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Project "Global Dimension in Social Sciences Subjects in Formal Education"

REPORT ON STUDY ABOUT DEVELOPMENT EDUCATION ASPECTS IN SOCIAL SCIENCES

2013

The content of *Report on the Study about Development Education Aspects in Social Sciences* was prepared by the international team of the project “Global Dimension in Social Sciences Subjects in Formal Education”: *Iveta Vērse* (Latvia, EDC), *Adam Ranson* (UK, Leeds DEC), *Johanna Helin* (Estonia, Mondo), *Ilze Saleniece* (Latvia, The British Council Latvia), *Ingūna Irbīte* (Latvia, EDC), *Daina Zelmene* (Latvia, EDC). The team also coordinated and summarised the reports by other 10 countries involved in the project.



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INTRODUCTION

Recognising the relevance of the global theme, the need for knowledge, skills and values in society and the education/ school of the 21st century, the Education Development Center in Latvia joined experience and competence in the field of development/ global education with the partners – Leeds Development Education Centre in the UK, “Mondo” in Estonia and The British Council in Latvia - and in January 2013 launched the project “Global Dimension in Social Sciences Subjects in Formal Education”, which until 2015 will be funded by the European Union.

The initial stage of the project was dedicated to a study about the presence of the global dimension in social sciences subjects, with the objective to assess the situation in social sciences subjects in formal education in different countries of the European Union, to identify the relevance of the global theme, as well as the experience, challenges and opportunities in other countries.

This publication contains the report on research outcomes and conclusions, which, in the course of the project, will form the foundation for elaborating program of continuous training, assessment criteria and various materials for teachers, students and other stakeholders, which will be the most significant project activities during the coming two years.

Report on the presence of global dimension in the social sciences subjects contains the outcomes of the in-depth study of situation in Latvia, Estonia and the United Kingdom; the role of global education in formal education was assessed in these countries, regulatory documents, which define the mandatory curriculum, learning materials were evaluated and the opinions of education policy experts and teachers were identified. Alongside the in-depth research, the report also includes descriptions of the situation in development/ global education in other states of the European Union: Austria, Cyprus, the Czech Republic, Finland, France, Germany, Lithuania, the Netherlands, Poland and Slovenia, the best practice examples are also included.

Non-governmental organisations, actively involved in the field of development/ global education, and experts of the non-governmental sector, having both academic and practical experience and bringing changes into education, which is influenced by topical global issues, were involved in the elaboration of the Report.

We thank everyone involved in the research process and the elaboration of the Report.

We hope that the conclusions and the best practice examples of the Report will be of use to a wide circle of interested persons, will strengthen the presence of global dimension in education and promote the awareness of global processes in society.

Symbols used in the Report:



Case study



Conclusions and recommendations



Cooperating organisations



Resources for more extensive studies of the topic

OVERVIEW OF THE STUDY:

EXPLORING THE GLOBAL DIMENSION IN SOCIAL SCIENCES

A STUDY OF THE INTERPRETATION AND APPLICATION OF THE GLOBAL DIMENSION IN THE FORMAL EDUCATION SECTOR IN COUNTRIES OF THE EUROPEAN UNION.

Author: Peter Davis

Peter Davis has worked in Development Education for more than 35 years as a programme and project manager, trainer, facilitator, grant funding coordinator and evaluator, national representative for the UK on the European DE Forum, classroom and curriculum development materials writer. He was employed by Oxfam GB until 2009 as Development Education Officer, and finally as International Coordinator in Oxfam's Education and Youth Programme. He has been President of the CONCORD DE Forum, and member of the planning group that set up DEEEP. He coordinated the first pan-European DE Summer School, and has been an adviser, facilitator, commentator and evaluator of DEAR actions, programmes and projects across the EU. Peter was a member of the team that researched and compiled the EC DEAR Study in 2010.

The project "Global dimension in Social Science subjects in Formal Education" is being implemented by the Education Development Centre (Latvia) in cooperation with Leeds Development Education Centre (the United Kingdom), Mondo (Estonia), and the British Council in Latvia. The project is being undertaken within the framework of the European Union's Europe Aid programme for Non-State Actors and Local Authorities in Development, with financial support from the European Commission Budget line 21.03.01.

AN OVERVIEW OF THE INTEGRATION OF GLOBAL DIMENSIONS IN SUBJECT CURRICULA, TEACHER TRAINING AND WHOLE SCHOOL DEVELOPMENT

This overview reflects on country-wide reports from 13 nations about the status and integration of global education/development education (GE/DE) in the formal education sector. Conclusions were drawn from a wide range of sources, including a global learning questionnaire, analysis of documents and learning/teaching resources, interviews with experts, government officials, and others. All respondents provide services to and regularly co-operate with schools and other stakeholders involved in the education of young people. A questionnaire was circulated to teachers, and the country reports refer to their views and perspectives on factors affecting the degree of inclusion of global dimension in subject curricula, in classroom practices, the wider school environment, and in provisions and policy guidelines within their national education systems. In addition to the studies undertaken in Latvia, Estonia and the UK, NGO correspondents in 10 other member states in the EU were asked to contribute comparable studies: Austria, Cyprus, Czech Republic, Finland, France, Germany, Lithuania, Netherlands, Poland, and Slovenia.

The survey questionnaire proposed 10 areas of enquiry. Where possible, consultations were undertaken with teachers, students, education professionals and representative agencies or state departments responsible for formal education sector policies and provisions.

It should be noted that this is a fairly brief comparative report, an overview, and it is not possible to present all the relevant and varied aspects from each country. Examples and references have been selected to indicate general trends in global education in Europe in 2013.

1. WHAT IS MEANT BY GLOBAL EDUCATION, THE GLOBAL DIMENSION, GLOBAL LEARNING AND DEVELOPMENT EDUCATION?

1.1 Within the countries of the European Union, there has been a long-standing debate about the definition of DE/GE, and how this body of learning adapts to new and changing dynamics of globalisation, sustainable development, and socio-economic interdependencies that impact on people's lives throughout the world. Popular definitions in

use and promoted by European NGOs and national DE/GE networks demonstrate widespread agreement about key elements and focus. The notion of Education for Global Citizenship has also influenced core perspectives and aims, and identifies the role of schools in shaping young people's learning in particular.

1.2 According to the **North-South Centre of the Council of Europe**: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention, and Intercultural Education; being the global dimensions of Education for Citizenship.*

1.3 In 2004 **CONCORD's General Assembly** (CONCORD is the European NGO Confederation for Relief and Development) adopted the following definition of Development Education:

- **Development education** is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action.
- **Development education** fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.

1.4 In Estonia, the **NGO Roundtable for Development Cooperation (Arengukoostöö Ümarlaud, AKÜ)** has started to use the word "maailmaharidus" for Global Education. The concept is defined as "... an active learning process that enables people to move from basic awareness, through understanding the causes and effects of global issues, to personal involvement and informed action."

1.5 In UK, partly in response to advocacy work by the voluntary sector, the **Ministry of Education (DfES)** published two key guidance documents for schools on what was called "The Global Dimension of the curriculum". The first of these (Developing the Global Dimension in the School Curriculum 1999) set out a simple framework for schools to teach global themes. The second, entitled "The Global Dimension in action" - published in 2008 in partnership with the UK **Qualifications and Curriculum Authority**, outlined ways of integrating the themes into the taught curriculum. The 8 key concepts set out in the guidance are: *Global citizenship, Interdependence, Social justice, Conflict resolution, Diversity, Values and perceptions, Human rights, and Sustainable development.* They have been widely used by schools and shared with Development Education NGOs around Europe.

1.6 **Think Global** (UK/England national network for GE/DE) defines global learning as: *education that puts learning in a global context, fostering critical and creative thinking; self-awareness and open-mindedness towards difference; understanding of global issues and power relationships; optimism and action for a better world.* It promotes the eight key overlapping concepts identified in DfES "Developing the Global Dimension in the School Curriculum".

1.7 In Poland, a multi-stakeholder **Memorandum of Understanding on the Development of Global Education** defined Global Education in the following way:

Global education is part of civic education and upbringing; it broadens their scope by raising awareness of the existence of global phenomena and interdependencies. Its main objective is to prepare learners to face the challenges faced by all humanity. Global education puts special emphasis on:

- explaining the reasons and consequences of the described phenomena;
- presenting the perspective of the Global South;
- presenting the world as a complex and dynamically changing system;
- shaping critical thinking and influencing the change of attitudes;
- breaking existing stereotypes and prejudices;
- demonstrating the influence an individual can exert on global processes, and the influence of global processes exerted on the individual.

1.8 In Germany in 2000, the Federal Government set up InWENT (which in 2012 became "Engagement Global"), the agency responsible for DE and implementation of federal government programmes. And in 2007, a national "Cross-Curricular Framework for Global Education in the Context of Education for Sustainable Development" was developed and published by a consortium of 16 German states. It states that "it is important for young people to understand complex global relationships in order to be prepared for future life and work", and also that issues such as "poverty reduction and climate change are major tasks of our time", and that young people need the tools and skills to address these issues.

2. THE SOCIAL SCIENCES

2.1 Within the context of the project, Social Sciences cover a range of subjects that are not necessarily uniform between the 3 main project partner countries, nor in other contributing countries to the initial study and profiling.

The Social Sciences and GE - in Latvia, Estonia, the UK

Country	Curriculum Subjects open to and incorporating GE issues and values	Most widely integrated or applied Cross-cutting topics within Curriculum
Latvia	Basic/Primary – 7-16 years; History, Geography, Social Sciences, Housekeeping and Technologies, Ethics, Biology and others Secondary – 16-19 years; History; Geography; Politics and Law; Cultural Studies	Values and Perceptions, Sustainable Development, Diversity Diversity, Global Citizenship, Interdependence, Sustainable Development
Estonia	Basic Schools and Upper Secondary (Gymnasiums): History; Civics and Citizenship Education; Personal Social and Health Education; Geography	Values and Morals, Sustainable Development of Environment and Society, Cultural Identity, Civic Initiative and Entrepreneurship, At Gymnasium level; an optional topic in Geography: Globalising World
UK/ England	Primary – 5-11 years; Geography, History, Environmental Studies, Art Secondary and Upper Secondary – 12-16, 16-18 years; Geography, Modern Foreign Languages, Science, Religious Studies/Education, Economics, Personal Health Social and Citizenship Education (PHSCE)	The Global Dimension comprises: Global Citizenship, Interdependence, Social Justice, Diversity, Conflict Resolution, Values and Perceptions, Human Rights, Sustainable Development, Identity and cultural diversity, Community Participation
UK/Wales	Foundation 3-7 years, to Upper Secondary, 16-19 years; Education for Sustainable Development and Global Citizenship PSHE – Personal Social and Health Education	
UK/ Scotland	Sustainable Development	Sustainable Development Curriculum is based on 6 key principles; Interdependence, Diversity, Carrying Capacity, Rights and Responsibilities, Equity and Justice, Uncertainty and Precaution Global Citizenship brings together education for citizenship, international education, and sustainable development education.

2.2 In Estonia's national curriculum, the set of aims for studying Social Sciences subjects are comprehensive, and are complementary to the aims and goals of DE/GE, affecting interests and motivations, social competences, values, understanding and responsibilities of the student. They provide a useful model for other countries where curriculum reform is under discussion. Upper secondary school graduates will be able to:

- understand the processes of social changes in the history of humankind and in modern-day society and the causes and effects of the most important events;
- respect democracy and human rights, follow generally accepted etiquette and the law, know about civil rights and duties and take civic responsibility;
- have acquired a vision for their own future, make plans and act in accordance with fulfilling these plans;

- take interest in their own development, their nation, community and the world, shape their own opinions and conduct themselves as active and responsible citizens;
- understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life;
- know about the cultures of different nations and their specificities and be respectful towards individual and cultural differences, as well as differences in worldviews, unless these views constitute crimes against humanity;
- will have acquired practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts;
- will have acquired knowledge and skills that support the development of a complete and autonomous human being who values a positive attitude towards themselves and others.

3. THE INCLUSION OF DE/GE IN THE TEACHING/LEARNING CONTENT IN EDUCATIONAL SYSTEMS

3.1 Despite some of the contradictions of terminology, a broad range of themes, values and skills identified under Global Development Education are to be found in the school curriculum framework of all 13 countries reviewed – from basic primary age level to upper secondary, as the following examples illustrate. An important factor that should be taken into account is the continuing influential role of GE/DE NGOs and similar organisations in writing, publishing and distributing global learning/teaching resources and thematic case studies, and in the organising of training courses and projects for teachers and schools. In addition these organisations play an important role through their contributions to the long-term debate, advocating for the inclusion of global learning in national education strategies and in core curriculum reform. The independent nature of these organisations is an interesting phenomenon, as de facto, they try to provide both pro-active and re-active professional education services regionally and nation-wide – a service that, arguably, ought to be part of a government or local authority's support framework for schools, and for the continuing professional development of a nation's teachers.

3.2 In the Czech Republic, the Framework Educational Programme, **Humans and their world**, with the thematic area - *People around us (Primary)*; **Humans and society** which includes the thematic area – *Education towards citizenship. (Secondary)*, and mandatory cross-curricular themes covering important issues; all contribute to supporting pupils in their personal development, particularly concerning their attitudes and values. Six cross-curricular themes are defined as: *Personal and Social Education, Democratic Citizenship, Thinking within European and Global Contexts, Multicultural Education, Environmental Education, and Media Education*. It is obligatory for each school to integrate these themes, but as with education systems in other countries, e.g. Finland, Netherlands, schools are expected to address their own specific needs and they can choose how and when to implement these themes.

3.3 In Cyprus, officially, DE is not included in any school curriculum. However, the new curriculum for schools incorporates many of the values and global outlook that Global/ Development Education would recommend. It explicitly states that schools have a role to prepare pupils for the complexities of the 21st century, and refers to values such as social justice and solidarity, respect for the natural and cultural environment and specifically the promotion of sustainable development. The Ministry of Education and Culture has recently formed a coordinating committee for Global Education with the aim of promoting the matter more within the school environment.

3.4 In 2007 the Austrian Federal Ministry for Education, Arts and Culture (MoE) mandated the Austrian Strategy Group on Global Learning with the development of a National Strategy for Global Learning. The document was published in 2009, and is seen as a milestone in the development of Global Learning in Austria.

3.5 In 2012 the Finnish National Board of Education commenced the preparation of a new national core curriculum for basic and pre-primary education. GE was taken as one of the key principles for the new curriculum. The national curriculum framework explicitly includes the values of global citizenship, human rights, multiculturalism and sustainability. The present curriculum for Upper secondary schools states that; *"Upper secondary school must highlight the principles of sustainable development and provide (students with) capabilities to face the challenges posed by the changing world. Students' awareness of the effects of people's actions on the state of the world must be developed"*. Schools must also develop students' ability to *"recognise and deal with ethical issues concerning individuals and communities, and become aware of the direct and indirect consequences of their choices"*, and learn to *"function responsibly in a democratic society, with due consideration for their own well-being and for that of others"*.

3.6 The 2009 report, *Development Education and the School Curriculum in the European Union*, recorded that in the majority of surveyed European countries DE/GE issues are present mainly in the subjects of Geography (74%), History (44%), Environmental studies (44%), Citizenship (34%) – or as cross-curricular themes (66%). DE/GE related topics most frequently addressed in the curricula of EU member states are human rights, climate change, global poverty, sustainable development, intercultural/multicultural understanding and diversity, global economy/trade, globalisation, conflict, anti-racism, fair trade.

(CONCORD/DEEEP/DEF report; DE in School Curriculum in EU, 2009).

4. SOCIAL JUSTICE

4.1 Most development focused themes and topics referred to under global education are distinctive and well established, and their related terminology is in fairly common usage and relatively easy to define within educational systems or subject curricula. 'Social Justice' is a comparatively recent term used in development debates, and requires explanation, interpretation, and familiarisation. It is not a term widely used in conversation, in popular media, or in young people's social networking. Its meaning is complex and applies to many diverse situations requiring careful analysis; arguably it is most closely aligned to studies of human rights and the impact of politically motivated actions on people's welfare, whether individually or communally.

4.2 Latvian teachers say about the topic of social justice: *"I don't teach it, because I have no influence over these issues; it is linked with politics, but people of Latvia have negative attitude towards politics; this is a very difficult topic, especially in remote places in Latvia, where poverty and inequality are acutely felt; children are very sensitive to this topic; this topic is too personal"*.

4.3 In Slovenia, it was also noted that "there is a reluctance to talk about challenging and difficult issues". Avoiding distinctly controversial themes in the classroom would appear to be a widespread and general phenomenon in many countries.

4.4 There is a noted distinction in Latvia between the most and least frequently discussed GE topics; it would seem that the more challenging, controversial and politically demanding topics are the least addressed; safer topics such as diversity in culture and society, national traditions, festivities, values, interaction of cultures are most widely taught.

4.5 There are very few GE/DE resources that focus on Social Justice as a distinct topic. Role plays for secondary students that draw from identifiable social and cultural contexts and which illustrate challenges to people's rights, and the use and abuse of power, could help students to perceive the insidious nature of exploitation and repressive social controls, or of abusive and oppressive behaviour, and what should be possible through a resort to justice under the law.

4.5 In the classroom, is it safer and more comprehensible to discuss ideas of social justice that impact people in far-away places, rather than in our own country? What should be the dynamic role of GE in contributing to political awareness-raising about injustices in our own societies, and to building democratic maturity among young people in Europe during the years of their school based education? Is "Social Justice" something that can be meted out or defended by society, irrespective of the machinations of authority or their lack of political will?

5. UNUSED POTENTIAL

5.1 School co-operation/linking with developing countries

In Latvia, there is very limited experience of direct contact with developing countries, and such relationships and activities are perceived and described in the country report as something unusual, about which little is known. Without opportunities for interaction through experience of school partnerships, or via information sharing and communication with individuals and communities in e.g. an African country, a remotely perceived sense of the different, and the unusual, will be sustained at the expense of the "real".

5.2 Familiarisation with daily realities in specific countries of Africa, Asia, or Latin America can enhance young people's capacities to identify with the critical nature of many development issues, and to understand and respect the universal nature of basic human needs and hopes. Partnership projects which connect NGOs working in GE with Southern partner(s), while also engaging with local and regional constituencies of schools and teachers, can make a considerable impact on a school's interests in extending global learning beyond the classroom boundaries of subject curricula and the commitment to GE of one or two key enthusiasts, and into the wider community beyond.

5.3 Part of the problem it would seem, relates to a lack of historical links with countries of the global South, and is often compounded by the need to converse through the medium of a second language, whether English, French, Spanish, Portuguese, Arabic, etc. Modelling a system from a neighbouring EU country where school and community linking are well established could provide a valuable real world link to studies and topics in the social sciences. For example in Estonia more than 20 schools have links with Ghana, Kenya and Afghanistan through Mondo, although historical links are lacking. As a Teacher in Latvia commented; *"...it seems that we teach about problems in the absence of the people themselves."* (Lat. Rep. P.6)

5.4 Leeds DEC is an accredited trainer for the British Council Global Schools Programme and Connecting Classrooms training programs, and has also written guides on North South Linking. They can provide many examples from UK of school to school linking, or from UKOWLA's (United Kingdom One World Linking Association) work, including good practice guides for schools planning a link. They could take the lead in initiating contact with an English speaking Southern partner prepared to co-operate with all 3 partner agencies; alternatively British Council in Latvia could negotiate such an arrangement.

5.5 "The presence of GE topics in examination papers strengthens the status of GE in education"—Latvia report; e.g. In the economics exam of 2010 the topic for discussion was directly linked with GE – *"whether the causes of the backwardness of states are to be linked with low productivity of labour"*. But this is a loaded question. It could also be asked: *"... whether the causes of the backwardness of states are linked with profiteering and exploitation by multi-national/global corporations, and a subsequent lack of long-term investment and employment generation ..."* Selection of a topic can conceal a built-in bias, while GE urges an openly critical analysis, and in this instance would challenge stereotypical views and relationships, and the basis of their historical origin in European colonisation of countries in Africa, Asia, Latin America, and elsewhere.

6. WHAT CAN BE LEARNED FROM EACH OTHER; CASE STUDIES

The surveys conducted in each country provided many examples of good practice illustrating the effective integration of global themes in schools, in teacher training, and in thematic discourses and project development.

6.1 Case study from Cyprus re: CPD/in-service training for teachers, and follow up.

The NGO - Future Worlds Center, organised a two day in-service training for teachers, supported by the Ministry of Education and Culture. The Ministry circulated the training invitation to all secondary schools in Cyprus, encouraging at least 1 teacher per school to attend. The Pedagogical Institute provided training space for free, and the NGO prepared the content of the training, along with a set of resources for each teacher to take back to the school after the two days. The training was highly interactive, and teachers could experience activities, which they could then carry out in the classroom. The team of trainers consisted of NGO staff, and three teachers who had previously participated in a DE Training of Trainers. Participating teachers could receive advice and support from colleagues who very well know the challenges and limitations of a school classroom and of different subject disciplines. After the training, half of the teachers contacted the NGO for additional support, or to share their experience in trying out new methodologies in the classroom. Many of the teachers would join a future project, as well as actively participate in Global Education Week activities supported by the Ministry of Education and Culture.

The partnership elements are extremely important, and confer credibility and recognition to the thematic content and methodologies being introduced.

6.2 NGO Education Development Centre - continuous education in GE for teachers, Latvia.

Maintaining and supporting the interest of teachers in analysing and applying appropriate global education perspectives and methods to their subject teaching are challenging goals. EDC's programme offers a range of courses addressing different practical, institutional and academic aspects of GE. The requirement for this approach and for such courses is long-term, and benefits should enhance not just the professional development, knowledge and skills of teachers, but also those of global education trainers. As European Commissioner Andris Piebalgs noted in a speech given at the Hearing on Development Education; European Parliament, Brussels, 30 August 2011, "In my own country, Latvia, a project called 'Schools – Satellites for Development Education', co-financed by the Commission, helped train teachers and build up development education activities in schools. This project formed the basis for further work with the Ministry of Education, resulting in the inclusion of development education in teacher training".

6.3 *Watch and Change* documentary films in Poland.

In Poland the Centre for Citizenship Education ran a project called "Watch and Change" between 2008 and 2010. It utilised a set of 10 documentary films presenting global issues to students aged 13 to 19, illustrating issues of

migration, human rights, access to education, access to water, consumption, peace and conflicts, and poverty. The films were accompanied by a methodological publication with lesson scenarios based on the films and background materials explaining to teachers the issues tackled in the films. The resource was offered with introductory GE training for interested teachers. It proved to be an effective way to get new teachers attentive of global themes. Evaluation showed that documentary films appealed to them as an attractive tool to use with students, and their interest in Global Education increased as they used the resource in the classroom. It has been a popular tool and over 600 Polish schools have received and used the resource; and it is still being used now – three years after the project has ended.

The Global Education Centre in Estonia also carried out a “Watch and Change” project in 2008 – 2011, which introduced documentary films as an educational tool and method for DE in the formal sector. As with Poland, the project has met with success and continuing demand and interest from schools.

The project underlines the value of the moving image as a learning stimulus, particularly when used as part of an inter-active session on a globally important issue. Comprehensive support packages provided for the teacher and their school allows for continuity and implementation with each new generation of students.

6.4 The Eco-Schools network.

Eco-Schools network is popular in several countries, providing opportunities for a global student-led change process that investigates and responds to issues of sustainable development. In Finland they promote a structured change management process, the *Seven Steps*, that provides a framework for adopting international criteria relevant to each country's national curriculum. Success in Eco-Schools relies on good support from a national member organisation that can provide teacher training, coordination, communication and local resources to help link up the collective effort of all participants. Eco-Schools aim to empower students to be agents of change by engaging them in fun, action-orientated learning. ***Eco-Schools create awareness of global interdependencies amongst parents and the local community, and help to bridge the gap between what young people learn in schools and what the wider society understands about sustainable development.***

6.5. Cooperation between ministries

Cooperation between the Ministries of Education and Foreign Affairs is also a best practice example from Finland. In 2011, the Finnish National Board of Education carried out a development project to promote global education titled *As a Global Citizen in Finland*. The project was undertaken in cooperation with the Ministry for Foreign Affairs Unit for Development Communications, and a school network consisting of basic schools, general upper secondary schools and a teacher training college.

The project aimed at finding and developing means for children and young people across a wide age range to participate in building a more just and sustainable world. The purpose of the joint project was to put together a vision for the key premises, challenges and opportunities in terms of education for global citizenship in a globalised world. Special emphasis was placed on determining the competences required of a global citizen and how these can be incorporated into upcoming national curriculum reforms for general education. The main results of the project have been compiled into a publication titled *Schools Reaching out to a Global World*, distributed to basic education and general upper secondary education schools during January 2012.

This is a model of well-balanced, fair-minded and inclusive theory into practice. It is notable that in Finland there appears to be very little separation between social developments and attitudes and the purpose and integration of education.

6.6 Advocacy for Development Education

Unlike the majority of subjects in the school curriculum, GE/DE has required constant advocacy, interpretation, and justification over the years in order to become an established set of inter-disciplinary themes, with relevance for all modern schools and to young people's learning and maturation as informed citizens in an inter-dependent world. Effective examples of influential advocacy work in recent years can be drawn from several countries.

The following is a practical example of how advocacy work can be managed and applied successfully to raise the profile of GE/DE in national policy developments in education, as well as in the process of maintaining constructive dialogue between the different stakeholders concerned: government officials, academics and NGOs. The Development Education Centre (DEC) of NGO Mondo from Estonia has been carrying out successful advocacy work towards the National Examination and Qualification Centre (NEQC) since 2008. NGO Mondo has organised face-to-face meetings with public officials and invited them on study trips and to take part in development education (DE) training. When the process for preparing a new curriculum began, NGO Mondo invited two experts from the Finnish Education Board working on DE to the first meeting of

Estonian curriculum specialists. This proved to be a good strategy as the input from the Finnish colleagues was much appreciated by the curriculum specialists. Consequently the NEQC asked experts from the DEC to give comments on the draft new curriculum and these were provided together with comments from CSO members of the Estonian development CSO platform AKÜ. As a result of this work, questions about the MDGs have even been included in state exams.

6.7 There are 5 universities (mainly Institutes for Social Studies) in the Czech Republic currently co-operating with *Variants* (ref. NGO People in Need) on a project called “**Teachers: Agents of change**”.

6.8 A handbook called, “**The Global Teacher**” has been published in 2013, which is intended to help teachers think through how they can embed the global dimension into their teaching. It has been developed through an EU-funded project involving primary and secondary teachers from the UK, Austria, the Czech Republic, Brazil and Benin. NGOs from these countries were full partners in this project.

6.9 In the country reports some teachers complain about the lack of teaching/learning materials as a factor limiting their take up of global issues in their classroom teaching. It may be that they are unfamiliar with GE resources websites, as there is an abundance of well researched and written materials available throughout European Union member states for use with all age groups. Materials still need to be translated and adapted to different country contexts, and new methods tested in practice. In Estonia, a resources website www.maailmakool.ee, has been built up, but feedback from teachers suggest that it is difficult to just download material and start to use it in the classroom, and they want to experience it initially in a training session or workshop.

6.9.1 For teachers across the UK, and elsewhere, Think Global hosts the Global Dimension Website. This is a searchable guide of over 1,000 reviewed learning resources, study packs, books, films, posters and online/web resources which support global, intercultural and environmental understanding for all age groups and subjects. You can browse by subject, age range, topic, or whole school.



6.10 There are many other good practice examples, and most could be adopted as blueprints for similar projects and activities in other countries with a reasonable expectation of comparable results.

7. THE GENERAL ATTITUDE OF TEACHERS, STUDENTS, PARENTS AND SOCIETY TOWARDS GLOBAL EDUCATION THEMES IN SCHOOL CURRICULUM.

7.1 Teachers in every country have stated their concern that students should have opportunities to study global themes in depth, and are able to discuss and formulate their own views on a range of major global issues. There is a significant degree of frustration expressed in some countries, about the lack of clear definition and ministerial support for the integration of global dimensions within the taught curriculum. This is particularly true for some New Member States. Although Global education is not defined as a core subject, it is referenced as cross-curricular, or as an influential element of established social science subjects such as geography, civics, and citizenship, in Finland, Austria, Germany, Netherlands, Czech Republic, and the UK, and since 2009 in Poland also.

7.2 National surveys of teacher attitudes, and their responses to global education indicate a high percentage of professional interest in the implementation of a global dimension within school curricula, within teacher training and CPD, and for extra-curricular activities that allow for more informal global connections to be made between the school, its community, and the wider world.

7.3 The situation is more opaque regarding interests of parents and society at large. They appear neither to proactively promote a requirement for schools to adopt a more intensive and detailed regime of global education, nor do they deny the importance or relevance of global themes and issues to children’s formal education. Society generally within Europe tends to leave questions of curriculum content and education policy implementation to the so-called “responsible” professional bodies, whether they are formal instruments of state provision, or providers of expertise and skills through their specialist knowledge and experience such as, for example, NGOs, or university departments.

7.4 Recent research undertaken by Think Global and the British Council suggests that business leaders are also recognising the value of Global Learning. They noted that in addressing the “Global Skills Gap”: *The vast majority of*

businesses think it is important for schools to be helping young people to think more globally and lead more sustainable lives, and four fifths think schools should be doing more: 93% of businesses think it is important for schools to help young people develop the ability to think globally. 80% think schools should be doing more; only 2% think they should be doing less.

8. HOW IS SCHOOL COOPERATION WITH NGOS ORGANIZED IN THE DE THEMATIC?

8.1 Historically, in the process of defining the philosophy, key concepts, educational frameworks, recommended practices, and purpose of GDE (Global Development Education) it is NGOs that have taken the initiative, raising awareness of global issues and their relevance to what and how young people learn through offering classroom sessions, workshops, and global/development education resources for teachers to adapt and use in their lessons. NGOs across Europe have also taken the lead in recognising the lack of specific training opportunities for teachers in GDE, and have offered training courses at all levels of requirement – from initial teacher training (ITT) to in-service courses, themed topic seminars, skills workshops, and continuing professional development (CPD).

