that can be used further.</p> <p>Danger of provision of platform core funding</p> <p>If the EC provides core funding for platforms, there is lack of ownership at national level. National government should contribute to core funding.</p>
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MT: MALTA

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <input type="checkbox"/> Key issues <input type="checkbox"/> Recent changes, trends over the past 5-10 years <input type="checkbox"/> Sources of information	<p>The main source of information are: State TV, and SuperOne TV; and the daily Times of Malta, and Horizont.</p> <p>The MFA considers that in 2009, raising funds for a water project in Uganda and Ethiopia got proper media coverage, involving the President in the information strategy.</p> <p>17 October best moment for building media coverage and NGOs prepare it beforehand.</p> <p>Immigration is a big controversial issue at the moment. When “the boats are coming” in there is a panic climate.</p> <p>In 2009, the 4th time the Aid Watch Report was launched: there was criticism showing confusion and possibly a decrease in the support of international solidarity.</p> <p>According to NGOs there is too little support from the government. The breakdown of expenditures figures is not shared by MFA with Skop.</p> <p>According to MoE Most students are influenced by mainstream media and are against migration and showing racist attitude, especially against black people.</p> <p>The curriculum (social studies, psd, European studies) includes topics to tackle racism and xenophobia.</p> <p>MoE (Humanities Section) has a Media education officer. MoE is exploring how to tackle racist media.</p> <p>According to MoE, schools could be open to activities with parents.</p>				
Priorities in DEAR policies/strategies (Types of DEAR)			Most EU initiatives are endorsed / supported by MoE directors Annual meeting on NSC’s GEW: a team is taking care of it each year. Addresses both State		

		<p>and non-State schools. 5-10 secondary schools (out of 33 State schools + 32 non-State schools, who respond less) participating each year. The activity does not provide a specific reward/accreditation, not referred in the exam syllabus (EE is turned into Environmental Studies) In church schools it is more difficult to get permission. GEW starts with a preliminary activity in October: i.e. visit of teachers (for example in 2010, "Food for all" to Curia, Caritas, Missionary Office, depending on the annual chosen theme). In the past also to MFA. Third November week: pupils (3 classes) link with JRS (Jesuit Refugees Service). JRS have a school outreach programme (partnership</p>	
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			<p>with MoE since 7 years – often half a day seminar with Eritrean or full day programme including food and music).</p> <p>Exchange of class with JRS on Nov 18 discussing tectonics, desertification, poverty. Together they produced a map with slogans on the Food for all theme.</p> <p>At other times, visit to Islamic school, described as eye-opener.</p> <p>Follow up session/seminar in January, often with MoE representative meeting students representatives (getting a participation certificate)</p>		
<p>Major DEAR activities</p> <p><input type="checkbox"/> approaches</p> <p><input type="checkbox"/> extent (funding, scope of programmes)</p> <p><input type="checkbox"/> frequent methods, themes, audiences</p>		<p>The overall aid budget is limited and the only DEAR (limited) support goes to NGO awareness days.</p>	<p>The curriculum states that the State and the schools are Catholic. There is a gap as the curriculum does not cater for other faiths and beliefs.</p> <p>State and Church Schools for 11-16 year</p>		

		<p>olds are same sex schools</p> <p>There is also an Islamic school Miriam Al Batool (run by Christian Senior Management Team) in Malta. National anthem is a (common) prayer. MDGs can be referred to from the curriculum. Before the G20 students are encouraged to make their voice heard on MDGs.</p> <p>MoE is in the process reviewing the Curriculum. The Religion Curriculum is now being based more on the anthropological rather than on the theological perspective</p> <p>Concerning teacher training: no specific DE or GE topics in pre-service. One Peace Education optional credit in the past.</p>		
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		<p>In-service: on racism, HR from MoE + NGOs, GTA offer in collaboration with MoE in July and September. See 2009-2010 in service booklet.</p> <p>The MoE provides a Global Calendar to schools with key dates and themes.</p>	
<p>Perceived examples of good practice (according to whom, in which context)</p>	<p>Conectando mundos and Global action school community are networking among motivated teachers and creating a 6-year continuity of school-work.</p> <p>They link with GE Week: participating schools were active in Conectando Mundos, presented best practice. Projects provided list of key speakers to invite during the GE week.</p> <p>Rita is an active member of the scientific committee of the C Mundos project.</p> <p>Manifiesto: used to advocate for DE with institutions (presented to Ministries). Helped within the revision of the national curriculum.</p> <p>Book was distributed to all schools (published through own co-financing, national lottery) Finding 35.000 co-financement is really difficult. Some private foundations and large companies/banks can contribute.</p> <p>Probably 10 schools still participating in Conectando Mundos.</p> <p>Global Action School – Schools to Community was presented to teachers not as a burden, but rather as something (global issue) easy to integrate in their everyday practice through the idea of exploring one issue during the school year (learn-investigate-act). It is crucial to *VISIT schools: time consuming but very effective.</p> <p>It is good to offer them the possibility to join as active member or just by receiving the mailing list (32 schools, 15 are active). Mahira/FT also get in contact/to visit schools through Mario /GAS-STC. FT is now involving artists and other NGO people (in order to enlarge the network of committed people).</p>		

	<p>Research was important for the FRAME project (FT/social economy in the Mediterranean) and in Shop Fair (cases from Thailand and Haiti, next Guatemala): with possibility to provide media with relevant information + guest from Southern countries. For every theme this is producing well researched materials. So FT and StC can co-operate with each other.</p> <p>Copin has 3 new projects 1 to map what is already in place.</p> <p>GEW: : in the 11-16 years geography curriculum/syllabus there are key DE issues (trade, migrations). Motto: geography is fun, i.e. games and simulations (i.e. deforestation). Focus: organise core (in reality extra) curriculum activities.</p>		
Relationship between DEAR and other “adjectival” educations : GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	Environmental Education (by Nature Trust, Bird Life, Din l- Art Helwa, Remblers Association, FAA/Together for a better environment, CEER University Centre for Research and Training) well established and effective (able to stop governmental projects thanks to targeted advocacy work).		<p>EE is very developed, including (marine) animal protection. EcoSchools (EcoSkola) in June in conjunction with World Environmental Day (5 June) present environmental issues during Parliamentary session.</p> <p>Most primary schools are involved in EE through EcoSkola, but not in DE projects. Gaia Foundation focuses on preserving national heritage.</p> <p>Animal Awareness Week (4 October) promoting animal rights trying to promote a National law to protect animal rights.</p> <p>Young Reporters for the Environment. Sustainable Energy week, also featured in the syllabus. Also features social aspects. With representative from EC present at the pupils projects presentation.</p>

				<p>School Agenda 21 is being discussed (involving parents and community).</p> <p>Planned: migration week.</p> <p>NSTS (National Student Organisation) involves youth and organises a Mock UN Parliament activity with students from different schools, one-day + preparation/research. The final event is presenting results to the Maltese Parliament.</p> <p>European Studies can be opted for at form 3 level (14 years). It is an interdisciplinary subject with an intercultural approach (including social, geography, history, art and architecture topics). Pupils prepare a project.</p>
DEAR co-ordination & support structures			MoE-NSAs elations have improved over the years.	<p>Skop has become a focal point for educators, school, academia, interested volunteers, NGOs. Now their relationship to Skop NGOs are more demanding (for example the quantity and quality of e-mails received by the secretariat).</p>

				Skop representatives co-chaired working groups and Aid Watch within Concord	
The main challenges for DEAR in the country	<p>A key question is how to address immigration issues from a DE perspective.</p> <p>How to reach out for those who are not interested, from general public to teachers. How to go beyond schools. Are the requests to the new generation too high? Schools should buy FT products 8they do it for a day or a week but not longer).</p> <p>Difficult to involve the church.</p> <p>ICT/Distance learning: Community school project in collaboration with British Council and 2 other countries addressing migration, sustainable development.</p> <p>Rita: project with Alic'O. Pupils collected figures about demographic and social issues concerning gender equality issues. Pupils are encouraged to compare fugures with other countries (including Trinidad and Tobago, Ghana). This encouraged research projects by students.</p> <p>IT basis for link with Turkish school. Annual virtual Megaconference by University of Malta featuring pupils research about own culture shared with pupils from USA, Croatia etc. Videoconferencing is well received.</p>				
The added value the EC can contribute <input type="checkbox"/> Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions <input type="checkbox"/> Coherence between EC and national funding <input type="checkbox"/> Can EC funding				<p>DE is possible in Malta only thanks to EC funding. The request for NSAs and LAs (local councils) collaboration is an opportunity.</p> <p>Projects now allow space for research and this is strengthening projects, it makes them concrete.</p> <p>Projects helped some “first time”: as arts & campaigning</p>	

contribute to quantitative, qualitative, conceptual improvement of DEAR?			training/workshop. They help to introduce methodologies. And projects are facilitating visits from abroad (Mexico, India). They help to motivate people.	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				Most staff works on a part-time basis because of co-financement issue, but this proves difficult to manage, administrative requirements seem to impose full commitment. Difficult to find local co-financement sources.
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP,		Deeep: sponsored national seminar. North-South Centre : the GE Week plays a key/pivotal role in the country	In training teachers MoE is cooperating with Council of Europe and especially with the Education for Democratic Citizenship programme including one national 2/3-day training a year by MoE Training Section in	

other DGs of the EC			cooperation with Humanities Section taking place in Malta. However it involves the same people (30). Some teachers reading 1-year on-line course by Ca' Foscari on Intercultural and Sustainability project management in schools (With Skop Chair Vince Caruana as tutor).		
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NL: NETHERLANDS

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>Regular polls indicate consistent 66% support for maintaining or increasing level of ODA, 33% for decrease.</p> <p>Key concerns; - Not seeing tangible or positive results of high levels of funding for Development co-operation.</p> <p>Historically, an integrated relationship between the public, government and cs development community that</p>	<p>0.8% of GNP provided for development co-operation, humanitarian aid and DEAR.</p> <p>Significant changes in last 2 years include reduction of budget for NCDO and limitations placed on its range of activities, Independence, and funding support capacity.</p> <p>Reflects Dutch Government responsibilities and obligations to support international</p>	<p>Generally, MOE adopts a passive approach to the content (and therefore level of inclusion and emphasis given to global development issues) in children's education/schooling</p>	<p>Virtually all funding for DEAR (and NGO budgets) has come from MFA; recent changes have reduced funding levels for NGOs to 75% of budgetary requirements.</p> <p>Fundraising demands can simplify NGO messages and interpretation of global issues to civil society; undermining critical analysis of root causes in order to sustain belief in a charitable response to aid</p>	<p>Increasing number of people involved in direct link development co-operation and support projects in global South – the so-called 4th Pillar. (DeVeltere)</p> <p>Increasing number of migrants interested in Dutch development policy.</p> <p>People realise changes in the (So-called) South are also dependent on (behavioural) changes in the</p>	<p>When national enquiries about ODA switched from telephone to web-based, it registered 20% drop in public support for development co-operation.</p> <p>Support for DEAR is closely connected to public interest in and support for development co-operation policies.</p> <p>Election on June 9; global poverty and development issues are low down on list of important issues.</p>

	<p>has worked well. Anchors have been based on charitable, humanistic, and social justice concerns.</p> <p>Development jargon has changed, and this has affected public's understanding of issues and priorities.</p>	<p>agreements including initiatives of UN agencies.</p> <p>The belief of the Netherlands as an internationally focused, outward looking society cannot be taken for granted anymore.</p>		<p>(and people's needs) in order to raise money. Consciousness raising becomes more difficult.</p> <p>NGOs perceive increasing cynicism of public towards purpose of and actual results of years of high level investment in aid and development cooperation. Some accusations levelled at NGO community. Young people are less cynical. Still a sense of responsibility in Netherlands towards poverty eradication.</p> <p>Key issues (for the public)</p>	<p>(socalled) north. Including political decisions.</p>	<p>Electioneering is resulting in much populist posturing between political parties.</p> <p>Undercurrents criticise development cooperation as being a privileged concern of left-wing political thinking.</p> <p>It is the responsibility of citizens (parents) to decide on children's education (not MOE). Internationalism is regarded as important – but the way to express it is responsibility of each school</p>
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				include: Military involvement in Afghanistan, Trade/fair trade, Global economic crisis and its impact on daily life, Effectiveness of dev. cooperation/aid.		community.
Priorities in DEAR policies/strategies	Concern being expressed about NGOs becoming a development elite that talks to itself and assumes a reputation that it burnishes for its own ends.	2008 debate in Dutch Parliament on effectiveness of DEAR, with new policy paper published May 09 led to NCDO becoming an advice and knowledge centre – with a focus on young people’s education, and no responsibility for big campaigns. ‘NCDO should be a more neutral body – to build	Schools are independent in choices over balance of curriculum content and consequently the emphasis placed on teaching about global development topics Global issues or a global dimension are included in many curriculum subjects, but not all.	Think globally – Act locally. Provision of support to schools through workshops, learning materials, student targeted campaigns, teacher training, thematic inputs. Distinguishing between DEAR as propaganda or a critical analysis to problems and	With support of Partos members, acquisition of MDGs town status.	Cuts in NCDO budget will lead to loss of 40% of staff – with a consequent loss of their knowledge and experience in DEAR. If purpose of DEAR is (according to Govt.) to affect behavioural change, then responsibility for outcomes extends to systemic

		<p>trust throughout public arena’.</p> <p>Linear linked priorities: Knowledge - Attitudes - Behaviour. Policy shift away from ‘Public support and DE’ towards Global Citizenship objectives.</p>	<p>Prime ministerial decision in 2006 for schools to teach about ‘citizenship’.</p> <p>Perception by NGOs that there is only a superficial assessment made of pupil’s understanding of global issues at secondary schools, and a lack of identity within school system of complexity of global issues.</p> <p>No inter-ministerial dialogue on DE or impact of global issues on young people’s world view</p>	<p>defining factors.</p> <p>NCDO supported 4-year collaborative programme focused on learning about MDGs, with particular emphasis on MDG2.</p>		<p>changes in functioning democracies and bureaucracies, and impacts on policy coherence.</p> <p>(It can be argued) that in the globalised world each Govt. ministry requires a budget to support development co-operation and DEAR; Health, Environment, Agriculture, Defence, Education, etc.</p>
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			MOE finances initiatives such as Al Gore's 'Globe' project.			
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>Sense of change and transition emerging within several sectors of society.</p>	<p>Widespread funding support for development cooperation and DEAR projects and activities with all sectors of society.</p> <p>NGOs are funded up to 75% of their costs by MFA/ Dev. Co-operation.</p> <p>MDGs have been a priority thematic area for last 5 years.</p>	<p>Ministry of Education maintains a very hands-off approach to recognising or promoting the global dimension or DE in school practices, curricula or teacher training.</p> <p>National Curriculum authority responsible for inclusion of DE/global issues in subject curricula.</p> <p>Colleges of Education include global issues in ITT</p>	<p>Extremely broad – including public relations, lobbying and short term campaigns, global education inputs to schools, youth actions, fundraising, single issue projects, media campaigns, etc.</p> <p>High incidence of projects focusing on global trade/business and industries, and their impact on poor countries and communities.</p> <p>ITT/INSET for teachers supported through NCDO</p>	<p>COS (Centre for International Development) operates an office in all 12 provinces, and works with diaspora groups, municipalities, private sector, educational institutions, sme, civic bodies..</p>	<p>Netherlands is traditionally a trading nation, so business practices come under scrutiny in DEAR activities. BID – Business in Development (www.bidnetwork.org) promotes ways of improving local situations through investment as well as making profits.</p> <p>The Dutch term for DEAR suggests a policy 'backbone'</p>

			<p>Schools command their own training budgets, and 10% of teachers' time can be allocated for (in-service) training.</p>	<p>and COS (Centre for International Development) and other NGOs.</p> <p>Issues include challenging charitable perception of ODA and relations with the South, and accenting rights based development.</p> <p>DE is based on an assumption of contributing to a more just and equitable world.</p> <p>Growing trend examining potential and impact of new media; what is common, what works, what doesn't. .</p>		
Perceived examples of good				No specific		