8.2 There are few clear examples of sustained cooperation between NGOs and schools outside of specific projects, (which are usually funded through state or EC grants programmes to NSAs (Non State Actors), whereby teachers and students engage in regularly programmed and extended periods of global learning, facilitated by a lead NGO or several NGOs working in partnership. There is evidence from all countries of growth in popularity of various annual international (e.g. UN) global development focused events and these help retain a school's commitment to global learning at some level. NGOs disseminate publicity about such events, and offer tailor-made sessions to schools linked to issues raised by the events.

8.3 The resources and expertise of specialist GE/DE NGOs are called on by teachers in the know, but the geographical location of NGOs or related development education centres can be seminal to promoting and sustaining interest and ensuring the continuing take-up of global issues within a school's academic year. The increasing digitalisation of teaching resources and widespread information provision has the potential to alter the sense of isolation schools might experience. However, most teachers and schools continue to affirm the over-riding benefits of face-to-face contact, the value of hands-on training sessions, and the immediacy this brings to sharing ideas, perspectives, and knowledge with colleagues, peers and counterparts from other regions and countries.

8.4 Insufficient training budgets require consistent financial backing, and many NGOs and schools are hard-pushed to cover travel and overheads costs for participants in training courses and other co-operative activities.

9. THE CHALLENGES AND DIFFICULTIES FOR SCHOOLS AND TEACHERS TO INTEGRATE GLOBAL DIMENSION IN EVERYDAY WORK

9.1 Some challenges and difficulties are common to all countries, and have been regularly commented on in pan-European studies and surveys during the last 2 decades of impact and integration of the global dimension at all levels of formal education. In the 2009 CONCORD/DEEEP report; *Development Education and the School Curriculum in the European Union*, the EU wide survey detailed the expanding range and currency of what are perceived as "global" issues influencing school curricula and linked to subject teaching in the classroom.

9.2 An overall perception was that however important an issue might be; climate change, human rights, the global economy ... effective integration into school curricula inevitably accentuates existing problems of overloaded school systems struggling to keep up with increasing demands on teachers' time. Conversely, feedback from practising teachers and DE support agencies provide reference points and circumstantial evidence indicating that contemporary global events expressed and analysed through inter-active and interpretative methodologies can enhance "quality", topicality, and relevance in whole school education. There are also many examples of this being recognised by, for instance, the UK schools inspection service Ofsted.

9.3 A fairly typical teacher's opinion of school practice in the field of GE is recorded in the report from Latvia:

- there is no time for any additional activities;
- fragmentation of the curriculum dominates;
- schools take up GE issues as one-off campaigns in the framework of projects, a project ends, and also GE activities end;
- systematic work is lacking;

- it is difficult for the teacher to moderate discussions on sensitive issues – poverty, isolation, their outcome can be unpredictable, the teacher must be careful so that his or her deeds comply with the words, (he/she knows that) his or her own lifestyle habits (electricity, paper, transport, etc.) are very visible to the students.

9.4 The main challenges and difficulties perceived in EU national education systems for teachers and students with regard to integration of GE/Global Dimension were recorded in the 2009 study for the Concord DE forum and DEEEP, and dominant issues in order of mentions, were;

<i>Stated Issues, Challenges, Problems, Weaknesses</i>	<i>2009 – number of mentions – from total 29 countries</i>
Limited availability and insufficient levels and quality of initial teacher training and in-service training.	12
Lack of sufficient recognition, interest or guidance from Ministry of Education.	10
Lack of GE/DE learning materials and teaching methodologies. *	7
Lack of, or inadequate grants/financial support for either core programme support or project costs.	6
Overstretched curriculum.	6
Difficulties implementing an integrated GE/DE approach in (current) education system.	6
Lack of GE/DE content pedagogy, and curriculum development in teacher training.	6
Lack of financial resources available to schools to improve training or resource provision, (or to buy in global education expertise).	5
Limited time, teacher support, and curriculum space for GE/DE studies and related themes and methodologies.	5

9.5 * A number of teachers have commented that there would be greater take-up of GE/DE resources and teaching materials if publishers cross-referenced the thematic content to specific subjects in the national curriculum, or to particular cross-curricular themes for different age groups, and marketed the materials as such.

These findings are reinforced by the responses to the current research survey, July 2013.

10. A REFLECTION FROM THE AUTHOR OF THIS REPORT

10.1 Something that can be learned about implementation of GE in formal education from the established practices in countries such as the Netherlands, Finland, the UK, Germany or Austria, is that there needs to be a distinctive level of coherence and agreement among all stakeholders, including ministries of education, in the promotional messages and key aims of GDE. Development Education NGOs and the teachers and educators who worked with them struggled for years to secure professional recognition for their work. This, despite the fact that many teachers and educators, particularly those who had spent time travelling in other continents, or had worked overseas as volunteers in community development programmes, clearly recognised and repeatedly commented on the value of GDE in helping young people develop and express their views of the world.

10.2 How can you teach children how they should function in a democratic society? This is a core question of citizenship education that in the 21st century goes beyond the borders of national interests. It reaches out to the global community of nations, respecting citizenship rights and responsibilities within an interdependent world, and underpinning universal concepts of social justice and how they should serve humanity. Since the break-up of the Soviet Union educators in New Member States have addressed subjects such as Democratic Citizenship, and arguably there is a more recent and refined analysis of this topic in school curricula in NMS than in old member states.

10.3 There is no detailed mention in any country report of a social science subject that we could reasonably call “political education”, despite the fact that studies of “power”, who has it and who does not, how it impacts on democratic decision making, whether it encourages open dialogue and public involvement and action, and how it shapes people’s expectations and opportunities across the world, are central to global learning. Global politics affects all major development issues including human rights, social justice, poverty eradication, sustainable development, and conflict resolution. But for many teachers, politics is the elephant in the classroom – lurching around half-seen and barely understood, referred to under a variety of pseudonyms.

10.4 Teachers are often reluctant to identify and express their own political convictions. They are not expected to declare their own bias, and so they tackle the global dimensions of their subject or topical theme at arm’s length, while the elephant lumbers around banging into principles, values, opinions, and raises difficult questions that power brokers within many political systems would prefer were not articulated. We want young people to embrace a vision of the future that inspires confidence and positive, constructive action and resolution. They should not be overwhelmed by an abiding fear that it is all too difficult, intensely political, and out of their control.

ANNEXE 1: ADAPTED SUMMARY OF DE/GE IN FORMAL EDUCATION SECTOR AND SCHOOL CURRICULUM – DE WATCH REPORT (EUROPEAN MULTI-STAKEHOLDER STEERING GROUP ON DEVELOPMENT EDUCATION, 2010)

Country	Formal Education Sector	Observations
Austria	<p>GE/DE is not explicitly mentioned in school curricula – but there is space for GE in the curriculum at all levels (particularly under Civics Education).</p> <p>A Strategy Group “Global Learning” is giving advice to the Federal MoE. The Group agrees on DE/GE contents in school curricula and teacher training.</p>	<p>Federal States carry out and/or support DE projects. In Austria, there is a broad range of committed organisations in GE, many initiatives and projects in the FES, in non-formal education and in civil society.</p>
Cyprus	<p>There is a lack of DE related teachers training and of DE resources for schools and teachers. A few commonly coordinated education events took place: Year of Intercultural Dialogue was carried out by MoE and NGOs; GEW 2008 and 2009: 2 GE workshops for teachers were carried out each year by MoE and CyprusAid together with NGOs. Teachers of 16 schools participated in GE trainings and workshops through an EC financed project.</p>	<p>The general awareness of development issues within the society is low. DE is still weak at institutional level, but activities increased recently by NGOs and through GEW, with support of Ministry of Education and Culture.</p>
Czech Republic	<p>DE is not in the school curricula. Among the cross-curricular subjects for basic education are: democratic citizenship, thinking within European & global contexts, multicultural education, environmental education. Tolerance, cultural diversity and GE are optional in teacher education. The DE funding scheme of the MFA focuses on the FES. There is willingness at all levels of the MoE to take up stronger engagement in GE.</p>	<p>There is a recent, but energetic and growing GE tradition in the Czech Republic: committed organisations, commendable initiatives & projects in formal and non-formal education. The high commitment to GE by the government (MFA, MoE, MoEnv) and NGDOs is reflected by the wide range, high quality and fast development of GE & AR activities. GE in the Czech Republic has grown from the willingness of the key organisations involved (Ministries, Agencies, NGDOs) to engage with international initiatives (UNDP, EC, DEEEP, TRIALOG, NSC, GENE).</p>

Estonia

The MoE has not adopted GE as official theme in the school curricula in spite of suggestions from the GE working group of AKÜ. However, the working group continues to be consulted on the current reform of middle/high school curricula. A conference on DE took place, involving the MFA, the Ministry of Education and Science, the Ministry of Culture, the National Examination and Qualification Centre, and NGOs (2009). 3 NGOs work together (since 2007) on bigger DE projects in the Formal Education Sector.

Primary promoters of GE in Estonia are AKÜ, the MFA, and some CSOs.

Both NGOs and public development bodies are involved in a regional cooperation with Finland and Sweden.

Finland

GE has been part of the school curriculum since the early 1970s; schools have flexibility in implementation. The flexibility causes a problem of GE being the interest of only a few dedicated teachers.

Finland is strong in formal and non-formal DE. The work of municipalities in GE is young but impressive.

The National Board of Education has published the new Core Curriculum, which has enhanced the role of GE themes and approaches in formal education (2008). However, it is challenging for teachers to integrate the crosscutting themes of the curriculum into the teaching in practice.

GE is included in the training for teachers, headmasters and school admin staff; NGOs contribute to this training. However, there is only one university which has included GE as an extensive part of the teacher training. Other training programs have mainly optional courses on GE. Ministries support NGOs to deliver materials and support the work of teachers. Co-operation between schools and NGOs is active and increasing. However, the regional differences are huge. The choices for schools outside the biggest towns is limited. MFA and the National Board of Education cooperate to enhance DE among teachers, pupils, school students and other educational establishments.

France

DE is not in school curricula, but the Ministry of Education recommends DE as a cross-curricular subject to teachers and headmasters. The ministerial Programme, the "Grenelle Environment Forum" promotes the spread of ESD in the school curriculum.

Local Authorities are increasingly aware of DE issues, and finance DE activities through their decentralised co-operation.

Germany

The BMZ & the Conference of State (*Länder*) Ministers of Education (KMK) have agreed on an "Orientation Framework for Learning about Global Development", aiming at the stronger integration of DE issues into school curricula. The Orientation Framework is now being implemented – responsibility for this lies with the *Länder*.

There are many DE activities happening at Land level. There are several regional DE resource centres. There are NGO networks at Land level in all 16 *Länder*. They comprise 2000 NGOs from very small NGOs and local initiatives to DE centres and local branches of big NGOs. These One World Networks are coordinated in a common forum. *Länder* governments contribute to DE activities and to DE resource centres.

The BMZ-initiated volunteering programme "weltwärts" which exists since 2008 and which is supposed to reach the number of 10,000 volunteers in developing countries (budget 70 million €) is becoming an important element of DE in Germany.

Church and faith based organisations are significant supporters and funders of DE. There has been a strong academic tradition in GE in Germany.

Latvia

Since 2004, formal education has standards, including Global/ Development Education topics in the curriculum. In 2008, the MoE appointed a DE focal point representative; a seminar on integrating GE in the curriculum took place, involving the MFA, the MoE, and other stakeholders from Latvia and Finland. The MoE is not involved in the development of DE policies yet. Teachers lack DE related methodologies and teaching material. Education materials and methodology have been developed by different stakeholders in 2008, 2009; NGOs have held some thematic seminars with teachers.

The government has suspended its ODA for 2009 and does not plan to support financially any development education projects carried out by other actors due to the economic crisis in 2009 and 2010. NGOs & private sector will focus on domestic poverty & development. The DE discourse in Latvia was strengthened through European exchange (for NGOs: through DEEEP, for the academic sector: through the NSC). The appointment of a Latvian as EU Commissioner for Development will increase awareness among decision makers in Latvia for the need to improve DE.

Lithuania

DE as such is not included in the curriculum. There are lessons of citizenship in schools which, *inter alia*, cover aspects of global/development education. Furthermore, in 2007 Lithuanian Government has approved a Programme and Action Plan of Sustainable Development Education. A lot of topics of it (ecological, environmental, social aspects of sustainable development) are integrated into school curricula. There is orientation towards development of sustainable development competence. These provisions are also included into the long-term program of civic and national education approved by the Seimas (Parliament). But due to economic crisis there is no funding foreseen for it at least until 2010.

DEAR has a low profile in Lithuania.

Due to financial and economic difficulties some of the education initiatives are postponed.

Netherlands

The MoE has formulated objectives for DE in primary and secondary education; the implementation is left to schools. There are no guidelines on how to achieve the objectives; schools are autonomous. There is no cooperation between MFA and MoE on DE.

A network of local DE centres (CORS) does grassroots DE work across the Netherlands. A growing number of citizens are attracted by populism. Elections will be held in June 2010 and define how DE will remain on the agenda. The Dutch tradition of having an open society is in danger.

Poland

In a core curriculum reform in 2008, many DE topics have been included in curriculum of secondary schools. The integration of DE in school curricula as a cross-cutting subject was made possible through the close cooperation of the MoE with the MFA and NGOs. Implementation of the reform started in September 2009. The MoE estimates that after implementation of the curriculum reform, 5% of the education carried out in Polish schools will be quality GE. However, increased and improved teachers training, DE materials and dialogue with school directors are still needed in order to get from curriculum to practice. GE is a priority for the MoE. The National In-service Teacher Training Centre is an Agency of the MoE and promotes GE and incorporates it (since 2007) into the in-service training system through cascade trainings and a national GE trainers network. 1.000 teachers per annum participate in training sessions and 50.000 pupils are reached with DE in classrooms. The challenge now is to move beyond the engagement of a number of committed teachers towards an approach that reaches all. Several NGOs work in teacher training and in schools regularly.

The Ministry of Environment works on a strategy for Education for Sustainable Development. GE in Poland has achieved significant progress over the past 5 years. One of the reasons for the rapid growth, integration and mainstreaming of GE is the strong international engagement of all key actors in GE in Poland

Slovenia

DE is not on the school curriculum. A very first step towards the integration of DE in school curricula was the joint organisation of a national seminar between the MoE and SLOGA (in late 2008). The MoE published guidelines for ESD as a white paper; it was adopted at the minister's collegium in 2007. The proposed measures include updated school curricula, teacher's trainings, material preparation, shaping of quality criteria and evaluation instruments etc. The paper, however, does not include clear operational goals or an implementation plan. GE is still considered as less important than other educational contents and not a key element of formal education. GE is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events and within school projects,

The Slovenian EU Presidency slightly reinforced the profile of DE in Slovenia.

UK

Good practice takes place in the UK concerning the role of DE in the FES. DE is in school curricula. There are various Coordination mechanisms for inclusion of DE in the curriculum. DFID is pro-active in promoting DE in the FES with support from education ministries, the DE networks in the 4 regions, major NGOs, universities, professional associations. In many cases, DE may be present nominally in the curriculum but not in practice. Teacher training in innovative pedagogies is a key factor. There are strong teacher networks with DE expertise.

There are 38 DE Centres in England, 46 in the UK including Scotland, Wales and Northern Ireland. GE in the UK focuses on the greater integration of global issues and global social justice values into mainstream schooling. DE is regionally well established through DE bodies in Wales, Northern Ireland, Scotland, England. A vibrant voluntary sector has traditionally supported DE, particularly in the children/schools sector. Multi-ethnic groups and diasporas are consulted to ensure a multi-cultural approach to DE. The UK is not so active at EU level.

DE IN THE FORMAL EDUCATION SECTOR

The Formal Education Sector was identified as crucial for realising general access of all citizens to quality DE.

In many countries, MoEs (and their subordinated educational institutions), MFAs/agencies and NGOs have started joint efforts to incorporate DE elements into school curricula, teachers training, didactic materials, and to increase the quantity and quality of DE in the practice of schools.

Particularly encouraging developments have taken place or are taking place in:

- **Austria:** A Strategy Group "Global Learning" is giving advice to the Federal MoE. The Group agrees on DE/GE contents in school curricula and teachers training.
- **Finland:** The National Board of Education has published the new Core Curriculum which has enhanced the role of GE themes and approaches in formal education (2008). GE is included in the training for teachers, headmasters and school admin staff. However, the implementation of these policies and the practice of GE in teachers training and in the practice of schools must be further improved. Ministries support NGOs to deliver DE materials and support the work of teachers. Cooperation between schools and NGOs is active and increasing although regional differences exist.
- **Germany:** The BMZ and the Conference of State (*Länder*) Ministers of Education (KMK) have agreed on an "Orientation Framework for Learning about Global Development", aiming at the stronger integration of DE issues into school curricula. The Orientation Framework is now being implemented – responsibility for this lies with the *Länder*.
- **Ireland:** IrishAid works with the MoE on the inclusion of DE in curricula. Getting DE into the FES and on the curriculum is one of the main focuses of the national DE strategy. Teaching about development issues is now an integral part in most Irish schools and it is seen as an important part of teacher education at both primary and secondary level. All student primary teachers are exposed to DE during their initial training (DICE project).

- **Poland:** Due to close co-operation of the MoE with the MFA and NGOs, many GE topics have been included in the curriculum of secondary schools in a core curriculum reform in 2008. The MoE estimates that after implementation of the reform, 5% of the education carried out in Polish schools will be quality GE. GE is a priority for the MoE. Since 2007, the National In-service Teacher Training Centre incorporates GE into the in-service training system.
- **Spain:** The MoE organised a working group (with participation of GONGDE's DE group) on the creation and implementation of a new curriculum subject Education for Citizenship where DE is specifically included; the new subject was introduced in 2008. However, its implementation faces problems as it is left to the education authorities at Autonomous Communities level. There is a very large offer of non-formal DE in schools.
- **Sweden:** GE is promoted by the "Global School" which has four regional offices and supports schools to develop their own development programme. 3000-4000 teachers per year are sent on "global journeys" completed by training seminars, organised by the 26 teacher training units of Sweden.
- **UK:** DE is in the school curricula. DFID is proactive in promoting DE in the FES with support from education ministries, the DE networks in the 4 jurisdictions, major NGOs, universities, professional associations.

Although DE is present nominally in the curriculum, DE practice in schools can still be improved. There are strong teacher networks with DE expertise. As noted in the report "DE in the School Curriculum (CONCORD/DEF 2009), the co-operation between MoEs and curriculum authorities, MFAs and NGOs improved significantly over the last 3 years. In 13 countries out of 29 analysed in the report, DE or GE or ESD was taken into consideration in official reform strategies of the curriculum (compared to 6 countries in 2006). In many countries the MFA (or other Ministry responsible for development) has played an important role in promoting DE/GE in the FES. However, a major breakthrough can only be reached if the Ministry responsible for education and its subordinate institutions appreciate the importance of DE/GE (see DEF DE in Curriculum 2009).

The mentioned report also records that in many of the analysed European countries DE/GE issues are present mainly in the subjects Geography (74%), History (44%), Environmental studies (44%), Citizenship (34%) – or as cross-curricular themes (66%). Teachers are free to make their own selection of themes according to the framework curriculum of many countries. DE/GE related topics which are most frequently present in the curricula include human rights, climate change, global poverty, sustainable development, intercultural/multicultural understanding and diversity, global economy/trade, globalisation, conflict, anti-racism, fair trade (see DEF DE in Curriculum 2009). A common characteristic of a lot of countries seems to be that even if DE issues are included in education policies and curricula, the promotion of didactic methodologies that are consistent with DE concepts, the inclusion of DE elements in teachers training, the provision of quality didactic materials, and the mainstreaming of DE in the teaching and learning practice of schools remains a challenge.

In a few European countries, national DE strategies have been existing for many years already (DE, IE, UK), while in other countries multi-stakeholder processes of elaborating DE strategies were recently concluded (ES, FI, PT) or are ongoing (AT, CZ, EE, HU). All evidence suggests that where they have taken place or are taking place, these multi-stakeholder processes of joint development of DE strategies contribute significantly to increasing the involved actors' commitment for, support of and performance in DE. This is very clearly documented in the recent cases of national multi-stakeholder Coordination in Spain, Portugal, the Czech Republic and Poland (see country profiles in annex I – DE Watch report).

REPORTS ON THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN PROJECT COUNTRIES:



SITUATION IN **LATVIA**



SITUATION IN **ESTONIA**



SITUATION IN **THE UK (ENGLAND)**

REPORT ON THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION: SITUATION IN LATVIA

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INTRODUCTION

Similarly to other European countries, the development of discourse and politics of development education¹ in Latvia is closely linked with development cooperation.

Latvia began implementing planned policy of development cooperation after becoming an EU member state in 2004². The first organisations and the first important activities in the field of development education (DE) appeared at that time. In addition to the relevance of development cooperation in foreign policy, the involvement of Latvia's non-governmental organisations (NGOs) in various international networks (for example, DEEEP – Developing Europeans' Engagement for the Eradication of Global Poverty; GLEN – Global Education Network, etc.), the participation of representatives from Latvia's NGOs in various events and projects organised by foreign partner organisations facilitated interest in and understanding of the field of development education.

In view of Latvia's historical experience and situation – regaining of independence in 1991, absence of foreign policy during the Soviet occupation and comparatively small number of missionaries and volunteers in other countries, informing society, facilitation and development of awareness and support has been and remains one of the challenges for the field of cooperation development locally. Society has comparatively poor knowledge and understanding of development issues. Research and also rather passive involvement in various activities proves that the majority of Latvia's inhabitants lacks sufficient motivation and will to support developing states – both on the level of the state (by allocating tax-payer money for it) and on the individual level (by allocating one's own resources, including voluntary work, time for it)³.

This situation influenced and determined the fact that initially DE was perceived as part of development cooperation, i.e., that it fulfils a public relations function and is needed to educate, explain and convince society of the national and European development cooperation policy. Thanks to processes developing in Europe and the activities of various international organisations, as well as the activities and stance of DE organisations in Latvia, in the recent years this situation has started changing. DE is more and more frequently perceived as a separate field, historically linked with, yet independent from development cooperation. The fact that the out-dated term "development education" is more often replaced by the term "global education" is a proof of the renunciation of the "old" affiliation with the field of development cooperation. Both terms are used as synonyms; however, the term "global education" is more recognisable, especially among the representatives of the education sector. The topical development cooperation policy document of the Ministry of Foreign Affairs of the Republic of Latvia (MFA RL) "Guidelines of Development Cooperation Policy for 2011-2015" also uses the term "global education"⁴.

¹ Hereinafter the terms "development education" and "global education" will be used as synonyms.

² Guidelines of Development Cooperation Policy for 2011 – 2015; <http://www.am.gov.lv/data/file/AttistibasSadarbiba/asppamtnostadnes.pdf>

³ The existence of this challenge is proven also by one of the most recent Eurobarometer studies "Solidarity that spans the globe: Europeans and Development aid" (Special Eurobarometer 392, June 2012). Responding to the question, how important it is to help people in developing countries, 29% of Latvia's inhabitants think that it is "very important", and 51% that it is "rather important". Compared to the previous study conducted in September 2011, Latvia is one of the states, in which the number of positive responses regarding support to people in developing countries has decreased. Likewise, responding to the question of the study on personal involvement and knowledge about development aid, another very important nuance appears, i.e., responding to the question "Would you be ready to help people in developing countries by buying food and other products from these countries and paying more?" only 19% of Latvia's inhabitants gave a positive answer (among 27 EU states only Bulgaria (16%) and Portugal (12%) had a lower ratio). This study also shows that Latvia is among those 13 EU states, where the majority of inhabitants (more than 50%) have no idea, where the development assistance resources of their country go (63% in Latvia, which is one among the highest indicators). Source: http://ec.europa.eu/public_opinion/archives/ebs/ebs_392_en.pdf

⁴ "Facilitation of public awareness, global education and education for sustainable development" is indicated as one of the lines of activities in the implementation of development cooperation policy <http://www.am.gov.lv/data/file/AttistibasSadarbiba/asppamtnostadnes.pdf>

Three main platforms of information, knowledge and partnership should be foregrounded to characterise the peculiarities of DE or GE in Latvia:

- 1) Education on human development (in connection with UNDP; human development reports), implemented by the University of Latvia;
- 2) Education on sustainable development (also in connection with the UN decade dedicated to sustainability issues), the Ministry of Environment, the Ministry of Education and Science (MES RL), Latvian National Commission for UNESCO and various NGOs cooperate to implement it;
- 3) DE or GE, implemented by various NGOs, whose “umbrella” organisation is LAPAS, the Latvian Platform for Development Cooperation⁵.

It must be noted in this context that one of the current DE topicalities in Latvia is bringing closer environment education and education for sustainable development to DE or GE, explaining the shared and the different features of “education for sustainable development” and “global education”, getting to know the main “players” and planning cooperation. Thus far the organisations and individuals, who are involved in one of these lines of action, have had little cooperation with the representatives of the others. In some cases they have been competing.

The platform of organisations LAPAS is facilitating cooperation between organisations and the development of a shared vision. LAPAS is the place, where formal and organised (working groups) or informal discussions on the relevant issues in the field of development education and possibilities in Latvia and Europe (participation in CONCORD network is decisive) take place. Working group of DE has been active in the framework of LAPAS, with short interruptions, uniting the most active organisations, which are interested in the topic.

It was the initiative of LAPAS and its working group on DE, involving also MFA RL and MES RL, that resulted in a seminar for developing DE strategy in August 2007, which gathered all major representatives of the field in Latvia (academia representatives, NGOs, experts, representatives of ministries, journalists, etc.) The seminar and the work of a number of working groups resulted in the DE policy document “Guidelines of Development Education for 2008 – 2015”, which was finalised and approved in April 2008. The drafting of the document was an important catalyst for the development of the whole DE field. Its special added value was identifying the active and interested parties, providing incentives for cooperation and activities; the document is also an excellent explanation of Latvia’s situation, context and priorities. However, it must be noted that the Guidelines did not attract the necessary interest of the responsible policy makers, especially of MES RL, thus it has no direct impact upon the development of education and foreign policy and is not linked to funding. Even though several years have already passed, active involvement of MES RL is still one of the “weak points” for Latvia’s DE. Perhaps because DE historically has been linked with development cooperation, MFA RL has shown much greater interest in the field. However, large-scale DE projects have an important meaning in this context, for example, the projects managed by Education Development Centre (EDC) and funded by the European Union – “Schools – satellites for development education” and also “Global dimension in Social Sciences subjects in Formal Education”⁶. Such NGOs’ initiatives and activities is a way for developing relationship and “keeping up a conversation” with the Ministry. The results and success of these projects, the concrete cases develop the Ministry’s perception and convince it of the relevance of the topic.

To provide general characteristics of the DE field, it must be emphasised that **the representatives of NGO sector are the most active players and the ones who promote the development of DE field and changes**. The involvement of policy makers and academic sector, as well as the media and entrepreneurs’ interest is rather poor. All significant initiatives have been initiated by NGOs. Considering the meagre (or non-existent during the years of crisis) funding, the project competitions of the European Union EuropeAid programme and other organisations and initiatives of European and international scale, which either provide financial resources or education, information acquisition or capacity building opportunities, have been of great importance.

This Research also is a NGO contribution to the development of DE field in Latvia.

1. INFO ON THE PROCESS OF THE RESEARCH AND METHODOLOGY

The aim of the study is to identify Latvia’s situation in DE – the current challenges and opportunities, especially focusing upon formal education and the social sciences subjects. The results of the study will provide the possibility to plan appropriate and relevant DE activities both in the framework of the concrete project and generally in this field.

⁵ European Development Education Monitoring Report “DE Watch”, DEEEP, 2010; http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

⁶ Hereinafter – the Project

The study is based upon the analysis of the following sources of information: a) documents, which define the mandatory curriculum of education and upbringing, b) school development plans, c) examination papers, d) textbooks and other teaching and learning materials, e) surveys of teachers and representatives of school administration, f) surveys of young people, g) interviews with education experts and policy developers, i) best practice examples.

The study analyses **documents, which define the mandatory curriculum** in preschool and for basic and secondary education. The education curriculum of **preschool stage** (pupils aged 5/6 – 7 years) is defined by “Guidelines on Preschool Education” and a sample preschool education programme. The subjects of **basic education/ primary school** (pupils aged 7 –16 years) are divided into four fields – Basics of Technologies and Sciences, Language, Art, Man and Society. Global topics in the subjects of the field “Man and Society” were studied – History of Latvia and History of the World, Social Sciences, Housekeeping and Technologies, Sports, Ethics, Christianity, as well as Geography and Biology (these two subjects represent the field Basics of Technologies and Sciences). The standard of basic education, as well standards and sample programmes of 8 subjects were analysed. The subjects of **secondary education** (pupils aged 16 – 19 years) are divided into six fields – Languages, Mathematics and Computer Science, Sports and Health, Natural Sciences, Social Sciences and Art. Global topics in the subjects of Social Sciences – the History of Latvia and the History of the World, Economics, Philosophy, Geography, Psychology, Politics and Law, Housekeeping, Ethics, Cultural Studies, as well as Biology (field of Natural Sciences) were studied. The standard of secondary education and the standards and sample programmes of 9 subjects were analysed.

The work of upbringing takes place in schools alongside the study process, it is implemented by class masters in cooperation with other teachers. The document, which defines **the work of upbringing at school**, was evaluated.⁷

The presence of DE topics, values and principles in the education curriculum and pedagogical process was assessed in the documents. In doing so, the existence of 8 DE “key concepts” was accepted – Global Citizenship, Conflict Resolution, Diversity, Human Rights, Interdependence, Social Justice, Sustainable Development, Values and Perceptions⁸. Research method used – content analysis.

When schools plan development for a certain period of time, they adopt **school development plans**, which include the description of the existing situation and set aims to be reached. 30 school development plans, published on the Internet, were randomly selected for the study. Mission statements of the development plans were evaluated, the way values, attitudes and skills relate to DE position was analysed. Research method – content analysis.