<p>practice (according to whom, in which context)</p>	<p>Ton Vijenhoek, 'The Green Saint' campaign. The public literally bought into the campaign for fair trade chocolate..</p>			<p>national definitions of good practice – depends on target group. The problem is one of measurement. Plenty of interesting examples but impact is difficult to analyse.</p> <p>Defining a project structure is easy – comparative learning far more difficult.</p> <p>NCDO, in collaboration with Utrecht University published a canon on Global Citizenship, 'Windows on the World', providing a blueprint for</p>		<p>Information/AR – P+ People, Planet, Profit; a bi-monthly well- illustrated and researched journal for and from the business community. 25,000 print run.</p>
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				<p>schools summarising 24 key global issues. Now in 2nd print run and with an English language edition, and followed up by a teachers' guide with learning activities.</p> <p>'World Connectors'; a forum for retired eminent people in association with young people, and individuals from banks and other public bodies; impacts on media, offers a range of views on global issues. (NCDO)</p> <p>Ton Vjenhoek, 'The Green Saint' – NOVIB; A Fair Trade on-</p>		
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				<p>line and public campaign for St. Nicholas' Day on December 5 which persuaded major retailers to change their policies and supply F/T chocolate letters (a long established gift tradition). Led to huge hike in sales and national exposure.</p> <p>Master class for teachers on DE/GE, followed by offer of subsidy to cover half of teacher's salary to conduct whole school investigation into response to and learning about global issues – in all areas of</p>		
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				<p>school environment. This led to adoption of changes and new inputs into the mission of each school.</p> <p>‘Migrants in the Spotlight’ – HIVOS and INTENT partnership project, good example of inclusive and empowering stakeholder project working with migrant community organisations in Netherlands with roots in several countries.</p>		
<p>Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental,</p>	<p>Migration is seen as a public issue, and is a focus area within multi-</p>	<p>Global/World citizenship is relatively new on the DEAR</p>	<p>Each school finds its own entry points.</p>	<p>Inter-linked generally in DEAR activities.</p>	<p>Diaspora community want their voices to be heard, but</p>	

Citizenship...	cultural education.	agenda.of influential concepts, perspectives and factors.		ESD was de-linked from NCDO DEAR priorities because of strong environmental focus. Copenhagen Climate Change conference raised new interest in development aspects of ESD. Inter-cultural and Multi-cultural education activities are usually addressed separately from GE/DEAR.	fragmented approach to, for example, issues of migration or 'cultural norms'.	
DEAR co-ordination & support structures		Has largely been (and to a significant extent still is) the responsibility of NCDO – with funding from the MFA.	No inter-ministerial strategy for DEAR, e.g. between MOE and MFA. Teachers are widely perceived	NGO forum exists through Partos and functions as a national platform through CONCORD. No DE network	Increasing role for LAs and municipalities to strengthen local links and social cohesion. Faith based groups, ethnic	Participation of NCDO and NGOs in the World Square at bi-annual national education fair – with a focus on world citizenship.

		See Annex 1 and 2 – MFA (MFS) funding apportionment	as priority target group and instrumental in attainment of good results and an enlightened and challenging focus on global development issues in the schools sector.	as such, and a lack of enthusiasm to work together in a coherent way as a collective of NGOs. NCDO acts as a coordinating influence on a wide range of activities and DE issues. High level of competition between NGOs inhibits collaborative partnership work and effective networking	minority communities, media, some companies, all contribute to support structures for DEAR. Ethnic groups form small associations. Increasing number of people, 1 st , 2 nd , 3 rd generation migrants, attracted to working in NGOs.	
The main challenges for DEAR in the country <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 	Reinventing the need for, and valuing of, development co-operation <u>and</u> international cooperation.	The priorities and policies of the next government. Need to return to a focus on the big issues and topics.	Assumption that the diversity and independence of schools ensures (national) coherence in interpretation and	Reversing a fairly long period whereby ‘Small’ has no longer been regarded as ‘beautiful’. ‘Politics’ is the		Loss (or reduction) of government funding for DEAR will affect level of engagement of civil society in a

		<p>Recognition that the old 'Public Support' strategy doesn't necessarily inform anyone – but alternatively, does 'Global Citizenship' support national dev. co-op. policies?</p> <p>Citizenship does not end at the border, therefore government has a responsibility to promote awareness of citizenship moving across and beyond borders. Global trends do not have a natural anchor in Netherlands. Govt. should provide conditions and</p>	<p>understanding of complex global issues, through recognition that a global dimension contributes to achievement of quality education for young people.</p>	<p>most difficult issue for DEAR.</p> <p>Building high levels of experiential learning for young people, linked to reflection, feedback, and communication activities.</p> <p>Migration and development: work with diaspora communities to be better involved in DEAR, and bridging activities that impact in their home countries.</p> <p>Understanding of the root causes of poverty and social injustice.</p>		<p>healthy dialogue about impact of global events and development priorities – “so elections do matter.”</p> <p>Aid giving, linked to the paradigm of investment in both Dutch interests and local growth, incorporates elements of risk.</p> <p>‘DE is ‘big business’(19 m Euros from govt. alone) but there are big questions over its sense of identity and direction.</p>
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		resources to help people understand these trends & causes.		<p>Perceivable trends linked to good trading practices and sustainable processes. Self-sufficiency. Micro-credit facilities</p> <p>DEAR could become a victim in a political climate that wants tangible results – disregarding DE as a factor that contributes to achieving the right results.</p> <p>Many NGOs closely guard their big investment in schools that provide them with significant income from</p>		
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				fundraising activities. “The educated Euro, or just a Euro?”		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		<p>EC should take into account what is happening in DEAR within a country, noting that ‘best practice’ relates to a professional community’s endeavours, and will vary from country to country.</p> <p>Be more aware of who are key actors, and the linked influences of government ministries.</p> <p>Increase awareness of new policy developments and their impact</p>		<p><u>Strengths</u> LA initiative in call for proposals is very important.</p> <p><u>General comments</u> Application process (certainly at Concept note stage) should be in language of lead applicant – to provide an equal opportunity to accurately express structure and aims of a project, in the competition for grant funding.</p>		

		on DEAR activities and strategies.				
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>Support investment in quality learning materials.</p> <p>Involve target groups in planning and implementation activities.</p> <p>Involve media – and aim to develop a common and widely acknowledged frame of reference for DEAR.</p>		<p>Difficult for the EC to add anything significant to what is already happening in Netherlands.</p> <p>Concentrate support on new initiatives, innovative activities, and controversial issues.</p> <p>Provide significant support for DEAR activities in NMS.</p> <p>Strengthen opportunities for European perspectives to be heard. Promote European</p>		<p>“Very important to retain a dynamic body of development education and awareness raising (for and with civil society) in Europe”</p> <p>‘For old member states it is easy to forget where we have come from on our learning path. Remember this when building partnerships with organisations in NMS or Southern countries’.</p>

				<p>integration</p> <p>Build greater coherence with GENE, DEEEP, and other major players at European level.</p> <p>Provide block-grant deferment to a national support platform – to keep focus on national priorities and best practices.</p> <p>Reduce scale of single grants.</p> <p>EuropeAid must decide whether the NSA-LA funding line should address (as priority) ‘causes’, or ‘effects’.</p> <p>EC should</p>		
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				<p>support greater awareness of role of politics in shaping global relations, development co-operation, and impact of decisions and policies.</p> <p>Contribute to the benefits that exchanges can bring between partners in different countries.</p> <p>Support DEAR activities/projects in -- migration and development, - sustainable development and climate change, - people's empowerment and involvement in global development.</p>		
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				<p>Support for as wide a range of issues and activities as possible.</p> <p>Develop a consciousness of the necessity for tailor-made work.</p> <p>Focus on quality, and an improvement in understanding of concepts.</p> <p>Develop the theoretical base of DEAR.</p> <p>Provide international training for teachers and education Practitioners, including from global South.</p> <p>World citizenship is a European concept – what can we learn</p>		
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				from each EU country?		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC				GENE peer review of Global Education/DEAR . Association with Council of Europe North-South Centre.		

PL: POLAND

	MFA	Formal Education Sector	NGDOs & civil society
Public attitude towards global/development issues Key issues Recent changes, trends over the past 5-10 years Sources of information	According to an annual survey conducted by the MFA, 83% are in favour of Poland providing development assistance to countries in need (support is growing in the last 5 years, from 63% in 2004 to 83% in 2009). This is partly due to moral reasons (religious identity of many Poles), partly it is due to a wish to give back now help that Poland received from richer countries in previous years. According to the survey, support for the idea of development co-operation is high, understanding is rather low. Polish media and public are very focused on Polish issues. World news and global issues play a very minor role in the Polish public debate. This trend is reinforced lately by the Smolensk tragedy and the May/June 2010 flood in Poland.		
Priorities in DEAR policies/strategies	The MFA's Programme of Polish foreign aid 2010 says: "Development Education refers to educational undertakings, including those implemented through the media, addressed to the Polish society for the purpose of enhancing its knowledge of world development issues. Development education is designed to induce critical reflection on one's responsibility for international development and should lead to personal engagement and informed efforts to counter poverty around the world and facilitate the fulfilment of the MDGs. Distribution of funds: public and non-public higher schools, research-development institutions, NGOs, collaboration with the media." A GE priority of the MFA is the	The education system is decentralised: The MoE writes into the curriculum what students should know in the end of their education and prepares exams accordingly – it is up to the teachers to decide on the ways through which students acquire this knowledge. In the new curriculum (implemented since 2009), GE issues are included in Geography, History, Civic Education, Entrepreneurship, Biology. There is no headline "GE" in the curriculum, but GE issues were consciously integrated. Grupa Zagranica was involved in the curriculum reform process. Grupa Zagranica has prepared a document "Global Education in Poland" which shows where the new curriculum relates to GE. The former Deputy Minister of	Global Education aims "to spread among the European society the knowledge of the causes and effects of global poverty and inequality as well as their significance for the personal, local, national, European and global interdependences and sustainable development; to promote and to engage European society and its conscious participation in local and international activities directed toward liquidation of poverty and sustainable development" (European DE consensus quoted). GE aims to shape the knowledge and understanding of such issues as social justice and equality, variety (understanding and estimating of differences in global society), globalisation and global interdependences, sustainable

	<p>Formal Education System – not just ad hoc activities in schools, but intervention on pedagogical and methodological level: teaches training, provision of materials etc. The MFA furthermore encourages co-operation between schools (big audiences) and NGOs (GE know how).</p> <p>A further priority of the MFA are activities addressed to students, universities, academia.</p> <p>The NGOs are pushing for a DE strategy; the MFA, however thinks that there must be a development co-operation strategy first. Common cross-sectorial work on DE/GE concepts, is however welcome.</p> <p>For the MFA, DE is the most important part within GE.</p>	<p>Education used to be involved in development co-operation and GE as director of an NGO. He contributed to putting GE and co-operation with NGOs high on the agenda of the MoE. The focus of the MoE is on GE. GE is understood as an umbrella term, including DE, Intercultural Education, Human Rights Education etc.</p>	<p>development, world wide peace and issues around conflicts, human rights, global citizenship.</p> <p>GE is based on the following values: responsibility, social justice, global thinking, respect for otherness, human rights, partnership with people from the global South, active participation.</p>
<p>Major DEAR activities approaches extent (funding, scope of programmes) frequent methods, themes, audiences</p>	<p>In 2009, the MFA spent a total of 800.000 € for DEAR.</p> <p>Ca. 400.000 € are spent for the MFA's own DE/GE activities: the Polish Development Co-operation forum (and annual event), other conferences and seminars, co-operation with the media, publications.</p> <p>Ca. 315.000 € are spent (in 2010) through a call for proposals for</p>	<p>Although GE was integrated into the school curriculum on an abstract level, there is a great lack of understanding, knowledge and competencies of teachers to put quality GE into practice in school teaching. Provision of GE teachers training and including GE into school books are key challenges. The Centre For Education Development (formerly: National In-Service Teachers Training Centre) is</p>	<p>NGOs are the driving force of GE in Poland.</p> <p>Among the most active national NGOs in GE are Polish Humanitarian Action (PAH), Centre for Citizenship Education (CCE), Polish Green Network, Salesian Voluntary Missionary Service "Youth for the World", Karat Coalition.</p> <p>Furthermore there are local grassroots NGOs and activists, concentrating on</p>

	<p>DE/GE projects for NGOs, universities, research institutes, central and local administration bodies. The Call is announced by the MFA in cooperation with the MoE and Ministry of Science and Higher Education. Ca. 170.000 € of this budget is distributed through re-granting to small NGOs. Ca. 130.000 € are used for DE projects addressed to children, pupils, students, teacher, educators, academia, journalists, NGOs. The rest (ca. 18.000 €) is used to support young researchers to participate in seminars and conferences on development issues. A problem with the DE/GE grant scheme is that implementation phase is too short (projects are approved late during the year and have to end before the year ends). Furthermore, the MFA encourages NGOs to include a DE component into development co-operation projects (activities in Poland). 10% of the project budget may be used for this “global dimension in aid projects” (in total 18.000 € spent in 2009). The MFA furthermore finances a volunteering scheme under which</p>	<p>an agency under the MoE. It conducts a GE project (financed by the MFA) consisting of 1. a website with GE teaching materials; 2. GE teachers training implemented by 20 teachers trainers in the regions of Poland; 3. an e-learning course on GE for teachers. The Minister of Education launches an annual competition “Open Schools” which encourages schools to carry out projects in co-operation with NGOs. GE has so far been one of the five categories of projects that were encouraged – this shows the high priority which GE has in the MoE. NGOs carry out various GE activities in schools with financial support from the EC or the MFA. The involvement of NGOs in formal education is based on the recognition that NGOs have expertise in and commitment to GE while schools, teachers and the teachers training institutions have the pedagogic expertise. There is big amount of offers from different external actors in schools – competition for the schools’ interest increases. In many cases schools prioritise offers on business themes (career planning, entrepreneurship) over GE.</p>	<p>mostly on local issues. Besides MFA and EC funding, NGOs may receive support (which is not explicitly for GE but can sometimes be used for GE activities) from the Ministry of Social Affairs, Ministry of Environment, from regional governments and cities. There are 4 types of NGOs’ activities in DE/GE:</p> <p>GE in schools Grassroots NGOs work with one school at local community level. Big NGOs such as PAH and Centre for Citizenship Education work with hundreds of schools all over Poland. The Salesian Missionary Voluntary service – Youth for the World has a “Global Education Park” in Cracow (a physical global village with buildings, objects and information from different countries) which is visited by school groups which participate in GE workshops there.</p> <p>Non-formal education E.g. documentary film festivals “Doc Review”, “Watch Doc”; cultural festival “Brave Festival”.</p> <p>Sustainable consumption Campaigns and grassroots initiatives around Fair Trade are organised by the</p>
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	<p>volunteers work in developing countries. It is not clear yet whether the focus of this is on the learning of the volunteers and their work as multipliers in Poland (=DE) or on the development work happening abroad (=development co-operation).</p>	<p>University of Warsaw and Tischner University Cracow offer study courses related to development.</p>	<p>Fair Trade coalition, NGOs, business, cafés.</p> <p>Further projects about ethical consumption are conducted by the Clean Clothes Network and other actors of the sustainable consumption movement (e.g. EFTE, Polish Green Network).</p> <p>Development Awareness Raising – Advocacy – Think Tanks</p> <p>The actors: e.g. CASE foundation, IGO, Global Development Research Group, Polish Institute of Foreign Affairs, Institute of Public Affairs.</p> <p>The goal: to increase the expertise and capacities of Polish key stakeholders of development policy (there is a great lack of development expertise).</p> <p>The addressees: mostly decision makers, sometimes the public (media) and NGOs (who lack capacities too).</p> <p>The challenge: Think Tank/Advocacy organisations are often not much linked with the people and lack legitimacy both from Polish society and from communities in the South.</p>
<p>Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-</p>	<p>The Ministry of Environment is responsible for ESD and develops a cross-sectorial programme for it: the ESD Strategy exists already, now work on the Action Plan takes place. ESD in Poland deals mostly with environmental issues (not so much with development). The co-operation between the MFA, MoE and Grupa Zagranica on GE is very strong; the co-operation of these three actors with the Ministry of Environment is rather occasional. There was no way found to combine the ESD strategy process with the MSH process on co-ordinating GE – so the two continue as parallel efforts.</p>		

racist, Environmental, Citizenship...	<p>Many NGOs and schools do projects on ESD – but they focus rather on local environmental issues and do not integrate a global perspective. Environmental NGOs are not part of Grupa Zagranica (except Polish Green Network which addresses global issues in connection with environmental issues).</p> <p>Some Human Rights NGOs (Amnesty International, Helsinki Foundation) are addressing Human Rights in a North-South context. Other initiatives in Human Rights Education focus on Human Rights of people/children in PL without any global perspective.</p> <p>Other NGOs focus on Intercultural Education, e.g. One World Association, Foundation for Intercultural Education.</p> <p>Some refugee support organisations are involved in DE/GE.</p>		
DEAR co-ordination & support structures	After integration of the Office of the Committee for European Integration into the MFA, the capacity for development co-operation of the MFA almost doubled and there are now two departments responsible for development: one for policies, one for implementation. The DE grant scheme will be under the department responsible for implementation.	The MoE has a special unit “Co-operation with NGOs”.	Grupa Zagranica has 49 member organisations. Grupa Zagranica works mainly through its working groups. The GE working group is among the most active. It meets once or twice per month. One person in the secretariat of Grupa Zagranica co-ordinates the group. The group’s mailing list has 40 members. It includes national and some regional but not really grassroots NGOs. It is open also for non-members of Grupa Zagranica. The GE working group plays a very important role in providing leadership and encouraging greater coordination and improved quality among NGOs concerning GE. It performed a valuable function as a consultative advisory service to the development of the new school curriculum. The co-operation of NGOs on GE policy making is centralised in Warsaw. There are no regional co-
	The MoE and the Ministry of Science and Higher Education participate in the MFA grant scheme for DE – as co-announcers of the call and by participating in the selection of projects to be supported.		

			ordination structures.
	<p>There has been a very constructive relationship between the MFA and the NGOs (Grupa Zagranica) over the past years. The MFA has engaged further Ministries (MoE, Ministry of Sciences and Higher Education) in GE and in co-ordination processes with the civil society.</p> <p>The Education for Democracy Foundation which has so far been administrating the re-granting scheme financed by the MFA, invites the MFA, the MoE, the Centre For Education Development (former National In-service Teachers Training Centre), and NGOs to the commission for distributing the small grants.</p> <p>Grupa Zagranica leads a project on cross-sectorial co-operation on GE with the aim of agreeing on a common understanding and concept of GE. The process includes the MFA, MoE, Ministry of Environment, Centre For Education Development, NGOs, LAs, universities, teachers, education curators from the regions, publishing houses. A MSH group was established which meets on a monthly basis. The process focuses on definitions and terminology of DE/GE; quality of GE; qualifications and competencies of GE practitioners; GE in the Formal Education System; new actors in GE/DE; funding mechanism for GE/DE. The process is supposed to lead to a common GE reference document.</p> <p>As a next step, following the conceptual work of the informal MSH group, the creation of a formalised DE/GE committee under the auspices of the MFA or MoE is envisaged. This committee would also have a multi-stakeholder character and would work on the DE/GE strategy as suggested by the GENE Peer Review. The Deputy Ministers from the MFA and the MoE support the creation of such a formalised committee on DE/GE.</p> <p>Both the MFA and the MoE participate in GENE. A GENE Peer Review on GE in Poland was realised in 2009 with the participation of a variety of GE stakeholders and published in 2010. The MFA is furthermore engaged in the work of the OECD DevCom. Grupa Zagranica actively participates in the DARE Forum of CONCORD and in activities of DEEEP.</p>		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)			<p>3 years project period is appreciated.</p> <p>Relationship EC-NGOs</p> <p>For some NGOs, Brussels is felt as very distant: the relationship between the EC and the implementing NGOs is weak, often there are no answers from Brussels for long time. Other NGOs report of a very close relationship with EC desk officers, they feel supported by the EC, answers are immediate and profound.</p>

			<p>The responsibility of the lead agency is very big – can it be divided more between the partners (partners should also be accountable vis-à-vis the EC)? Suggestion: organise a seminar offer for all NGOs (lead and partners) whose projects were accepted to explain procedures and technicalities. This could significantly increase the effectiveness of projects.</p> <p>Mini grants for small NGOs Different NGOs have different capacities – could the Call differentiate between big and small projects? A line for small projects could be open for organisations with lower capacities, have less administrative requirements, only 1-1.5 years project duration – and provide easier access for smaller NGOs.</p> <p>Opening a line for small grants could contribute to the capacity building of NGOs.</p> <p>Improved partnerships Weakness: often the project partners do not know each other well enough. Of course this should be the responsibility of the applying organisations – but it is not the reality. The EC should acknowledge this and react.</p>
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			<p>There should be an opportunity for the project partners to get to know each other (values, goals, technical admin capacity) before the projects. The TRIALOG partnership fair is useful – EC should enable such (regional, European) meetings to share ideas and find partners systematically.</p> <p>The EC should provide funds for a pre-project phase, before project proposals are handed in: potential partners need time to get to know each other, talk about values and goals, develop project ideas together.</p> <p>PADOR should be public so that everybody can have access and find partners there.</p> <p>Sometimes NMS NGOs are invited to be partners of OMS leads just in order to be there (because it increases the chances to get funds).</p> <p>“Capacity building for NMS” components in some projects work only if they are explicitly planned (sometimes they are fake).</p>
<p>The added value the EC can contribute</p> <p>Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions</p>	<p>GE/DE projects in Formal Education should be consulted with the educational authorities at national level to ensure coherence with the curriculum. Strategic initiatives, not one-off actions are needed in order to</p>		<p>Focus on national priorities</p> <p>There is little ownership in PL of the selection of projects for funding. The national priorities should be taken into account more.</p> <p>The Call should make clear that within</p>

<p>Coherence between EC and national funding Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? What levels of future provision and priorities for DEAR should the EC address?</p>	<p>effectively integrate GE into Formal Education. For strategic initiatives, co-ordination with national authorities is crucial.</p>		<p>one project different activities may be implemented in different countries. Is it possible to have projects in only 1 country? It is important to focus on what is relevant for Poland. Including national priorities into the call would require a process facilitating partnerships between organisations with similar or complementary needs (according to their national background). Partners from the South Southern partners should be able to participate as full partners, it should be made clear and encouraged.</p>
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PT: PORTUGAL

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	Eurobarometer is still the main source of information (Communication strategy yet to be defined by IPAD)		Global issues or a global dimension are part of citizenship education, cross-curricular; teacher training or subject/curriculum reforms.			.
Priorities in DEAR policies/strategies	New (2009) policy/strategy (ENED) on DE and 2010 DE National Action Plan were drafted and adopted through a remarkable participatory and learning (helping to review <i>citizenship</i> and <i>South</i> concepts) process co-ordinated by MFA Development Agency (IPAD). The NGDO Plataforma Nacional (involving 57 Members) was represented in the ENED process by Pedro Cruz (executive director) and Eliana Madeira (GRAAL) It has been a positive opportunity to establish partnerships and to involve the Platform DE Working Group (Grupo de Trabalho Educação para o Desenvolvimento) in providing feed-back to ENED. Objectives: Quality DE in order to guarantee sustainability Promote NGOs and other institutions ownership / mutual “vigilância” IPAD as co-ordinator in order to secure IPAD participation in relevant process/debates (not achieved) although resources are very limited (2010: 1,5				IPAD-municipalities relations are problematic because of lack of resources (many municipalities are indebted)	ARIPSE: 14 higher education schools of education (running initial teacher training) promote Citizenship Education teacher training as well as pays attention to social work.

	<p>M; DE: 600.000)</p> <p>Involve EC in the Portuguese debate and Portuguese NGOs in the EC/International process (i.e. PT Platform involved in international conferences)</p> <p>Controversial issues: Strategy as instrumental / co-option approach (not defining the nature of the aimed social change) Not very clear definition of DE</p>					<p>It is going to be hard to find resources to organise dissemination seminars for the DE national strategy although the end of the year activities can be of support to it (i.e. Viana do Castelo school). Possible: launch of research group.</p>
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes⁸, audiences⁹ 			<p>Ministry of Education gave room to Citizenship Education but not necessarily implemented significant measures. Politically it is difficult to go beyond HR values. I The immigration</p>	<p>Small scale intervention. Education packs to teachers</p>		

			<p>process brought in new challenges, also to Citizenship education. “National Plan for Equality – Citizenship And Gender”(Plano Nacional para a Igualdade – Cidadania e Género”) was a first opportunity to develop a National Plan although not on a (school) major priority (may guides published on Gender and Citizenship). Road education was a second opportunity. Both were less participatory. Concerns about strengthening cross-curricular strategies but not giving enough room to CE (developed by Working Group, focusing on HR). It is important to facilitate NGO-school partnership. This is an aspect to develop</p>			
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			through the National Action Plan. It is important to provide schools with a more significant autonomous decision making ability. It is important to recognise and to acknowledge such activities 8through portfolio procedures).			
Perceived examples of good practice (according to whom, in which context)			Networking among fair trade organisations Cidac and Oikos schools networks			
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...			According to MoE the adjectival educations school focus varies very much. Schools need to be provided with a guide to understand how to schedule such educations in a balanced and from a HR perspective.	Both in formal and nonformal education Oikos is also participating in HR and in environmental / sustainability education / research projects. It is actively	ESD The Ministry for Environment has its own national strategy and international commitments, for instance UN Sustainable Education Decade. There is a national working group on Education and sustainable development (also addressing the Bologna process). Environmental Education	

				encouraging the integration of these different approaches.	<p>prioritises a National Sustainable Education Strategy that includes DE elements and supports the role of NGOs, including 10 seconded teachers (contracted by NGOs, very positive experience – a practice rooted in the ‘80s but difficult to extend to other areas – there is a teacher evaluation subject/pupils related element that makes it difficult as well as a budget concern).</p> <p>ICE ACIDI, Alto Commissariado para a Imigracao e o Dialogo Intercultural: Supports Immigrants NGOS (90 recognised by Portuguese Government) initiatives and intercultural dialogue. ACIDI would like to develop Immigrants NGOS initiatives within the NAP through: 3 CNAIS centres in Lisbon, Porto and faro + CLAIS. This should also support immigrants actions and</p>
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					<p>training activities supported by IPAD.</p> <p>Basic framework: intercultural perspective: there is an ACIDI-MoE protocol (since 2004 (Entreculturas follow-up) renewed every year, defining intercultural education as strategic areas) allowing 5 teachers to work at ACIDI.</p> <p>Strategical issue: intercultural perspective+social cohesion: to be translated into cooperative learning (Learning to live together, Delors) and community links (Leitura do mundo, Freire).</p> <p>ACIDI supports school/community projects. Programa Escolhas (social inclusion): inclusion/citizenship projects, often in collaboration with local NGOs (i.e. Serviço Jesuitas para os Refugiados, Global Citizenship). For example: Fundação Gonçalo da Silveira's M - IGUAL project on (education) MDGs within the Portuguese Society (with reference to Global Education</p>
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					<p>Campaign) and especially at the local/community level through action-research focusing on inclusion indicators (ACIDI is supervising and evaluating the project). The project addresses discrimination issues. The pupils survey is presented to the other pupils. As a result research questions are developed, and based on the results the school policy is revised.</p> <p>Ex.: Pedro Alexandrino secondary school (Póvoa de Santo Adrião, Odivelas).</p> <p>ACIDI is producing pedagogical materials: ex. M - Igual (Campanha para a equidade em educação; Um dia para agir) both for schools and NFE.</p> <p>Bolsa Formadores: training (2-6 meetings) of trainers all over the country to raise awareness on immigration and intercultural issues. Schools are actively asking for it.</p>
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					<p>Examples of training topics: immigration law, national citizenship law; images/immigration myths (labour, violence,); intercultural dialogue; cooperation: intercultural competence.</p> <p>Multidimensional approach, including international cooperation issues.</p> <p>2 new actions: intercultural action module; interreligious dialogue.</p> <p>Project : Roma communities.</p>
DEAR co-ordination & support structures	<p>In 2005 two major occurrences took place: the opening, by IPAD12 (Portuguese Institute for Development Assistance, successor of ICP), of the first co-financing budget line of to Development NGOs DE projects, and the recognition of DE as one of the priorities on the cooperation national policy, consolidated in the document: "<i>A strategic vision for Portuguese Cooperation</i>", approved by the Council of Ministers (November 2005).</p>			<p>In March 1985, 13 Nongovernmental Organizations founded the Development NGO Portuguese Platform. The entry in this new space allowed the platform</p>	<p>IPJ, Instituto Portugues da Juventude (with limited resources) is managing 50 youth information centres (19 managed by IPJ).</p> <p>Youth Portal and Information Network: can be used to disseminate DE activities/news.</p> <p>Core focus: NFE (including NFE-school links).</p> <p>Conceptual issues: development needs to be sustainable.</p>

	<p>In the first year of the call for proposals IPAD received 30 projects from 22 Development NGOs, from which 10 were approved, with a total funding of 374.140,60 euros.</p> <p>The Monitoring Group of the 2009 National Strategy for Development Education (IPAD, Ministry of Education, Portuguese Platform of NGOs and CIDAC) was approved by the Secretary of State of Foreign Affairs and Co-operation and the Secretary of State of Education in November 2009.</p>		<p>members to access the financial budget line that would become known as B760005, dedicated to support Development Cooperation and Development Education projects. Nevertheless, the capacity to have the usufruct of this opportunity was very limited: between 1987 and 1999 only 4 Portuguese Development NGOs had projects approved within this cofinancing</p>	<p>IPJ priority: support to local associations. NFE: the CoE framework is very valuable. How to address youth as DE ACTORS?</p>
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			<p>line. In 2001 the Portuguese Platform created its first permanent Working Group dedicated to DE. And soon that year the Group organized the first “DE National School”, which had 4 more editions until 2005 (inclusively). Plataforma</p> <p>It is felt as important by NGOs to co-ordinate school-oriented NGOs: 3 of them (Cidac, Fundação</p>	
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			<p>Gonçalo da Silveira, ISU - Instituto Solidaridade Universitária) are sharing their experiences and ways to respond to challenges (relations with teachers, authorities, families). The process produced a meeting with teachers. Together: they visited the (participatory pedagogy of) Escola da Ponte. One of the co-ordination objective is to avoid to create single NGOs “own” schools</p>	
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			network.	
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none">incl. forward thinking - priorities for DEAR in the future		<p>Plan of Action includes IPAD and MoE collaboration in recording and assessing the quality of DE products / educational tools.</p> <p>National Strategy for Development Education (pages 38-41).</p> <p>« In the fields of pre-school, basic and secondary learning, the investment already made in education for citizenship is quite relevant. In fact, the principles of curricular organization and management, from pre-school to secondary education, attribute a very significant relevance to Education for Citizenship – of which DE is a fundamental dimension –, as a cross-cutting</p>	<p>There is a terminology challenge. (Global) Citizenship Education is school priority in this area.</p> <p>In Portugal, the word “development” is not usually linked to “South”.</p> <p>Portugal has limited practice of shared work. ENED should carry on shared work during the implementation phase.</p> <p>Challenge: limited resources, all depending from Ministry and open to NGDOs: only 7-10 co-financed projects (and at least 30-40 proposals).</p> <p>Legally, it is possible to receive only 12-month co-financement from Government.</p> <p>Every year the Secretario do Estado/IPAD has to establish annual priority (for the 600.000 euro budget). The call happens quite suddenly. This mechanism is questioned by NGOs.</p> <p>How to facilitate the implementation of DE projects</p>	

			area in relation to all subjects and non-subject curriculum areas. Within basic learning, Civic Education and Project Area are considered as privileged curriculum areas for the development of Education for Citizenship».	in schools? There is a need for a MoE formal communication about DE? Forum Educaçao para o Desenvolvimento and Jornadas da Educaçao para o Desenvolvimento (including training activities), probably in November, should be two concrete measures to implement DE.	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)				<p>Concept note is a positive development although is missing actual dialogue with EC (compared to past experience), unclear evaluation process: it would be useful to receive qualitative feedback.</p> <p>It is positive that the EC deleted the 3-years experience criteria within the call</p> <p>IVA should be recognised</p>	Equal scheme presented added value in terms of phasing and sharing of good practice.