The **exam papers** in the field of social sciences subjects of the last three years (2010, 2011 and 2012) were assessed; in the primary school period – the history of Latvia and the world, in the secondary school period – geography, biology, economics, the history of Latvia and of the world. The DE knowledge and skills tested in examination papers were evaluated. Research method – content analysis.

Textbooks and other teaching and learning materials were evaluated. Textbooks and learning materials, extensively used in Latvia, were selected for the study. The presence of DE in learning materials was analysed, the topics, methods for mastering the curriculum, way of presenting information, tasks for students were enumerated. The opinions of surveyed teachers and focus group discussion were used.

From April to June 2013 **teachers were polled** on the presence of global dimension in school practice. In total 114 teachers from all regions of Latvia responded to the questionnaire, the majority of them – representatives of the social sciences subjects. The questionnaires were filled in the presence of the researchers and also online. In June 2013 **pupils were polled** (40 respondents, 15 – 18 years old). In April – May 2013 16 **representatives of school administration** (directors, deputy-directors), who had participated in continuous education courses dedicated to GE topics, were surveyed. The study makes use of the opinions expressed by **experts of the field of education** (representatives of MES RL, MFA RL, NGOs, Latvian National Commission for UNESCO, higher educational institutions, etc.), expressed at the project kick off seminar in February 2013, as well as during six in-depth interviews conducted in the framework of this project in February – May 2013.

Case study methodology was used to assess and select the **best practice** examples. The study includes 4 best practice examples, which represent different manifestations of global dimension in the field of formal education.

⁷ Methodological advice on improving the work of upbringing (planning and implementation) in institutions of comprehensive and vocational education.

⁸ 8 key concepts of global dimension in curricula are extensively used in development education in Latvia, these concepts originate in England (UK); <http://globaldimension.org.uk/pages/8444>

2. SUMMARY AND CONCLUSIONS

2.1. GLOBAL DIMENSION IN DOCUMENTS OF EDUCATION

In Latvia comprehensive education lasts for 12 years and has three stages – preschool education, basic education and secondary education. The mandatory curriculum for preschool is set by **guidelines** on preschool education, but in the basic and secondary education – by **standards**. These are drafted by MES RL and approved by the Cabinet of Ministers. Standards in basic education were approved in 2013, in secondary education – in 2008/2009 (in 2013 these were supplemented by sample education programmes), guidelines on preschool education – in 2012.gadā. Currently MES RL has adopted a plan for implementing reforms, which sets the objective of drafting new standard of basic education by 2014, which would promote development of the 21st century skills. A working group has been established for this task. However, changes are slow, and they are hindered by the discussion on decreasing the length of studies, which has been initiated.

The standards of subjects are mandatory for all subject teachers. These documents are concise, containing basic information on the mandatory curriculum of the subject (for example, the standard of Social Sciences is 15 pages long, of Geography – 6 pages). MES RL elaborates **sample subject programmes**, which meet the requirements of the standards, but the teachers have the right to elaborate their own **individual programmes**. This allows teachers to plan the methods, number of lessons, acquisition of content more effectively and to respond flexibly to topicalities in curriculum.

The standards contain central definitions of the aims and objectives of education, which apply to all subjects. The main aims and objectives of the basic education programmes, which comply with GE aims, are: to facilitate student's responsible attitude towards him or herself, family, society, environment and the state; to ensure the possibility to acquire the knowledge and values of democracy, to develop the basic idea of Latvian, European and global cultural heritage. The main aims and objectives of the secondary education programmes, which comply with the aims of GE, are: to create understanding of processes taking place in society and the wish to become co-responsibly involved in the development of sustainable society; to facilitate getting acquainted with various cultures, becoming aware of cultural values and national identity; to improve the understanding of cultural diversity in the context of Latvian and global cultural values, responsible involvement in creating culture environment, on the basis of the principles of democracy and humanistic values; to improve understanding of the socioeconomic regularities in the development of society and the diversity of its structure.

The standard of basic education defines seven aspects of education⁹, the moral and aesthetic aspect enumerates universal human and democratic values and attitudes, which is the basis in all subjects – fairness, respect, equality, honesty, reliability, responsibility, composure, helpfulness, responsiveness, kindness and understanding of human rights and equality, positive attitude towards cultural heritage. Linking these values with the global dimension falls within the competence of schools. On the level of school it occurs both in the learning process and during various out-of-school activities.

The subjects of social science at basic school fall within two fields: Man and Society (the History of Latvia and of the World, Social Sciences, Housekeeping and Technologies, Sports, Ethics, Christianity) and Basics of Technologies and Sciences (Biology, Geography). The main objectives of the subjects belonging to the field of Man and Society in basic education, which relate to GE principles, are: to improve understanding about the structure and development of society, of sustainable development; to develop the experience in independent, creative and reasoned interpretation of past and contemporary events; development of communication and cooperation skills; to promote positive and active attitude towards life in society and to develop skills of democratic civic participation. The main objectives of the subjects belonging to the field in Basics of Technologies and Sciences of the basic educations, which relate to GE principles, are: to develop understanding of the connection between the achievements in mathematics and natural sciences, technologies, everyday life of people, economic activities and environment, creating the need to care for the safeguarding of environment and health. **In basic education GE content is mostly found in the standards of such subjects as Social Sciences, History, Geography, Biology, Housekeeping and Technologies and Ethics.** The best revealed cross-cutting topics of 8GE concepts are Values and Perceptions, Sustainable Development and Diversity.

In secondary education GE content is mostly found in the standards of such subjects as History, Geography, Politics and Law and Cultural Studies. The best revealed cross-cutting topics of 8 GE concepts in the standards of secondary school subjects are Global Citizenship, Diversity and Interdependence. The topic of Diversity is the

⁹ The aspect of self-expression and creativity; analytical critical aspect; moral and ethical aspect, aspect of cooperation; aspect of communication; aspect of learning and practical activities; aspect of mathematics.

cross-cutting topic in a number of subjects, its central GE issues are: why people are different, causes of diversity, the common and different features of various nations, the diversity of life-styles of the ingenious population in different continents, the diversity of work and living conditions in rich and poor countries. The topic Sustainable Development is the one, which has the closest links with GE, its central issues are the topical problems in the interaction between society and nature, the problem of limited resources and the role of cooperation between the states in utilising resources. Frequently GE topics appear in the wordings of the standards, however, it is not directly linked with the global. This gives to teachers the discretion to include into their programmes methods for linking the local and the global.

The sample programmes of social sciences subjects comprise the principles of teaching GE. For example, the programme of the social sciences subject sets out that the learning process should be active, problem-oriented and practical. The programme of the History of Latvia and of the World envisages developing skills and attitudes, which to a large extent comply with the position of DE 8 key concept – understands and critically assesses the processes of the contemporary world; has tolerant attitude towards the diversity of the modern world; analyses, evaluates and categorizes sources of information, understands, analyses and evaluates processes of globalisation, explains the causes leading to the establishment of international organisations, their development and role in contemporary processes.

However, the assessment of GE presence in education leads to the conclusions that **there are a number of obstacles to effective implementation of GE in formal education.**

GE content does not appear in the guidelines on preschool education. The knowledge to be acquired is focusing on the surrounding world, closest to the child; it is not knowledge about the events taking place elsewhere in the world. The documents mention skills and attitudes, which only indirectly could be linked with GE, for example, the skill to accept oneself and others, to feel compassion, to help others.

Human Rights and Social Justice are those topics from among 8 GE key concepts, which have been included in the standards of social sciences subjects in basic and in secondary school to the least extent. Moreover, the presentation of these topics is rather locally oriented, without providing a more extensive view of processes elsewhere. The insufficient presence of these topics in education or focusing upon local perspective might hinder the development of global citizenship skills and implementation of values-based education.

Secondary schools implement different educational programmes; pupils study mandatory and optional subjects. In secondary school only the history of Latvia and of the world is a mandatory subject in social sciences. In the standard of the subject global dimension is more manifest in the topics Global Citizenship, Diversity, Interdependence, Values and Perceptions. Other subjects are optional. Geography is one of the optional subjects, the aim of which to a large extent correlates with the aim of GE – to develop understanding of the evolution of natural, social and economic processes and the interaction of their development in the contemporary world on global, regional scale and the ability to participate co-responsibly in the development of sustainable society. The mandatory curriculum of geography comprises the most extensive (compared to other subjects of social sciences) range of GE issues. The standards of other optional subjects also include a number of issues from 8 DE key concepts, for example, cultural studies – from the concept Diversity, ethics – from the concept Sustainable Development, politics and law – from the concept Values and Perceptions. This leads to **fragmentedness of GE in the secondary school stage.**

Conclusions for further progression of the Project.

One of the tasks of the Project is to convince teachers of the relevance of GE and the need to include it into the programmes of their subjects. When providing training to teachers in programmes of continuous education, the topics of Human Rights and Social Justice and values-based approach should be highlighted, support materials for preschool teachers should be developed.

2.2. GLOBAL DIMENSION IN EXAM PAPERS AND TEXTBOOKS AND OTHER TEACHING AND LEARNING MATERIALS

Upon graduating from the basic school and secondary school students take mandatory national tests – examinations. The content of the exams is developed centrally by the National Centre for Education (NCE). The History of Latvia and the World is the only exam in social sciences subjects, which pupils take upon graduating from the basic school. Upon graduating from secondary school, students take mandatory and optional exams. Exams in the subjects of social sciences are not mandatory; pupils can choose to take the test in the History of Latvia and the World, Biology, Geography and Economics.

For the exam in History of Latvia and the World in basic school a student must know that events in Latvia's history are closely linked with European and global historical processes. Analysis of the sources and literature of history is an essential part of every history exam. This part of the exam is used every year to check such important GE skills as identifying, comparing and evaluating contradictory opinions.

In Geography exam at secondary school the topics of global dimension make up more than a half of the content in the exam. The examination of the History of Latvia and the World in secondary school tests understanding of the interaction between people, nations and states in the course of history. In the economics exam of 2010 the topic for discussion was directly linked with GE – whether the causes of the backwardness of states are to be linked with low productivity of labour. **The presence of GE topics in examination papers strengthens the status of GE in education.**

Conclusions for further progression of the Project. To educate the project stakeholder group, convince them of the need to include GE in exams, because Latvian teachers see reading for exams as an important aspect of work.



In Latvia MES RL evaluates and approves textbooks and study aids to be used in the learning process, the list of textbooks is published as a catalogue on the homepage of MES RL¹⁰. Usually this list offers several textbooks for one subjects, teachers select the most appropriate. The content of textbooks is created in compliance with the requirements of the standards. The assessment of the global dimension in textbooks shows that **the amount of GE topics in books increases proportionally to pupils' age**. For example, the textbook of Social Sciences for Form 7 comprises the following sections "Exploring one-self and one's place in the world", "The causes of conflicts and how to solve them", Form 8 "Diversity of Society", Form 9 – "Development of Society", "Thinking and acting economically". The History textbook for secondary school explains the history of colonisation, colonial politics, processes of de-colonisation. However, textbooks **allocate almost no space to the people of developing countries, their voices and stories, books contain little information based upon GE values**. The surveyed teachers admit that textbooks contain little relevant and visual information. Teachers point out that: "The lack of visual stories create distanced teaching", "Sometimes books contain "dry" information, it seems that we teach about problems in the absence of the people themselves." To diversify teaching, teachers use also other study materials, which have been elaborated in the framework of projects, are offered by various organisations, are available on the Internet, and also produce their own teaching materials – work sheets, presentations, games, video, etc. The association LAPAS offers to schools Oxfam methodological material on Millennium Development Goals; it is available from the Internet and also in printed form.

EDC in the project "Schools – satellites for development educations" elaborated a package of DE methodological material, trained and prepared for multiplication of the materials 9 school teams, at the end of the project methodological material with sample activities and lesson plans was prepared, the material was sent to all schools in Latvia and is freely available on the Internet. The homepage of the project¹¹ provides information on books on DE topics, as well as Internet addresses, where useful materials can be found. During the focus group discussion teachers admitted that the addresses collected on EDC homepage is a useful resource, which they use during lessons.



Lots of material on sustainable development are available in Latvia. The company "Latvijas valsts meži" (Latvia's State Forests) offers games, videos, presentations, informative methodological materials about nature and forest. Ziemeļvidzeme Waste Management Company and society "Latvijas zaļā josta" (Latvia's Green Belt) offer informative materials, workbooks for pupils of different ages on environment education. Teachers admit that they frequently use the calculator of ecological footprint of the World Wildlife Fund, which is published on the Internet. In the resources, which supplement learning materials, environment topics dominate, but there are very few materials on other GE topics. Thus far Latvia has not succeeded in establishing a library of GE video materials/ films, few materials are available in Latvian. Teachers note that the most frequently used materials are "Story of the Stuff", "The Miniature Earth". Teachers also use infographics, created by a group of like-minded people NeoGeo.lv and available on the Internet¹².

¹⁰ https://lira.lanet.lv/F/?func=option-update-Ing&file_name=find-b&local_base=isc01&p_con_Ing=lav

¹¹ <http://www.skolaskasateliti.lv/lv/noderigas-saites/>

¹² http://neogeo.lv/?page_id=9650

Conclusions for further progression of the Project. To collect and publish on the homepage a list of useful GE resources; expand the use of visual information in methodological materials and information from original sources about life in developing states; to make the project site www.globalaizglitiba.lv, first of all, widely known, secondly, richly equipped and regularly updated with study resources, to promote on this page discussion platforms for teachers on the experience in using study materials.



2.3. GLOBAL DIMENSION IN SCHOOL PRACTICE: DURING LESSONS AND OUT OF CLASS ACTIVITIES

GE topics are most extensively included in the lessons of Social Sciences, Geography, History, Politics and Law, Biology, Cultural Studies and Economics. The surveyed teachers admit that the **most frequently** discussed GE topics in lessons are – diversity in culture and society, national traditions, festivities, values, interaction of cultures. Comparatively **least frequently** discussed topics are – peace and conflicts, differences between the developed and developing countries of the world, colonialism, solidarity and social justice, poverty. The results of teacher survey are confirmed by the survey of pupils and the opinions expressed during focus group discussions. The intensity of acquiring GE topics in school practice fully complies with the requirements set in the standards. Admittedly, the choice of the topics is influenced not only by the requirements of regulatory documents, but also the teacher's own motivation or anti-motivation to teach a particular topic. For example, teachers say about the topic of social justice: I don't teach it, because I have no influence over these issues; it is linked with politics, but people of Latvia have negative attitude towards politics; this is a very difficult topic, especially in remote places in Latvia, where poverty and inequality are acutely felt; children are very sensitive to this topic; this topic is too personal.

There is no **separate subject** in Latvia's schools focusing directly upon global issues. There are a number of cross-cutting topics, which appear in the curriculum of various subjects, for example, relationship of people and environment, interaction of different cultures, values of an individual and society, etc. In Latvia **very few schools offer an elective (optional) course** in global education. The elective courses have evolved as a follow up initiative, upon completing the EDC project "Schools – satellites for development education". Teachers had elaborated their own, original programmes for this course, using the teaching resources provided in the project. More about this experience – in the section on best practice examples.

Research as a form of work is entering the study process more extensively. In a number of subjects **pupils develop research work on DE topics** – they study the operations of Fair Trade, trends in migration, impact of globalisation, problems of sustainable development.

Schools in Latvia always have been active not only in imparting knowledge, but also taking up more extensive functions of upbringing. During the last years **the presence of global dimension in out of class activities has increased** – in project work, in the students' self-government activities, in cooperation with parents and wider local community, in the thematic events organised for the whole school or groups of forms, class master's lessons, camps, discussions clubs and other interested-related education groups, etc. The most frequent out of class activities in the field of GE are environment clean-up days, planting forest, collecting waste paper, saving water and electricity, sorting waste, various charity programs, getting to know cultures and festivities of ethnicities living in Latvia. A couple of concrete examples from the teachers' and pupils' questionnaires – creating a thematic wall at school "Good Deeds for a Better World", a project week on rights and values "Let's Live Together", the Day of Water, the Day of Earth, campaign "Mother Nature", project "Grant a Second Life to Things", participation in Postcrossing movement (exchanging postcards with people from other places in the world), Comenius projects on human rights issues, water resources, etc. The same trends, which are observed in lessons, are typical of out of class activities: the most popular topics – sustainable development, diversity, less frequently chosen – conflict resolution, social justice, global citizenship. More detailed research shows that the activities mainly **deal with the local aspect of the concrete topic, without developing a more global framework, without analysing the particular issues in the context of interaction between the states and nations of the world.** None of the teachers, who filled in the questionnaire, indicated that their school cooperated with developing countries. An example of such cooperation was mentioned only in a questionnaire of one student – the resources earned at the Christmas Fair were donated to assist students in Zambia. Considering Latvia's historical experience and the current socioeconomic situation, the lack of direct contacts with developing countries is not surprising.

In the recent years, with the growing circle of teachers getting acquainted with the concept of GE, **events of larger scale**, dedicated to the global dimension, have gained popularity, these events involve several schools of a city or a region – conferences of the educators, methods days, creative workshops, thematic events for parents, etc. For example, in June 2013 a discussions camp for Latvian pupils was held on the topic "Latvia's society is/ is not

ready for sustainable life-style". When the camp ended, the teachers concluded – the content of the discussions pertained to the external manifestations of sustainable life-style – saving electricity and water, insulating houses, collecting used batteries, using canvas shopping bags. However, students lack knowledge and skills for in-depth discussions of the topic – for analysing the causes of the society's attitude, noticing the political, historical and business context. Frequently young people have very extreme attitude – "We have to live in huts of sticks, or else we'll drown in our own waste already tomorrow!" Many institutions of education have perceived global education as a possibility for developing a positive image of the school and promoting its recognisability. Global topics are included in the school programmes for upbringing work and **school development plans**. School development plans usually contain references to the values and skills, which will be developed in students, the internal environment/ culture that the school is going to create. The presence of GE values and principles are found in the mission statements of development plans of a number of schools. For example, the school promotes students' ability to act in the changing world, to integrate into democratic, multi-cultural society, respect towards diversity, readiness to participate in global processes.

School cooperation networks and partnerships

The most widespread school networks in Latvia are – UNESCO Associated School Network (GE focus – sustainable development, human rights and values education); Eco Schools Programme (GE focus – sustainable development), EDC project "Schools – satellites for development education) school network (GE focus – diversity, human rights, sustainable development). Teachers in focus group discussion admit that involvement in school networks gives the possibility to learn from one another, to share experience and to develop GE ideas further, as well as to feel braver and stronger when offering the comparatively new GE concept to the local community.

Conclusions for further progression of the Project: to elaborate lesson plans and work sheets, dedicated to GE topics, which thus far have been least discussed at schools; during the project seminars offer to teachers to try out these activities in practice, to initiate discussions on the difficulties in learning these topics, the challenges and solutions; to offer to teachers methodology for conducting DE research, for organising project weeks. To link the school network of the new project with other EDC school networks, create synergy from the best practices. To offer to schools ideas and supporting resources for out of class activities, placing a special focus upon topics, which are less popular in Latvia, – Social Justice, Conflict Resolution and Interdependence. To create partnerships between teachers and stakeholders of Latvia, Estonia and the United Kingdom.

2.4. GLOBAL DIMENSION IN TEACHER'S CONTINUOUS EDUCATION

Latvia's institutions of higher education do not offer study programmes dedicated to issues of development or GE. Global topics are partially integrated in the initial education of teachers of geography, social sciences and some other subjects.

The State has set out in-service training as a mandatory requirement. Every teacher has to complete professional continuous education programmes, in the amount of at least 36 hours within three years (Cabinet Regulation No. 431). This situation creates a favourable background for integrating GE topics in teachers' continuous education. However, thus far GE issues predominantly have been only a part of continuous education course programme in a particular school subject (Geography, Social Sciences, etc.). Some GE topics have been offered by non-governmental organisations or state institutions, appropriate for their profile. For example, the Environment School for Children has organised courses on sustainable development, the company Latvia's State Forests offers a programme in environmental education, etc. During the last years NGO EDC has been offering programmes of continuous education focusing particularly upon GE. The achievements of EDC have been highly appreciated by Commissioner Andris Piebalgs¹³, MFA RL, MES RL. More about this experience – in the section on good practice.

The following insights on continuous education are found in the teachers' questionnaires: most often GE is part of the content of other courses; it is impossible to find information on the free of charge courses offered by various organisations at one site; teachers prefer courses on the content of their own subject, less frequently choosing inter-disciplinary (like GE) courses or courses on general pedagogics, since they do not see possibilities for their direct application in their work.

¹³ "In my own country, Latvia, a project called "Schools – Satellites for Development Education", co-financed by the Commission, helped train teachers and build up development education activities in schools. This project formed the basis for further work with the Ministry of Education, resulting in the inclusion of development education in teacher training", European Commissioner Andris Piebalgs; Speech by Commissioner Andris Piebalgs at the Hearing on Development Education; European Parliament, Brussels, 30 August 2011.

Conclusions for further progression of the Project. In elaborating the three GE programmes for different target groups, envisaged in the project, the needs of GE content and methods, identified in the research, should be taken into consideration. The most extensive expertise should be attracted in all stages of programme development – from the representatives of state institutions (MES RL) till the final recipients of the programme. To ensure that the GE programmes elaborated in the framework of the project are licenced by MES RL. To update and implement these programmes in working with various target audiences also after the completion of the project.

2.5. THE OPINION OF EXPERTS FROM THE FIELD OF EDUCATION ON GLOBAL DIMENSION IN FORMAL EDUCATION AND PROPOSALS FOR PROJECT IMPLEMENTATION¹⁴

Teachers' opinion. In the survey teachers answered the following question – *what is your motivation for implementing global dimension* in your work? The answer, which ranked first, was – GE gives significant knowledge and skills to students (29%), the next choice – it is interesting for me as a teacher (26%), GE topics are part of the study curriculum (22%), it opens possibilities for cooperation on the local, national and global level (16%). It is worth noting that the responses, which follow from the teacher's internal motivation – conviction about the usefulness of GE for students and personal interest in the topic, rank as the first. The least frequently chosen motivation for the implementation of GE in the questionnaires – contests, prizes, projects (3%) and the answer – parents' and society's requirement (3%). The rather limited offer of contests, prizes and projects on global topics in Latvia is one the reasons for the small share of this response. Moreover, Latvia's institutions of education historically have been more oriented towards comparing academic results (contests in school subjects, students' research work, etc.) Less attention has been paid to celebrating the process of education itself. External communities – parents, wider society – are not perceived as motivators for implementing the global dimension. The causes of this situation were discussed in the introductory section.

Responding to the question about *the aim of implementing global education*, teachers most frequently mentioned the following – to develop respect, understanding of the values of other persons and responsibility (23%), to expand horizon (23%), to promote sustainable habits (13%), to develop interest in other countries and cultures (12%). Here correlation with the aims set in the standards of subjects is seen. The responses that were chosen less frequently – to facilitate involvement in social life on the local, national and global level (6%), to develop understanding of social justice (2%). These results confirm the findings in other lines of research in the Study – *in the field of GE for teachers the interest in cognition dominates; respect towards universal human values is shown; there is a wish to review one's daily habits, as well as to motivate students to develop sustainable life-style habits. The attitude towards civic participation, involvement in public life and such sensitive issues as social justice is more reserved.* Admittedly, this is not a unique situation pertaining specifically only to the topic of GE, but rather a typical scene in the post-soviet space, characterised by the alienation of society from the political life.

Teachers' opinion on the society's attitude towards global topics – In Latvia GE is a new aspect in education, only few teachers dare to teach it; society does not understand and appreciate the relevance of this topic yet; many teachers at school refrain from dealing with global themes, because they are afraid of not being understood, in view of the numerous unresolved issues in the everyday life locally; media pay little attention to positive activities in the field of GE, which take place at schools; not only the teachers, but also businessmen, journalists, public administration employees should be educated; the demand for this kind of knowledge is mostly felt among youth; here in Latvia we are preoccupied with ourselves and think that we are the only ones having problems; conditions similar to Africa should be created here at least for a day, so that we would change our habits, develop a better understanding of other people and ourselves; large part of society still considers that globalisation does not pertain to them, they see it as something distant, abstract and theoretical.

Teachers' opinion on school practice in the field of GE – there is no time for any additional activities; currently immense fragmentedness of the curriculum dominates, one and the same topic overlaps in several subjects, global education allows for more effective learning; schools take up GE issues as one-off campaigns in the framework of projects, a project ends, and also GE activities end; systematic work is lacking; the students of senior forms happen to be much cleverer than their teachers, thus the question, how to prepare quality class master's lessons, is relevant; it is difficult for the teacher to moderate discussions on sensitive issues – poverty, isolation, their outcome can be unpredictable, the teacher must be careful so that his or her deeds comply with the words, his or her own lifestyle habits (electricity, paper, transport, etc.) are very visible to the students.

¹⁴ This and the following sections contain abridged opinions of the professionals from the field of education. Unabridged text of the surveys and interviews in the original language are available for project needs.

Teachers' proposals – GE issues could be highlighted as cross-cutting topics in the courses of continuous education; a separate lesson should be dedicated to GE at schools; we should start working with GE issues already at preschool age; international events, allowing to get acquainted with other cultures directly, are the most valuable; currently teachers have few possibilities to share their best practice, to learn from one another, this traditions should be developed and platforms (digital, printed, direct participation) for popularising best practice should be created.

Research shows that **teachers of preschool and elementary school are the most enthusiastic and open to the implementation of GE**. Perhaps this is because they have the greatest freedom in creating the study curriculum. It is an important insight, considering the models for more extensive integration of global dimension in formal education. By responding to the demand for GE among the teachers of elementary school and preschool, favourable soil for maintaining this demand throughout other stages of education could be created.

The opinion of school administrations on the global dimension in school practice.

Representatives of school administration were surveyed for the needs of the study. They see teachers' creativity and enthusiasm as **the strong points and possibilities** for implementing GE in Latvia's schools. The most powerful niche for integrating global topics is lessons of social sciences and school project weeks, since their place and time in the learning process has been defined by law. The international cooperation of schools is of special importance. Currently it is only possible to organise cooperation with European countries, however, it also adds global dimension to the study process. The economic migration, fostered by the crisis, "connects" Latvia with the rest of the world. For example, people working in the United Kingdom or Ireland "bring back" home awareness of life in actual multicultural environment. Events of continuous education should be organised for as mixed communities as possible – teachers of different subjects, teachers and administration, teachers and pupils, parents. During the recent years great investments have been made into increasing the teachers' IT literacy – this opens the window to the world. The global dimension is more present also in school environment and school culture – in the way daily life is organised, schools are decorated.

Administration sees the lack of continuity in the field of education both on the political and executive level **as challenges and difficulties** in the implementation of GE. The curricula of subjects are overcrowded. Insufficient possibilities of professional further education in the field of GE. The representatives of school administration need more possibilities of this kind. Insufficient peer work for teachers, because there is no habit, no tradition of it, and there is not enough time for it. Peer work would allow coordinating the curricula of different subjects and preventing overlapping of contents.

The opinion of the experts of education on the global dimension in school practice and recommendations for Project implementation were identified during the Kick off Seminar and in-depth interviews organised in the framework of the project.

Inese Vaivare (Latvian Platform for Development Cooperation (LAPAS), Director). The Project will end in the significant year of 2015, which is going to be the European Year for Development. In this year Latvia will be the EU Presiding State, it is a reporting period of UN Millennium Development Goals. It can be used to make the ideas and activities of the project publicly visible, to make the global dimension relevant for diverse groups of population. It is recommended not to attempt to cover the infinite range of all GE issues in the content of the Project, but to focus upon a few concrete things.

Evija Čikute (Ministry of Foreign Affairs of the Republic of Latvia, Economic Relations and Development Cooperation Policy Department, Development Cooperation Policy Division, First Secretary). Unfortunately, the themes of development cooperation and GE are currently not the topical issues on the agenda of Latvia's society. Likewise, the human resources of MFA RL involved in this field are insufficient. The Project is an excellent opportunity for cooperation between the public and the NGO sector and for strengthening influence.

Sandra Kalniņa (University of Latvia, Director of Study Programmes and Coordinator of Continuous Education). The content and methods of the project relate with the topics covered by a number of pedagogical study programmes at the University of Latvia. I propose involving future teachers in project events.

Ineta Īvāne (Ministry of Education and Science of the Republic of Latvia (MES RL) ESF project "Promoting the competitiveness of teachers under the conditions of optimising the system of education", coordinator) I propose elaborating in the project also materials for later stages of preschool education, especially for the "five years' olds". The experience of MES RL shows that this is a very open and interested GE target audience, sometimes turning into the educators of their parents and other family members.

Astra Aukšmuksta (MES RL, Head of the NCE, Division of Interests Related Education and Upbringing Work). The Project is an excellent opportunity for class masters to supplement their arsenal of topics and

methods with contemporary, relevant and exciting content. It is advisable to highlight in the project Latvia's possible contribution to the world, for example, unique, ecologically pure and healthy food products.

Sandra Falka (MES RL, NCE specialist of the curriculum of social sciences subjects). I propose creating direct links in the content of the Project with the standards of the social science subjects. It is important for the teachers to be aware that whatever they do in the Project is also the direct objective of their job. Highlighting values education, which is ever present in the subjects of social sciences.

Inita Juhņēviča (MES RL, Head of the State Service of Education Quality (SSEQ)). It is important to foreground GE issues on all levels of formal education (from preschool to secondary school), and also in the context of life-long education. I propose involving SSEQ and informing it about the interim results of the project, products and educational events. SSEQ employees should have competence in GE to conduct professional assessment of school work. Therefore it would be advisable to offer to SSEQ experts to master the new GE programs.

Evija Papule (MES RL, Deputy-Secretary of State, Director of Education Department). In the continuous education of teachers in the field of GE, the most effective way would be working with school teams. To offer systemic, methodological approaches, avoiding "brilliant" fragmented elements, because new things can be implemented by using them as systems.

Baiba Moļņika (Acting Secretary General of Latvian National Commission for UNESCO). It is important for GE to "disentangle itself" from the "project" status with limited target audience and to turn into a fundamental approach to education. I propose sharing of experience and best practice examples between the Project schools and UNESCO Associated Schools.

Agriņa Miesniece (MES RL, expert of NCE on preschool and elementary school issues). The specialists working in preschool and elementary school need GE methodology most of all - detailed lessons/ activities plans, concrete methodological techniques.

Karīna Brikmane (MES RL, manager of NCE ESF project "Continuous Education of the Teachers in Comprehensive Education"). Currently the standards of subjects allow wide discretion in working with GE topics. The programmes of continuous professional education developed in the project would increase the topicality of GE and their active use in formal education.

Conclusions for further progression of the Project. In working with teachers the existing institutionalised possibilities for implementing GE in the current system of formal education should be foregrounded – in the standards of subjects, documents on the work of upbringing, etc. Paying attention not only to the contents and methods of GE, but also to creating motivation for teaching these topics. To elaborate a special offer (sub-programme, set of materials or by other means) for acquisition of cross-cutting GE topics. Thus presenting GE as a tool for optimising and revitalising the study curriculum. To create platforms for discussions and experience sharing for the Project target audience and broader society – by direct participation, in printed and electronic form. Using peer work in training teachers. To include in the target group teachers working with students of various age groups (from preschool to secondary school), as well as students of teacher training programmes. To include in the group of stakeholders' programme representatives of different fields – education policy makers of the national level, executive power in the local field of education, representatives of NGOs, media, publishers, etc. To link the publicity events of the project with appropriate activities of wider scope – Post 2015, the European Year for Development, Latvia's EU Presidency, etc.



3. LIST AND DESCRIPTION OF CASE STUDIES/BEST PRACTICES

Optional (elective) GE courses. Following the participation in EDC project "Schools – satellites for development education" a number of project schools elaborated optional GE courses. Liepāja Secondary School No.2 offers this optional course to secondary school students. Viļaka State Gymnasium implements this course in the basic school. The structure of optional programmes is based upon 8 GE key topics. The teachers admit – the certainty about the need of this knowledge and the rich resources – content- and methodology-wise – provided by the EDC project encouraged them to create the optional course. Students were very interested in it; they liked the topical, practically applicable character of studies. Unfortunately, Viļaka Gymnasium no longer offers this course, because the funding for optional courses was decreased.

The possibility of creating optional courses defined in the legislation of the education field allows schools to show initiative for implementing the dimension of global education systemically and in long-term. However, the

example of Viļaka shows that **it is essential to integrate GE in the “traditional” subjects of formal education**, which are to a lesser extent subject to economic or political fluctuations.

Cooperation with developing states – campaign to support children of Zambia.

The students of Friendly Appeal Cēsis State Gymnasium sold at the Christmas Fair things they had made themselves – jewellery, knitwear, crocheted things, postcards, home-made gingerbread cookies, home-made jam. The collected money was donated to children of Zambia – for building a school, purchasing medications, school equipment. The idea came from the Finnish school that the Gymnasium cooperates with – Vesilahti Lower Secondary School in Tampere region, which has long-term experience in cooperating with African countries. For Cēsis school this was the first experience of the kind. The event gained great response among pupils, teachers and parents. The students especially appreciated the fact that within a couple of months a representative from Zambia visited the school and told about his country, about the way collected resources were used, showed photos. This example characterises **the general situation in cooperation of Latvia’s institutions of education with developing countries**, there are very few examples of such cooperation. Latvia’s schools historically have had no experience of the kind, there are no institutional framework or people, who would know how to organise such contacts. The schools are not yet aware of the wish to have this kind of cooperation. 20 years ago, when the Soviet regime collapsed, society was looking at the Western countries, previously forbidden. This trend still dominates in the inter-school cooperation. **Direct contact with developing countries is perceived as something exotic.**

However, exoticism and natural human curiosity is a good point of departure for creating deeper and more substantial understanding of the world in its diversity. In the framework of the project it is important to motivate schools and inform them about the possibilities for developing bi-lateral contacts with developing countries.

The NGO EDC’s offer of continuous education in the field of GE for teachers. In the recent years GE has been one of the thematic priorities for EDC. Immense work has been invested in the continuous education for teachers. Programmes of four courses have been elaborated: “Elaboration and Management of Development/ Global Education Projects” (24h¹⁵), “The Content and Methodology of Development/ Global Education in Comprehensive Education” (24h), “Methodological Work in Institutions of Education under the Conditions of Change” (8h), “Schools – Satellites for Development Education¹⁶” (62h). The elaboration and implementation of the programmes was funded by the European Commission, European Social Fund and the Soros Foundation-Latvia. The fact that all programmes have been licenced by MES serves as a proof of their quality. The course groups formed in all regions of the state and more than 800 teachers of Latvia received certificates. The courses received the highest appraisal of the participants. The most **positive aspects** of this best practice example – a large target audience reached within a short period of time. The programmes were open to teachers free of charge and to teachers of all regions, including the teachers from remote rural regions. In two programmes the transport, catering and accommodation costs of the participants were covered. Teachers of most diverse subjects and representatives of school administration have attended the courses. This is not a typical practice, but it leads to excellent synergetic effect. The attendance of the courses by several teachers of the same school was especially encouraged, which ensures successful implementation of the mastered content in practice. Teachers from schools with Latvian and Russian as the language of instruction participated. The best experience of Latvian experts, partners from Leeds EDC and other partners of EDC was integrated in the curriculum. The content of the courses was comprehensive – starting with the explanation of the GE concept, of its historical development, values and missions, ending with practical “ready to go” activities for the needs of various subjects and age groups.

Environment education month “My Drop in the Sea” at Daugavpils Vienība Primary School in May 2011. The pupils elaborated various project works – they created their “Water Diaries”, researched the accessibility of water resources in other regions of the world, the solution to the problem of scarcity of water in Africa, etc. Interesting stickers with facts on water and reminders to use it rationally were pasted at the water-taps in schools. The students met with the professors from the Institute of Ecology of Daugavpils University, visited the company, which supplies drinking water to the city, participated in the campaign for cleaning up the lake shore, polled teachers, families and wider community on their water consumption habits (during the festival of the city). The week was concluded with a singing marathon, during which songs about water were performed. The main indicator of good practice is the **complex character** of the event – knowledge acquisition, research, practical activities and entertainment; the involvement of students belonging to all age groups and of wider community; the ability to link the local and global processes.

¹⁵ One academic hour is 45 minutes long.

¹⁶ <http://www.iac.edu.lv/the-main-projects-and-activities-implemented-by-edc/project-schools-satellites-for-development-education/>



4. FINAL CONCLUSIONS

The study outcomes have led to conclusions on the global dimension in the social sciences subjects and on the further progression of the Project:

- Latvia's formal education does not include a separate subject dedicated to global topics. GE topics are extensively present in the standards of social sciences subjects. The topics most frequently presented in basic education are Values and Perceptions, Sustainable Development and Diversity, in secondary education – Global Citizenship, Diversity and Interdependence. Topics, which are discussed less frequently – Human Rights and Social Justice. The presence of global topics in school practice (lessons) reflects the scope and proportions set out in the standards.
- Fragmentedness and overlapping can be observed in the curricula of social sciences subjects. This pertains also to GE topics. Reforms are needed to make the curriculum more effective. MSE RL is working to this end. GE is a tool of opportunities in the process of these reforms.
- The existing system of formal education is open for increasing the share of global dimension. The standards of social sciences subjects allow this. Teachers have been granted great discretion in elaborating the study curriculum and organising the learning process. This discretion is not sufficiently used in school practice. The reasons – the workload of teachers, lack of knowledge and motivation for implementing GE.
- The teachers have the possibility to prepare and implement optional courses. Currently this practice is not widespread. However, the existing cases have been highly appreciated by teachers, students and also by the school administration.
- The share of global themes is growing in out of class activities. Most frequently these activities are dedicated to the topics of sustainability, saving resources, and they remain locally centred, without acquiring global dimension. The topic of social justice is the least discussed in out of class activities. Schools in Latvia have very limited experience in developing direct contacts with developing countries.
- Teachers and representatives of school administration are interested in professional continuous education in the field of GE; however, they carefully assess the offered courses (content, funding). Therefore the organizers of courses have to invest time and resources in developing their reputation and preparing high quality offer of courses. The preschool teachers show the greatest interest in GE topics.
- The representatives of MES RL structures have positive attitude towards increasing the presence of global dimension within the framework of the existing system of formal education. The representatives of MES RL have urged to do it in all stages of education, they have also expressed readiness to provide expert opinion on the programmes of the Project and to participate in educational activities.
- NGOs of the GE field, especially EDC, are important players in formal education. The GE programmes of continuous education, developed by EDC, have been highly appraised in Latvia, the implemented projects have earned recognition on international level. EDC international partnership with other NGOs – Mondo (Estonia), Leeds DEC (the UK) is an essential precondition for introducing GE in school practice.

RECOMMENDATIONS IN THE CONTEXT OF THE PROJECT

- **The main focus** of the 3 programmes elaborated in the Project should be – Human Rights, Social Justice and Interdependence. These should be linked with GE values – justice, responsibility and awareness of human rights and equality. All topics should be presented in their local and global interconnections. Superficial explanations of global causalities should be avoided.
- **Legal possibilities of implementing GE within the framework of the existing system** should be shown to teachers – the implementation of the requirements set in the subject standards, elaborating optional programmes, in the work of class master, guidelines on preschool education, events of school scope, etc.
- Special offer for GE **cross-cutting topics** should be created, of topics that fit equally well in the curricula of various subjects. Teachers and representatives of school administration should be shown that cross-cutting topics is a tool for optimising the workload of students and teachers.
- Possibilities of **developing direct links with people from developing countries** should be shown, incentives for such cooperation should be created, as well as publicity of best practice examples.

- During teacher training events the focus should be placed equally upon issues of **curriculum and methods** and increasing the teachers' **motivation and interest in** global topics. Teachers should be involved in **the elaboration and testing** of study materials, possibilities for **self-reflection** on learning / teaching process should be created.
- The project target groups should be developed into **supportive learning community**. Active networks of GE schools should be developed in regions, intense sharing of experience directly, in printed and electronic form should be facilitated, as well as cooperation within school project teams and peer work. The Project should enrol teachers and representatives of school administration from schools of various types, with different languages of instruction, teachers working in the whole range of social sciences subjects and in all age groups, from preschool to secondary school.

The stakeholder group of the project should include representatives of the most diverse fields (including representatives of MES RL). The stakeholders should be involved in providing expert opinion on programmes and the systematic process of training, ensuring synergy of sectors. **Local partnerships** (state, local governments, NGOs, business, media) **on the basis of GE** should be facilitated.

- The **GE programmes** elaborated in the Project **should be licensed by MES RL**. To ensure that they are regularly updated and the offer is maintained also after the completion of the project.
- To develop **international level partnership** involving NGOs, stakeholders of education field and project schools. To familiarise with the best practice, products of the project and to promote sustainable future cooperation.
- To **lobby GE** in MES and other state and local government structures throughout the course of the project to gain institutional support for more extensive integration of GE in the study curriculum. To convince the representatives of MES RL about GE as a tool of opportunities in the reform process, which has been initiated.
- Throughout the course of project to focus upon **issues of publicity**, to convince wider society about the relevance of GE and show the possibilities that the Project outcomes give to every inhabitant of Latvia.
- To use **the topical issues on the global agenda** (Latvia's Presidency in the EU, Post 2015 Agenda, European Year for Development) for strengthening the impact of the Project.

REPORT ON THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION: SITUATION IN **ESTONIA**

Author: Johanna Helin, data collection by Peeter Vihma and Mari-Kättrin Kinks

1. INTRODUCTION

In Europe, most of the old member states have dealt with Global Education (GE) for decades, as long as they have been involved in development cooperation work. During this time GE has found its place in schools, workplaces, churches, associations, municipalities, trade unions, etc. However, in most of the new member states of the EU, like in Estonia, Global Education and Development Education are new to the public. The overall interest towards developing countries is quite limited: development cooperation is not high on the national agenda, media does not cover news from developing countries, parliamentarians and decision makers lack knowledge on the global development issues. Universities do not offer study programs in development studies and the courses touching upon development themes are almost non-existing.

Things are still changing. The public opinion seems to become more supportive of Estonia giving assistance to poorer countries¹⁷, and for buying fair trade products¹⁸, although the economic recession in Europe has also had an adverse effect. During the past 6-7 years there have been a number of GE projects managed by NGOs aiming at creating awareness of development issues among teachers, pupils, NGOs and politicians, as well as launching and promoting fair trade in Estonia. Through these projects NGOs have gained more professionalism in education and regained the trust of the formal education sector. And, last but not least, the new national curriculum is also more supportive of global education and education authorities and teachers are becoming more interested in GE themes and methodology.

2. INFO ON THE PROCESS OF RESEARCH AND METHODOLOGY

This study examines the position of Global Education (GE) in the Estonian formal education, especially in social sciences subjects. It uses materials from other previous studies on the same subject, such as: *Survey on the Status of DE in the School Curriculum in Europe* conducted by the Curriculum Working Group of the Development Education Forum (DEF) of CONCORD¹⁹, the evaluations of GE work done by NGO Mondo's Development Education Centre during 2011-2013, evaluation of the national curriculum done by NGO Mondo (NGO Mondo, 2012: *Kasvatades Maailmakodanikke – Riikliku õppekava alusväärtuste ja pädevuste arendamine läbi maailmahariduse*) and Praxis study on ESD in Estonia (Praxis 2012). Materials from 55 teachers taking part in 80 hours GE course have also been used by studying their course folders, which include also assignments for assessing GE practice and textbooks, and listing ideas for curriculum improvements.

¹⁷ The first public opinion poll on the attitudes towards development cooperation was conducted in February 2005, just after the tsunami disaster. Opinion leaders were almost unanimously (95 %) of the opinion that Estonia needs to give assistance to poorer countries, the moral grounds and justification for this derived mainly from the notion of reciprocity (previously Estonia received support, now it is our turn to help). The small minority who did not think that Estonia should give development assistance justified this with Estonia having still enough problems of its own. The poll was conducted among the general public (1000 Estonians nationwide), as well as opinion leaders (150 politicians, journalists, independent opinion leaders). The opinion poll was repeated in March 2008 and the numbers had somewhat increased. Interest towards global issues had increased from 57% to 67% and the willingness to help from 65% to 76%. (Avalik arvamus arengukoostööst, Turu-uuringute AS. Commissioned by the Foreign Ministry of Estonia, February 2005 and March 2008). Unfortunately, the MFA has not repeated the same opinion poll as of yet. Eurobarometer in 2012 shows that Estonians are still less keen on helping developing countries than an average European: 41% of Estonians think that we should keep our promise to provide aid (European average 49%) and 29% thought that if we have economic problems ourselves we should cut the aid (European average 18%) http://ec.europa.eu/public_opinion/archives/ebs/ebs_392_fact_ee_en.pdf

¹⁸ According to the Fair Trade opinion poll conducted in November 2006 only 5 % knew the label and 4 % had bought Fair Trade products, but 43 % were willing to buy them in the future after learning about them. In an opinion poll of October 2009 already 19% had heard about Fair Trade and 9% of the population had bought the products. (Turu-uuringute AS, http://www.fairtrade.ee/images/stories/ft_tuntus_2009.pdf).

¹⁹ CONCORD is the European NGO Confederation for Relief and Development.

The study is also based on interviews with teachers and education authorities. Ten interviews were conducted in April–June 2013 with teachers taking part in GE course organised by NGO Mondo Global Education Centre. Two persons from the Ministry of Education were consulted, one from the Ministry of Environment and one from MFA, as well as one person from the Estonian National Commission for UNESCO. Three focus group discussions were organised in GE Summer School in July 2013 in Võsu, involving 45 teachers of different subjects (mainly social sciences).

As part of the annual evaluation of GE work done by NGO Mondo's Global Education Centre, also young people were interviewed and answered questionnaires. The results of that study are also included in this paper.

3. SUMMARY AND CONCLUSIONS

3.1. DEFINITIONS

In Estonia, the NGO Roundtable for Development Cooperation (Arengukoostöö Ümarlaud, AKÜ) has started to use the word "*maailmaharidus*" for Global Education. The concept is defined to be "*an active learning process that enables people to move from basic awareness, through understanding the causes and effects of global issues, to personal involvement and informed action.*" The Estonian Ministry of Foreign Affairs has also started to use the term in its "*Strategy for Development Cooperation and Humanitarian Assistance*", which was adopted in 2006 and revised in 2011. The term "*maailmaharidus*" is also included in the new State curriculum for gymnasiums in one of the optional course descriptions (Globalising World). It has also become more and more recognised among teachers due to the work done by NGOs and their cooperation with the education authorities in e.g. preparing implementation guides to the new curriculum.

As part of the bigger European wave of preparing national strategies for GE, also Estonia underwent this process in 2009–2010 with the aim of bringing together the different stakeholders to create a common understanding of what DE/GE is and how it should develop in the Estonian context. As a result of the consultation process the "Global Education Paper" was prepared. Its impact has, however, remained quite marginal, as the preparatory process remained very informal and was led by NGOs. Likewise, there have been no major follow-up activities related to it.

Lately there has been more talks on widening the concept of the Education for Sustainable Development (ESD) to include both the Estonian concept of global education and environmental education. The key principles and competencies overlap, thus, greater cooperation between the advocates of these different "educations" could help in getting more support for the joint cause. It would also be useful in creating the Post-2015 Sustainable Development Goals, which should also be supported by ESD.

Both the promoters of environmental education and of global education see that ESD, which is in line with the Baltic 21 E Programme of Baltic Sea Region States, provides a good vehicle for including the values of global citizenship, human rights, multiculturalism and sustainability as a curriculum framework, outlining the skills, attitudes and competencies compliant with DE/GE at all levels of education. However, in Estonia at present the understanding of ESD is too narrowly linked only to nature protection/conservation²⁰. Greater emphasis should be placed upon social, cultural and economic aspects of sustainable development, and this could be achieved by foregrounding the Global Education.

The evaluation conducted in 2013 by sociologist Peeter Vihma among teachers, who have taken part in GE trainings and projects, showed that the trained teachers connect the term "*maailmaharidus*" to three components: to values, to methods and to certain type of information. The values of solidarity, equity, elimination of stereotypes were considered to be the main characteristics of GE for this group of teachers. Second characteristics were the interactive methods, as the teachers saw that only through them it was possible to change attitudes and values. Thirdly, global education was linked to information about sustainable development, social justice, multiculturalism, peace and conflicts, provided in an interactive way to increase knowledge on global links. The evaluation showed that long-term trainings on GE had left an impact on the values, knowledge, skills and motivation of teachers to work for GE.

"The most important values are solidarity, equality, elimination of stereotypes. But what does it mean to me? I think global education is more than what I as a teacher give to the pupils. I do not send them away with only some knowledge, but I give some behaviour and attitudes, some skills, what they actually might really need in life. School system is so tied up with facts, but at the same time I think that learning in the future follows more the idea of global education, that we teach some values, attitudes, behaviour."

²⁰ Praxis study on ESD

“Sustainable development, social justice, diversity, peace and conflict – they all give background knowledge. We develop them through practical activities, for example, pupils reflect on their own consumer habits. It should develop critical thinking, cooperation skills through group work. When we talk about the conflicts in the world, we also gain knowledge about how to solve our own conflicts. Respect for oneself, respect for others, respect for other cultures – these skills should be developed through these themes. I hope that when they have knowledge and when they have skills, they should also develop the values.” (quotes from teachers in Peeter Vihma’s study, 2013)

3.2. GE IN THE NATIONAL CURRICULUM

In Estonia, the current national school curriculum is divided into two: there is separate curriculum for basic schools and upper-secondary schools (gymnasiums). Previously they used to be joined together. The national curriculum provides the framework, within which schools should elaborate their own curriculum. However, some still criticize the national curriculum for being too difficult and detailed, leaving too little freedom to individual schools and teachers. The present Minister for Education has therefore requested some revision of the present curriculum.

The current curriculum was prepared in 2009 and started to be implemented in schools gradually, from 2010 onwards. The Curriculum Working Group of the Estonian Roundtable for Development Cooperation (Arengukoostöö Ümarlaud), consisting of approximately 4-5 NGOs active in global education, was invited to provide comments in the preparatory stage of the new curriculum. Some of the suggestions were also included in the new curricula.

The main/general part of the curriculum states the general values, which the curriculum is based on. These are general humanistic values, such as honesty, empathy, respect for life, justice, dignity, respect for oneself and others. On the other hand, the general part also names civic values, such as freedom, democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, environmental sustainability, respect for law, cooperation, responsibility, gender equality etc. The curriculum states that these values should be seen in all the subjects. Developing basic values and competencies should also be the task of each school, school principal, teacher, and also other school personnel.

The national curriculum puts a lot of emphasis on the development of **general competencies**²¹, such as value competence, social competence, communication competence, and self-management competence. They can also be seen to support to some extent the principles and aims of GE. According to the national curriculum for gymnasium level, the gymnasium graduate should be aware of global issues, take co-responsibility for resolving them, should value and adhere to the principles of sustainable development. He or she should also be capable of resolving conflicts and act in a tolerant manner.

The transversal themes also provide a clear reference to GE. One of them, *“Values and morals”*, states that school should help pupils to develop the ability to analyse their own behaviour and its consequences; show their emotions in an appropriate way; accept the differences between people and take them into account in communication; stand against injustice in a way that does not harm anyone’s interests or needs. Pupils should be made to think: should I stay indifferent if general values and principles are violated? How should I interfere when I see a violation of rights?

Another cross-cutting theme *“Sustainable development of environment and society”* has even closer links with GE. The basic questions of this theme are: what are the biggest challenges to our planet? How can we enjoy welfare without creating problems to people on the other side of the globe? How can we care for the planet for the future generations? What role could the development of our immediate surroundings have? “The aim is for the student to become a socially active, responsible and environmentally conscious person, who preserves and protects the environment, and by valuing sustainability, is prepared to find solutions to issues pertaining to the environment and human development” (National curriculum).

Transversal theme *“Cultural identity”* gives the opportunity to get to know different ideologies, cultures and religions. “The aim is for the student to develop into a person, who is culturally aware, who understands the role of culture in shaping people’s thoughts and behaviour and who knows how cultures have changed throughout history, who has acquired an idea of versatility of cultures and particularities of lifestyles determined by culture and who values native culture and cultural diversity and is culturally tolerant and prepared for cooperation” (National curriculum).

²¹ In the sense of the national curriculum, competence is the aggregate relevant knowledge, skills and attitudes that ensure the ability to operate productively in a particular area of activity or field. Competence can be categorized as general competences or subject field competences.

There is yet another cross-cutting theme linked to global education: “Civic initiative and entrepreneurship”. “The aim is for the student to become an active and responsible member of the community and society, who understands the principles and mechanisms of the functioning of society and the importance of civic initiative” (National curriculum).

Social studies subjects include History; Civics and Citizenship Education; Personal, Social and Health Education and Geography (Human Geography). Aim of studying these subjects is to increase pupils’ social competence and as a result the upper secondary school graduates will be able to:

1. understand the processes of social changes in the history of humankind and in modern-day society and the causes and effects of the most important events;
2. respect democracy and human rights, follow generally accepted etiquette and the law, know about civil rights and duties and take civic responsibility;
3. have a vision of their own future, make plans and act in order to fulfil these plans;
4. take interest in their own development, their nation, community and the world, shape their own opinions and behave as active and responsible citizens;
5. understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life;
6. know about the cultures of different nations and their specificities and be respectful towards individual and cultural differences as well as differences in worldviews, unless these views constitute crimes against humanity;
7. will have acquired practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts,
8. will have acquired knowledge and skills that support the development of a complete and autonomous human being, who values a positive attitude towards themselves and others.

Social studies subjects, thus, provide the strongest focal point for including GE topics and methods. It is also stated in the curriculum that History, Civics and Citizenship Education and Geography “support the ability to understand humanism, the principal values of democracy and sustainable development and to follow these principles in ones own activities, as well as adopting a respectful attitude towards different worldviews. The ability to stand up against the violation of fundamental norms is fostered in the course of studying Civics and Citizenship Education.” Personal, Social and Health Education “supports the understanding of value systems, living in harmony with thoughts, words and feelings and giving reasons for one’s choices, taking into account not only one’s own well-being, but also that of others.”

However, looking at the curricula for different subjects, it could be stated that the quality and quantity of GE is still quite limited in them. One remarkable improvement was the introduction of a **special optional course** called “Globalising World” in the gymnasium level Geography. Global Education is mentioned and defined in the course description which states that “The content of the course is integrated with global education, making it possible for students to understand the reasons for and effects of globalisation and to become active citizens by knowing the main international development goals and principles of sustainable human development” (National Curriculum for Upper Secondary School)

In the national curriculum the course is defined in the following way: “This optional course has an important role to play in fostering the awareness of students, who care about the sustainable development of society, justice, tolerance, inclusion and cooperation, and in helping such students become active global citizens. The course equips students to deal in depth with topical problems of different regions of the world, with examples from both developed and developing countries. Knowing the natural, cultural, demographic and economic diversity and idiosyncrasies of the world enables students to cope in the globalising world. In studying regions, the main emphasis is on the development of environmental conditions, population, culture, economy and society in reciprocal relations. The course helps students acquire skills in solving problems related to everyday life and make competent decisions, which increase their ability to manage in the natural and social environment. During the course, students develop skills in using sources of information and critically evaluating the information they find. This helps to shape the knowledge and skills that enable them to understand and explain the processes that take place in society”.

As the course is marked as optional course, the school should provide it and is obliged to provide it in case there are students demanding it.

3.3. TEACHERS' OPINIONS REGARDING GE IN SCHOOL CURRICULUM

The teachers taking part in the 80h global education course analysed GE in school curriculum as one of their home assignments. In general, the new curriculum was considered to be supportive of global education. Some improvements were, however, also proposed.

The teachers were of the opinion that global education should be more visible already in basic school curriculum, as that is the phase when values and attitudes are formed. GE would be used and useful in the work of class teachers. GE in basic school could be more practical, informative, aiming at creating empathy. The gymnasium level requires more analysis, forming an active global citizen. The "Globalising World" course, which is optional, should be made mandatory on the gymnasium level, according to teachers.

Students should also be engaged more in role plays to encourage empathy and teach conflict resolution skills, school wide project days, e.g. cultural days or visitors in schools to introduce different cultures to pupils should be organised. More cooperation between social sciences subject teachers would be needed to avoid overlapping and to divide themes between subjects.

According to the teachers the national and school curriculum should include, first of all belief in the possibility of change and in the possibility of an individual to be able to change things. This would increase the willingness to become involved. Secondly, the curriculum could include questions about social justice and equity – to increase willingness to work against injustice, interest towards what is happening in the world, understanding of the differences between wishes and rights, responsibilities. And thirdly, values and skills for more sustainable way of life, "to be more, not to own more". In general, more critical thinking, empathy and activism.

Teachers of social sciences also provided some ideas relating particularly to their own subject areas. E.g., in history curriculum all the general competencies could be related to being a global citizen and to knowledge about different global education themes. The skills dimension could be expanded and made more specific. There are only two general references to it. Teachers also complained that history teaching is currently too focused on facts. More GE attitudes and values, as well as skills should be added to the aims of history teaching (e.g. devotion to social justice, respect for diversity, conflict-resolution skills). Some also suggested that the gymnasium level contemporary history course should be critically evaluated. More emphasis should be put on conflicts in Africa and the Middle East. Teachers should aim to be up-to-date with the contemporary challenges. Anecdotal evidence suggests that in civics and history many teachers use contemporary events and debate them in the classroom. Media education is also an optional subject in some schools, which could provide a more critical understanding of news production. Problem is, though, that there are very few skilled and trained media teachers in schools.

Teachers of personal education (*inimese õpetus*) suggested that personal education should show that the world is bigger than just one country and reveal the problems that exist in the world. Special issues to be included in different courses could be the discussion on gender and sexual orientation, understanding of different cultural backgrounds and traditions and various social justice themes. There are some prepared materials for these subjects, but normally teachers prepare their lessons themselves, by adding also their own materials, collected from media and organisations.

Geography teachers saw that basic school geography could include more global themes e.g. human rights (poverty, gender equality), population, climate change and its impact upon poorer regions, interdependence. GE could also be included in other subjects: the 9th grade Economic Geography, when discussing the economic development of European states and population, the teacher should include also wider picture of the world. The 8th grade course "Water in the world" provides good opportunity for watching films, doing activities and discussing the theme more in depth. The 7th the grade course on population provides a place to talk about different religions and is again a good opportunity for using documentary films. Other entry points are courses on "world states" (to include themes of cultural diversity and social justice), courses, which include reasons for immigration and refugee crisis, social and economic differences in Europe and in the world, environmental problems linked to urbanisation, mining of natural resources. It depends on the experience of teachers, whether more GE aspects are included in the courses. E.g., in the 8th grade, when taking about natural vegetation zones, the teacher could also talk about differences in the living conditions of people around the world, show staple foods and diet in different parts of the world. This will help in building tolerance, as pupils will start to understand why people eat things that at first seem weird to them.

3.4. GE IN SCHOOL PRACTICE

As already mentioned, the new curriculum started to be gradually implemented from 2010 onwards. By now all school levels are implementing the new curriculum. The ministry has also prepared guidelines for, e.g., the transversal themes to support teachers in implementing the new curriculum. Global Education experts have also been involved in the elaboration of them.

One of the bigger changes the new curriculum has brought with it is the change in social subjects from state exams to project and research work. This provides a new opportunity, allowing the students to make their research work on GE themes. Teachers are requesting outside support for students. The experts in Global Education Centre together with the Estonian National Commission to UNESCO are jointly putting together a list of topics linked to GE themes they would be willing to supervise.

Project and research work is a welcome change from global education perspective, as previously teachers of social subjects tended to be too focused on teaching only for the exams. This created a feeling in teachers that the school systems were too overloaded and the demands on teachers' time were increasing. With the new curriculum teachers should have more freedom to focus in-depth upon a smaller number of topics. Another issue is, whether teachers know and understand this change. In any case, inclusion of global education themes and topics into school practice is more and more dependent on individual teachers, their vision and interests.