				<p>in the budget costs</p> <p>Call should have clearer priorities and stricter criteria.</p> <p>By co-financing the best proposals some sectors in some countries will always stay behind (i.e. Fair Trade in some countries).</p> <p>NGOs are missing dialogue with EC EuropeAid F1 Unit (National Youth Agencies is perceived as a better operational scheme).</p>		
<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of 		<p>EC-cofinanced projects can be supported by IPAD as well (12-month contracts (80-20%) within 3-year agreement – open project proposal period).</p>		<p>Thematic priorities are not helpful and can be contradictory with national strategies.</p> <p>It would be useful to be able to access easily to summary/abstracts of past and present selected projects.</p>		

<p>DEAR?</p> <ul style="list-style-type: none"> What levels of future provision and priorities for DEAR should the EC address? 		<p>Very similar forms.</p>				
<p>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC</p>		<p>GENE has been instrumental in supporting the development of the national DE strategy.</p> <p>The NSC is both a local and an international partner.</p>	<p>Luisa Nunes at MoE is CoE projects representatives: citizenship education, social cohesion, intercultural dialogue. New minister communication on Citizenship Education saying explicitly that it does not address intercultural issues.</p>	<p>Cidac is taking part into GENE (where initially the Portuguese Government did not take part). It is perceived as a positive process by those involved and it produced the Portugal-Austria exchange (and joint publication by MFA, MoE).</p>		<p>IPJ recommends to collaborate with CoE: partnership agreement such as the Youth one; use of CoE manuals. The National Youth Council work/members are frequently using CoE tools.</p> <p>Europe-Africa Cooperation project is also based on NFE (through scholarships/f</p>

					inancial support to trainers; 20 national/decentralised training events), promoting awareness of Europe-African cooperation measures and activities; new focus on Global Education. Output: input into Youth national council strategies. International (African) Youth University in Mollina (including various partners) + Participation
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						and Citizenship University in Uruguay. Meetings with activists (from various fields). How to circulate info, for example in big NGOs such as Scouts (75.000 members)? How to make local voices heard? Girl Guides are developing activities on MDGs.
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RO: ROMANIA

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 		<p>MFA made a survey in 2009: 65% of the respondents is in full agreement, 29% is in agreement with assistance given by Romania, 52% is not informed about the assistance given by Romania, 69% are willing to donate. NGO are skeptical about these results</p> <p>39% of the people interviewed is informed about the assistance given by Romania; 59% agree with Romania's donor status; 33% are against Romania aiding developing countries, 46% of the persons interviewed would welcome information campaigns in the field of development cooperation.</p> <p>In general, people are aware of poverty problems, but more in their home than in other parts of the World. The question "Why to give money elsewhere" remains, although they will relate to poorer people/people in need like those in the Republic of Moldova, for example or even Haiti (see attitudes and donations after the earthquake this year).</p> <p>It's very difficult to change the mentalities of adults. Children might help in acting as missionaries in the family, and before 1989 Ro was a very active actor in relation to developing countries.</p> <p>Difficulty remains to raise awareness about extreme poverty in other parts of the World when RO still has problems to solve within the country itself</p> <p>There are positive changes in the perception. There is still a lot to do in Romania, but it has been proved that Romanian young are sensitized to third world problems. A "genuine" DE is needed in interaction with citizens.</p> <p>Yet, it has to be recognized there may not exist a critical mass in the next 10 years.</p>			

		<p>(not only AR) NGDO Platform</p> <p>Other opinion is that before 1989 Ro had a very active policy towards the South and up to 30% of Ro's foreign trade was with these countries. Thousands of African students were trained in Romania. These are now in key positions in their respective countries and willing to co-operate with Romania (also because of the lack of colonial past). In the last 20 years relations with these countries were indeed discontinued, but the 'capital of sympathy' (how it is called by MFA officials) is still there. This is why I argue that in Ro we should think of a win-win (how we can develop together) rather than charity-driven approach (of, poor Africans – we have to 'save' them). Many in Romania (private sector, MPs, politicians) are aware of all these things, what is needed is a common vision and to develop a win-win situation instead of 'poverty eradication'.</p>			
Priorities in DEAR policies/strategies	<p>Educational programmes are proactive and comprehensive in different areas of global education</p> <p>The NGDO Platform has to still find its best targets and methods</p>	<p>Development education, as a concept of MFA is clearly distinct from Global education at the moment, but MFA is open to collaborate with regional GE structures in place.</p> <p>In 2006 the Romanian MFA worked out a National Development Cooperation Strategy in which FOND is mentioned as an official partner of the MFA in implementing the strategy.</p>	<p>In 2001 MoE introduced a Global education programme in the 42 counties. This programme was developed with NSC and in coordination with educational inspectors and introduced in non-formal education as "extracurricular activity". Non-formal education targets children from kinder garden to high school. Every year a theme is debated centrally with the inspectors who then they go back to the country and establish a network of</p>	<p>FOND has its main objective to support a responsible and effective involvement of Romanian civil society and Government in IDC. Aid Strategy involves supporting awareness raising campaigns and capacity building activities.</p> <p>It has been created in 2006, with a membership of 41 organisations, with the fundamental reason being the new donor role of RO (brochure) www.fondromania.org The MFA considers elite-driven events like the Ro Dev Camp as development education actions and</p>	

		<p>Since 2007 RO is a donor country with modest resources. The priority partner countries are Moldova, Georgia, and Serbia. Also, countries in attention for the Romanian ODA are Afghanistan and Iraq.</p> <p>According to the National Development Cooperation Strategy, DE is a complementary field of action of the Romanian development cooperation policy.</p> <p>In the field of DE, the Romanian MFA financed and co-implemented an ample project (SNIECODA – 518.000 Euros)) in cooperation with UNDP.</p> <p>Educational programmes are proactive and comprehensive in different areas of global</p>	<p>teachers. The “civic education class” include topics of child rights, human rights, globalisation, and multiculturalism immigrants’ rights; “democratic citizenship” class includes poverty, peace, violence, tolerance. Unicef contributed to this educational programming and created website www.edu-media.ro</p> <p>The pilot phase started in 2003-4. This program has a strong teacher’s training component, in which mentor trainers (employees of the inspectorate) are used for accompanying the local teachers.</p>	<p>counts them as such. According to the Romanian legislation 5% of the MFA budget should be dedicated to development education, but open calls for proposals are not yet organised.</p>	
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		<p>education. They target pupils from the first grades till last years of high school.</p> <p>Development education aims at capacity building and awareness raising on Romania's donor status, relevance of development cooperation, need for support form the Romanian society and promote further involvement of relevant actors on development cooperation actions and projects.</p>			
<p>Major DEAR activities</p> <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, themes, audiences 	<p>There would be a huge potential to use the already existing regional educational networks, that include municipalities, schools, NGO's in</p>	<p>The partnership with other development cooperation agencies and ministries (such as USAID/SIDA/Finland) was based on providing expertise to Romania and included mainly capacity building activities.</p> <p>MFA's activity concentrates on building</p>	<p>The reason for introducing such a global educational programme was the sharp polarisation of the society , and especially children to poorer and richer, a gap that needs to be addressed in the school, so that violence is avoided.</p> <p>MoE has a very progressive view on</p>	<p>The NGOs unique funding source is the European Commission as the Romanian MFA is not yet organising call for proposals. Up to the time being FOND members have 'invested' cca 800.000 EUR in development education (10% came from Ro MFA through UNDP Romania)</p> <p>Only 10-12 FOND members are</p>	

	<p>order to work out local DE projects or to apply for EC funds</p>	<p>capacity within the Romanian relevant institutions (central administration, civil society, universities and media) and promoting partnerships btw the above-mentioned actors by e.g. financing the Romanian annual Development Camp, co-organizing various seminars, promoting and financing a master program in International Development Studies to be implemented by 5 Romanian Universities, etc.</p> <p>According to the strategic framework, 5% of the MFA's development aid budget should go to DE and 10% on humanitarian Aid</p> <p>(total MFA ODA budget: 4.675.000 Euros in 2007; 1.923.407 Euros in 2008; 1.832.558 Euros in 2009)</p>	<p>global citizenship, the “life skills” (i.e. to promote behavioural change and make the children actors of democracy) dimension is integrated into the educational system.</p> <p>“Global education is a first step to Development education”</p>	<p>involved with development education, many still build their capacities in this sense; the fact that the Ro MFA is not making funding available is disappointing after 4 year since the establishment of this policy.</p> <p>Informing citizens about the MDGs and the challenges of global development and the way they can get involved and about the problems of the life in poor countries. (statement in personal interview)</p> <p>World Vision has an existing network that facilitates the partnership in the South. Key of the success is to always consult the other partners.</p> <p>Vision Ro is a member of Fond</p>	
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		<p>The overall amount of ODA was 99 m Euros in 2009.</p> <p>2 m Euros are planned as bilateral aid to Moldova in 2010.</p>			
<p>Perceived examples of good practice (according to whom, in which context)</p>		<p>The MFA financed, through the SNIECODA Project, a 2 y MA in International Development Studies, to be implemented in 5 of Romania's most prestigious universities.</p> <p>In 2008-9 the MFA has also financed (through the same SNIECODA project) 5 campaigns on MDG's, implemented by Romanian NGOs.</p> <p>The MFA promotes partnership btw media/universities/civil actors/ by e.g. by financing the Development Camp and a Black Sea development</p>	Global education week	<p>World Vision initiated a test campaign about malaria issues with young students; they immediately wanted to help and to raise funds:</p> <p>“Bednet” campaign It's a net against malaria AR of high schools students about MDG 6. World vision phoned a group of volunteers and gave them 2 days training on the 8 MDGs with MDG6 in focus. These were high school students from the country side. At the end of the training they were very touched and wanted to get involved and raise funds for “bednets”. 100 bednets were purchased and sent to Africa.</p>	

		<p>Forum.</p> <p>2010 is the first year when the Romanian Development Camp was co-organized by the MFA and the NGDO Platform (FOND), providing an opportunity for further cooperation. (Commissioner Piebalgs opened this event)</p>		<p>Another project started in Global education, in several schools in the country, with a needs assessment in inspectorates and among teachers</p>	
<p>Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...</p>			<p>The “civic education class” include topics of child rights, human rights, globalisation, and multiculturalism immigrants’ rights; “democratic citizenship” class includes poverty, peace, violence, tolerance</p>	<p>In a recent event ministry of education rep says we should have a ‘little steps policy’ that involves raising awareness about poverty in Ro and only after own problems are solved to start talking about the developing countries.</p> <p>More work on clarifying definitions and scope of development education vs global development is needed.</p> <p>Recently a national seminar on global / development education took place. The seminar brought</p>	

				together – for the first time – reps of the MFA, MoE, FOND, other stakeholders. Such initiatives should be encouraged. A strategy – as participatory as possible – is needed, but not until we get to talk the same language all of us.	
DEAR co-ordination & support structures	A good opportunity would be to relate MFA and MoE coordination structures for the promotion of DE activities	<p>There is no regular coordination btw ministries and NGOs yet, but there is a good coordination between NGDOs and MFA and universities/ MoE and country councils.</p> <p>2010 is the first year when the Romanian Development Camp was co-organized by the MFA and the NGDO Platform (FOND), providing an opportunity for further cooperation. (Commissioner Piebalgs opened this event)</p>	<p>On paper the structure of DE (or global education) in the counties exist, but in reality there is no funding and activities are not followed-up Some teachers are motivated but don't have the means.</p> <p>Recently the Ro Presidency announced a 100 million EUR fund for MD for 2010-2013, but this is not co-ordinated with the MFA!</p>		
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none">incl. forward thinking - priorities for DEAR in the future		<p>There is a gap in accessing EU programmes in the country for two reasons: the NGDO's are not yet technically prepared to apply for large scale grants,</p> <p>The MFA does not have call for proposals yet. Nevertheless, it has financed 2 editions of the Black Sea NGOs Forum (50t Euros) in partnership with the Black Sea TrustFund and the EU Delegation in Romania.</p> <p>The MFA does not have yet an agency to launch calls,</p>	<p>A good project is when you don't have much paperwork</p> <p>Skilful staff needed, with the right system of values, technical and communicational skills.</p> <p>To send the staff to developing countries: one thing is to speak about the rights of the children in</p>		

		<p>and has a shortage of staff working in the field of development cooperation.</p> <p>The project mentality is widespread. Some organisations are not thinking on the long run, create websites and purchase material without a follow-up of the teaching activities.</p> <p>DE actions are concentrated to the main urban areas.</p>		<p>Romania and another thing is to speak about it in conflict zones, or development zones.</p> <p>Exchange of programmes to provide funding</p> <p>More resource is needed, because NGOs have showed the willingness to the EC to get involved. Yet, in RO there are no fundraising opportunities, not enough public resource</p> <p>A national strategy is needed</p> <p>A Romanian ‘concept’ / vision of development cooperation is needed – why do we engage in this sector? Only because the EU wants us to – this is not very inspiring...</p> <p>In the future, DE to link local problems to global ones</p>	
Feedback on the EC approach: strength & weaknesses (macro perspective: country)			<p>There is no possibility to change the curricula every year according to new requirements, the only margin to introduce more</p>	<p>EU fund is vital for Romania</p> <p>Some organisations were partners in one million Euros projects</p> <p>The government funded overall</p>	

			<p>GE is school based activities and the teachers training, ongoing with psychological institute.</p> <p>MoE would like to extend the teaching of global issues, so that every child gets familiar with the questions raised in GE</p>	<p>100.000 USD /5 small scale DE/AR projects in cities. So the amount received from the EC was almost 10* bigger</p> <p>In the future MFA funding is even less secure, because of the economic crisis, or, because this is not a political priority. Money is given through multilaterals or goes for high-level events. The MFA did not adopt an adequate legal framework so they can finance DE activities through partners. DE is just one specific chapter in the DC strategy, therefore it might not be a priority in case of scarcity of resources.</p> <p>The ODA was 70 m for multilateral funds, 20 m for scholarship, 3-4 m budget of MFA.</p> <p>There is a preference for bilateral projects because citizens respond better and the effect is more visible.</p> <p>“Never again 25% ! “</p> <p>25% of co-financement is a killer:</p>	
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				<p>even in capacity building programmes, when a NMS organisation is a partner, there is 25% to pay, which is impossible.</p> <p>FOND implements technical assistance for supporting NGOs in Romania: launches call for proposals , monitoring, evaluation, but even so they will not submit more applications if the 25% co-funding remains.</p> <p>EC should not forget that these organisations gave access to a wide range of citizens (FOND have 40 members) there is a need to support more the NMS civil actors.</p> <p>Southern dimension is really important in the projects</p>	
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<p>The added value the EC can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 	<p>A local advisory board or national MSH group could help in solving challenges, and could be involved in the implementation of the projects (to further investigate)</p>	<p>MFA could be interested in a system of co-financing NGOs or Municipalities, the EC could help to work out the cooperation among those actors.</p> <p>As a first step, municipalities' should be informed of the call for proposals. The Ministry would appreciate if they would receive information about the opening of the call from the EC. Considering municipalities may be severely misinformed on development cooperation issues, including on the purpose of DE, it is recommended to provide expertise to these actors, to make sure they properly understand DE.</p> <p>Extending the target groups in Romania to the city councils. This would allow the mobilisation of rural areas where societal segregation is more important, and action is more needed than in urban areas = GE</p> <p>It is unsure whether DE is understood and relevant to rural areas. Concerning DE, a better appreciation of the target population is needed (level of studies, field of work etc should be considered)</p> <p>EC could help establish criteria for project selection and monitoring, but more importantly EC should be more visible: to accompany the projects, to think in what manner it can be better involved in the implementation.</p>	<p>Multiple country projects are important.</p> <p>Because of the scarcity of the resources, a work on bilateral bases with old and new members (1 old – 1 nms) would be needed.</p> <p>To find a solution for the 25%: if a Romanian NGO is just partner, they have to pay the 25% and the main applicant gets the salary and operational costs. Partners work nearly on a voluntary basis.</p> <p>Central European NGOs are used to work with US funds, which allow more flexibility, they are only concerned about the objectives.</p> <p>Project acceptance/selection period is way too long, some organisation have different things coming up in the meantime</p> <p>A database would be needed with running or already accomplished projects in order not to duplicate them</p>	
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		Capacity building activities (incl. for administrative institutions, NGOs, private sec-tor, media) is further needed.		Trialog partnership fare is an excellent tool; would it be possible to further finance it?	
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC		UNDP, UNICEF, NSC programmes as mentioned above			

SE: SWEDEN

	Country in general	MFA	MoE	NGDO platform	Local & regional levels
Public attitude towards global/development issues <input type="checkbox"/> Key issues <input type="checkbox"/> Recent changes, trends over the past 5-10 years <input type="checkbox"/> Sources of information	<p>The Swedish National Agency for International Co-operation, SIDA carries regular annual surveys ("<i>Sidas attitydmätning om utveckling och bistånd</i>" by Vocativ) that since 2005 generally show positive appreciation of international solidarity and aid by around 75% of Swedish population (while between 1996-2004 this figure was often between 50-60%) although the most recent surveys show a moderate increase in the number of people who are not supportive of foreign aid and who think that Sweden should mind its own problem first. In short, there is strong support but with the financial crisis this support is decreasing and it is likely to decrease over the next years, as it happened in '70s and in the '90s.</p> <p>When asked "Do you think that there is more development in the poor countries?" it is possible to observe a positive trend in responses among Swedish population.</p> <p>When asked "What do you think about Swedish aid?" 9 out of 10 people think it is a good idea, but only 4 out of 10 think that Sweden is making a difference with aid.</p> <p>SIDA's goal is to close the gap (by providing more knowledge of actual aid practice) even if it means less support.</p> <p>When asked who should decide where aid should go (SIDA or Recipient countries) the surveys show limited support for the Paris declaration: most people think that Sweden should decide (although Sweden is committed to Paris declaration to delegate decisions to partner countries).</p> <p>Recent Swedish Red Cross mismanagement issues negatively affected people's perception concerning NGOs reliability.</p> <p>The Gullers Grupp carries an annual survey on knowledge and attitudes concerning MDGs. It is recording a stable positive trend: 60% of Swedish population is aware of MDGs and a stable 35% of the population that does not believe that it is possible to reduce world poverty by 50% by 2015. Provide own money is still the most (67%) widespread way to tackle poverty issues while only a limited percentage of the population takes into account changing lifestyle (10%) and influencing decision makers (4%).</p> <p>1999-2000 was a turning point in information and communication strategy at SIDA. SIDA stimulates NGOs competences and capacity in this field. Facilitate integration of communication experts within organisations for 5-6 years.</p> <p>Communication is a priority both about SIDA activities and development issues at large. 10% of civil society budget (120 millions sk) went to communication activities, plus SIDA co-worked with civil society in organising awareness raising campaigns.</p> <p>SIDA developed programmes and facilities at Arnosand, focused on key issues such as images of Africa/poverty.</p>				

	<p>After having worked 6 years on how to integrate info-communication strategies in Southern countries and in Sweden/Europe, the government wanted to separate the two programmes.</p> <p>Yearly 1,3 billion sk goes to civil society to work with Southern civil society. Swedish NGOs decide themselves about priorities and strategy. Now NGOs receive 60 millions sk for info-communication activities (based on the rationale that the budget cuts should not affect direct poverty reduction programmes). Many organisations had to cut down info-communication costs by 60% and some did not receive any money at all.</p> <p>The new info-communication strategy 2010-2014 defines broad objectives and tries to involve a wider spectrum of civil society actors. The government message is that Northern civil society should provide means to voice Southern perspectives in Northern countries.</p>
Priorities in DEAR policies/strategies (Types of DEAR)	<p>Formal education</p> <p>Sweden introduced curricula internationalisation back in 1947.</p> <p>Compared to other OMS and to NMS the overall impression is that is easier in Sweden to get national support to DEAR activities. Ministry of education curriculum integrates DE/international issues within the school curricula.</p> <p>There seems to be a shared consensus on the need to shift from DE issues to understand globalisation.</p> <p>This is happening with a model programme such as Global Schools: the approach tries to involve and to prepare all different school actors. It is crucial to get the headteacher to support and to provide time and space for (all) teachers for international education projects.</p> <p>Planning and lesson time can be used in different ways and this requires joint planning and institutional support.</p> <p>Campaigning</p> <p>Single issues joint campaigns on decent travelling, fair trade, clean clothes had probably the most effective impact. They need to relate to people's actions in Sweden in the same way the ecological footprint concept does.</p> <p>It is important to involve companies/stores.</p> <p>Most campaigns are basically fundraising activities.</p> <p>The new strategy will probably take away funding and (follow-up) activities at the local level, especially on MDGs.</p> <p>Clean clothes is a good example of a campaign that is effective when it presents concrete examples from the South (also aiming at being able to spark widespread awareness raising work beyond organisations usual membership).</p> <p>Trade Unions tend to involve local workers subjects and make a distinction between information, education and campaigns (such as the one on clean clothes). The European dimension, the rights perspective and particularly the ILO key issues are very relevant</p>

	<p>and through DE campaigns can have immediate access to trade union press. Trade Union advocacy/reporting on international issues is taken into consideration by government. It is important to legitimate international work also within internal membership that does not necessarily see the immediate advantage of such work.</p> <p>Folk High Schools international work is being summarised in a recent (April 2010) report. 150 FHSs have a common policy document and plenty of freedom in terms of how to implement it. 124 answered the recent survey questionnaire: 90 are actively promoting international studies, including many projects. DE is not in use as terminology. What is important is the action learning involving research and competence skills that enable to take action, very often by hosting people from the South to address students directly. SIDA document is not particularly forward thinking.</p> <p>Concrete examples: Norden Byskopshöner FHS, Film for change address Brazilian issues, producing films in Brasil based on ongoing partnership and immersion trip. The FHS network helps to distribute and spark discussion.</p> <p>The FHS network represents a very concrete opportunity to organise and to spread DE activities.</p>	
<p>Major DEAR activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> approaches <input type="checkbox"/> extent (funding, scope of programmes) <input type="checkbox"/> frequent methods, themes audiences 	<p>SIDA Communication programme</p> <p>It targets the general public, although it gives priority to concerned groups (year: 27 millions sk (2,7 million euro) especially through conferences and public events such as HR days, book fair in Goteborg, political event in Gotland.</p> <p>SIDA also promotes its own web and is starting social media (FaceBook page targeting 18-35 years old).</p> <p>SIDA created a platform to collect development aid stories from other sources (NGOs, blogs, twitters...). It did not work.</p> <p>The goal of supporting other actors to reach a wider audience should be implemented using the actors' websites, not an external site.</p>	<p>LAs offer accessible offers/contexts (a coffee place, folkethus etc.) that can reach out for a wider public.</p> <p>LAs: Sweden is a very decentralised country, 75% of the budget is managed at the local level. Since 2 years LAs can use their own budget also for international solidarity activities and project.</p> <p>It is LAs and especially municipalities that have most power in terms of DE since they manage and financially support schools.</p>

	<p>Press/media activities: try to bring in partners (from partner countries, better than SIDA experts) to events + Swedish media. Focus on variety of partners.</p> <p>Magasine: changed from Report from SIDA in October 2009 (independent editor, can criticise what SIDA does) now targeting a broad audience (by subscription + PressByro/Communal stores): 4000 subscribers (schools and libraries), 1500 single copies. It is being marketed more in Spring.</p> <p>Over 90 Folk High Schools adopt their own action learning approach and within individual school policies can make room for Global Education activities.</p>		
Perceived examples of good practice (according to whom, in which context)			<p>Global School</p> <p>Since 1990; the Swedish school curricula state that a goal is to teach about global issues. Through Global School programme (involving 6-7 regional officers) SIDA provides support to teachers, school politicians at the local level through materials and training and exposure trips. SIDA runs evaluations, last one 4 years ago and results oriented reports each year.</p>
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental,	<p>The socio-economical-environmental focus is crucial to qualify ESD although ESD actors run the risk to be pleased to address mainly Swedish environmental issues / change perspective and to allow stereotypical images of the South.</p> <p>ESD has the advantage of inviting participants to reflect about development in Sweden.</p> <p>It is important to establish the link between development and sustainability in terms of socio-economical-environmental perspectives. This helps to integrate both a rights and an intercultural perspective.</p> <p>A challenge for the Afghanistan network is how to challenge anti-Muslim stereotypes</p> <p>Trade unions find that the exchange opportunities are concrete ways to address both rights and intercultural issues.</p> <p>Education for All is a significant networking campaign / series of events.</p>		

Citizenship...	
DEAR co-ordination & support structures	<p>There is no active co-operation between SIDA and the Ministry of Education. SIDA supports the Global School whose reference organisation is the International Programme Office, an intergovernmental authority for internationalisation. The Ministry of Education provides 2 billions sk to Folk High Schools who decide their own priorities (might include DEAR). For example study circles can include DEAR topics. 15 (before it was 30) CSOs get direct access to SIDA's funding. New policies will encourage them to work more at the national level and less at the local level.</p> <p>Concord and Forum Syd are the two NSAs key actors.</p>
The main challenges for DEAR in the country	How to get people involved, go beyond providing information.
The added value the EC can contribute <input type="checkbox"/> Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions <input type="checkbox"/> Coherence between EC and national funding	<p>Since 2010 EC contributions becomes more relevant because of SIDA's cuts.</p> <p>The present guidelines offer a wide range of networking possibilities at the International level, it is appreciated that they encourage different actors to mix and to collaborate with each other.</p> <p>It is important to value people with "bridging" experiences giving priority to get youth in action based on own concerns (a 3-year cycle allows for dialogue to be followed by reflection finalised at considering taking action).</p> <p>In the formal education sector some actors are over-targeted by too many initiatives. All these initiatives are not properly linked to each other. The question is how to create a common national framework endorsable from the teachers perspective.</p>

<div><div><div><div><div><div></div><div>Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR?</div></div></div></div></div></div>					
<div><div><div><div><div><div></div><div>Feedback on the EC approach: strength & weaknesses (macro perspective: country)</div></div></div></div></div></div>	<div><div><div>Guidelines should be provided in Swedish. There should be the possibility to apply in Swedish.</div><div>NGO Priority: facilitate visit from Southern partners.</div><div>EC should facilitate ways to build better and more timely partnerships (it is too late to start building them once the call is announced).</div><div>Because of diminished SIDA support, EC support can be crucial to support Swedish DEAR activities. Cuts in national support funding is sparking new contacts and strategies. There is going to be an increase in the number of Swedish project proposals (in 2010 12 concept notes).</div><div>In defining co-financing: it is important to consider the difference between charities and NGOs. It would be important to work through existing structures as Global School does.</div><div>SIDA NGOs funding can be used to co-finance EC co-financed projects.</div><div>There is a Nordic dialogue on development issues. It would be the best place to reflect on how to interact with EC co-funding.</div><div>At the moment there seem to be less contacts with EC compared to 5-6 years ago.</div></div></div>				
<div><div><div><div><div><div></div><div>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre,</div></div></div></div></div></div>					

OECD, UNDP, other DGs of the EC					
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SL: SLOVENIA

	Country in general	MFA	MoE	NGDO platform	Local & regional levels	Further relevant (f)actor X
Public attitude towards global/development issues <ul style="list-style-type: none"> • Key issues • Recent changes, trends over the past 5-10 years • Sources of information 	<p>High level of public support for victims of Haiti earthquake</p> <p>78% of Slovenians agree that development aid is important (compared to 90% in 2004)</p> <p>39% of population have read about the MDGs (EU average is 24%)</p> <p>Key issues: 1. Poverty, 2. Economic crisis, 3. Health issues, 4. Civil unrest/conflict, 5. Food crisis</p>	<p>Significant contribution from Slovenian Govt. for humanitarian relief programme in Haiti.</p> <p>Promotion (and protection) of children's rights.</p> <p>Synergies between culture and development</p>	<p>'Global Education' (GE) considered a new term, but is not well defined.</p> <p>GE should be cross-curricular.</p> <p>Slovenia's experience (in DEAR) has been based on the development of S.E. Europe social infrastructures, with reform being the main priority.</p> <p>Issues: Poverty, global conflicts, climate change, sustainability,</p>	<p>Perceived growth of interest among teachers</p> <p>General public raise questions about why development assistance to other countries is important when there are problems in Slovenia.</p> <p>Development assistance not really part of ongoing public debate.</p> <p>Key issues: ~ Humanitarian aid/poor children</p>	<p>Slovenians very prepared to undertake voluntary work.</p>	<p>Historic Yugoslav heritage of humanitarian aid and development co-operation through non-aligned movement was supportive of public awareness building, but also problematic.</p> <p>The work of Tomo Kriznar with the</p>

	Eurobarometer survey; “Development Aid in times of economic turmoil” May-June 2009		interdependence . (Public interest influenced by media coverage). Young people’s views are generally more positive about, and aware of global influences than their parents’ generation (MOE Office for Youth)	in Africa, ~ Poverty, ~ Climate change (but seen more as an environmental rather than development issue), ~ Concern about corruption and use of aid funds. Little perception (by the public) of impact of global economic crisis on poor countries. NGOs feel that the public thinks of them as a ‘hobby’; not doing real professional work, with activities that can be supported by volunteers for free.		Nubian people of Sudan, and the people of Darfur, has significantly influenced people’s understanding of the conflict there and the continuing abuse of people’s rights.
Priorities in DEAR policies/strategies		Statement of support for <i>Education for development</i>	Youth in the World, sub-	SLOGA – draft strategy for	Government office for	National, inter-

		<p><i>and public awareness raising</i> in Resolution on International Development Cooperation of the Republic of Slovenia until 2015</p> <p>International Development Cooperation Act <i>Article 9</i> (2006).</p> <p>Informal, inter-ministerial group on Global Education set up March 2010, first meeting 14/05/10.</p> <p>Funding for NGO national platform SLOGA and its working group on DE/GE, and grant funding for individual projects</p> <p>Support expressed for activities that positively influence situations in other countries as well as Slovenia</p>	<p>action programme within priorities of 2010-2018 EU Youth strategy – Youth in Action programme.</p> <p>It is government policy to support global education.</p> <p>Issues and goals identified through EuropeAid's strategy for DEAR are part of the national curriculum.</p> <p>New white paper on national curriculum should engage a broad range of contributors to policy and</p>	<p>Global Education, 2008 – leading to setting up in 2010 of informal inter-ministerial working group on GE; - initial aims:</p> <ul style="list-style-type: none"> ~ Screening models of GE in education system ~ Improved systematic approach to GE, with plan for implementation, ~ Regular dialogue between government agencies and NGOs, ~ Production of learning materials and tool kits, ~ Schools, teachers, pupils are principal target groups, with greatest multiplier effect for the future. 	<p>Local Authorities and Development presented a new call for proposals for international development work – which can impact on DEAR at regional level.</p>	<p>ministerial policy initiative on voluntary organisations is being developed</p>
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			practice definition and development.	<p>Articulation and incorporation of clear global education goals and a distinct global dimension to each subject, as a contribution to the new White Paper on school curriculum from kindergarden to university.</p> <p>Addressing issues of <u>quality</u> in DEAR and Global education, with less focus on projects, tasks, outputs, and raising of the debate on philosophy, practices and aims of DE/GE.</p>		
Major DEAR activities <ul style="list-style-type: none"> • approaches • extent (funding, scope of programmes) • frequent methods, 		Slovenian Development Days introduced 2009 (In co-operation with SLOGA); focused on impact of global economic	Activities addressed through ECO schools and	Global education activities with schools, teachers, young people.	In Maribor, group of NGOs are supported and funded	African Week commenced May 2010.