During the past 20 years of regained independence, the teachers in Estonia have gained substantial experience in teaching such subjects as human rights, citizenship, democracy and environmental issues. The values in the society, presented also by a number of teachers themselves, are, however, not always supportive of the values of the curriculum. The general attitudes towards people from different minorities (ethnic, linguistic, sexual orientation etc.) or immigrants and refugees are commonly negative. The media also gives a lot of space for xenophobic and racist statements. Thus, some of the global education topics receive resistance by teachers and pupils, and this is a challenge to GE practitioners.

However, there are also a number of teachers interested in global issues from various perspectives, who see the value of global education. They have tested the methodologies and see them as part of quality education, which positively affect student performance and interest. These teachers are still, unfortunately, the minority – although, fortunately, an increasing minority. However, a positive tendency in Estonia has been that teachers have started building networks of like-minded teachers, first within their own school, then with schools nearby. This has also been one of the conditions in some of the DE projects run by the NGOs.

According to the study by Vihma (2013) the motivation of teachers to deal with global education comes from three sources of interest:

1. theoretical (the interest of experienced teachers to introduce something new into the subjects they teach)
2. practical (e.g. contribute to reducing tensions between different language and cultural groups in the school and society)
3. pragmatic (attracting more students to their courses, being more competitive as a teacher, who can teach various courses)

The main problems teachers were facing in teaching GE were linked to the fact that many of the themes were so broad, that it was difficult to draw limits to what should be known about the topic. They also found it hard to find a good way of grading, e.g. the new Globalising World course.

One big problem for teachers is getting support for GE themes inside their own schools, from school management and fellow teachers. This came out in the focus group discussions where school management and fellow teachers considered the main factors either supporting or hindering GE in school. Parents were also considered important. They could play a supportive role and should therefore be informed and included in the activities as much as possible. Sometimes, however, parents could also pose problems, if they saw global influences in general as negative.

Another obstacle is the methodological skills of teachers. There is still a big number of practising teachers, who see learning as one-way process of pupils acquiring information offered to them by the teachers. Although the situation has improved throughout the years, the Estonian school system is still criticised for being too much based on cramming facts, instead of teaching critical thinking and problem solving skills.²²

²² The results of IEA CivEd international research on Civic Education (ICCES) in 2006 shows that Estonian youth knows better the norms and international human right regulations than could solve conflict situations. (iii)

The use of new “liberal” pedagogical methods (encouraging students to define their own opinions on different problems”) instead of “conservative” methods (students work with a textbook) is encouraged by the new curriculum, and some schools have, for example, abandoned the use of textbooks in Civics. However, many teachers are not well prepared to use newer methods aiming at developing critical thinking and debate skills. Some also doubt their value in education. Anecdotal evidence suggests that the Russian-language schools are even more hesitant to use interactive methods than the Estonian ones. In focus groups, the teachers, who had been trained in GE, saw time as one of the major problems for them. There were too many other activities to carry out, especially if the school was concentrating on exam results. Teachers felt that the curriculum was supporting GE, but that many teachers did not know or value the curriculum enough. Positive factor was the fact that the themes, materials and trainings are interesting and new to teachers. The support received from Mondo, e.g. through school visitors and trainings, was highly appreciated, as well as the Globalising World course materials. Visitors with different backgrounds to schools are a common way of introducing cultural diversity and breaking stereotypes. Schools are, in general, also quite open to NGOs visiting and giving classes. At the same time, the teachers were also criticising NGOs for offering different things at the same time and hoped that they would coordinate their activities more.

Good technical equipment in all schools and both teachers and pupils skilled in using the Internet were also mentioned as factors supporting GE. This makes it easy to get and share information and to be connected. Teachers also noted that the fact that the Estonian people are travelling more has made children more interested in the global themes.

3.5. TRAINING OF TEACHERS IN GE

From the interviews with teachers, the lack of knowledge, experience and motivation of teachers to address global issues is considered to be one of the main obstacles for greater GE content in school practice. Although a new curriculum framework has been developed, which includes many aspects related to global education, the overall situation will not improve, if teachers are not simultaneously trained on the issues and offered methods and materials to include global education into various subjects.

In Estonia the initial teacher education does not address issues related to global education, multiculturalism or human rights. The situation implies a need for systematic reforms in initial teacher training courses and curricula.

Lately the Ministry of Education has started to put more emphasis on in-service training for teachers on the competencies and values listed in the general part of the curriculum, as well as in transversal themes. Structural funds from the European Commission are channelled for this purpose. However, if the organisers of the in-service courses are the very same universities, which have not been able to offer this training in the initial teacher education, it is hard to see an improvement to the current situation.

So far Estonian teachers have received training in global education mainly through the EC funded GE projects done by NGOs. Trainings through these projects started in 2007 and so far approximately 400 teachers have been trained by different NGOs on various GE topics and methods. One of the main actors in this field is the Global Education Centre, which started its work in 2008 under Jaan Tõnisson Institute and moved under NGO Mondo at the beginning of 2011. The Centre has developed various training events, the most widely known among them being the Global Education Summer School that has been organised since 2008 every summer. In the beginning it was organised in cooperation with Humana Estonia, which also had an EU funded project on-going at that time.

The latest course developed by the Global Education centre is 80-hours in-service training course, which in addition to lectures and workshops includes also work with a study-folder, home assignments and a course project, which needs to be carried out in the school. Development of the course was done with the support of Innove (implementing agency of MoE). Summer and winter schools, as well as the 80h training course have been accredited with the Ministry of Education and, thus, provide an official training certificate. Estonian teachers need to have at least 160 hours of in-service trainings per year.

3.6. TEXTBOOKS AND OTHER TEACHING AND LEARNING MATERIAL

In Estonia there is no state quality control on the textbooks used in school. Schools are free to select textbooks from the “free market” themselves. There are three main publishers of school textbooks *Koolibri*, *Varrak*, and *Avita*.

Teachers of the 80h course were asked to evaluate the textbooks they are using in school from GE perspective. It appeared that teachers were especially critical of the textbooks in history and civics, as being too one-sided and

boring. Using them especially in Russian-language schools is problematic. One teacher pointed out that some of the newer textbooks present a nice exception to the rule.

Also in other textbooks issues are mainly taught from a local perspective, and the books lack global dimension. Civics teachers also noted that sometimes the more “global” themes are situated at the end of the textbook and tend to be only rushed through or skipped because of lack of time.

Textbooks were also accused of stereotyping. Teachers said, for example, that:

“I conducted an analysis of textbooks with 8-9 graders. They were surprised to realise that textbooks were talking mainly about men and their achievements”

“Basic school textbook show only conservative gender roles. Religion is not mentioned at all. Different ethnic groups seldom – and only some of them. The only theme that is well represented is age. Therefore, I prepare a lot of materials myself.”

“Students are afraid of saying aloud what they think. They should be encouraged more, told that there are no wrong or right opinions, but everyone can have their own opinions. Geography textbooks only state facts, their presentation is sometimes also stereotypical or shallow, or some themes are not mentioned at all”

“Textbook should avoid stereotyping: should be made clear that we cannot judge about different people in contemporary world on the basis of historical events or stereotypes derived from history. There should be more examples, interactive methods, like discussions based on films, pictures, etc. More research work. Possibilities to meet people from different cultures.”

“I think that the new textbooks are less stereotypical than the old ones. However, we should pay more attention to our own and pupils’ use of words to avoid generalisations”.

In addition to textbooks, teachers make their own materials and have a chance to use materials produced by NGOs. Materials have been mainly prepared by the Global Education Centre and Humana Estonia. Also the Estonian Roundtable for Development Cooperation has produced some materials distributed also to schools.

Since 2008 The Global Education Centre started building a film library of documentary films on global issues. Today this film library consists of more than 160 documentary films, available to teachers for free. Many teachers use this opportunity, and an average of 50-60 films are loaned out every month during the school year. The Global Education Centre has also a library, which lends books and provides schools with free teaching and learning materials on different themes: how to celebrate UN days in schools, interactive games and plays, guidelines for including GE into various subjects etc.



The Centre also maintains a portal www.maailmakool.ee addressed to teachers, where most of the produced materials are available on-line. Background materials on various global topics are also provided. Another portal www.1maailm.ee is designed for youth with similar content on global issues in a more youth-friendly format.

In 2012 the Centre produced a Textbook for teachers for the optional course “Globalising World”. It consists of background information, as well as lesson plans and interactive methods. The book received a prize for the best teaching material of the year at the educational editions competition organised by the Ministry of Education in 2013.

Peeter Vihma (2013) studied the attitudes of pupils, who had taken the course, and compared it with those, who had not. According to his study, the knowledge of students on themes of poverty and human rights was clearly higher in the group that had taken the course when compared with students, who had not. However, there was less correlation related to environmental issues, peace and conflicts. This result could support the findings in the Praxis study, which found out that especially the themes of poverty in the world, solidarity and human rights were lacking in the present school education. GE could therefore be seen as filling the missing links in the more holistic understanding of sustainable development.

3.7. FUNDING FOR GE ACTIVITIES

The European Commission/EuropeAid, through budget line 21-02-03, has been for many years and still is a major funder of DE partnership projects in Estonia. Since 2008 there have been at least 2-3 bigger projects, which have had a positive impact on the status of GE/DE in the country.



The main NGOs working on global education projects have been NGO Mondo, Jaan Tõnisson Institute, Humana Estonia, Sexual Health Association, Sillamäe Child Welfare Association, Ethical Links and the Estonian Green Movement. The success of the Estonian NGOs is based on the fact that so far the European Commission has continued to promote projects from NMS with additional funds. The Estonian NGOs are also well connected to other European NGOs and have been able to build up successful partnerships. However, the application process is still highly competitive and time-consuming.

Estonia itself is still quite a new donor country (it changed from being aid recipient to a donor country only 15 years ago). The level of ODA remains quite low (0.11 % in 2012). As stated before, the *“Estonian Strategy for Development Cooperation and Humanitarian Assistance”*, adopted in May 2006, includes also the notion of global education and foresees active integration of DE/GE into the formal education.

The amount of money directed to DE/GE activities by NGOs out of the ODA is currently around 120 000 Euros per year (2012). Additional funds are also used for the “World Day” event and to support voluntary work in developing countries. MFA has also finally been able to create a system by which NGOs can apply for co-funding to the European Commission projects.

Notwithstanding all these good developments, there still remains a gap between the current expenditure and the UNDP target of 3 % of ODA for global education, development information and awareness raising.²³ There is also a threat, sometimes felt by the NGOs, that MFA perceives the aim of global education as solely gaining popular support for ODA expenditures.

The curriculum reform has opened up opportunities for funding initiatives through Ministry of Education. Although the funds are quite small, MoE has supported some in-service training courses and supported the GE activities of UNESCO schools. NGOs have also been able to apply for funding to in-service training courses through Innove (the implementing agency of MoE).

The new initiative of bringing environmental education and global education closer together under a joint ESD umbrella might give an opportunity to form partnerships to link MFA (development education), Ministry of Education (ESD), Ministry of Environment (environmental education) and NGOs in collaborative strategies, projects and actions. This kind of collaboration could be a positive development, showing that the Ministry of Education is more active in GE/DE and the Ministry of Foreign Affairs recognising the advantage of having bigger and more substantial projects jointly and co-funded with other stakeholders instead of its small own initiatives.



4. LIST AND DESCRIPTION OF CASE STUDIES/BEST PRACTICES

4.1. FRIENDSHIP SCHOOLS IN AFGHANISTAN, GHANA AND KENYA

The Global Education Centre has for the past 4-5 years been organising school links between Estonian schools and schools in Afghanistan, Ghana and Kenya. Currently, approximately 30 Estonian schools are involved in the links. The Centre provides the contacts, supports the communication between schools, and offers materials and school visitors to the Estonian schools to widen the knowledge on the country, culture and religion in question. Sometimes teachers are also offered chances to visit each other. For example, during the past four years four Estonian teachers have been to Afghanistan and Afghan teachers have been to Estonia visiting schools. Ghanaian teachers have taken part in the summer school for Estonian teachers in 2012 and in 2013 two Estonian teachers are going to Ghana to work as volunteers. Pupils have also been linked in Skype conferences, involving Afghan and Estonian children.

School partnerships help in raising the students' interest and creating the feeling of solidarity. The Estonian pupils, after having learned that their partner schools lack, for example, study materials, were involved in making teaching materials for English lessons. They have also fundraised for study materials and solar panels for their partner schools.

The main aim of the link is still educational. During the last two years teachers have developed joint projects on, for example, water, waste, quality of education, climate change. The topic is studied by both sides and the results are shared, e.g., in the form of short films.

²³ United Nations Development Program (UNDP) recommends that three per cent of the development cooperation funds is used for development education.

Some comments from the teachers involved in school links with Afghanistan:

"It felt so interesting and different to me. I thought that it would be good for the students too – so that they would not stick so much to their stereotypes. That there are only terrorist with their suicide bombs. As I'm a class teacher for the 8th grade, I thought to do it with my class... I spoke also with parents, so that they would not be against it – and they were very supportive. Then the idea somehow grew and grew, and I could find another person in the neighbouring class to support me. Maari (from GE Centre) was really super helper in inviting visitors. In the beginning I thought that it would be very difficult and complicated to have friendship school in Afghanistan – but it turned out to be so simple, that I see no reasons for not doing it."

"We have a friendship class and we did this project whereby a specialist came to give talks. Pupils also had to do a research on Afghanistan. In January we divided pupils into five groups, depending on their interests. They listened to the experts, did their own research work and afterwards we organised a student conference, where pupils presented their research work to others. They really liked the responsibility of organising the conference. They were proud to be delegates, talking about Afghanistan as real politicians."

4.2. 80H IN-SERVICE COURSE IN GE

Various NGOs have been offering Estonian teachers different short-term trainings during the last five years or so. They normally focus on practical use of DE materials and methods for classroom context. Less emphasis is put on more profound questioning of the existing education system and practice, as well as the development of critical thinking.

The Global Education Centre started to develop a new more in-depth in-service course for teachers with professor Vanessa Andreotti (Professor of GE from Oulu University) in 2012. Support for developing the course and carrying out the first course module was received from Innove (agency of the Ministry of Education). The course consists of on-line lectures by prof. Andreotti, thematic lectures by different experts, and testing of different GE methods and materials. The participants also need to fill in course folder and do various home assignments for each module. In order to finish the course they also need to carry out independent project in school. The course outline is as follows:

Module	Lectures	Practical work	Independent work	Total
<i>Global education, globalization and mutual dependence</i>	6	2	4	12
<i>Social fairness and equality</i>	6	2	2	10
<i>Diversity</i>	6	10	-	16
<i>Peace and conflicts</i>	6	2	2	10
<i>Sustainable development</i>	6	4	2	12
<i>School projects and self-evaluation</i>	6	6	8	20
Total	36	26	18	80

In 2012-2013 the 80h course has been attended by 55 teachers, who gave a positive assessment of the course. 90% of participants considered the training course very useful or useful. Half of the participants found it very useful. Teachers have received useful information for preparing their own lessons and their expectations for the course have been met, although some complained about the heavy workload that had to be done during the course.

Some comments from the teachers:

"The course gave me assurance that it is possible to change things. Secondly, that it is important to talk. Thirdly, that we need to emphasise peaceful means of conflict resolution ...we discussed faraway problems, like Israel-Palestine

conflict, which I did not know much about. But I could benefit from learning from it. I could see similarities, e.g., in the segregation of Russian and Estonian schools, as we have here in Estonia. That we do not see each other, and then we think that the others are horrible people“.

“Before attending the course, I was not so well-informed about globalisation or ways of teaching about human rights. I was not informed about Afghanistan or the possibility of getting school links through Mondo. I now feel that I am part of a network. If I’m interested in one or the other theme I can get support in teaching it.“

Longer course helps in creating a network for providing mutual support and sharing best practices. The participants of the course created a group in Facebook to continue their cooperation also in the future.

4.3. DOCUMENTARY FILM CLUBS IN SCHOOLS

The Global Education Centre was carrying out an EU funded DE project in 2008-2011 with partners from the Czech Republic, Slovakia and Poland. This project used the experience of the Czech partner People in Need in supporting young people in establishing their own film clubs in schools to organise screenings to their peers.

The project was useful in establishing a similar system also in Estonia. Moreover, through the project the Global Education Centre was able to set up an extensive film library of documentary films, which has been updated and expanded also after the initial project. It consists now of around 160 documentary films, which are available for teachers and film clubs free of charge. The film library is updated with new films yearly and new background and methodological materials are prepared to support their use. Around 500 films are borrowed from the library every school year. Evaluations show that teachers and young people see films as good material and method to talk about global phenomena and to change attitudes.

There are currently around 20 Documentary Film Clubs (DFK – DokumentaalFilmiKlubi). The number has remained constant, even if people have changed and the clubs have also sometimes relocated from schools to youth centres. The documentary film clubs target young people, 13-20 years of age. This is the age when people are still forming their worldview and opinions and start to realise their role in the society. Therefore, films and discussions have a great potential for developing the understanding of the world, different cultures and globalisation. Film clubs can also serve as a good basis for moving from knowledge to activism – organising campaigns, etc. The Centre has also organised various trainings and seminars to encourage young people to get both practical and theoretical knowledge in filmmaking.

The studies commissioned by the GE Centre and done by sociologist Peeter Vihma in 2011-2012 show that Estonian young people are not very informed about global issues. At the same time they are interested in learning more about them. School and media offer them very little information or opportunities to be active global citizens. According to evaluations the film library of the Global Education Centre has increased the use of films in schools as teaching and learning method. Likewise, young people have also become more knowledgeable and active in global issues. However, the studies also revealed that more information did not automatically lead to activism. Young people need also skills and motivation, as well as similar minded companions. That is the reason why the GE Centre is nowadays offering young people skills in running campaigns as well.

4.4. ADVOCACY FOR DEVELOPMENT EDUCATION

The Development Education Centre (DEC) of NGO Mondo from Estonia has been carrying out successful advocacy work towards the National Examination and Qualification Centre (NEQC) since 2008. NGO Mondo has organised face-to-face meetings with public officials and invited them on study trips and to take part in development education (DE) training. When the process for preparing a new curriculum started, NGO Mondo included two experts from the Finnish Education Board working on DE into the first meeting of Estonian curriculum specialists. This proved to be a good strategy, as the colleagues from Finland were well-appreciated by the curriculum specialist. Afterwards the NEQC asked the experts from the DEC to comment on the draft new curriculum and comments were provided together with those from other CSOs from Estonian development CSO platform AKÜ. As a result of this work, questions about the MDGs have even been included in state exams.

5. FINAL CONCLUSIONS



In general it could be concluded that the situation has improved during the last years in Estonia, although it is still far from perfect.

The National Curriculum now puts greater emphasis upon general values, competencies, integration of subjects and cross-cutting themes, which is in line with global education, as these are the parts that reveal GE the best. GE is also increasingly perceived as a cross-cutting issue in the curriculum, framework values of which should be included into all subjects at all levels and even beyond curriculum. It can also appear in extra activities and be introduced and implemented by teachers themselves, by schools, by associations (e.g. NGOs) coming in to schools.

The main promoters of DE/GE are and have been the NGOs practising and promoting DE. They have provided valuable support and initiatives in the process of integrating DE/GE into the curriculum. Different NGOs have expertise in various global questions; they develop materials and organise trainings, cooperate with schools and teachers and offer opportunities to take part in voluntary work outside the school. The capacity and professionalism of Estonian NGOs in this field has increased quite rapidly due to different long-term projects supported by the European Commission. NGOs aim to work effectively with national education systems, school curricula, and youth organizations, to equip young people with the values, attitudes, knowledge, understanding and skills necessary to make informed choices and thus become confident and active global citizens.

The NGOs have quite successfully cooperated in their activities and advocacy efforts, this is partially the reason why DE/GE featured in the curriculum reform process. In general, more collaboration has emerged among the various stakeholders, the Estonian Ministry of Education has also taken a more active approach.

GE is still not much seen in the general school development. Schools and teachers have problems in addressing its complexities and qualities across the curriculum and not just through independent topics. Cooperation between teachers and school management is sometimes difficult. Teachers have also a heavy workload and limited amount of time to start planning or carrying out bigger events. NGOs are considered to be of good help in supporting teachers in GE.

The provision of GE depends on the energy, enthusiasm and work of committed individuals. Therefore, it is necessary to increase the number of these committed persons through, for example, longer training courses, networks for sharing and more support from the Ministries and school management. To quote an Estonian teacher: "I think that the success of GE depends, after all, on teachers' enthusiasm. And professionalism. It's a combination. On the one hand, I have a supporting network, which gives me input. Like Mondo's Global Education Centre, for example. And on the other hand, I have my own will and my own cooperation partners in school. It also depends upon the pupils and my previous experience as a teacher."



REPORT ON THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION: SITUATION IN **THE UK (ENGLAND)**

Authors: written by Adam Ranson, Anne- Marie Atkinson and Liz Merriman

This report provides an overview of Global Learning in England. Although it does not cover Global Learning in the other UK nations (Northern Ireland, Wales and Scotland), some reference will be made to the current situation in those countries.

Note: Throughout the report the terms “Global Learning” and “Development Education” are used interchangeably.


1. INTRO AND BACKGROUND

Global Learning or Development Education has existed in the UK for over 40 years. For much of this period both state and national NGO policies and programmes were delivered throughout the UK. In more recent times, following devolution in Scotland, Wales and Northern Ireland, as each nation has become responsible for its own education provision, so policies towards and provision for Development Education have differed. Wales in particular has adopted a forward-looking “Education for Sustainable Development and Global Citizenship” curriculum. In Scotland Global Citizenship is one of three key “Learning across the curriculum themes”. In England education policy has narrowed its focus to a more traditional knowledge-based curriculum. However, at the same time, the state has begun the delivery of a new national Global Learning Programme, which is being delivered by a consortium of business and voluntary sector organisations.

Development Education / World Studies in the UK began, in part, as a response by the Aid Agencies to the need to increase public awareness of “the causes and solutions to global poverty”. Much of this work centred around ‘formal sector’ education, but effort was also put into reaching the Youth Sector and campaign work aimed at university students, the unions and the public. There are now a wide range of organisations in the UK that are engaged in development education. See Section 3 for more details on these.

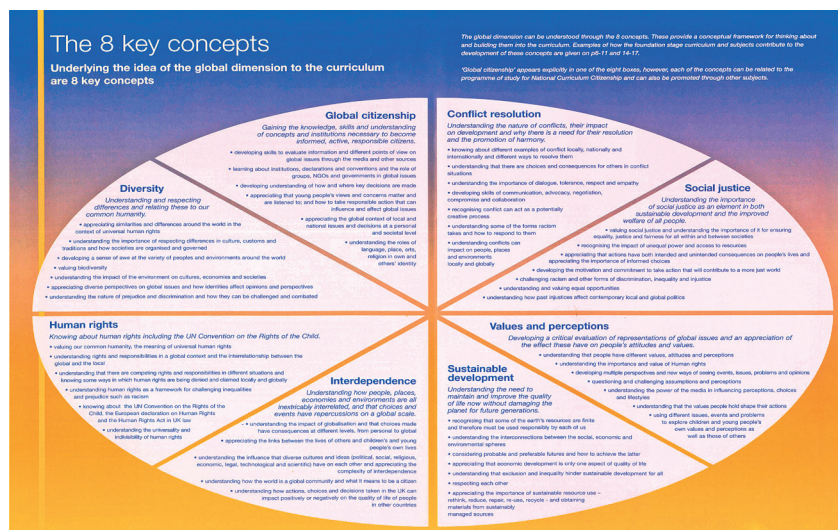
During the 1960s and 1970s Aid Agencies and the State funded a range of programmes aimed at raising the public’s awareness of development. While some agencies focused more on centralised support, others, in particular, Oxfam, supported the setting up of local education centres that could give “hands-on” support to schools.

During the late 1970s and 1980s Development Education NGOs moved away from delivering one-off experiences (such as talks at School Assemblies), and began to produce teaching packs and manuals for schools. It was a period that saw the advent and popular use of inter-active role plays and simulations to build identification with the victims of conflicts of political and socio-economic interest and social justice issues that development education promoted. Published materials included “Starpower”, “Bafa Bafa”, Oxfam’s “The Poverty Game”, the “Grain Drain”, and others that raised awareness of gender issues and the role of women in different societies. The twenty years between 1990 and 2010 saw a dramatic growth in both the delivery of curriculum development projects in schools and the publishing of teaching resources. The resources were increasingly aimed at specific age-groups and subjects. There were attempts to produce materials for ‘new’ subjects such as Maths and Science as well as the more traditional ones – like Geography and Religious Education. After 1999 the introduction of Citizenship as a subject in the curriculum provided another avenue for exploring Global themes and issues.

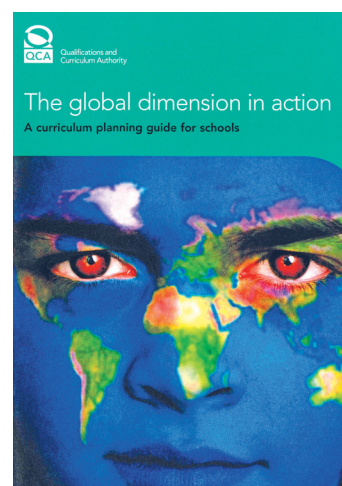
 Partly in response to advocacy work by the voluntary sector, the Ministry of Education (DfES) published two key guidance documents for schools on what was called “**The Global Dimension of the curriculum**”. The first of these (Developing the Global Dimension in the School Curriculum 1999) set out a simple framework for schools to teach global themes, the second outlined ways of integrating these into the taught curriculum.

The 8 concepts set out in the guidance have been widely used by schools and shared with Development Education NGOs around Europe.

The concepts are:



The second Guidance Document, *The Global Dimension in Action* (2008), was a curriculum planning guide, which aimed to show how the 8 key concepts could be taught in the classroom in a range of subjects in both Primary and Secondary schools. The Qualifications and Curriculum Authority Guide (QCA) appointed a national advisor to promote the approach to Local Authorities and schools.



2. INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

This report has been based on responses to a research survey, which was completed by a range of local and national Development Education NGOs in England. Some respondents completed the survey by email, others were interviewed via Skype. The contributors were:

- Think Global
- Development Education Research Centre at the Institute of Education
- Development Education Centre (Sheffield)
- Reading International Solidarity Centre
- Consortium of DECs/ Lancaster Global Education Centre
- Leeds Development Education Centre
- Liverpool One World centre
- OASES Consultant: Hilaire Agnama
- Craven Development Education Centre

DEFINITIONS

A variety of terms have been used to describe Development Education over the years. In the 1970s, 1980s and 1990s World Studies and Development Education were commonplace. In 2000 the UK Government began using the term "Global Dimension" and this became widely used by DE NGOs since it was the terminology of the Department for Education. In 2007 the Qualifications and Curriculum Authority Guide titled *"The Global Dimension in action"* defined the Global Dimension thus:

"The Global Dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The Global Dimension can relate to both developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world."

The Global Dimension & Sustainable Development was one of seven cross-curricular dimensions of the curriculum. Others included:

- Identity and cultural diversity
- Community participation

More recently, the term Global Learning has seen wider use. The Department for International Development is now funding a national “Global Learning Programme”.

The **Consortium of Development Education Centres** describes Global Learning as helping to “equip children and young people to live successfully and responsibly in an interconnected world. Global learning is closely related to “the Global Dimension in the Curriculum” and “Education for Global Citizenship”. Global learning is not an “additional subject” to cram into an overcrowded curriculum, but goes to the heart of what education is for”.

The UK umbrella body Think Global (formerly known as the Development Education Association) defines global learning as “education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.”

Some agencies have preferred to use other terms to facilitate schools’ exploration of global themes. Oxfam, for example, has maintained an approach based on Education for Global Citizenship, while UNICEF promotes a “Rights Respecting” perspective.

3. HOW IS GL DELIVERED IN FORMAL SECTOR EDUCATION IN ENGLAND?

Global Learning has historically been delivered by schools in response to a number of opportunities in the curriculum. A new national curriculum is in the pipeline for 2014; published drafts of this suggest that there will be fewer such opportunities. Historically there have been several “drivers” for Global Learning. These include:

- Opportunities within the Programmes of Study for each subject
- Cross-curricular dimensions
- Extra-curricular activities such as School Partnerships
- In addition, many schools organise globally-themed off-timetable days

3.1. OPPORTUNITIES WITHIN THE PROGRAMMES OF STUDY (POS) FOR EACH SUBJECT

In the past, there have been some well-established opportunities in the POS for many subjects for teaching about global themes; although whether teachers made use of these depended to a large degree on the attitude and commitment of the individual teacher. As a result actual delivery of global learning across the curriculum has varied widely from school to school, both in terms of quality and quantity. For example, many Modern Foreign Language departments have historically considered that they find it difficult to incorporate Global Themes into the taught curriculum because of the students’ ability in the language and need to focus on vocabulary and grammar. However, MFL departments in some schools and individual teachers in others have found ways to create lessons which explore issues around Social Justice and Fair Trade for students between the ages of 11 and 16.

The UK curriculum was revised in 2007 and this saw new opportunities for Global Learning incorporated into the Programmes of Study. The introduction the Global Dimension and Sustainable Development, together with Identity and Cultural Diversity and Community Participation as “Cross-curricular Dimensions” of the curriculum, provided another opportunity for schools.

However, the Programmes of Study in the new 2014 curriculum, will focus on a much narrower view of what the subject content should be. This will reduce the opportunities for the delivery of Global Learning.

3.2. CROSS-CURRICULAR DIMENSIONS

In English secondary schools the compulsory PHSCE/Citizenship lessons as well as school assemblies provide a natural opportunity for schools to include the GL in their teaching and learning provision. In terms of specific subject areas, many of the teachers interviewed suggested that the subjects most frequently addressing GL via cross-curricular themes are: Geography, Religious Studies/Education (RS/RE), MFL and Science. One school notes that in their A-Level German classes, the teacher was able to address Fairtrade, waste disposal, slum dwelling and human rights.