themes, audiences		crisis on international development, and MDG3 Gender equality, for Oct. 2010 – Development Days ~ focus on achieving the MDGs.	UNESCO schools focus on sustainable development, human rights, inter-cultural education and global interdependence Teacher INSET seminars on inter-cultural dialogue, education for democratic citizenship, with support materials.	Priority themes for next 3 years include : MDGs, Climate change, Consumption, Human Rights, Health issues, Inter-cultural education. Immigration/migration – being addressed through network of interested agencies led by Slovenia Academy of Science – undertaking mapping exercise of interest and activity.	through local municipality.	North-South Centre Global education Week, November each year.
Perceived examples of good practice (according to whom, in which context)			ECO schools, concentrating particularly on learning and action about issues of environmental conservation,	Development of multi-media didactic tools, using source material from other countries. The international		

			<p>sustainable development, human impact on the natural environment.</p>	<p>‘You Too ... Are part of this World’, and ‘Me Too ... Can change the World’ (inter-active exhibition) campaigns/projects.</p> <p>KARITAS partnership project for schools on HIV/AIDS and its impact on developing societies and development processes in Africa.</p> <p>Glo –Balk- Can Youth initiative: Promoting Global Citizenship and Future orientation in South Eastern Europe (SEE), Coordinator : IAAI – International</p>		
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				Association for the Advancement of Innovative Approaches to Global Challenges (IAAI). Partners include : SLOGA, UNESCO Associated Schools Project Network, Education Reform Initiative of Southeast Europe ERI-SEE, Regional Cooperation Council RCC Sarajevo.		
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...		All are perceived as linked and cross-influencing. Mention also made of psycho-social support, education and counselling for traumatised children and communities – post conflict or catastrophe.		Inter-linked, but with distinct fields of emphasis and study. DEAR acts as an umbrella that explores the global dimensions in each of the adjectival educations.		

<p>DEAR co-ordination & support structures</p>		<p>Ref: SLOGA, Informal inter-ministerial group for GE.</p> <p>North South Centre support programme for GE</p>	<p>National Education Institute works to coordinate curriculum support and INSET in ECO schools, Health schools, UNESCO and UNICEF schools.</p> <p>GE should be included on the agenda of all inter-governmental discussions on education, as part of essential development of understanding of global interdependencies.</p> <p>Informal inter-ministerial group on GE – requires key</p>	<p>SLOGA has 35 member organisations, 13 are active in the working group for Global Education/DE. An additional 20 organisations (including universities) are sometimes present at GE working group meetings, and receive communications from the network.</p> <p>Informal inter-ministerial group for GE.</p> <p>Reference to importance of establishing a regular dialogue with MOE on issues of mutual interest in support of schools</p>	<p>Teachers and schools in rural areas and small towns particularly appreciate resources and NGO support for DEAR activities.</p>	<p>Call for proposals utilising EU structural funds and managed through MOE (e.g. Social competence s and active citizenship – 2009) should not be retro-active – allow at least a full year for development of funded activities.</p>
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			person to be nominated by each ministerial department with an interest in influencing dialogue and shaping collective actions.	development with GE, and related to INSET and continuing professional development opportunities for teachers. SLOGA newsletter for communication of events and good practice.		
<p>The main challenges for DEAR in the country</p> <ul style="list-style-type: none"> incl. forward thinking - priorities for DEAR in the future 		<p>Images literacy (of the global South).</p> <p>Addressing the experience and impact of recent history in Slovenia on attitudes and values, as well as local-global links.</p> <p>Doubling or tripling the % of national budget for development assistance, thereby increasing funding support for DEAR activities.</p>	<p>More dedicated action on monitoring (quality of) GE in schools is required for the future, and could be addressed through new curriculum reform process.</p>	<p>Adequate funding for new opportunities in DEAR, and engagement of wide range of actors.</p>		<p>“An explosion in the popularity of Fair Trade (FT) goods could take off when government departments adopt the supply of FT products such as coffee and</p>

		Dealing with local and global impact of climate change.				tea to their offices.”
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		<p><u>Weaknesses</u> The application processes in the EC are too complicated, and take too much time (making the planning of projects difficult).</p> <p><u>General comment</u> EU should provide feedback to public on how development aid is used.</p>	(Recognition of) Global Education should be addressed by EC’s DG for Education.	<p><u>Strengths</u> Concept note is good introductory process for NSA-LA grant support programme.</p> <p>3-year funding is fine.</p> <p><u>Weaknesses</u> Major application process too bureaucratic and complicated.</p> <p>Current provisions problematic for small organisations – limits their access to funding and capacity building experiences.</p> <p>Log frame/application</p>		

				<p>structure appears to be formulated for a business proposal – not for realities and modus operandi of NGOs working in DEAR.</p> <p>Very difficult for NGOs to source co-financing or underwriting of costs when 25% of project budget is paid <u>after</u> final report.</p> <p><u>General comments</u> Provide clear criteria for project selection, and more constructive and detailed information on why a project concept note or application has been refused.</p>		
The added value the EC		Grant funding should be		Induction courses		

<p>can contribute</p> <ul style="list-style-type: none"> • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address? 		<p>available for NGO actors in other countries (including global South) as equal partners in DEAR projects.</p> <p>For a funding process to be effective it needs to closely engage with, and be relevant for the situation of, applicants and their partners.</p> <p>Provision of higher level of funding resources for EU12</p> <p>Provide simple, easily understood, and short application procedures.</p> <p>Address the issue of distribution of grants to small projects and organisations (as an important factor in capacity building)</p> <p>Set up Block grant scheme – managed within a country (allowing local</p>	<p>Contributions to revised policies aiming to improve school services and INSET for teachers.</p> <p>EC should constantly bell-ringing about what government's can do better.</p> <p>Make global interdependence issues part of strategy development, e.g. 2020 policy.</p> <p>Invest in building global issues as part of confidence building, self-esteem and empowerment, acknowledging and respecting plurality of</p>	<p>for potential applicants in Eurospeak – the language of application.</p> <p>Build focus of interest on activities and content development, and less on how reports are written, and the minutiae of financial accountability.</p> <p>Recruit outreach staff (in EuropeAid) who can travel to EU countries, link up with local actors and NPs, become familiar with national scenario for DEAR, and interact in a coherent way with national</p>		
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		<p>responsibility for DEAR good practices to grow), with active participation of member of EU delegation to Slovenia.</p> <p>Micro-financing can work well if administered properly.</p> <p>Encourage inputs by experts in specific fields relevant to DEAR to stimulate new thinking and debate</p> <p>EuropeAid to set up a mobile team of DEAR experts to strengthen relations in and between member states and the EC.</p> <p>Enable Southern partners to be practically involved at all stages of project development from initial design through planning to implantation and evaluation.</p> <p>Funding provision for</p>	<p>culture and knowledge, equal opportunities, etc.</p> <p>Promote role of NGOs/NSAs, and awareness of European development aid and assistance.</p> <p>EC social funds should be more readily accessible</p> <p>Improve Youth in Action access to resources.</p>	<p>strategies and actions.</p> <p>Application criteria to be topic specific – not general.</p> <p>EC to use its influence to lobby for increased resources and support for DEAR, from within Slovenia.</p> <p>Eligible costs to include time spent in preparation and pre-implementation planning of a project.</p> <p>Structural funds to be available for overheads such as electricity.</p> <p>Contribute to establishment of</p>		
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		design and planning phase. Allow 2-3 months only for process of application assessment to award of contract.		Global Education centre as a focal point for promotion of quality in DEAR in Slovenia. EuropeAid to use its influence to ask difficult questions within Slovenia of the developing role of government and civil society.		
Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC			UNESCO schools have long history of inclusion of global issues in school curricula and classroom practices.	TRIALOG – in association with SLOGA – provide training and induction into EC application procedures; workshop planned for mid June 2010.		Council of Europe's NSC programme of support and capacity building for GE in EU12 is significant with regard to identifying potential growth

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SK: SLOVAKIA

	Country in general	MFA	MoE (no MoE interview, but data was recorded at a working group with the University of Trnava)	NGDO platform	Other actors People in Peril
Public attitude towards global/development issues <input type="checkbox"/> Key issues <input type="checkbox"/> Recent changes, trends over the past 5-10 years <input type="checkbox"/> Sources of information	<p>MFA: Key issues - on October 20th 2009, the Pontis foundation publically announced the results from their development assistance survey, which was part of the project called Development Assistance Concerns. On a representative sample of 1039 Slovak citizens, 70% of respondents think that it is necessary to help developing countries, while 44% of pooled respondents agreed that ODA budget should be increased.</p> <p>Recent changes/trends over the past 5-10 years – decrease of public support for helping the poor countries from 83% (2005) to 70% (2009) in awareness and credibility of the ODA.</p>	<p>Not many changes in the attitudes from 2005</p> <p>People do not understand that poverty has different levels</p> <p>They should understand that aid is moral obligation</p> <p>DE is a brand new phenomenon, have to proceed step by step</p> <p>The results of the last public opinion poll prompted SAIDC, (Slovak Agency for International Development Co-operation) to increase number of activities that enhance the effectivity and credibility of development assistance (new Communication strategy, demand driven system, business to business scheme)</p>		<p>Two public research have been done – in 2005 and 2009. The public does support development co-operation, but there has been a decrease (from 90 % to 70 %), caused mainly by the lack of trust into transparency in the use of development aid http://www.nadaciapontis.sk/en/12597 Institute of Public Opinion</p> <p>DC and DE are the same (State secretary 's opinion 2004) www.developmenteducation.sk</p>	

Priorities in DEAR policies/strategies		<p>Medium Term Strategy for ODA 2009-2013 a) ensure regular communication and harmonisation of practices among institutions and actors involved in development education activities; b) jointly propose a strategy for development education and public awareness-raising; c) systematically inform the general public about plans, objectives and results of the Slovak development assistance in compliance with the communication strategy</p> <p>DE strategy is being prepared by NGDO Platform should be ready by the end of the year. Methodological centre, pedagogical institute are involved together with the NGDO Platform.</p> <p>2 working groups are active: one is under the MFA (agency, MFA, MoE) and another one lead by the Platform</p> <p>Strategy is an absolute priority for MFA</p> <p>MFA's key partner is the platform, there is an agreement of parties about the strategy, and MFA acknowledged that NGOs have the best practice</p> <p>DE has a separate budget from DC, the percentage varies yearly</p> <p>Implementation of DC activities started in 2005</p>	<p>DE can be perceived as an additional burden for educational curricula (MFA)</p> <p>MFA would like to involve MoE through the law to knock on the door of MoE</p> <p>That is how perceptions will change</p> <p>MoE does not see yet how it can contribute</p> <p>At the same time strategy cannot be made without coordination with MoE (MFA)</p> <p>NGOs have a lot of initiative in the schools and are very welcomed</p>		
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		<p>Call for proposals launched by SAIDC, who has a permanent contract with MAF.</p> <p>Calls are formulated in broad terms, no specific indicators are set for DE projects.</p> <p>In Slovakia there are projects focusing on migrants and rural populations.</p>			
<p>Major DEAR activities</p> <p><input type="checkbox"/> approaches</p> <p><input type="checkbox"/> extent (funding, scope of programmes)</p> <p><input type="checkbox"/> frequent methods, themes# If it occurs, record evidence why “untypical” target groups such as migrants, ethnic/cultural minorities, rural population, non-academics, elderly etc are addressed so rarely – and what can encourage organisations to address them.#, audiences# If it occurs, record evidence why multi-cultural issues are addressed so rarely – and what can encourage organisations to address them.#</p>		<p>Approaches - SAIDC plans to try out the demand driven system in designing its own development projects so they will be adequate for the end users; Extent, funding – maximum 30 000,- EUR of ODA funding for one project (with possibility of creating of associations of applicants), budget DE 2009 150 000,- EUR, budget DE 2010 60 000,- EUR; budget EC 114 135,- EUR, budget EC 47 687,- EUR;</p> <p>In general EC projects have 10% of cofinancing from the Ministry</p> <p>Scope of programmes – development education, public awareness and PR, capacity building of the SAIDC (new task), Support of coordination and representative functions of the Platform NGDO (new task), business to business (new task)</p>	<p>Several questions are on the table:</p> <p>- lack of reserach and researchers</p> <p>-how to link theory with everyday life?</p> <p>-How to finance research</p> <p>- what is the role of NGOs in the universities (just to help to students to do some activities/to get a job or more?)</p>	<p>At the present there is no national DE strategy. The MoE is not involved in the agenda. The MFA supports financialy the DE projects, but the funding is decreasing (60.000 Eur for 2010). DE is implemented mainly by projects of NGOs financed by EC or MFA, that are targeting schools directly. Main themes: poverty reduction, fairtrade, climate change, children rights, migrants.</p>	
<p>Perceived examples of good practice (according to whom, in</p>		<p>DE projects implemented by NGDOs, academia and other</p>		<p>Projects of Platform members - NGDOs, who are working with schools on long-term</p>	<p>Environmenta l projects of</p>

which context)		participants are mainly oriented to schools (teaching in universities as a crosscurriculum subject, workshops for the teachers, fairs for pupils/students, methodology tools, competitions e.g. People in Peril Association, Centre for European Policy, Zivica, Slovak Catholic Charity, Pontis) wide public (seminars with journalists and politicians, books, festivals, Fair Trade, child sponsorships – Magna, Pontis, Fairtrade Slovakia, PDCS, Foundation of the Milan Simecka, Fair Trade Slovakia, Inegra Foundation) capacity building (PlatformNGDO, PDCS volunteers)		basis (training of teachers, production of methodological materials) – People in Peril, Živica, UNICEF	„Spirala” through platform of environmental education entered the schools
Relationship between DEAR and other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship...	it’s still the same situation as in Preliminary DEAR country information (persisting condition as in the recent past)	it’s still the same situation as in Preliminary DEAR country information (persisting condition as in the recent past) These adjectival educations are absolutely interrelated		Some of these themes (multicultural, environmental, citizens education) are officially recognised cross-cutting themes within the curricula. DEAR does not have this status. There was a reform in the schools, booklet, materials have been produced	
DEAR co-ordination & support structures		Dept. of the Development and Humanitarian Aid of the MFA is a department for conceptual work on Slovak Official Development Assistance, there is a new administrative unit of the MFA for development assistance since 1.1.2007 = Slovak Agency for International development Cooperation. Cooperation with the NGOs is very satisfactory.		the recent past (2010), the interministerial working group on DEAR has been established by MFA including platform, pedagogical centres and MoE. Aim is to prepare a working place for drawing up the national strategy until the end of 2010 and approve it on the governmental level. Key actor in preparing draft of the national strategy for DEAR is PMVRO (NGDO Platform)	