In primary schools, there is perhaps more flexibility in the way lessons are structured and taught enabling a more cross-curricular approach to GL. Units of teaching tend to be more thematic and child-centred, enabling a topic to be addressed in a variety of ways through a variety of subjects.

Additionally, some schools use current events such as the Olympic and Paralympic Games to explore GL cross-curricular issues such as fair play, social justice, and carbon footprinting. Elections are used by schools as an opportunity to discuss a variety of GL topics too, as they raise issues about social justice, democracy, and values and perceptions. Guest speakers and workshop providers such as artists in residence are also frequently invited into schools to provide a means for cross-curricular GL.

3.3. EXTRA-CURRICULAR ACTIVITIES

School Partnerships

School partnerships, particularly those around North-South linking are seen by many schools as a good way of enabling students to develop understanding of other cultures and make sense of GL themes. They are often seen as contributing to the Social Moral Spiritual and Cultural Cross-curricular Dimension of the curriculum. Schools often use authentic data and case studies from their partnership to create bespoke learning materials. These partnerships can also enable the development of personal relationships between pupils and staff, which often further embed learning outcomes and can provide motivation for learning more or taking action.

Schools partnerships can also be attractive because of the additional funding, training and support, external recognition and validation schools can receive for their work. This extra support and increased profile can often "justify" the inclusion of GL themes and activities.

Off-timetable days

Many teachers responding to the survey felt that, as the curriculum is packed full of teaching and learning requirements, it is difficult to fit anything else in. Clubs outside of curriculum time therefore often serve as forums for GL. Examples given by teachers in the survey include: Amnesty International, Young Co-operatives social enterprise groups, Eco Club, Fairtrade Club, and Science, Technology, Engineering, and Mathematics (STEM).

Due to pressures to raise academic standards and improve exam results, GL learning is not seen as a priority for core subjects. Many schools therefore include GL in cross-curricular "off-timetable" or "drop-down enrichment" days (for example Tsunami Disaster Day or Holocaust Remembrance day). In order to prepare for these themed days, teachers will often get the opportunity to work across curriculum areas and in partnership with staff from across the school.

Awards

Over the last 10-15 years, a number of "Global" awards have been developed which schools and individual teachers can apply for. Some of these are described in the table below.

<i>Name of Award</i>	<i>Awarding body</i>	<i>Web link</i>	<i>Comment</i>
Global Teacher Award	Consortium of DEC's	http://globalclassrooms.co.uk/	Through the Award teachers will consider their understanding of the knowledge base and key concepts associated with education for a just and sustainable world
The International Schools Award	British Council	http://www.britishcouncil.org/learning-international-school-award.htm	The International School Award is an accreditation scheme for curriculum-based international work in schools. Popular, but more generally international than "global"
The Global Schools Award	Yorkshire and Humber Global Schools Association/	http://www.yhgsa.org.uk/cd-global-schools-award.php	Detailed and more in depth on the global
The Fair Trade Schools Award	Fair Trade Foundation	http://www.fairtrade.org.uk/schools/about/fairtrade/what_is_a_fairtrade_school.aspx	A unified scheme supported by People & Planet, SCIAF, CAFOD, Fairtrade Towns, Development Education Centres. Very popular with schools
The Rights Respecting Award	UNICEF	http://www.unicef.org.uk/Education/	Popular with schools. Unifies a range of educational priorities in all UK jurisdictions; the global dimension, SEAL (social and emotional aspects of learning), community cohesion and sustainable development.
The Stephen Lawrence Education Standard	Leeds Children and Young People's Service	http://www.educationleeds.co.uk/sles/	Support to embed good practice in race equality in schools and settings.
Eco schools Award	Foundation for Environmental Education	http://www.eco-schools.org/menu/about/eco-schools-2	Each school follows a seven step change process and empowers their young people to lead processes and actions wherever they can.

3.4. STATE SUPPORT FOR GLOBAL LEARNING

The Global Learning Programme (England)

This is a new national government initiative, funded by UKAID (which aims to reach half the schools in England by the end of its 5 years. The programme, managed by a private sector education business, is being delivered by a consortium of organisations which include Think Global, The Institute of Education (DERC), Oxfam and the Geographical Association. The programme will deliver a programme of CPD support to clusters of schools, with an emphasis on "school's taking ownership of Global Learning". In this model, a number of "Lead schools" will roll out training to wider groups of schools which will be able to benefit from a national training programme, accessible via a system of e-credits.

The scheme is in its preparatory phase, so it is too early to comment on its efficacy, however significant resources will be devoted to assessing its impact. One point worth noting at this stage is that, given the limited training available to the lead schools, there are inherent dangers in the strategy of schools taking

ownership of Global Learning. For example, one of the recurrent issues in Global Learning is that schools often focus on fundraising and that this almost inevitably reinforces negative paternalistic and patronising attitudes among pupils.

The Global Learning programme has a number of very specific (and relatively narrow) aims, such as “Moving from a Charity to Justice perspective”. While these reflect quite a narrow and limited approach in terms of Global Learning, it may be that the focused nature of these will help schools avoid some of the traditional pitfalls associated with delivering Global Learning to students.



4. WHAT ORGANISATIONS ARE DELIVERING GL IN THE UK?

Organisations delivering DE in the UK include:

- a) Development Education Centres: this network of locally based Education Centres delivers support and CPD to schools and Youth Services. Much of the cutting edge work in Global Learning has been delivered by these centres as a result of their direct sustained engagement with schools. In contrast to some other countries in Europe, staff in these centres tend to be qualified and experienced teachers.
- b) Development Cooperation NGOs (“Aid Agencies” such as Oxfam, Action Aid, Christian Aid, Unicef, War on Want, Save the Children): Many of these NGOs have had education programmes or units. These have tended to focus on the production of resources and dissemination of information via websites and mailings. From time to time, these organisations have also employed teams of outreach education advisers and facilitators, and developed partnership projects with DEC’s and other agencies.
- c) Organisations specifically supporting schools linking: These include: UKOWLA (UK One World Linking Association), the British Council and formerly Global Schools Partnership Programme (delivered by UKOWLA and the British Council)
- d) National Associations or Umbrella Bodies: CoDEC (the Consortium of DEC’s), Think Global, SEEd
- e) Campaigning Organisations: e.g. The Fairtrade Foundation, World Development Movement, People and Planet
- f) University Courses in Development Education: Two universities in the UK run taught MA courses in Development Education. They are the South Bank University and the Institute of Education at London University. Both deliver Development Education MA courses aimed at teachers and NGO professionals. See Annex 3. Development Studies degree courses are offered by several universities including Sussex, East Anglia, Leeds and School of Oriental and African Studies in London.
- g) Volunteer placement agencies such as VSO also offer a development education focus, and link with other DE providers. From the 1960s until the late 1990s, an organisation called Return Volunteer Action (RVA) was committed to ensuring that the experiences of volunteer overseas workers were put to effective use on their return to UK, through feedback to potential volunteers and through working with Development NGOs and DEC’s.

5. GL IN SCHOOLS IN THE UK

5.1. THE CURRICULUM

Between 1997 and 2010 there were a range of possible places in the UK curriculum where it was possible for interested or committed teachers to include global themes and issues. The Programmes of study became more flexible after the 2007 curriculum review, and the Global Dimension and Sustainable Development were even allocated their own place in “The Big Picture of the curriculum” – a framework document).

Since 2010 the new coalition government has been reviewing the curriculum with a view to increased focus on students acquiring knowledge, particularly that connected with UK traditions. There is a much narrower view about what should be taught, though it is coming under criticism from numerous educational and academic quarters.

A secondary school teacher replying to the survey said: *“I think GL may not be completely compatible with how teaching is today because my priority as a teacher (disregarding my personal beliefs) is my subject area and raising standards and getting exams results. As DE isn’t a priority, any inclusion of GL means I feel I am doing a good job by choosing to include it at all. In making space for it, I’m doing more than what I need to do. Set against an ideal (e.g. if*

GL was a requirement) it is way short of the potential. This is due to the fact we're not judged on it. It's a "nice to have" as opposed to a "have to have". Unfortunately we have to go against our personal convictions to stay in a job!"

The national schools inspection body, Ofsted, exam awarding bodies, and league tables generally do not have specific criteria for GL, in part because it is often values based and therefore difficult to measure. One respondent said: "The fact the Ofsted is focusing on that much narrower agenda is why schools have moved away from a more rounded view of education."

5.1.1. DE IN SCHOOLS IN THE TEACHING/LEARNING AND EDUCATIONAL PROCESS

GL NGOs and DECs were asked about the main purpose of DE/GL activities in the survey. A common theme in their responses was around interdependence. DECSY's reply sums up general feelings: "To help young people understand their interdependence with the wider world and the implications of this. To help them to become more self-aware and to take into account a range of different perspectives; to help them to think critically, question and to become motivated towards envisioning and starting to work towards a more just and sustainable world."

Another respondent Hilaire Agnama, of OASES told us: "We want our children to have a global outlook to be able to function in the global economy, not only regarding employability but also in global politics. The ability to understand and connect with other people on a global scale means using DE to encourage pupils and teachers to rethink their attitudes and beliefs on a global scale."

When asked about the rationale for including DE and GL in their lessons, the top three replies teachers gave were as follows:

- Global Learning gives essential knowledge and skills for students: 20 replies
- Global Learning gives opportunities for cooperation (local, national, international): 15 replies
- Global Learning is interesting for me as a teacher: 14 replies

5.2. DEVELOPMENT PLANS AND VISION STATEMENTS

In the organisations interviewed, it was felt that GL only features occasionally or rarely in school development plans and other policy documents. At best, it is felt that coverage and inclusion in schools can be patchy. Inclusion of GL in a school development plan in no way ensures that it will be adequately addressed and exclusion of GL also does not mean that it is not included or indeed embedded. For example, "critical thinking", "anti-racism" may be part of the school ethos and also provide a vehicle for exploring Global Learning themes. One DE consultant felt that inclusion of GL may vary depending on socio-economic catchments of schools i.e. a middle class, predominately white British school may feel they have a greater responsibility to include GL to broaden horizons or encourage multiculturalism. It was pointed out that schools are often delivering aspects of Global Learning but would not see it as such. For example many schools do work on Critical Thinking, the Social Moral Spiritual & Cultural Dimension of the Curriculum (SMSC), and Anti-racist work, but don't automatically see it being part of Global Learning. Another respondent pointed out that the inclusion of Global Learning in a Vision Statement and what that means in practice could vary widely between schools.

5.3. SCHOOL POLICIES

Responses have suggested that global learning values and themes at best "Occasionally" or, "Rarely" included in school policies and vision statements. Collective worship, curriculum offer, and equalities, bullying or racism policies may pay some attention to global learning issues. Some schools have policies on Fair Trade or Global Citizenship. The Yorkshire and Humber Global Schools Award requires that in schools applying for Level 3 of the Award, "The **policies and practices** and qualities of relationships of the school are consistent with its vision and aims and with GD values" and that "Our Head, SMT and Governors have ensured GD is central to our school vision and planning. Our policy statement on GD supports its inclusion in all of our whole school and curriculum policies. Staff practice in our school is consistent with this policy". However, only around 70 schools in the UK have achieved the GSA at any level. Again, there is some question over how much of what it is written and promised is actually delivered fully.

One DEC wrote in response to the survey: "In some of the schools I've worked in they embed this very well. The ethos has contributed to promoting global learning in school. But I'm not sure if they're putting it clearly in their policies."

5.4. ENVIRONMENT AND CULTURES

In terms of the school environment, many schools have visual displays and representations of GL. These seem to be seen as an “easy” way of evidencing GL, but these displays may not be representative of the amount of Global teaching and Learning. There was a mixed response from our survey, with roughly an equal number of respondents feeling that GL was “Occasionally” and “Rarely” reflected in school environments, and slightly fewer saying “Frequently”.

5.5. SCHOOLS AND LOCAL COMMUNITIES

Most respondents would agree that engaging with parents and carers is an important role for schools. Generally this liaison with parents and carers tends to be over pastoral issues and attainment. Thorough GL engagement with parents and carers is done on a small scale; e.g. parents whose children are participating in an international exchange or those invited to celebration events or performances.

Schools previously had a responsibility around “community cohesion” but it is now no longer on the agenda. In terms of community engagement currently, this may involve work with local faith organisations or perhaps with businesses who are addressing the Corporate Social Responsibility (CSR) agendas.

Schools may also work closely with local government councils on international school linking and partnership projects. Generally, this seems to be highlighting and utilising “twinned city” links. In Leeds, for example, the City Council has links with Durban, South Africa. Through this civic partnership (involving political, economic, and education links), schools have been able to tap into a support network to help foster their school’s global learning.

5.6. SCHOOLS AND DE NGOS

Schools may often use DE NGOs’ resources to inform and support their teaching and learning but this is not the same of actively working in partnership. DE NGOs surveyed have expressed an interest in working more closely with schools and believe that where this is current practice, some very good examples of best practice exist. As in other countries in Europe, funding for this work is an issue, particularly since the UK government closed its Development Awareness Fund.

Often when schools are working with local DE NGOs, they utilise a variety of support. Support and signposting to assist schools in developing GL provision is generally the broadest remit and valuable when embedding and justifying GL aims. This may be achieved in part through auditing provision, loaning resources (including artefact boxes, classroom materials, and teaching resources), and supporting teaching and learning. Most DE NGOs support schools through delivering workshops, lessons and CPD for teachers. Additionally, the DE NGOs facilitate education staff networking as well as sharing of best practice between schools. Supporting school links and GL projects is an area where DE NGOs can offer their expertise.

National and international DE NGOs (e.g. Unicef, CAFOD, and Oxfam) also have school programmes, which have the capacity to reach a wide range of schools. These relationships, however, may be more passive because of geographical distance and size and scale of the DE NGO. These larger DE NGOs also run educational initiatives such as “Send MY Friend to School” and the “Big Read” which schools can easily engage with (at least superficially) as there are often accompanying ready-made, free teaching materials. Some NGOs (e.g. People & Planet) have created networks of volunteers to lead and deliver assemblies, talks, and workshops in schools.

5.7. NORTH SOUTH SCHOOL PARTNERSHIPS

School Linking has existed in the UK since the 1970s. During this period, Birmingham DEC was encouraging school links between West Midlands teachers and their schools and their counterparts in Ghana – it was early pioneering work. Since 1983 the UK One World Linking Association (UKOWLA) has supported equitable linking between individuals, communities and countries.

Linking received a big boost in 1997 when the new Minister for Overseas Development, Clare Short, decided it could be mechanism to raise awareness of development issues. The Global Schools Partnership initiative (involving

UKOWLA and the British Council) developed a programme of support to schools (including CPD and Grants for exchanges and curriculum development work).

This programme was recently replaced by a slimmed-down version, called Connecting Classrooms, which is managed by the British Council and provides training for teachers and travel grants for teacher exchange visits. The national Consortium of DECs currently holds the contract to deliver the CPD element of this programme. One of the aims of the programme is to enable the sharing of good practice between British schools and schools in Africa, Asia, the Middle East, and the Americas. According to the British Council's website "over 5,200 schools and 936,000 young people across the world have participated in Connecting Classrooms."

The Department for Children, Schools and Families (DCSF) also funded the Teacher's International Professional Development (TIPD). Through this programme, teachers could participate in a study visit to a school in the Global South. Teachers were recruited by their Local Education Authorities (LEAs also known as LAs) to participate in the programme. One example of using TIPD to develop a North South partnership was Leeds LEA's study visit to Durban, South Africa. A criticism of this programme was that teachers were not well-supported on their return to really make the most of these experiences.

Some schools also have developed and funded their own partnerships through personal or professional links, and a number of LEAs have supported clusters of schools to develop links with similar clusters in the South. Some DECs have encouraged schools to link with schools from different socio-economic areas, as a way of exploring cultural diversity and other issues, and as a preparation to making a link with a school in another country.

5.8. GLOBAL LEARNING SKILLS AND VALUES

DE NGOs were asked about what they felt were the most important skills and values for young people to acquire. Understanding of Interdependence and the development of Empathy, Inter-cultural understanding were the most common responses. Other skills and values included:

- *critical and creative thinking*
- *a commitment to sustainability self-awareness*
- *a positive sense of identity*
- *creativity*
- *an past-present-future connections*
- *an ability to recognise assumptions and implications*
- *conflict resolution skills*
- *an ability to make local to global*
- *an ability to cope with change, uncertainty and complexity*
- *cooperative skills*
- *the spirit of enterprise and adventure*
- *a desire to make a difference and be part of the solution*
- *an openness to new ideas and working together/collaborating.*

5.9. CPD FOR TEACHERS

A range of CPD has historically been provided for teachers. However, until this year there has been no state programme of Global Learning CPD. Training has, in the main, been provided by Development Education Centres working, either through their Local Education Authority or independently. CPD delivered by DECs has tended to fall into one of a number of categories:

1. Themed-based CPD courses e.g. Fair Trade; MDGs
2. CPD which aims to help schools deliver cross-curricular themes e.g. Social and Emotional Aspects of Learning (SEAL), Citizenship
3. CPD around specific aspects of the curriculum; eg. Keystage S2 Locality Studies (Key Stage 2 covers children of 7-11 years of age)
4. Training about specific new resources

5. Training on North South School Partnerships
6. Many DEC's and some Local Authority consultants have integrated the SAPERE Philosophy for *Children (P4C)* approach into their training, or become SAPERE trainers



SAPERE is the internationally recognised educational charity that brings together a network of people throughout the UK practising and promoting philosophical enquiry for children and communities. This enquiry-based model has been taken up and promoted by DEC's in the UK as a way of enabling young people to develop critical awareness and explore controversial global themes. www.sapere.org.uk

The Global Learning Programme

This initiative will enable schools to access GL CPD, through a system of "E-credits", which will enable them to buy in training from registered organisations. Many DEC's and other independent organisations have registered as trainers. The CPD is offered through the national Global Dimension website <http://globaldimension.org.uk/>, which is run by Think Global.

The Global Teachers Award

Since 2012 the Consortium of Development Education Centres has been running a new Level 1 GTA CPD course designed to develop teachers' skills, knowledge and help them incorporate GL into their teaching. This nationally-recognised award scheme, which is endorsed by Oxfam and Think Global, has different levels. Levels 2 and 3 are now in development and teachers completing them will earn MA level credits. www.globalclassrooms.co.uk



6. EXAMPLES OF GOOD PRACTICE IN GLOBAL TEACHING AND LEARNING

- Oxfam Catalogue

From the late 1970s until around 2007 Oxfam produced and disseminated nation-wide Education Resources Catalogue. The resources featured were predominantly not Oxfam Resources, and the catalogue provided a sales outlet for many small Development Education publishers, such as the DEC's. This non market-orientated strategy was undoubtedly extremely effective in giving teachers access to DE resources. Oxfam's Cool Planet education website offers ideas and online resources for teachers <http://www.oxfam.org.uk/education/>

- Oxfam Citizenship Framework

Sets out the key elements of "Global Citizenship", broken down in terms of Knowledge & Understanding, Values and Attitudes and Skills. It has been widely used by development educators across the UK. http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx

- Global Schools Award

A global-focused award that encourages schools to adopt a whole-school approach to global learning. The YHGSA managed this award, which was created and delivered by DEC's in the Yorkshire and Humber region. The award requires schools to use a set of GL Benchmarks to audit their GL provision, across the whole school. There is an emphasis on Teaching and Learning. To achieve the award, schools had to provide a portfolio of evidence to meet the criteria. www.yhgasa.org.uk

- The Global Teacher Award

A relatively new national training programme development, developed by the Consortium of DEC's and endorsed by Oxfam and Think Global. This CPD programme is designed to upskill and build the confidence of teachers to deliver global learning in the classroom. It has received very positive feedback from teachers. <http://globalclassrooms.co.uk/>

- Geographical Association

Well established long-term relationship with NGO development education sector. Has annual awards scheme for new publications relevant to teaching of geography; often won by a development education resource published by a DEC or NGO.

- Embedding the Global Dimension into schools

Over the last 12 years, several DEC's ran pilot projects with UK schools aimed at enabling schools to embed the Global Dimension themes systematically across the curriculum. Many of the projects were very successful. Leeds DEC was able to run two national initiatives in collaboration with DEC's around the country. The Global Schools

programme showed that with adequate training, resources and support from Senior Management, schools were able to make real progress in terms of the breadth and depth of their GL provision. www.leedsdec.co.uk

Schools



There are many examples of good practice in Global Teaching and Learning in the UK. The survey conducted has not attempted to capture these in any systematic way. The work of two schools was mentioned by respondents.

- Howe Dell School Bedfordshire was highlighted by Think Global for addressing sustainability very well. The school environment, pupils, and all levels of staff (teachers and catering staff) demonstrated they understood environmental sustainability. Through the school's work, they have achieved the DCSF East of England Sustainable School Award and the Eco Schools Green Flag accreditation. Notably, their school is Hertfordshire's first "eco-school" and is the first building in the world to feature a heating system that uses the school playground to heat and cool its buildings. The school site also features a wind turbine, photovoltaic panels, architecture which allows the use of natural daylight limiting the need for artificial lighting, energy efficient windows, classroom sink tops and splash backs made from recycled yogurt pots, "living" sedum roof areas which help to insulate the building and promote bio-diversity, and a water recycling system. <http://www.howedell.herts.sch.uk>
- Buntingsdale Primary School and Nursery in Shropshire, receiving support from Bridges DEC, was highlighted by DERC as being a school where GL is well embedded across the curriculum. <http://www.buntingsdale.shropshire.sch.uk/>



7. RECOMMENDED TEACHING MATERIALS

Below is a list of books, manuals, online resources and other materials that were recommended by some of the organisation who responded to our survey. No criteria were set for selecting these materials; they are based on the subjective opinions of the respondents.

RISC: "How Do We Know It's Working?" Activities that can be adapted and used with all age groups to measure attitudinal change relating to specific themes/ issues. It encourages and enables teachers to consider GC learning objectives and whether they have been achieved. www.risc.org.uk

Leeds DEC's Global Teacher Handbook is a highly recommended resource that comes with a CD Rom and eight eye-catching posters. This resource provides clear explanations of the concepts of Global Learning while providing practical and engaging resources for teachers and their students. www.leedsdec.org.uk

Live Below the Line resource for schools (Think Global) <http://globaldimension.org.uk/resources/item/1966> was also highlighted as a recommended resource. This resource is free to download. It was developed by a former secondary Geography teacher and trialled and adapted in secondary schools.

It provides explicit links to the curriculum and describes anticipated learning outcomes.

Other resources recommended were:

- Go Bananas: photo pack exploring Fair Trade pub Oxfam
- Global Steps: a Carbon Footprinting Activity. pub. Best Foot Forward
- The Chocolate Game: A simulation game. pub. Leeds DEC
- Growing up global: pub. RISC
- Just Linking: A guide to local schools linking. pub. Leeds DEC
- Twenty One Assemblies for Primary Schools pub. UNICEF
- KS3 Geography Teachers' Toolkit series pub. Geographical Association
- Get Global pub. SCF, Oxfam, ActionAid, CAFOD, Christian Aid
- The Danger of a Single Story: www.ted.com/.../chimamanda_adichie_the_danger
- RADI-AID (video) www.africafornorway.no

There are two main sites for Development Education resources in the UK. These are Globaldimension.org.uk, Yhgsa.org.uk

8. GLOBAL EDUCATION IN INITIAL TEACHER EDUCATION

There has been no systematic approach to integrating Global Learning themes into Initial Teacher Education in the UK. Colleges delivering ITE courses are independent institutions and, since Global Learning is not a requirement, have been able to decide for themselves whether to include it. On the whole, it has been a few individuals in colleges who have done this, often working in partnership with their local Development Education Centre.

Some colleges have worked recently with DECs to deliver the Global Teacher Award (GTA) course as part of their provision.

One respondent suggested that coverage occurs frequently in some primary and secondary training (Reading's BAEds, PGCEs, and GTPs, Oxford's PGCEs in Science and Geography, and Oxford Brookes BEds and PGCEs). Two other respondents surveyed also suggested that there is a desire to address GL in ITE, but time pressures are the main barrier. If GL is included, it may be squeezed into a one-off lecture or seminar (and very rarely a module) because so much trainee time is spent in the classroom. The time spent on GL is also influenced by the type of course. So a PCGE qualification (a shorter training than a 4 year BEd) is less likely to include GL. The same is true for schemes like School Direct, where graduates can "train on the job" without needing any traditionally formal or GL training. One respondent suggested that this lack of provision for GL in ITE was a missed opportunity because newly qualified teachers are "absolutely voracious for GL, particularly in the first few years (and) much more so than other teachers".

9. FUNDING FOR DEVELOPMENT EDUCATION

Development Awareness Fund

Between 1997 and 2010, the Department for International Development provided funding for Development Education through its Development Awareness Fund (DAF). Following a Government Review of the programme the scheme was dropped. One criticism of the scheme was that while it "allowed a hundred flowers to bloom", there was no programme to roll out the successful initiatives to a wider audience. In response, the Labour government developed a tender, which it invited consortia to bid for. The new Conservative-Lib-Dem government has maintained this and the Global Learning Programme is due to begin in the next academic year.

Enabling Effective Support (EES)

During the 2000s, DFID also funded a 10 year regional programme, which aimed to stimulate collaboration between voluntary sector DE NGOs and Local Education Authorities. This programme provided many DECs with capacity and connections to make a substantial impact on schools. However, programmes were designed on a region by region basis so overall evaluation was not easy, and, as with the DAF, there was no national "rolling-out" of successful approaches or schemes, such as the Global Schools Award.

10. RESEARCH INTO DE

Over the last 3 to 4 years a number of research articles have been published by organisations such as: The Development Education Research Centre at the Institute of Education, Think Global and the British Council. Four or five universities around the country have also been doing research on this. The research has begun to build "a body of good evidence" about the issues relating to the delivery of GL and of the impact of GL in schools. The work of some DECs was also highlighted in terms of its impact in schools and on young people. One recent paper that cited was the DERC research paper no'9: Global Learning in Primary schools. www.ioe.ac.uk/GlobalLearningInPrimarySchools.pdf

11. CHALLENGES FOR SCHOOLS IN SUCCESSFULLY IMPLEMENTING GLOBAL LEARNING

Respondents to the survey highlighted the fact that Global Learning does not have a clear place or high enough profile in the National Curriculum. There was a feeling in many of the responses that time and the constraints of the curriculum mean that schools don't have "the freedom now" to focus on Global Learning. Lack of confidence amongst staff and the lack of encouragement from "drivers" such as OFSTED and the Department for Education, were also cited as barriers. Many teachers are not aware of the support that they can get and there is also lack of funding to support local delivery by Development Education Centres.

When asked the question “What should be done on the state level to make DE more effective?” the replies mainly focused on the need to address this in the curriculum and to change the guidance for the schools inspectorate OFSTED. There was a feeling that the Global Learning Programme might achieve results, but lack of clarity about the ongoing “depth” of support available to schools, since there was much reduced local capacity. One commentator suggested that the GLP would be “a lot more effective if it were backed up through the regulatory system”. Another respondent pointed to the difference between the approach in England and the curricula in Scotland and Wales.



12. CONCLUSIONS AND RECOMMENDATIONS

Over the last 30 years the delivery of Global Learning in the UK has come a long way. There has been huge progress in many areas. The publication of high quality curriculum-specific materials for schools, the development training programmes for teachers, and the delivery of curriculum development initiatives in schools are all part of the achievements of these years. Many of these developments have been driven by collaboration between the network of Development Education Centres, Aid Agencies, other Associations involved in Development Education and umbrella bodies like Think Global.

Over this period, Development Education has both influenced and been influenced by “good practice” in education. Many of those now involved in its delivery have spent time in the classroom as teachers themselves. The value of Development Education has been recognised widely by education professionals and by politicians. More and more teachers and schools are recognising its importance and value. Government support for DE over the past 12 and more years has given Global Learning a much higher status in schools in the UK, and GL is taught in many subjects, albeit still in an adhoc way.

However, while in Scotland and Wales Global Learning now has a clear and significant place in the curriculum, the same is not true in England. Moreover, the pressures of the exam system in secondary schools and a return to an emphasis on the core curriculum limit the opportunities for teachers. Currently there is also limited hands-on local support for schools from DECs, who have less access to funding than during previous ten years.

If we are to prepare our young people to meet the challenges of the world they are growing up in, there is clearly a need to incorporate GL in a planned and consistent way in the curriculum. If we want Global Learning to be part of the entitlement for students, rather than a chance opportunity, then incorporating GL into the OFSTED schools’ inspection framework is also a priority. If all schools are to take it seriously, then GL themes need to be featured in GCSE and other exam syllabi.

There is still a long way to go before Global Learning is really owned by schools and delivered in a systematic way across the country. What happens in the future may depend on the vision of the policymakers, just as much as on the spade-work and commitment of those delivering on the ground.

ANNEXE 1 DEVELOPMENT EDUCATION IN THE WELSH CURRICULUM

Education for Sustainable Development and Global Citizenship (ESDGC) develops people’s skills to take action that improves our quality of life now and for future generations.

At the start of the twenty first century there are several crucial questions/issues facing people in all societies throughout the world. These include:

- how to preserve and protect the environment, reduce pollution and manage natural resources in a sustainable way
- how to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights
- how to develop peaceful and harmonious communities by promoting understanding between people who are different from one another.

ANNEXE 2 DEVELOPMENT EDUCATION IN THE SCOTTISH CURRICULUM

The Scottish Curriculum names Global Citizenship as one of 2 key cross-curricular themes for learning.

Global citizenship brings together education for citizenship, international education and sustainable development education and recognises the common outcomes and principles of these three areas. All curriculum areas can contribute to developing the skills, attributes and knowledge that will create active global citizens.

The sustainable development curriculum is based on 6 key principles, which are named as:

- **Interdependence** - appreciating the interconnectedness of people and nature at a local and global level
- **Diversity** - valuing the importance of natural and cultural diversity to our lives, economy and wellbeing
- **Carrying capacity** - acknowledging that the world's resources are finite and the consequences of unmanaged and unsustainable growth are increased poverty and hardship, and the degradation of the environment, to the disadvantage of us all
- **Rights and responsibilities** - understanding the importance of universal rights and recognising that our actions may have implications for current and future generations
- **Equity and justice** - being aware of the underlying causes of injustice and recognising that for any development to be sustainable it must benefit people in an equitable way

Sustainable development is a broad concept that escapes any narrow definition solely focused on the environment.

It can be divided into four closely related elements which include:

- **Uncertainty and precaution** - understanding that our actions may have unforeseen consequences and encouraging a cautious approach to the welfare of our planet.
- **Ecological sustainability** - protecting biological diversity, species and eco-systems
- **Economical sustainability** - ensuring economic activity is stable and balanced and respects the fact that the Earth's resources are finite
- **Social sustainability** - enabling all people of the world to have a quality of life which respects their human dignity and ensures that their rights to nutrition, health, wellbeing, education and freedom are met
- **Cultural sustainability** - recognising that our communities and world are enriched by a diversity of peoples, languages, traditions, knowledge and beliefs.

Sustainable development education is embedded within Curriculum for Excellence in a number of ways:

- **Values and capacities** - the values of wisdom, justice, compassion and integrity which underpin Curriculum for Excellence reflect those of sustainable development education, as do the four capacities which are to be developed in all learners.
- **Themes across learning** - sustainable development education and the other elements of developing global citizens are recognised as key themes to be introduced across all learning.
- **Experiences and outcomes** - themes relating to sustainability have been embedded within the experiences and outcomes of the curriculum areas, ensuring that they form the key learning experiences of all children and young people from age 3 to 18.
- **Approaches to learning** - educators in Scotland are being encouraged to adopt approaches to learning which are active, creative, co-operative and collaborative. Outdoor learning is also seen as key. These approaches are essential for creating rich and transformative learning experiences relating to sustainability.
- **Interdisciplinary learning** - sustainable development is inherently interdisciplinary and is supported by the strong focus on interdisciplinary learning within Curriculum for Excellence.
- **Pedagogy** - sustainability requires pedagogies which foster in learners the ability to think critically and creatively and to analyse, evaluate and synthesise complex issues and apply their learning in new contexts. Pedagogies should also encourage a systems thinking approach.

Education centres that successfully adopt a whole school approach to developing global citizens are often referred to as "sustainable schools".

Encouraging every education centre in Scotland to work towards becoming a sustainable school is a central strategy within Learning for Change: Scotland's action plan for the second half of the United Nations Decade of Education for Sustainable Development.

Schools can often be further along their journey to becoming a sustainable school than they realise. This is mainly due to a lack of awareness that many of the activities they are already undertaking are contributing to the sustainability of the school. However, schools with a mature whole school approach to sustainability will have woven global citizenship and sustainable development education into the fabric and life of the school and will have developed a co-ordinated and sustained action plan focusing on key areas including:

- **Leadership** - an open, supportive and participative leadership style is essential for creating a common vision, creating a sense of ownership and engagement, and co-ordinating strategies across the school.
- **Policy and planning** - all school policies, such as travel plans, procurement and health promotion, reflect the principles of sustainability.
- **Relationships and ethos** - everyone feels valued and is given an opportunity to participate and flourish. A strong focus is given to pupil voice.
- **Buildings and grounds** - grounds are developed to support active and outdoor learning approaches and include wildlife gardens, outdoor classrooms, etc. Sustained action is taken to minimise ecological and carbon footprints.
- **Curriculum** - global citizenship together with sustainable development education is a theme across all learning.
- **Learning approaches** - the school has strategies for developing effective pedagogies and approaches to learning including outdoor learning, active and co-operative learning.
- **Personal achievement** - learners have access to a wide and stimulating range of experiences that develop their skills, talents and confidence. These are recognised and accredited.
- **Community** - children and young people are given opportunities to explore, engage, connect with and contribute to their local community. Partnerships are formed with youth, community and adult learning sectors.

For more details see:

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/sustainabledevelopment/introduction.asp>

ANNEXE 3 DEVELOPMENT EDUCATION MA COURSES

There are two main Higher Education "Global Learning" courses on offer in the UK.

Education for Sustainability at South Bank University

London South Bank University's **Education for Sustainability (Efs) Programme** offers post-graduate courses from Continuing Professional Development to Masters level, aimed at providing **personal and professional development for anyone involved in communicating sustainability**, whatever the context.

The course aims to help students become effective **"agents for positive change"** in learning and education relevant for sustainability. It does so by enquiring into the kind of learning for change in personal, social and ecological spheres that is needed to help understand, develop and promote sustainability.

The Development Education Research Centre (DERC)

Based at London University's Institute of Education, DERC offers a Masters Degree in Development Education. This MA course aims to:

- a) introduce a range of perspectives and approaches to development education
- b) develop, through critical reflection, the skills you need to reassess the relationship between theory and practice in development education
- c) examine where and how development education contributes to broader educational and development policy goals in a range of societies.

ANNEXE 4 THINK GLOBAL: THE GLOBAL CAPABILITIES

By the time they leave school, all young people need to possess six global capabilities. These are not alternatives to core subject knowledge and skill, which remain vital. But they are complementary to them – important for coping with the global challenges.

These global capabilities are adapted from the ten human capabilities proposed by Martha Nussbaum from the University of Chicago. Following on from the work of Amartya Sen on capabilities in a development setting, Nussbaum proposed that instead of measuring human development by a single measure – GDP – the different aspects of human life quality should all be measured. She put forward a tentative list of ten human capabilities which are essential in order for people to be able to choose to lead a full human life: life itself; bodily health; bodily integrity; the development of senses, imagination and thought; emotional health; practical reason; various forms of affiliation; relationship to other species in the world of nature; play and leisure time; and control over one's political and material environment. These capabilities also borrow from that of the Asia Society in the United States, an organisation with which Think Global shares many beliefs about the role of education.

In order to nurture young people into adults more capable of meeting the global challenge, the six global capabilities are:

1. Global understanding – Possessing a good grasp of the globalised world – its challenges, its cultures, its languages, its economic, governance, environmental and social systems and how they work. Understanding how local events are connected to global events. Being able to collect and analyse information, and explore and critically evaluate potential solutions. Acceptance – indeed, excitement – that there may be several solutions that don't neatly fit into "right" or "wrong" boxes. In short, being capable of having a good attempt at making sense of the world.
2. Global open-mindedness – Understanding and appreciating different viewpoints, and seeing the value in difference. Understanding that particular viewpoints may be influenced by people's experience, culture, history or power relationships – and trying to tease these out. Possessing empathy – being able to put themselves into the shoes of others, and see the world through their eyes. Being thoughtful. Having confidence in their own cultural identity whilst being open to others'. Having a sense of responsibility towards their community.
3. Global resourcefulness – Being confident they will be able to sift and make use of the huge amount of information and ideas, resources and knowledge that is available when they need it. Being aware that there are usually ways to find what they need – but being discerning about biases in information created through power imbalances. The capacity to embrace choice and change, to think more deeply about the impact of their decisions. The confidence to disagree, and to reflect and deliberate – and to get it wrong.
4. Global fluency – The ability to make the global economy of the 21st century work for them. To be prepared for probably several employments during their working life, to be able to work well, collaborate, and learn in global groups, with strong teamwork and cross-cultural communication skills, confidence about using social media, learning other languages and customs, and travelling.
5. Global agency – Believing that they can make a difference in the world. Feeling empowered to take action where appropriate, to help to solve the world's challenges and to create a more just and sustainable world. A sense of self directedness – neither defeated nor defeatist about global problems, and a realistic belief in the potential for a positive future. Competence to make decisions taking into account external conditions. Thinking for themselves about how to live, and making rational choices – for example, about whether to give to charity, and if so which ones. Being a change-maker and recognising their own powers and abilities as leaders. Looking for opportunities to take action, and making informed decisions about which actions to take. Reviewing their actions and trying to improve on them.
6. Global resilience – Being resilient to change and choices, and not put off by setbacks. The lifelong possession of an inquisitiveness and confidence about global learning. Confidence to think creatively about global problems and solutions, to take calculated risks, to be self-aware.

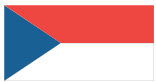
OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN OTHER EUROPEAN COUNTRIES:



AUSTRIA



CYPRUS



CZECH REPUBLIC



FINLAND



FRANCE



GERMANY



LITHUANIA



NETHERLANDS



POLAND



SLOVENIA

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **AUSTRIA**

Authors: written by Anne-Marie Atkinson and Adam Ranson

INTRO AND BACKGROUND

While the work of the big traditional Aid Agencies has ensured widespread public awareness in Austria about Development Cooperation, there is less recognition of the value regarding the Development Education or Global Learning. At the same time, as a result of the work of DE NGOs and some sympathetic government agencies, Global Learning is gradually being incorporated in the Austrian educational system and school practice, and the interest in global themes increases. A survey of young people in Germany and Austria (Bertelsmann Youth Survey²⁴) found that young people are more ready to engage in global issues than one tends to think.

In Austria the Federal Ministry for European and Foreign Affairs is responsible for development policy. The Austrian Development Agency (ADA), founded in 2004, is the operational unit of the Austrian Development Cooperation (ADC). It is in charge of implementing all bilateral programmes and projects in ADC's partner countries and administers the budget earmarked for this. Another focus of ADA's operations is education and information in Austria to convey the issue of development cooperation to a broader public. In dialogue with the partner countries and the ADA, the Foreign Ministry defines programmes and sets out Austrian development-policy positions in the Three-Year Programme. This comprises the essentials of Austrian development policy based on international commitments and the Federal Development Cooperation Act.

The Department for Development Communication and Education of the ADA funds projects of civil society organisations about development issues. In 2010 the ADA published "Strategy for Development Communication and Education in Austria"²⁵.

In 2007 the Austrian Federal Ministry for Education, Arts and Culture (MoE) mandated the Austrian Strategy Group on Global Learning to develop National Strategy for Global Learning²⁶. The document was published in 2009. This can be regarded as a milestone in the development of Global Learning in Austria.

The Strategy Group was established in 2003 after the European Congress to Global Learning in Maastricht (2002). Its members are experts from various fields in the Austria education system with a long-standing record in Global Learning. The group aims to strengthen Global Learning in Austria qualitatively and structurally, through measures taken throughout the education system. Among its members are representatives of the MoE, ADA (the Austrian Development Agency), NGOs, along with members from school practice and from universities. The Strategy Group is a co-ordinating group, which discusses Global Learning programmes, projects and initiatives in Austria and contributes to networking in this area. The Strategy Group follows the international debate in the field of Development Education and Global Learning and reflects on its relevance for Austria.

The idea to develop a national strategy to strengthen Global Learning was one of the main recommendations of Peer Review of Global Education in Austria, carried out by the North-South Centre of the Council of Europe in 2005/2006²⁷. The report was based on an analysis of documents and interviews with representatives of educational institutions and stakeholders in Global Learning.

Despite the development of "National Strategy for Global Learning" and "Strategy for Development Communication and Education in Austria", GL is not a mandatory part of the school curriculum. The curriculum contains "cross-cutting teaching principles", such as Political Education and Citizenship Education to which Global Learning (GL) and Development Education (DE) relate. It is generally agreed that there is space for GL in the curriculum at all

²⁴ Bertelsmann Stiftung: Jugend und die Zukunft der Welt. Ergebnisse einer repräsentativen Umfrage in Deutschland und Österreich „Jugend und Nachhaltigkeit“. Gütersloh 2009.

²⁵ http://www.entwicklung.at/uploads/media/Strategy_Development_Communication_April2010_02.pdf

²⁶ http://www2.komment.at/administrator/Globales_Lernen/Theoretische%20Beitr%C3%A4ge/Strategiepapier%20Globales%20Lernen/StrategieGlobalesLernen_final.pdf

²⁷ <http://www.gene.eu/peer-review>

levels, and The Strategy Group recommends that GL be strengthened in formal education, extracurricular activities and adult education. A comprehensive study on ways of linking subject areas in the curriculum to Global Learning is yet to be carried out in Austria, and this presents an opportunity for NGOs.

GL / DE / ESD

One issue that has arisen in recent years is a level of competition between GL (supported by Ministry of Foreign Affairs) and Education for Sustainable Development (ESD - supported by Ministry of Life, Environment and Agriculture). Both of these are supported by the Ministry of Education. Although GL and ESD networks to some extent have overlapped on large campaigns such as climate change, cooperation usually only happens on the regional level, and as the result of the work of individuals who are involved with both networks. There is little systematic networking between GL and ESD.

According to the 2010 DEAR report²⁸ there is also a distinction between GL and DE in Austria. The term “Global Learning” was first used in discussions on education in the early 1990s, influenced by the discourse in Switzerland and Germany. GL is seen to relate to the pedagogy, incorporating the ethos of an open-ended approach (influenced by Annette Scheunpflug and the University of Erlangen-Nuremberg). Whereas “Development Education” is seen as an understanding of issues in foreign countries and campaigning to bring about change (a fixed response).

The 2010 position paper from the Platform of Awareness Raising Programmes (PEPI) outlined concepts and approaches to both GL and DE, clarifying the distinction between the two major areas of “Education” and “Campaigning”. Education practitioners are opposed to mixing and confusing education with advocacy and fundraising. While many actors do not distinguish so clearly, it is considered controversial to mix GL activities with fundraising (e.g. delivering a GL workshop, then asking for donations for development projects in conclusion).

It could prove beneficial to unite and integrate these dispersed responsibilities in Austria – GL, ESD, DE, campaigning and fundraising – under a wider ethos. Despite this, Development Themes and Issues are becoming better integrated into the daily culture of the Austrian nation, mirroring the rising priority of Global Learning throughout the EU. In Austria Civil Society organisations are the main implementers of GL. It is estimated that there are 1000-1200 organisations and small associations engaged in raising awareness of development issues, while there are only a handful of Global Learning NGOs.

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

The study of Global Learning / Development Education in Austria was carried out as a survey and used desk research. Interviews were conducted with staff from *Südwind*, *Welthaus Graz*, *Interkulturelles Zentrum* and *KommEnt*. Desk research utilised the “DEAR (Development Education Awareness Raising) in Europe” (2009) report, and the evaluations: “General Evaluation of Action to Raise Public Awareness of Development Issues in Europe/Development Education EC” (2008) and DEEEP (Developing Europeans Engagement for the Eradication of Global Poverty) “DE Watch” (2010).

HOW IS GL/DE DELIVERED IN AUSTRIA?

Development Education/ Global Learning work in Austria is primarily concerned with awareness raising on issues of global development within Formal Education Sector. Key elements of this work are: to encourage the critical engagement of population with these issues through education and campaigning; to show global interdependency; to offer opportunities for the public to participate in bringing about global justice, and to influence decision-makers. Development Education related work in Austria has been most successful when it is in dialogue with pedagogic institution like schools, universities and kindergartens and target-group oriented.

The Austrian Ministry of Education has recently launched a new initiative focusing on the quality of schools, where global learning is an optional topic. As this is still in a developmental stage, it is unclear how this initiative will unfold over the coming years. While GL may be excluded from School Development Plans, it is often a feature of school vision statements and included in other school policies, both implicitly and explicitly. Schools frequently include aspects of GL in their “Ethos” and “Mission Statements”, and schools want to ensure that their pupils are

²⁸ DEAR in Europe ~ Recommendations for future Interventions by the EC: Study on the experience and actions of the main European Actors active in the field of Development Education and Awareness Raising: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/d/d4/Final_Report_DEAR_Study.pdf

prepared for internationalisation and globalisation in future life and work. However, it is not likely that these policies will be explicitly named as “Global Learning”. Schools often take part in extra-curricular initiatives, such as Energy Saving, Fair Trade (with fair trade, regional and organic products), and Bicycle-Schools. These have the potential to influence the teachers and wider community, as well as the pupils.

The NGOs *Südwind* and *Welthaus* are present in most states/regions. They are recognised as resource centres for GL/DE and provide teaching materials, expertise, training and contacts. As well as being invited into schools to deliver workshops, (often with guests from the Global South), *Südwind* runs a world music store and a bookstore, which is open to the public, and an extensive online shop. From their regional centres, *Welthaus* and *Südwind* try to reach out to municipalities via their satellite Resource Centres and through the provision of Resource Loans Services.

Another organisation, BAOBAB – *Globales Lernen*, coordinates a national database of teaching materials and runs a global education resource centre in Vienna. They provide teacher training and networking to facilitate the delivery of GL projects and develop classroom materials, such as DVDs and manuals.

Südwind, *Welthaus* and the Afro-Asian Institute have a common pool and database of GL experts (often migrants), who they coordinate and train. Fair Trade Towns/Villages are becoming established models, and these are supported by the work of NGOs.

Catholic NGOs play an important role in Austria by undertaking GL with their voluntary members and fundraising. The Catholic *Dreikönigsaktion* (DKA) raises significant amounts of money and is an important funder of GL, supporting a lot of projects and initiatives of other organisations (mainly development co-operation projects, but also Global Learning).

Trade unions have a unit (“*Weltumspannend arbeiten*”) that aims to implement GL among TU members. For example, the NGO *Südwind* and the Austrian Federation of Trade Unions are collaborating in the project “Decent Work for Decent Life”, which aims to raise awareness within trade unions about working conditions in the Global South.



WHICH ORGANISATIONS ARE DELIVERING GL IN AUSTRIA?

The Platform of Awareness Raising Programme (PEPI) is the networking group of the NGDO Platform (*Globale Verantwortung*). PEPI has 20 members (platform NGOs active in GL and non-platform NGOs). They coordinate and develop common GL and DE priorities and policies on behalf of civil society, both commenting on government proposals and proposing their own guidelines. They also organise 3-4 meetings for their members each year and facilitate the sharing of experience between NGOs. As individual NGOs generally follow their own agenda, implementing common priorities among the membership has not been that successful. However, the platform has been more effective in lobbying government to prevent or support particular policies.

Other actors delivering GL in Austria include:

- The Ministry of Foreign Affairs / Austrian Development Agency (Central Government)
- The Ministry of Education (Central Government)
- Regional/state governments and LAs
- *Südwind* (NGO)
- *Katholische Frauenbewegung* (Religious Organisation)
- BAOBAB (NGO)
- *Welthaus* (NGO)
- Vienna Institute for International Dialogue and Cooperation (VIDC - NGO)
- *Österreichische Forschungsstiftung für Internationale Entwicklung* (NGO)
- *Frauensolidarität* (NGO)
- *KommeEnt* (NGO)
- *ÖIE- Kärnten* (NGO)
- *Interkulturelles Zentrum* (NGO)

However GL is not delivered systematically by schools as it is not included on the curriculum (though there is some mention of it).

GL IN AUSTRIAN SCHOOLS

- The curriculum
- Policies
- The community

Many schools in Austria are delivering some Global Learning work, mostly in relation to specific projects. However, GL is not delivered systematically by schools, as it is not included in the curriculum.

Respondents to our survey thought that teachers consider that the aims of Global Learning are to: improve students' knowledge of current global events; to increase understanding of global concepts; and to encourage pupils' "to act upon and problem-solve development issues". By showing pupils that there is "another world outside of their own", and that there is a correlation between the worlds, pupils are motivated to be critical when making personal decisions, understanding the consequences on somebody else's existence. The development of critical thinking skills is used in some schools to enable young people to grapple with key global concepts and further understand their role and responsibilities as a global citizen.

There are a number of specific GL programmes, initiatives and networks currently supporting Global Learning in Austrian schools. Examples of these include: Global Learning Primary Schools (involving seventeen primary schools in Vienna), ÖKOLOG Schools (focusing on environmental and sustainable development), and UNESCO Schools. Other initiatives include the "Global Action School" programme where groups of schools work together with local community actors to become a "Global Action School". Generally, schools only engage with the local community on projects on the theme of food, when they need special guests or when they are fundraising.

Many schools also engage in GL during "Global Education Week". Some schools are involved in North-South village partnerships, combined with school partnerships.

SCHOOLS AND DEVELOPMENT EDUCATION (DE) NGOS

It is relatively easy for DE/GL NGOs to visit schools; no significantly difficult barriers to access exist. Schools usually arrange visits with DE NGOs on an individual basis. NGOs like *Südwind* deliver approximately 600 school workshops per year. Schools are also interested in receiving expert support through teacher training, lectures, teaching materials and discussion to further implement GL in the curriculum. Other key requests from schools to NGOs include information on school partnerships and hosting guests from the Global South.

Although schools are very interested in engaging with the work of DE NGOs, they are restricted by their budget, so learning how to secure funding for GL projects is a frequent request from schools to DE NGOs.

The Vienna Institute for International Dialogue and Cooperation organises art and culture workshops with artists from the Global South, and also organises anti-racism projects through football activities.

The main organisations that offer projects in schools are:

- *Südwind* (NGDO, independent)
- *Welthaus* (NGDO, Catholic charity)
- *Klimabündings* (NGO working in the field of environmental issues)
- Global 2000 (Works on environmentally focused topics)

NORTH SOUTH LINKING

The *Interkulturelles Zentrum*, which aims to enhance intercultural relations on both national and international level, has acted for the MoE to support international school partnerships since 1987. The centre assists schools in finding and working with partner schools in the Global South, and has a limited budget to offer to schools.

Other DE NGOs, such as *Welthaus Graz*, offer face-to-face activities to facilitate North-South linking. Twice a year they invite representatives from GL NGOs in the Global South / developing countries to visit Austria. They organise school workshops and lectures, where the guests discuss their daily life and challenges, and also talk about their work to solve these difficulties. They facilitate student discussions around how the problems of the guest's home country are linked with the life of those living in Austria and the EU, encouraging a sense of personal responsibility and global citizenship.

Welthaus Linz is working within the EU project “Global Fairness” to implement more school partnerships and North-South linking. *SchulePartnerschaften* (<http://www.schulpartnerschaften.at>) offers a platform for discussion and support in their area.

Respondents to the survey indicated that they felt partnership with European and Southern partners was only possible with further financial support from the European Commission, not from Austrian funding alone.

CPD FOR TEACHERS

Many DE NGOs offer Global Learning CPD courses for teachers, including *Welthaus*, *Komment*, *Suedwind* and *BAOBAB*. This is well established and usually done in co-operation with pedagogic institutes.

Examples of CPD Courses include:

- “Global Education – pedagogy for global citizens” in Graz (cooperation of *Welthaus Graz*, *Südwind Steiermark* and teacher training college of Styria)
Target group: teachers, multipliers
Length: 3 semesters, 18 credits
Contents: concepts in global education, practical relevance, methods of delivering GL, curriculum development from an education college and two NGOs, meeting/learning from experts, and two trips (http://kphgraz.at/weiterbildung-lehrgaenge/lg_710/globales-lernen.html)
- “Global Education – education in a globalised world” in Linz (cooperation of *Welthaus Linz*, *Südwind* Upper Austria and The Pedagogical University of Linz)
Length: 3 semesters
Content: Understanding the process of globalization, its mechanisms and structures; participation (Global Citizenship); reflection of one’s own cognition and change of perspectives.
- “Global Citizenship Education” in Klagenfurt (study course at university level; cooperation of University of Klagenfurt, *KommEnt*, teacher training college of Carinthia)
- MA in Global Studies – NGOs took part in the development of the curriculum, NGO members are lecturers. Karl-Franzens-Universität Graz and the University of Vienna
- The Department of Development Studies in the University of Vienna offers opportunities to undertake courses and academic research, including the major course “International Development” that attracts a lot of German students
- Graz University has a “Global Studies” programme



EXAMPLES OF GOOD PRACTICE IN GLOBAL TEACHING AND LEARNING

Smarten up your Life

Workshop for teachers from *Welthaus Linz*

This workshop utilises smartphone technology to improve teachers’ ability to deliver GL in their classes in an interesting and creative way. Teachers learn how to make short movies using technology available to them, such as their mobile phones, to address GL themes such as food and climate change. The workshop also screens movies on the same themes to deepen knowledge and provide inspiration. Teachers can then deliver this workshop to their pupils and encourage pupils aged between 12 and 19 to enter the *Welthaus* film competition. Entries are submitted online, and the winning film is screened at some film festivals.

Biofair Breakfast / Climate Breakfast

Workshop for schools, parishes, community groups etc. from *Welthaus Linz*

This popular workshop addresses issues of food production and sustainability. The public are becoming interested in these topics, as terms such as “organic” and “local” are increasingly seen in the supermarket.

The facilitator presents background information on fair trade, organic and local products, and participants sample a range of different products. There is a framework for discussion that relates the issues raised to everyday life/experience and allows participants to act in greater solidarity with food producers and the environment.



RECOMMENDED TEACHING MATERIALS

Below is a list of books, manuals, online resources and other materials that were recommended by some of the organisation that responded to our survey. No criteria were set for selecting these materials; they are based on the subjective opinions of the respondents.

The World Game

Welthaus, 2007

http://schools.welthaus.at/layout/pics/schulen/world_game_en.pdf

Game that helps visualise the distribution of the world population and income. For ages 12+; 5 or more players; lasts approx. 20 minutes.

International School Partnership

<http://www.schoollinking.iz.or.at>

Information, tools and methods to implement North-South school partnerships, as well as projects to help anchor the partnership within the school culture.

Globalisierung Verstehen: Menschen, Märkte, Politik (Understanding Globalisation: People, Markets, Politics)

BOABAB, 2010

<http://www.baobab.at/globalisierung-verstehen-241609>

Teaching manual, worksheets and DVD to introduce issues of globalisation in education, including lessons that relate to teaching English.

Vom Kommen und Gehen: Migration von und nach Österreich (The Comings and Goings: Migrations To and From Austria)

BOABAB, 2012

<http://www.baobab.at/vom-kommen-und-gehen>

10 short film portraits on DVD-ROM, discussing personal experiences of migration. Also provides background information and a glossary, allowing the teachers to use the film to discuss immigration and prejudice.

Ich - Du - Wir: Kulturelle Vielfalt als Thema im Unterricht (I - YOU - WE: Cultural diversity as a theme in the classroom)

Interkulturelle Zentrum (The Intercultural Centre), 2012

http://iz.marmara.co.at/images/doku/broschuere_ich_du_wir_web.pdf

Teaching manual, free to download (PDF). Includes projects and exercises that promote a positive approach and engagement with diversity.

Globales Lernen unterrichten (Teaching Global Learning)

Südwind Agentur, 2012

<http://www.suedwind-agentur.at/start.asp?ID=252931>

Teaching manual, contains 26 lessons plans, an annotated syllabus and other information produced during the Global Curriculum Project. Assists teachers in implementing GL throughout the curriculum.

GLOBAL EDUCATION IN INITIAL TEACHER EDUCATION (ITE)

Global Learning is not yet well established in Initial Teacher Education, with only a few universities including it in their programmes. However, Salzburg University does put on Development Policy Weeks and the University of Applied Science in Vienna supports internships abroad.

FUNDING FOR GL

The Ministry of Foreign Affairs/ADA has had a €4.2 mil budget for development work in 2010. 50% of this budget goes towards education, with the remainder split equally between campaigning, research & publications, and culture & films. The ADA funds 60-80 projects of civil society actors (not including LAs which are considered state actors).

In 2010, ADA created a budget of €100,000 specifically for African communities living in Austria to explore issues in Africa, with a GL focus. This project was prompted by the 2010 Football World Cup taking place in South Africa. ADA does not provide funding for African community GL projects on a regular basis.

The Ministry of Education has a budget of €47000 (2010) to support NGOs to work in schools to deliver activities, such as workshops and running GL/DE resource centres. The GL department of the MoE also supports Global Education Week. During this week, 200-300 GL events take place, both in and out of schools; these are coordinated by *Südwind*. The MoE both supports these initiatives under the Strategy for Global Learning and via the Education for Sustainable Development Strategy.

State governments and Local Authorities often also finance GL activities. For example, the Styria state government has an annual budget of €90000 to enable NGOs to deliver GL; this funding is allocated through a grant scheme. The Styria state government also organises an annual Fair Trade Day in cooperation with NGOs; approximately 1500 pupils attend. Additionally, the state government organises a few development related seminars each year, some open to the public and some for officers in public administration.

The Catholic Church and NGOs provide funding support to number of organisations and trade unions to allow them to engage in their own GL and DE activities. For example, the DKA Austria, which is the Development Cooperation Agency of the Catholic Children's Movement in Austria, had a budget of €1056150 in 2010 for GL, of which €416800 was used to support other NGOs in DEAR and GL.

However, current funding provisions are not sufficient. The budget did not increase despite more organisations being included in the DEAR programme. As running costs and wages increase, organisations' ability to deliver quality GL is becoming more strained.



CONCLUSIONS AND RECOMMENDATIONS

As school education currently focuses on delivering academic achievement in individual subject areas, it is difficult to have an interdisciplinary approach to the integration of GL. Including GL as mandatory in the school curriculum and in Initial Teacher Training and recognising its importance throughout education would be important measures to increase the impact of GL in Austria.

Head Teachers and co-ordinators of school-management should be informed about the available possibilities to deliver Global Learning in the framework of school development. A possible priority could be encouraging schools to incorporate GL into their School Development Plan or Vision Statement. Schools could then consider a range of practical ways for implementing these, such as engaging in a school partnership and exchange with a school from the Global South.

Although there is a state budget for GL and the Catholic Church also donates a considerable amount of funding, teachers and NGOs still feel that they need better financial support in order to improve the delivery of GL.

Teachers report being considerably pressured in terms of their time and energy, making it difficult to dedicate resources to GL. Lessons are 50 minutes long, which makes scheduling subjects difficult, and this can prevent students from getting more deeply into GL themes. The school culture can prevent teachers from cooperating to develop whole-school approaches to Global Learning. To tackle these issues, NGOs could provide better teaching resources, such as lesson plans that include GL within the curriculum framework. By providing teacher training that demonstrates to teachers, how their lives are connected to global issues, NGOs can tackle a culture of disinterest in /ignorance of GL. This more positive, engaged attitude could then be passed down to pupils.