<p>The main challenges for DEAR in the country</p> <p>□ incl. forward thinking - priorities for DEAR in the future</p>	<p>Another SWOT analysis (by MFA)</p> <p>Threats:</p> <p>Low political support for development aid</p> <p>Political change in MoE</p> <p>Reluctance of schools for the inclusion of new topics</p> <p>Strenghts: GE as part of educational programs</p> <p>Existing materials, interested teachers and students on global issues</p> <p>www.rozvojovevzdelavanie.sk</p> <p>Innovative projects and methods</p> <p>Interconnection of global issues in aducation</p> <p>Projects supported by the EC guarantee long term work with schools</p> <p>Weaknesses: lack of clear definition of content, aims and methods on GE</p> <p>Lack of experts GE</p> <p>GE absence in national education system</p> <p>Lack of communication between main stakeholders</p> <p>Missing GE strategy</p> <p>NGO's monopoly in the process</p> <p>Lack of preparation for</p>	<p>forward thinking pririties in DEAR in the future 1) establishing Development education as crosscutting theme in school curricula on Elementary and High schools, 2) defining specifications for accreditation of the study field and subject</p> <p>Development studies on Universities, 3) establishing Development education as a part of lifelong learning for target groups: wide public, youth, takeholders(politicians, journalists)</p> <p>4) implementation of the Communication strategy for Official Development Assistance was developed on basic iniciative of the SAIDC and was ratified by MFA on February 2010</p>		<p>To recognize DEAR as offical cross-cutting theme in curricula. To produce the official methodological material for teachers, how to apply this cross-cutting theme within the subjects in curricula. To support the university education aand Development Studies.</p> <p>Possibilities for capacity building and international exchanges in projects supported by EU</p> <p>Daily presence and influence on global topics in Slovakia</p> <p>Lack of definition of goals, shortage of staff, absence of global education programme, coordination is not so good, a dependent position of the NGOs</p> <p>Opportunities: creation of wgroup, inspiration from Estonia, international capacity building</p> <p>Threats:</p> <p>Teachers tired of changes of the ministries</p> <p>Shortage of qualified academics, and NGO workers</p>	<p>Capacity building in large projects needed</p> <p>National funding is low:</p> <p>NGO's have big problems to apply the 25%, therefore they are mostly partners, not lead.</p> <p>MoE finances 10%</p> <p>Eastern Slovakian NGOs need to be included in capacity building</p> <p>There is a real need for operational costs – qualified people are leaving the NGO sector</p> <p>Interested NGOs are in consortiums, there is only 3% of chance</p>
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	<p>future teachers</p> <p>Opportunities: Creation of the working group Ability to respond to crucial educational needs</p>				to get the project
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		<p>a) strenght – qualitative conceptual improvement DEAR in Slovakia b) weaknesses - conceptual clarity between EC procedural work and SAIDC</p>		<p>Strenght: interest in NMS countries</p> <p>First EC funded project in 2006</p>	#
<p>The added value the EC can contribute</p> <p><input type="checkbox"/> Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions</p> <p><input type="checkbox"/> Coherence between EC and national funding</p> <p><input type="checkbox"/> Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR?</p> <p><input type="checkbox"/> What levels of future provision and priorities for DEAR should the EC address?</p>	<p>Qualitative improvement of EC projects implemented in Slovakia as mentioned above (percieved examples of good practice)</p>	<p>Qualitative improvement of EC projects implemented in Slovakia as mentioned above (percieved examples of good practice)</p> <p>Setting European standards – and making recommendations to governments</p> <p>Bring Min of Ed on board</p> <p>Seminars and teaching exhibition of MDG's in towns – to finance this kind of activity</p> <p>Short film or production in the media</p>		<p>EC can contribute to the national evaluation.</p> <p>EC funding is very relevant.</p>	<p>The 3year projects in schools make possible to slowly move from children education to community building</p> <p>First priority is to have MoE on board perhaps in cooperation with CoE</p> <p>Implementation plan needed for the MFA strategy</p> <p>Size of NGO is a burden for application –</p>

					<p>to lift embargo of small NGOs for lead applicant</p> <p>Financial training for NGOs</p>
<p>Other multi-country initiatives in support of DEAR (beyond the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC</p>	<p>Preparation of the National Strategy on GDE in Slovakia for years 2010 – 2015 as a grant of the MFA was started in May and will finish in October 2010; GENE Peer review process on GE in Slovakia will start in autumn 2010 a will finish in summer 2011; North-South Centre of the Council of Europe – DE project is being implemented by</p>	<p>Preparation of the National Strategy on GDE in Slovakia for years 2010 – 2015 as a grant of the MFA was started in May and will finish in October 2010; GENE Peer review process on GE in Slovakia will start in autumn 2010 a will finish in summer 2011; North-South Centre of the Council of Europe – DE project is being implemented by Platform NGDO (within which one National Seminar will take place on GE in Slovakia);</p> <p>USAID will held a training in October about project evaluation</p>		<p>National Seminar organized by North-South Centre in May 2010. 05. 25. DE Peer review organized by GENE in 2010. Joint management agreement with CoE 2009-2011</p>	

	Platform NGDO (within which one National Seminar will take place on GE in Slovakia);	for the agency			
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UK: UNITED KINGDOM

	Country in general	MFA	MoE	NGDO platform and civil society organisations	Local & regional levels. Tertiary education level and Research centres	Further relevant (f)actor X
Public attitude towards global/development issues Key issues Recent changes, trends over the past 5-10 years Sources of information	<p>Live Aid legacy still exerts powerful influence on public mind.</p> <p>Key issues: Corruption within aid recipient countries. (AD Research and Analysis Dec 2009)</p> <p>Economic crisis and big cuts in public sector spending leads to greater insularity of attitudes.</p> <p>Public attitudes in Scotland have</p>	<p>Majority of population express concern about global poverty.</p> <p>Key issues: Corruption and waste of aid. Global poverty. Evidence of impact with human angle. Identity and empowerment – the ‘What can I do?’ factor. Children, their welfare and education.</p> <p><i>Audience Segmentation Research, DFID July ‘08;</i></p>	<p>New government announced closure of QCDA, Qualifications, Curriculum and Development Agency (May 2010); a body that provided detailed guidance on the global dimension and sustainable development in school curriculum.</p>	<p>Within Welsh language communities, tradition of internationalism is rooted in chapel and missionary work, and perceptions of older generations.</p> <p>Comparatively high level of interest in global issues among school pupils – 72%. (Ipsos Mori survey of 1,955 pupils, Jan-Mar 2008, for DEA)</p> <p>94% of teachers</p>	<p>Consensus required around recognising the need to relate support for development with building concerns for growth in civil society.</p> <p>Make Poverty History in 2005 raised huge public interest in global issues, but lack of effective follow-up (as a campaign) diluted impact in intervening years.</p> <p>Fair trade town/ city status awarded to several cities</p>	<p>New coalition government elected May 2010 has had immediate impact on support and funding provisions for DEAR, with cancellation of projects.</p> <p>Negative or irresponsible media coverage undermines positive actions.</p>

	<p>stayed consistent, with strong support, but interpretation of, and response to global poverty issues are influenced by the charity sector.</p> <p>Immediate generous response across UK in times of disaster, e.g. Haiti earthquake.</p> <p>Climate change is a major issue on Welsh Assembly Gov agenda, linked to national policy for sustainable development.</p>	<p>Scottish Overseas Development Fund, managed through European and External Relations Committee has a budget of €10.5 million for humanitarian aid and long-term development, and channels funding through NGDOs.</p>		<p>believe schools should prepare pupils to deal with a fast-changing and globalised world. (Ipsos-Mori survey of 848 teachers, Nov-Dec 2008 on behalf of DEA)</p>	<p>and towns in UK.</p> <p>Many towns and cities have twinning partnerships with communities in different countries in Europe, and on other continents.</p>	
Priorities in DEAR policies/strategies		<p>From 1999 'Building Support for Development' strategy targeting several core groups to increasing</p>	<p>'Your child, your school, our future', DCSF White Paper (www.dcsf.gov.uk/21stcenturyschoolsystem/)</p> <p>Progress made in</p>	<p>More recent accent on 'global learning' can, to some extent, dilute analysis of development practices and</p>	<p>Effective DE requires a more joined up approach between actors, who are not well coordinated at</p>	<p>"Development education has always been an area of activity that separates right from left politically."</p>

		<p>concentration on formal education sector.</p> <p>‘Building Our Common Future’, DFID White Paper (www.dfid.gov.uk) Commits Government to continue its focus on promoting learning about interdependence of our world through UK education system</p> <p>Joint DFID/DCSF (Dept. for Education) Global Learning Strategy for schools; consultation closing date 31/05/10.</p> <p>Review of DFID policy and support for DE/AR in 2009 led to cancellation</p>	<p>embedding DE/global dimension in school and curriculum provisions.</p> <p><i>‘Putting the world into world class education’</i>, 2004.</p> <p>‘Global Gateway’ (www.globalgateway.org), web-based international school linking and advisory service.</p> <p>The DFID initiative, Global School Partnerships programme, has been supported by DCSF (Dept. of Education) and British Council.</p> <p>Sustainable Schools programme.</p>	<p>influences.</p> <p>Support to Government and ministerial policies and strategies supporting inclusion of the Global Dimension in school curricula, education for global citizenship, community cohesion strategies that impact on public awareness and education, in England, Scotland, Wales, N.Ireland.</p> <p>Joint DFID/DCSF Global Learning Strategy considered an important priority, but doubts now as to whether this will go ahead under new Government.</p> <p>Competences in</p>	<p>strategic level.</p> <p>Local Authorities can be crucially important channels for information flow (to schools and communities).</p> <p>Strengthen liaison between DE actors and the 7 universities in Scotland involved in teacher education.</p>	<p>Observation that many large NGOs have blunted their radical edge; concentrating more on the work of the agency, linking awareness raising with fundraising as a way of defining and capturing supporters.</p>
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	Recognised difficulty of relating project impact to changes in public attitudes	<p>of DAF (Development Awareness Fund) grants, and national EES (Enabling Effective Support) programme for schools, and establishment of Global Development Engagement Fund, which has now been scrapped by new UK Government. (May 2010)</p> <p>New strategy will put more accent on evidence based results and impact assessment.</p> <p>Draft DfID Communications Strategy under preparation.</p>	<p>In Scotland, the new Curriculum for Excellence for schools, 3-18 years, is aimed at being an enabling curriculum, and less prescriptive, and incorporates global elements throughout.</p> <p>A framework for professional recognition allows teachers to put themselves forward for an award – this would raise profile and publicity for what is being achieved in schools by teachers (in DE).</p> <p>Welsh Assembly Govt. ESDGC Strategy for Action being rewritten after end of last 3</p>	<p>DEAR are difficult to pin down, with no comprehensive review underway. 'Important tension exists between a focus on 'education' (learner/student makes up their own mind) and a focus on the 'right' answer'.</p> <p>Continuing professional development and capacity building, e.g. through DEA's organisation of DE practice network (3 times a year). Development Education Centres (DECs) provide important support and training role in CPD and INSET for teachers.</p> <p>Priorities for</p>	In new ESDGC strategy in Wales, more emphasis on	
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			<p>year strategy (Dec 2009) by Dept. for Children, Education, Lifelong learning and Skills.</p> <p>Welsh Assembly Govt. adopted UN Declaration on Rights of the Child to underpin its education strategy.</p>	<p>Cyfanfyd, the Welsh DE network, include: Youth work, adult and community learning sector, support for implementation of formal education sector strategy in ESDGC, engagement with BEMs (Black and Ethnic Minority organisations), community cohesion.</p> <p>Thematic focus varies widely, and according to key interests of stakeholders and target groups such as schools, teachers, youth workers, community organisations, etc. Climate change is a topical focus.</p>	<p>partnership and engagement with voluntary sector, FE and HE colleges.</p>	
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				IDEAS Scotland is hosting consultancy on Global Learning Project, with a broad network of interest groups from statutory, governmental and voluntary sectors.		
Major DEAR activities approaches extent (funding, scope of programmes) frequent methods, themes, audiences		<p>Till 2010, provision of DAF multi-annual grants, and mini-project grants administered through 4 UK DE networks.</p> <p>Funding for media focused organisations, inc. broadcast media,</p> <p>Support for Fair Trade Foundation, and DEAR activities of major NGOs through PPAs.</p>	<p>In England, priorities are being re-evaluated. Strengths of global learning include motivational factors shared with a real audience of peers, and pupil engagement in content and methodology of GE/DE.</p> <p>Themes/issues; sustainable development and climate change are linked to Scottish</p>	<p>At a pan-European level, more focus on MDGs and aid/development cooperation targets (as conceived by NGOs).</p> <p>Global/development issues are integrated into subject curricula and the education systems, linked to global citizenship concepts.</p> <p>Wide range of grassroots support through 46 DEC</p>	<p>Cooperative partnerships developing between NGO sector, LAs and other actors in Scotland, influencing e.g. activities for UN decade of ESD. DERC, the Development Education Research Centre at Institute of Education, London, was established in 2006 with funding from DFID to act as a</p>	

		<p>DfID aims under new provisions to internalise lessons learned from the content, issues and impact of supported projects.</p> <p>Newly elected government (May 2010) announced cuts in DE/AR budget and suspension of grants to some organisations on the grounds of ‘value for money’ and ‘least impact on global poverty reduction’.</p> <p>DFID is/has been principal funding agency for DEAR in UK for 10 years.</p> <p>DFID funding to Scottish DE reduced to €20,000</p>	<p>Parliament’s interests.</p> <p>LTS (Learning and Teaching Scotland) perceive great opportunities in new curriculum but clear measures required for enabling/supporting ways to embed GE/global citizenship into curriculum teaching.</p> <p>In Wales, ESTYN inspects all sectors except HE for inclusion of ESDGC.</p> <p>In Scottish schools, major global issues include Sub-Saharan Africa, climate change and fair trade.</p>	<p>(Development Education Centres) in UK, covering in-service training for teachers, youth workers and other practitioners, resource centre exhibitions and promotional activities, inter-cultural events, DE projects, in-school activities for pupils, materials research, writing and publication – both on and off-line, campaigns and thematically focused workshops, and programmes.</p> <p>DE in UK is premised on inter-active methodologies, and promotes a critical thinking pedagogy.</p>	<p>hub for research, knowledge generation, new thinking and quality output on development education.</p> <p>The Centre is responsible for organising a range of events and conferences, conducting research and consultancies, running a Masters degree course on development education, supervising a team of doctoral students and producing a range of reports, academic articles and books relevant to the aims of the Centre.</p> <p>The Centre edits the International Journal of</p>	
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		in 2010/11.	<p>Education for All, and the school linking programme -as a means to build North-South connections and relationships, and shared learning opportunities.</p>	<p>The education for global citizenship curriculum focuses on 3 core elements affecting young people's learning: - knowledge & understanding - skills and competences - core values and attitudes.</p> <p>In Wales, CPD for teachers and inputs into schools/formal sector. Youth work DE/GE curriculum statement.</p> <p>Urdd Gobaith Cymru – Hope of Youth Wales, works with schools throughout Wales, and delivers a peace message to the world every year.</p>	<p>Development Education and Global Learning, published by Trentham Books,</p>	
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Perceived examples of good practice (according to whom, in which context)		Commonwealth Broadcast Association – 60 AR films and documentaries broadcast since 2003 (funding through DfID).	<p>(EC) ECHO's graphic novel examining in cartoon book form how emergency aid is decided upon and delivered.</p> <p>Good practice requires a meta-cognitive approach.</p> <p>Elements of 'good practice' include direct engagement – pupil to pupil, teacher to teacher, group leader to group leader, and school with local community.</p> <p>Development of communities of effective practice, with a wider learning brief, and aiming to build</p>	<p>Preference for the term 'effective practice', ('good practice' depends on context, comparison and subjectivity). <i>From DEA</i>; 3 key aspects of global learning – Content (focus on interdependence, linking local to global. – Critical approaches (examining a number of routes towards subject matter and solutions) - Form of activity (participatory with dialogue, and connected to learners' experiences – but not in every instance). All 3 aspects need to be</p>	<p>Valuing a body of work that incorporates a sound rationale, principles and pedagogy.</p> <p>Marlborough – Gunjur (Gambia) community link – functioning successfully since 1983, involving all sectors of local populations to varying degrees.</p> <p>London South Bank University's Education For Sustainability (EFS) Programme offers post-graduate courses from CPD to Masters level, aimed at providing personal and professional</p>	<p>Long history of development education thinking and practice, with many milestone publications, handbooks and guidance documents, e.g. Learning for Change, Priorities for Development, Global Citizenship handbook for Teachers. For resources and materials; www.globaldimension.org.uk www.oxfam.org.uk/education www.centreforglobaleducation.com</p>

			<p>confidence to develop work together.</p> <p>For engagement in secondary schools, bring in skills from HE sector; to help enable students to develop their own research and methodologies, and become empowered.</p>	<p>present in some form.</p> <p>‘Good Practice’ guides also emphasise the global dimension in acquisition of skills and competences, ethically based values and attitudes, knowledge based content. It should promote critical thinking so students can interrogate information and not take it at face value.</p> <p>The Global Dimension in Action: A curriculum planning guide for schools. Free Guidance booklet aimed at school leaders and teachers of all</p>	<p>development for anyone involved in teaching and learning for sustainability. (Since 1994)</p> <p>www.lsbu.ac.uk/efs</p>	
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				<p>subjects, to develop a global dimension within the curriculum. Includes 14 case studies from different schools around England describing their global dimension activities, and contains practical ideas for teaching staff to implement similar projects in their own schools. Includes helpful evaluation tools.</p> <p><i>Published by QCDA, 2007</i></p> <p>Principles and Practices of DE in schools.</p> <p><i>Published by DEA</i> www.dea.org.uk</p> <p><i>Learning to read the world Through Other Eyes (TOE)</i> : a free online study programme for educators</p>		
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				<p>highlighting indigenous perspectives of the development agenda. TOE focuses on the development of transnational, cultural and critical literacies. TOE is jointly hosted by Global Education Derby and the Centre for the Study of Social and Global Justice. Project partners: Centre for Development Education Research (Institute of Education, Uni. of London), Uni. of Sao Paulo, Uni. of Canterbury (Aotearoa/New Zealand), DICE (Ireland), Manchester DEP, Survival International and</p>		
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				<p>Humanities Education Centre. www.throughothereyes.org.uk, TIDE (Teachers In Development Education) Birmingham, brings teachers together and facilitates their ability to think critically, and collaborate on joint projects. www.tidec.org Open Spaces for Dialogue and Enquiry (OSDE) The OSDE methodology offers a set of procedures and ground rules to structure SAFE spaces for dialogue and enquiry about Global Issues and Perspectives focusing on Interdependence. www.osdemethodol</p>		
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				<p>ogy.org.uk/ It aims to promote the development of: <i>Independent and informed thinking, Enquiry skills and systems thinking, Critical, political and transnational literacies, Responsible and accountable reasoning and action</i> From Cyfanfyd; ‘there is a need for a training route for educators, to identify what is ESDGC, and what is effective practice in promoting it; a course for CPD. www.cyfanfyd.org.uk DFID funded project, ‘Taking a Global Approach to Initial Teacher Education’, <a 844="" 891="" 913"="" 933="" data-label="Page-Footer" href="http://www.global-</p> </td><td></td><td></td></tr> </table> </div> <div data-bbox="> <p>Page 362 of 381</p> </p>
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				approach.org.uk Global teacher networks, linked up through and facilitated by local DEC's, involve 250+ teachers in Scotland. Enables sharing of experience and methods, develops materials and ideas, and provides mutual support. IDEAS Stride magazine – online and published – for sharing good practice in global learning/DE. www.ideas-forum.org.uk		
Relationship between DEAR and 4 other “adjectival” educations: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship		Community Cohesion responsibilities can infer concerns and levers for improving global cohesion & interdependence activities.	A holistic view generally pertains in Scotland that recognises existing interdependencies. Although no great awareness among Scottish teachers of inter-connectedness.	Widely acknowledged as inter-linked, though each adjectival education has discourses and agendas of their own. ‘All are part of the rich tapestry	Concern about reduction of ESD to becoming climate change education. In academia ESD is an all-embracing umbrella term for linked	One perspective is that the framework for adjectival educations is now out-of-date, and needs revising.

			<p>Individuals tend to be affected by personal experience or charitable impulse.</p>	<p>of development education’.</p> <p>Respected DE practices and accompanying materials and discourses include clear elements of anti-racist education and awareness, recognition of gender issues and related roles, image literacy, inter-cultural perspectives that affect an individual or community’s world views, etc.</p> <p>Significant shift from Environmental education towards Sustainable development education, helped pull together the relationship</p>	<p>environmental issues</p>	
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				<p>between DE and environmental education.</p> <p>The outcomes of the Rio Summit in 1992 and World Social Forums have led to more holistic perspectives.</p> <p>Networks and forums for different adjectival educations are inter-linked. Internal differences affect how particular views and issues are validated and sustained.</p>		
DEAR co-ordination & support structures		In 2009, Overall budget of £24.9 million (Euro 28.38 million) – for projects and third party support programmes. Includes multi-	<p>Regional Network for International Learning.</p> <p>Until September 2010, 12 regional networks of DE actors coordinated</p>	<p>BOND is the national platform for NGOs in UK, but without a specific DE working group.</p> <p>4 National</p>	Patchy LA approach to DEAR; some areas with high level interest and good support	The General Teaching Council for Scotland; a non-departmental public body currently funded through teachers' annual

		<p>annual DAF grants to 74 projects, and Programme Partnership Agreements (PPAs) with major NGDOs.</p> <p>DE Mini project schemes managed through DEA and other networks. Last round 2010.</p>	<p>DE support programmes for schools in UK through DFID funded EES (Enabling Effective Support) initiative.</p> <p>Perception that national coordination in DEAR is somewhat disparate, with NGO-voluntary sector not sufficiently aware of potential of improved dialogue with, e.g. SSAT, Specialist Schools and Academies Trust, or National College for Schools Leadership (NCSL), and vice-versa.</p> <p>In Scotland,</p>	<p>membership networks exist; DEA for England (but also representative of UK on advocacy work, policy planning and implementation with government agencies, CONCORD DE Forum and DEEEP NGO consortium), with a membership of 142 organisations and 30 individual members. Cyfanfyd for Wales, with a membership of 67 organisations and 6 individual members. IDEAS for Scotland, CADA for Northern Ireland. All have live websites, and</p>	<p>subscriptions, but from late 2011 to become an independent body.</p>
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			<p>GLOW – the Scottish schools digital network – has all schools signed up to it, and provides online communities of practice, info. and expertise sharing.</p>	<p>various working groups.</p> <p>IDEAS suffering from loss of large NGDO members, so increasing amount of work has to be taken on by relatively few practitioners.</p> <p>Youth work coordinated through Joint Agencies Group (DEA provides secretariat).</p> <p>In Wales, the Schools network has devolved into 10 local forums for both statutory and voluntary sector participation.</p> <p>Cyfanfyd has set up an electronic database/forum for people involved in</p>		
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				<p>global Youth work initiatives and networks.</p> <p>NGOs have fairly long working relationship with (curriculum) subject associations, e.g. Geographical Association.</p>		
<p>The main challenges for DEAR in the country incl. forward thinking - priorities for DEAR in the future</p>		<p>(Securing the resources and policy commitment for) meeting the need for long-term intervention. (Project ethos of funding schemes tend to limit that option).</p> <p>Need to increase DFID staff capacity to know better what's going on through a diverse range of funded projects,</p>	<p>Addressing and inspiring head teachers with DE/GE.</p> <p>Building up effective GE/Global citizenship practices as a sustained process.</p> <p>In Wales, lack of funding for promoting new ESDGC strategy.</p> <p>Financial situation of schools and LAs</p>	<p>Examining critiques of development – concepts, factors, changes – an opportunity for NGDOs to renew and refresh their motivational and informing role.</p> <p>Consolidation and retrenchment; building on what is already there, and clarifying what has been successful and why.</p>	<p>Mainstreaming advances in new thinking from recent years, e.g. Philosophy in (development) education.</p>	

		<p>and what impact has been achieved.</p> <p>DfID's approach can be perceived as too focused on voluntary sector. As a government department, DfID could play a stronger part in promotion of DE in all 4 jurisdictions.</p>	<p>– in cash-strapped times, e.g. for CPD.</p> <p>Some organisations promote their own niche interests to schools.</p> <p>Almost a surfeit of information and resources for schools; can be confusing for new teachers in particular. Government can bring coherence to the main messages and help reduce confusion.</p> <p>CPD is absolutely essential for teachers, and an area where improvements in quality global learning can be made – with better</p>	<p>Recognising that new ideological climate may not be so conducive of the wide field of DEAR activity.</p> <p>Failure to make significant progress against the MDGs will require analysis from a DE perspective.</p> <p>Funding environment has become fairly bleak in UK, and selling services to schools will be more difficult. Public sector cuts will reduce opportunities in all linked sectors engaging with DE. It will require finding alternative resources and sources of funds.</p>		
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			<p>linkages between NSAs and other educational bodies.</p> <p>Improving dialogue about standards, and promoting global learning as part of the core mission for schools.</p> <p>In current financial climate everything has to be demonstrably cost-effective.</p>	<p>Evaluating outcomes and impact systematically, and publicising results.</p> <p>Moving beyond thinking through traditional ways of working and resourcing of DEAR.</p> <p>Dealing with the challenging shift towards a narrower campaigning approach to understanding development. This links to a perception that NGDOs in UK have corporately forgotten why DE exists, why it is important, what it has long since aimed to do, and what its goals are.</p>		
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				<p>Clarifying whether DE is for promoting development policy, DFID's agenda, global learning, critical thinking about everything from sustained global poverty to corruption, or a quality education approach to recognising global and local interdependencies.</p> <p>Making the case for education for change at a time when NGDOs chase after diminishing funds for poverty eradication measures and advocacy for social justice issues.</p>		
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				<p>In Scotland, numbers of participants at face-to-face events and training course are dropping because LA's and some schools won't pay for cover for teachers signing up for training.</p> <p>In Wales, the global citizenship element of ESDGC is not so well supported or understood as ESD.</p> <p>Geographical challenges within Wales relate to establishment of more insular perspectives. Working effectively in rural areas and</p>		
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				<p>marginalised communities is a challenge.</p> <p>If a new emerging focus will be on 'results' and measurement of what works, what actual tangible results in DE are government departments and major donors looking for? What changes do they want to see?</p> <p>Capacity and strength of a national network is dependent on its members.</p> <p>Requirement for a living wage means new blood is often only temporarily involved in DE.</p> <p>Ageing</p>		
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				professional body of key workers/actors in DE sector.		
Feedback on the EC approach: strength & weaknesses (macro perspective: country)		<p><u>Strengths</u> Contributes to improved levels of cohesion between EU member states.</p> <p>Provides significant support and a shared collective concern about public attitudes and global interdependencies.</p> <p><u>Weaknesses</u> Concern about absence of long-term research into what factors drive public attitudes.</p> <p>Sustaining donor provisions that serve the interests of a specific stakeholder/client</p>	<p><u>General comments</u> Avoid jargon; express ideas and guidance clearly and in simple ways.</p> <p>Money should not be used to duplicate efforts; funding should link with policies and strategies within a country.</p> <p>Marketing campaigns for EC policies and activities required on a fairly frequent basis.</p> <p>Ensure a roving role for desk operatives.</p> <p>Target awareness</p>	<p><u>Strengths</u> Value of sharing learning across different member states.</p> <p>Significant budget, and consistent, multi-annual periods of support for wide and deep levels of project activity,</p> <p>EC funding has historically supported development of 'good/effective practice', has raised overall standards, lent legitimacy to DEAR activities, built capacity across EU.</p>	Work with local partner agencies.	

		group (at the expense of others).	<p>raising about EC's work to teachers and educators.</p> <p>Attempting to apply rigour can mean loss of flexibility within project dynamics.</p> <p>Schools are only indirectly or marginally influenced by EU interests and application processes. A disconnect.</p>	<p>Very important contributor for NMS initiatives and capacity building.</p> <p>EC can make funding available for sectors and projects not accommodated through national, governmental sources.</p> <p>EC can promote rationale for government recognition and support in countries where no real state support exists.</p> <p><u>Weaknesses</u> Difficult making the case for DEAR funding in Europe; needs a stronger advocacy rationale, defining</p>		
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				<p>closer linkages to development priorities and goals.</p> <p>Funding criteria became too vague, and led to some dilution of good practice.</p> <p>Evidence of impact in UK is less than it was in the past.</p> <p>Administrative procedures not designed to benefit the grantee. Complex application process.</p> <p>Hard for many organisations to engage with the EU and EU-led initiatives, and particularly so for small</p>		
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				organisations. A sense that the DEAR agenda in Wales doesn't integrate well with EC NSA-LA priorities.		
<p>The added value the EC can contribute</p> <p>Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions</p> <p>Coherence between EC and national funding</p> <p>Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR?</p> <p>What levels of future provision and priorities for DEAR should the EC address?</p>		<p>Building international solidarity across Europe.</p> <p>Sustain a clear emphasis on learning from project processes and activities.</p> <p>Adopt effective mechanisms for sharing and learning lessons between DEAR actors in different countries.</p> <p>More support and focus on extra-curricular and out-of-school activities</p>	<p>(From Learning and Teaching Scotland):</p> <p>Funding for study visits, for teachers, students, youth workers, etc. to countries of SSA or Asia.</p> <p>Build coherence with formal education global learning strategies, and improve knowledge about EC policy and support, and therefore access for potential DE actors.</p> <p>Provide 3 years +</p>	<p>The EC needs to adopt and make public a clearly stated rationale, strategy and messages about need for support for DEAR.</p> <p>Utilise the Multi-stakeholder Consensus document as part of a developing rationale for EC policy on DEAR. (Promote review and updating of Consensus in 2011).</p> <p>Develop partnership</p>		<p>If (project) monitoring and accountability are tightly controlled it can stultify creativity.</p> <p>The CONCORD DE Forum's role can be streamlined and extended to provide an advisory role to the EC, interceding (on behalf of NPs) and briefing EC on the impact of current and forthcoming political trends and policy changes that</p>

		when targeting school-age populations.	1 year funding support, to enable critical evaluation and follow up on impact.	<p>building with mainstream education, including at tertiary level.</p> <p>Reintroduce a mini-project funding scheme; for pump-priming and pilot projects, and capacity building of small organisations, and professional expertise within the DE sector.</p> <p>Deepening understanding of development in society.</p> <p>Several streams of funding to acknowledge and support particular learning sectors.</p> <p>Capacity building within and</p>		may affect DE.
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				<p>between member states.</p> <p>Set up a dialogue forum to enable DE/AR actors to see how a range of concepts, ideas and actions can fit within EuropeAid's terms of reference.</p> <p>Support for creativity and innovation.</p> <p>Deal with inequalities in relationships and partnerships, particularly with regard to remote planning.</p> <p>Enable organisations to move up through the system with increasingly professional work</p>		
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				<p>and competences through utilising smaller grants, setting limited goals, and simplifying processes.</p> <p>Recognise clearly that all projects operate through phases, and 4 years of funding would be better than 3. Undertake a more strategic approach,, adding value through strengthening network partnerships.</p> <p>Strengthen multi-stakeholder dialogue, involving GENE, DEEEP, N-S Centre, etc.</p>		
Other multi-country initiatives in support of DEAR (beyond	Regular Comic Relief and Red Nose Day events		Teachers' Continuing Professional	Awareness of GENE, North-South Centre GE		Some DE/GE related work through UNESCO.

the NSALA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC	and activities raise awareness, and coincide with national TV broadcast coverage including documentaries and personal stories.		Development (CPD) through teacher exchange opportunities supported by Fulbright and Commonwealth teacher exchange programmes, and Comenius teacher exchanges.	and World Aware initiatives, OECD's Development Centre, etc. Participation by NGO staff at TRIALOG project marketplace events. Regular participation of NGO DE actors in DEEEP annual DE Summer schools, including as workshop facilitators and 'experts'.		
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