To strengthen the delivery of GL and ensure its relevance and prevalence in everyday life and culture, it would benefit the Austrian government to unite the areas of "Global Learning" and "Education for Sustainable Development". Neither of these areas should relate solely to foreign (MFA) or domestic (MoL) policy, but should be recognised as being integrated and belonging to a wider ethos and culture. For example, projects on the themes of multiculturalism are not funded by ADA, as there are different ministries responsible for this area, but

many NGOs feel that multiculturalism and anti-racism fit into their aims and ethos. The state could also fund more pilot projects, school networks and community engagements and develop an integrated national Global Learning programme.

The Strategy for Global Learning makes the following recommendations for CPD and ITE:

- Global Learning modules should be implemented in the curricula of universities and pedagogical colleges;
- The provision of Global Learning at pedagogical colleges should be enlarged and structurally strengthened;
- Global Learning courses should be promoted for all school types and age levels;
- In the field of subject-centred didactics an interdisciplinary seminar should be offered;
- Teacher-trainers responsible for in-service training should be supported to enrich their lectures with Global Learning issues and methods. For their support “Train the Trainer” modules should be developed and implemented;
- Universities and pedagogical colleges should take better advantage of the services offered by experts in Global Learning, experts such as NGOs, and NGOs should make their services more readily available;
- More Global Learning seminars should be offered – both with reference to subject methodological training (e.g. Geography, History, Languages) and with a cross-cutting approach;
- Global Learning should be promoted as part of in-service teacher training;
- Trainers in teacher training should be supported to enrich their lectures in content and method according to the concept of Global Learning;
- An exhibition introducing the concept of Global Learning (in theory and practice) should be designed and displayed at each pedagogical college.



OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **CYPRUS**

Authors: written by Johanna Helin with information provided by Kerstin Wittig (FWC)

INTRODUCTION

Cyprus is a country with problematic past, present and future. As a divided country, it has been a subject of international peace making efforts and lately, because of its economic situation, has been in the focus of not too positive attention.

At the same time the population of Cyprus has become more diverse during the past years, which is also seen in the make-up of Cypriot schools. In this situation the need for global education seems to be all the more present. DE develops essential skills and values, such as critical thinking, the ability to question and enquire, as opposed to simply accepting facts as the truth. Furthermore, it builds cooperation, solidarity and appreciation for fairness and justice, as well as respect for diversity – all skills very relevant in the present day society and with an increasing migrant population within Cypriot schools.

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

This study was developed in cooperation with Kerstin Wittig, who has years of experience in Cyprus NGOs and on global education. She currently works for the Future Worlds Centre as the head of the Global Education Unit. Further information was also sought from the Cyprus Ministry of Education.

GENE Peer review from Cyprus is from 2004. Although out-dated, it has also been used as background material for the study.

CYPRIT CURRICULUM

Officially, DE is not included in any school curriculum. However, the new curriculum for schools in Cyprus incorporates many of the values and the global outlook that Global/ Development Education would suggest. There is a strong focus on Education for Sustainable Development – even though this is mostly seen from the environmental perspective. Nevertheless, the Ministry of Education and Culture has recently formed a coordinating committee for Global Education and is planning to promote the matter more within the school environment

The new curriculum explicitly states that schools have the role to prepare pupils for the complexities of the 21st century; it refers to values such as social justice and solidarity, the respect for the natural and cultural environment and, specifically, the promotion of sustainable development. Furthermore, it refers to skills such as creativity, critical thinking, problem solving, cooperation and the ability to argue and reflect.

The main purpose of DE activities is threefold: to encourage understanding of global issues and their interrelations with our life here in Cyprus; to build skills, such as critical thinking, and to foster attitudes and values. The action-element is often part of it, but usually less strong than the other dimensions, and more prominent if DE activities are introduced in a “project day setting” or otherwise more relaxed lessons, rather than integrated into the existing curriculum

However, despite the new curriculum being more open and flexible, teachers have not yet been adequately trained and prepared to deliver a more learner-centred and value-based education. Most teaching is still performed in a rather “traditional” way, with frontal teaching by the teacher and learning by the students.

SCHOOL PRACTICE

The new curriculum introduced one lesson of “environmental sustainability” per week in elementary schools. This lesson is mainly taught by the class teachers. It could provide a good entry point for global education in case the class teacher is trained in GE and has interest in it. Other entry point is subjects such as life education (1 lesson/week), biology, geography and languages.

Environmental education is most visible in school life and school documents. Schools are recycling paper and waste and implementing projects to save food and energy. There is also an environmental study centre providing excursions for schools. However, the present environmental education is less critical of consumerism per se and lacks notions of social cultural and economic sides of sustainable development.

Main GE themes present in the Cypriot schools are: sustainable development, diversity (on general level), human rights, and some aspects of global citizenship. In addition to having the topics as part of classroom teaching the schools also participate in projects (e.g. European Commission funded GE projects) and organise thematic days (e.g. UN day of water). School links with schools in developing countries are not common in Cyprus. Ministry of Education encourages schools to take part in the Global Education Week initiative by the Council of Europe and selects every year the best GE projects during that week.

Many schools are inviting NGOs into their premises, either to give a guest lecture, to hold a workshop with pupils, or to have a workshop with the teachers. Usually schools do not approach NGOs with a specific DE theme, but such an invitation offers a good opportunity to create a link, or suggest a more DE-oriented follow-up. However, it should be noted that there are only few NGOs that are active in DE and/or related areas (including environmental sustainability).



The most prominent NGOs working on DE and within the school sector are **Future Worlds Centre** with its Global Education Unit (offering global education trainings to teachers, producing and translating teaching resources, offering workshops to pupils – www.futureworldscenter.eu), **CARDET** (training teachers on issues related to ICT with a link to development/ global issues, gender equality, anti-racism, social justice – www.cardet.org), **NGO Support Centre** (offering trainings on Human Rights, specifically using the *Compassito* handbook, which they have translated into Greek – www.ngo-sc.org), **Cyprus Family Planning Association** (offering trainings to teachers and pupils on sexual and reproductive health and rights, with links to the MDGs – www.cyfamplan.org), and **the Environmental Study Centre** (offering trainings for teachers and day-workshops and excursions for pupils on environmental sustainability – www.esc.com.cy).

As noted above, the Ministry of Education and Culture has lately been showing increased support to GE by establishing a Ministerial Committee on Global Education. It is too early to say what the impact of this commission will be. One good thing is that the commission is headed by the person in charge of environmental education, thus, it might help in bringing global and environmental education closer together. Ministry has also invited the active NGOs (FWC and CARDET) to coordinate activities and develop a joint work plan for the next 2 years.

Some of the NGOs have tried to include Turkish Cypriot schools and teachers into the activities as well, however, this has proven to be rather difficult, due to linguistic, as well as political barriers (the MOEC as a governmental body does not recognise any legal entity in the Turkish Cypriot community, so collaboration with schools from both sides of the Green Line is technically impossible). Teachers have been invited on an individual level, but much more needs to be done in that area. Also, the school systems on the two sides of the Green Line are entirely different, so teaching resources would need to be adapted to the Turkish Cypriot curriculum, if they were to be transferred.

There is a limited number of resources available on the website of the Ministry of Education and Culture, including those produced/ translated by the NGOs. There is very little material available in the Greek language. All available material is general, it deals with Global Education and introducing of the global dimension into the classroom. There are no specific thematic resources, nor any digital resources and/or films available in the Greek language.

The Pedagogical Institute offers professional development three times per year – beginning of the school year, mid-term, and towards the end of the year. The trainings are voluntary, but encouraged by the Ministry of Education. Furthermore, teachers can receive certificates issued by NGOs after trainings attended. There is no credit system by the Ministry, however, the more qualification acquired, the better chances teachers have for desired positions and level of salary. The downside of this is that some teachers only participate at trainings in order to receive the certificate at the end.

Large numbers of teachers have attended trainings and seminars organised by NGOs on DE related methodologies and topics, and many of the teachers have followed up on these trainings within their schools afterwards. However, more training for teachers, school headmasters and school inspectors on GE would be needed in order to support GE in Cyprus. If the headmasters and inspectors are not supportive of GE, then this lack of support turns into the main obstacle for a teacher to include it in his/her teaching. On the other hand, main motivation for teachers comes from the interactive methods and positive feedback from the students. It is considered to be something different, to offer a wider perspective on issues and to make students active themselves.

BEST PRACTICES FROM THE CYPRIOT EXPERIENCE



Good practices certainly include the numerous teacher training events on Global Education, partly co-organised by the Ministry of Education and Culture, under the leadership of Future Worlds Centre. The trainings usually last for 2 days and feature a broad range of introductory activities into the Global Learning world, with concrete activity examples for the classrooms. Teachers received resource materials upon completion of the trainings, which then enabled them to integrate activities into their teaching. Many of the teachers have since collaborated with the NGO and other NGOs to deliver more training to a larger number of staff and/or provide the school with more support and resources. Many have admitted that they have changed their way of teaching.



Another good practice is the collaboration of NGOs and the Ministry of Education around the Global Education Week – the Ministry usually offers seminar to teachers, introducing the week and the theme, and began to do this in collaboration with the NGOs as the more experienced practitioners.



Regarding materials, different teachers prefer different materials; the ones that have received the most positive comments are the Greek version of “Get Global”, the Greek version of the “Compassito” Handbook by the Council of Europe and the TeachMDGs resource together with the Photopack. While the Compassito focuses specifically on Human Rights Education, the other two provide introduction into Global Education, offering specific activities for the classroom that are general enough to be adapted to different lessons, topics and age groups, and at the same time can be easily implemented into practice by the teachers.

Even though there are many initiatives, many of them successful, one is highlighted here as an example – a two day training organised by one of the NGOs (Future Worlds Centre) and supported by the Ministry of Education and Culture. The Ministry circulated the training invitation to all secondary schools, encouraging at least 1 teacher per school to attend. The Pedagogical Institute provided its premises for free, and the NGO prepared the content of the training, along with a set of resources for each teacher to take back to the school after the two days. The training was highly interactive, and teachers could try out activities, which they could then carry out in the classroom. The team of trainers consisted of NGO staff and three teachers, who had previously participated in a DE Training of Trainers. This way, participating teachers could receive advice and support from colleagues, who knew the challenges and limitations of a classroom and of different disciplines very well.

Following the training, about half of the teachers contacted the NGO for additional support, or to share their experience in trying out the new methodologies in the classroom. Many of the participating teachers joined a future project, as well as actively participated in the Global Education Week activities supported by the Ministry of Education and Culture.

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **THE CZECH REPUBLIC**

Author: Vlasta Kovaříková

The main purpose of the GDE study in Social Studies subjects is to provide an overview of the current state of GDE practices in the Czech Republic, based on different sources. The most valuable sources were the NGOs working in GDE; especially program Variants (People in Need), ARPOK, their publications and information on websites. For this study the existing studies, evaluations and reports on different aspects of GDE in the Czech Republic were also used.

Before presenting the analysis itself, a brief clarification is needed on the different terms used in the Czech Republic: *Global Education* (GE), *Development Education* (DE) and *Global Development Education* (GDE). They are often used as synonyms, but still carry different meanings. Global Education is a concept overlapping with other concepts, such as Human Rights Education, Multicultural Education, Education for Sustainability, Education towards thinking in European and Global Contexts, Education for a Democratic Citizenship, Education for Peace and Conflict Prevention, but also Development Education. GE connects the local, national and global to show how their actions have implications for the others across the world. DE in Czech context is focused on local or global development. The role of global dimension in formal education is not to promote aid, but to strive for a society, where all citizens understand the interconnectedness of the world and are able to live a meaningful life. It is obvious that GE is more general and DE too specific. However, many actors use GE and DE as interchangeable terms. Therefore, Czech actors have decided on a compromise between those two terms and merged them into the term **Global Development Education** (GDE), which is now the most commonly used term by stakeholders as well as in relevant publications. It has the same components as global education, but with emphasis on developing countries' issues. Furthermore, GDE is the only term used to denote global dimension in formal education.

In regard to political support it is important to mention the development of the National Strategy for Global Development Education in 2011–2015, whose initiator was the Department of Development Cooperation of MoFA. National strategy has two main aims – first part defines the goals, topics and principles of GDE, the second part introduces strategic measures for the years 2011–2015. Ministry of Foreign Affairs (MoFA) and Ministry of Education, Youth and Sports (MoE), Czech Development Agency and FoRS (Czech Forum for Development Cooperation) contributed to the National Peer Review report on GDE in the Czech Republic, which gives an overview of the current state of GDE in the Czech Republic and many valuable recommendations for expanding and improvements.

MoFA plays the leading role in most functional areas, including the funding of GDE and public awareness raising through grants programmes. In January 2008 MoFA created a separate legal entity, the Czech Development Agency (CDA), which assumed main duties in development projects – including defining the development projects in priority countries, administration, monitoring, capacity building for various stakeholders. All funding for GDE is transferred directly from MoFA to NGO, Universities or other implementing bodies. CDA is involved in administrative and coordinating support, as well as monitoring the projects. CDA also provides information about amount of money for each NNO (and projects) every year on its website: http://www.czda.cz/editor/filestore/File/dotace/GRVO_2012.pdf

GDE PRESENCE IN THE TEACHING/LEARNING CONTENT IN EDUCATIONAL SYSTEM IN THE CZECH REPUBLIC

The opportunity for integration of the GDE in the Czech educational system came from the new school reform. It took over 15 years before any changes became significant, in legislation – in 2004 and at schools in 2007.

In the implementation of the school reform a new curricula document – Framework Educational Program – was created. The Framework educational programs came from a new strategy of education with emphasis on key

competences, their interconnection and the use of acquired knowledge and skills in practical life. One of the most important and innovative factors is that they offer a kind of freedom. Each school creates its own School Educational Program according to the Framework Educational Program.

The curriculum is divided into individual subjects and it can be adjusted according to the needs, interests, or the teaching of certain subjects can be expanded. Furthermore, the curriculum is structured into individual educational areas, which include one or more subjects, similar as to their content. Each educational area is further thematically subdivided. The topics related to global issues are included in one of the educational areas that the primary schools focus upon (1st –5th grade) – **Humans and their World**, thematic area – *People around us*. Children learn the basic principles of good behaviour. They are familiarized with basic rights and obligations, as well as with problems that affect coexistence of people, whole society or even the world (global problems). Students understand the meaning and principle of tolerance, help and solidarity, respect towards people and their work and gender equality. Some GDE issues can be found in thematic areas like *Nature diversity*. Students learn to understand the links between natural processes and human impact on environment. Humans and their world are followed in the lower and upper secondary school by the educational area **Humans and society**, which includes the thematic area – *Education towards citizenship*. This also deals with global issues (International relationship and global world, Globalisation, Human rights, Human impact on environment, and Conflicts). Social science subjects, as well as history belong to this educational area.

The new school reform also set mandatory **cross-curricular themes** (subjects), which nowadays represent important issues and promote pupils personal development, primarily as regards attitudes and values. In the Czech educational system there are 6 cross-curricular themes defined as: *Personal and Social Education, Democratic Citizenship, Thinking within European and Global Contexts, Multicultural Education, Environmental Education, and Media Education*. The cross-curricular themes are not taught as individual subjects. They intertwine in the majority of subjects and their task is to enable the connection between individual areas. All of these themes have to be included in the first and also the second grade. It is mandatory for each school to integrate these themes into their educational system. Every school must consider its own needs, especially in the fields of realizing cross-curricular themes and key competences. That means that they can choose how to implement these themes. There are a few options offered: All cross-curricular themes can be implemented as part of several traditional subjects. Since often pedagogues do not have enough time for cross-curricular themes in regular subjects, the teachers tend to deal with global issues only from their subject's point of view without any interdisciplinary perspective. Some pedagogues have recommended to develop a subject that would focus only on cross-curricular themes. Disadvantages of this option are the lack of pedagogues, who would be able to teach all cross-curricular themes, and the lack of time for additional subjects. The solution may be cross-curricular projects, seminars, courses or a combination of all the abovementioned. It is also very attractive for students; moreover, it presents multiple perspectives on complex issues.

Each of the cross-curricular themes includes GDE elements, however, most of them are covered in the theme **"Thinking within European and global Contexts"** and **"Environmental Education"**. All the mentioned educational areas provide opportunities for implementing GDE in the Czech educational system. It is up to individual teacher or director and their willingness, whether they decide to involve GDE into cross-curricular subjects or traditional subjects, they also select ways of implementing it. There we face a barrier arising from the lack of information and evaluation tools, as these still focus on other aspects of education rather than the cross-curricular subjects.



EXAMPLES OF GOOD PRACTICE OF THE INTEGRATION OF GLOBAL THEMES IN THE WORK OF THE SCHOOL (TEACHER'S LEVEL, SCHOOL ADMINISTRATION'S LEVEL, etc.)

A very good example of good practice in GDE field is an international project called **"Global Action School"** (People in Need, ADRA, Arpok, and NaZemi), which offer a reward, carrying the same name as the name of the project, for the schools that are active in the GDE. The Czech People In Need were involved in this three-year international project called "Global Action School" in 2006, with the leading organization ActionAid. From 2009 until 2012 the European Commission supported the following project called **"Global Action Schools2communities"**. Due to experiences with schools, NGOs decided to continue with this project with financial support from the Czech Development Agency, Ministry of Foreign Affairs within the Development cooperation program and under the auspices of the Czech Minister for Foreign Affairs, Karel Schwarzenberg. Already 30 schools in the Czech Republic have gained this reward and can be called "Global Action Schools." What do they have to do? Schools have to present the global issues they have implemented into the school educational program and a list of activities in the

GDE within one year. Schools have to act even beyond the school gates; people from a region, where the school is situated, must know about GDE activities. Some schools choose to organize conferences, inviting teachers, principles from other schools, management bodies, local authorities and regional education administration. The school must also analyse local problems that have global impact, then propose and apply a relevant solution. Publications, brochures, posters, TV spots are other possibilities of awareness rising.

Other examples that must be noted are specific centres providing advice to teachers, who struggle with global issues, using methods or lack the skills for working effectively with the GDE topics. They are run by the leading organizations in the GDE (Variants, ADRA, Arpok, NaZemi). Arpok set up advisory centres for teachers within the project "Implementation of Global Topics into secondary school educational program" (2010-2011). Now they continue that within the project "The world in one day – development themes in project day" (2012-2014). Advice is provided online and via e-mail. Lecturers of the GDE prepare activities for pedagogues and send them by e-mail. They are able to make lesson plans, projects or project days for a specific teacher or class.

Variants provide advice to schools that are involved in their projects or schools that seek award "Global active school". Besides workshops organized to prepare schools for the project, Variants also provide advice on all plans within the project with the schools. Schools can also seek advice outside the project, as it's advertised on their website, however this is not what schools look for. They also provide supervision and feedback.

The projects that offer communication with children in the Global South, such as LaNgopo, are very attractive.

Eco-Schools network has been created within the project "Eco-Schools in the Czech Republic". The Steering Committee was established to support organisation Tereza, which implemented this project. National guarantors for this project are MoFA and MoE, international guarantor is the organisation FEE (Foundation for Environmental Education). They offer complex support for schools, starting with seminars, educational programs that are created for specific subjects (geography, natural history, chemistry, social science) in 8 themes (School Environment, Energy, Biodiversity, Transport, Water, Waste, Friendly Consumer, Climate Changes). Guidelines for teachers, for students or guidelines on good practice were elaborated, providing recommendations on how to make schools more environmental friendly and suggesting ideas and examples from different schools. Students might appreciate the interactive web-game, in which they become Agents in Earth-service and have to carry out missions to improve environment. Every region of the Czech Republic has its own regional coordinator that helps school to implement projects and provides other support.

SCHOOL COOPERATION/LINKING WITH THE DEVELOPING COUNTRIES; EXISTING STRUCTURES TO SUPPORT NORTH-SOUTH SCHOOLS LINKING

There are a few good examples of school cooperation between North and South, however, not nearly enough. Mostly they are organized and supported by the NGOs together with the teachers and university's pedagogues and with financial support of the NGOs, the European Commission and MFA.



One that needs to be noted is a **Global Curriculum Project**, with participation of five countries: *Benin, Brazil, the Czech Republic, Austria, and the United Kingdom*. Global Curriculum projects started in January 2010, ended in December of 2012 and involved forty schools. The idea of the project is based on the international exchange, support and the intensive debate on global issues focusing on integration of the GDE topics throughout all subjects. The main goal is to create a Global Curriculum Model showing the best way to implement the GDE in each curriculum, subsequent testing and evaluation. In the Czech Republic the main actor realizing this project was NGO Arpok with financial support of the European Commission, the Ministry of Foreign Affairs (MFA) through the Czech Development Agency (CDA). The Project was realized in a few steps. Firstly, the analysis of educational curricula was conducted, including the GDE for certain subjects. The results were published together with methodological advice on activities for teachers' guidance. Each stakeholder was also provided with innovative workshops for the schools' participation in the Global Curriculum Project and exchange visits were organised.

The link between the North and the South schools is also ensured by the non-governmental organization **Kontinenty** (organization for coordination with countries in Africa, Asia and South America), which is slightly different, compared to other GDE organizations. The key aim is to build friendly and mutually reinforcing cooperation with the Global South. The organization is dealing with cultural relationships, spreading tolerance by getting to know different cultures. One of the educational programs for secondary school students from all over the country is **Prague Model United Nations** (PMUN), where students assume the role of delegates of a chosen country and discuss current issues, relevant for the international community.

Some other projects provide the North-South schools linking, such as a three-year GDE project called **LaNgonpo**, which offers the possibility of partnership for India and Nepal students with students in the Czech Republic. It brought together eighteen schools from the Czech Republic with seven schools in Nepal and three in India. The partnership enriches students with other perspectives and strives for openness towards everything new and different. Interaction and relationship building is supported by the website, where students present their results from individual lessons and discuss them. The project follows the previous cooperation between the Czech volunteers and the Nepal schools, which lasted several years. The unique culture of Nepal inspired the volunteers to develop the idea of intercultural exchange. The LaNgonpo project helps the Czech and Nepal students and also their teachers to develop their skills of intercultural dialogue and to use the Internet as a tool of meaningful and ethical communication. The aim is not to learn about other countries, but to create a space, where students can learn from others and learn together to create a better world.

GENERAL ATTITUDE OF TEACHERS, STUDENTS, PARENTS AND SOCIETY TOWARDS THE PRESENCE OF GLOBAL EDUCATION, GLOBAL THEMES IN THE CURRICULUM

The Czech Republic society's awareness of any changes in school system, as well as of global development is still very low, especially if these two aspects are merged together. The change in thinking about the GDE needs to happen first in general. People have to start thinking about the importance of global development. The NGOs try to inform the public through informal activities in order to present what they do. They organize awareness raising campaigns, debates, presentations, photography exhibitions, or even documentary film screenings about development issues, but unless it's not dealing with immediate actions in humanitarian crisis, when general public demonstrates solidarity very well, the issues that the developing countries have to face every day are perceived as being distant from their own lives and not in need of their attention. Considering the need of public awareness, FoRS (platform of the Czech NGOs involved in development cooperation, GDE and humanitarian assistance) has acted as a partner in the campaign **Czech Against Poverty**, which is the most widely known campaign related to the development cooperation in the Czech Republic, GDE included.

Given the communistic history and the comparison to more developed countries, such as Germany, people in the Czech Republic might still have a subjective feeling of poverty. The general public is also facing problems of stereotypes and prejudices. Having a limited view of the parts of the world, not presented by the mass media, they are not aware of the connections to them, often feeling helpless as individuals and not looking for real opportunities. A general change in thinking is needed to understand the importance of the GDE.

The majority of teachers share the attitude of the general public. The main problem lies in the lack of awareness and competencies of teachers due to inadequate qualifications and the lack of further education. In the field of non-formal education, the initiative comes from the national NGOs, working groups and networks on the GDE. They provide not only knowledge transferred by debates, seminars, teaching materials, but also development of skills, abilities, values and beliefs. Unfortunately, only a few teachers actually seek out professional improvement, so they do not try to apply anything new in teaching. This causes lack of enthusiasm from the teachers to deal with global problems. Since the GDE is not a mandatory part of the educational system in the Czech Republic, teachers need to take initiative, must be willing to look for resources, projects and mostly there is not enough time left to teach something else, apart from the curriculum (i.e., secondary school students focus on preparation for final exams). It basically takes time to succeed.

Children are mostly open to any new, student-centred approach. Topics are connected to lives and experiences of students, but quite often children are not used to working effectively. They are still the passive ones at schools and the GDE requires students' activity, critical thinking, students that are not only searching for answers, but are also putting the questions. Teacher's role is to motivate, to create an open space for formulating different opinions of students, and often teachers are not used to this role.

SCHOOL COOPERATION WITH THE NGOS IN THE DE THEMATIC

NGOs in the GDE are trying to be as transparent as possible. Mostly the initiative comes from them. The organizations several times a year send brochures and bulletins that contain information on the new projects to point out the existence of the GDE and invite teachers for seminars and training. Some organizations have a database of schools they are working with or used to work with, which are mostly from the surrounding area.

NGOs are aware that it might be difficult for teachers to attend training events, as they cannot be absent from their work. Sometimes NGOs use database or contacts of organizations in different fields, such as ecological or multicultural organizations that have more experiences in cooperation with schools. It is also possible to obtain contacts from the Regional Office, which sometimes has employees dealing with Environmental Education and other issues.

The feedback from trainee teachers highlights the importance of these seminars organized by NGOs, since the GDE requires a lot of effort and time for developing deeper understanding of it, which only a few of the teachers can afford. Seminars offer an explanation of a whole concept, which includes details on policy and guidance, linking with subject curriculum and cross-curricular themes. In general seminars about the GDE introduce certain projects or focus on a specific theme. Only a very low percentage of teachers contact the NGOs by themselves and the reason is simple. There is still a very low awareness of the GDE among teachers.

TEACHERS' SUPPORT WITH STUDY MATERIALS, PROFESSIONAL DEVELOPMENT COURSES, etc.; ROLE OF THE MINISTRY OF EDUCATION, LOCAL GOVERNMENT, NGOS

Schools can receive support for their education work from the NGOs, which are active in the GDE, Research Institute for Education (RIE) or from other organizations in the field of education. At the project level the main actors are mainly donors and the GDE project implementers. However, the main source of funding for the GDE is the MoFA through the global development education funding scheme, with administrative support from the Czech Development Agency (CzDA). Due to Czech MoFA long-term funding for programs in the GDE, the number of activities and organizations has risen significantly. Furthermore, the GDE-related funding comes from the Czech Forum for Development Cooperation (FoRS), (MoE) and some regional donors.



Variants Program (educational program of People in Need Czech Republic) provides a range of teaching materials for teachers, students in educational spheres, pupils, but also civil servants, NGO employees or public society. It includes publications and handbooks, thematic bulletins, methodological sheets. Variants organizes various seminars, courses, workshops and project days at schools as well as several research projects and analyses, which can be downloaded from the Variants' website. Variants also provides professional consultations and assistance to schools. The projects, such as "Respect Doesn't Hurt", can be used in social science subjects. Variants has developed consistent methodology, containing intensive multi-day courses for pedagogues, which provide pedagogues with a broader insight into the problem of human rights and their historical and social context and introduces practical ways of integrating this topic into their teaching plans. Variants also offers supervision of experienced lecturers. One part of the project is aimed at developing skills in planning and organizing school projects. Project is financially supported, which means that pupils will be able to carry out their own ideas and visions in the field of human rights. Variants creates a social network, where schools can share their experiences or potentially plan and organize events. Another project called "One World at Schools" is based on documentary films about global development themes for primary and secondary schools, methodological materials are also provided and the possibility to organise seminars on the use of these films is offered.

Variants has prepared a virtual portfolio, shared database of teaching materials with many useful teaching resources, it is freely available. It is an important and accessible way for providing ideas to pedagogues. Online material quickly changes and new resources are created, everyone can contribute, but each material must be approved by a GDE specialist.

The organization NaZemi, apart from organizing methodical and thematic seminars for teachers, didactical materials, realizing educational programs for pupils and students at schools, also runs a GDE library. NaZemi also develops participatory methods for education in global connections and manages the Course on Critical Thinking (RWTC) on global issues.

The ADRA organization has been running a project on the GDE with the support of the MoFA and the Czech Development Agency. On behalf of the educational program Variants provides a certificate "Global Action Schools" for schools that work in their local communities towards raising awareness of the Millennium Development Goals and contribute towards resolving global problems. Already 20 schools in the Czech Republic have gained this certificate.

CHALLENGES AND DIFFICULTIES FOR SCHOOLS AND TEACHERS TO INTEGRATE GLOBAL DIMENSION IN EVERYDAY WORK

Many GDE projects, seminars and trainings were organized and many methodological materials were developed primarily by NGOs, however, wider and long-term impact on society can come through quality formal education and schools. This is where the Czech Republic is facing some challenges. Teachers at school have a very low awareness of the GDE, moreover, universities do not prepare future teachers, who would be engaged in the GDE topics and have the competency needed in GDE work.



A few universities in the Czech Republic currently co-operate with Variants (People in Need) on a project called "**Teachers: Agents of Change**". This three year Czech-Polish project (2013-2015) introduces innovative GDE courses at universities so that teachers can effectively integrate the GDE into their teaching practice in accordance with the new core curricula. Project brings experiences from British and Austrian universities to the Czech and Polish universities. Participating departments will develop and implement courses in the GDE. Each university also prepares publications about development, the North-South relations and global poverty to overcome a Eurocentric view on global issues, since there is a lack of publications providing knowledge on the GDE issues for trainee teachers and in-service teachers. Project includes development and implementation of model training workshops for trainee and in-service teachers. The project is funded by the European Union, MFA and CzDA. Variants is currently cooperating with five universities in the Czech Republic, mainly the institutes of Social Studies. If trainee teachers were taught about GDE at the universities, they would treat it as a part of the education and would be able to integrate it in every subject, including those of social sciences. Since currently GDE is not part of the curriculum, teachers consider it as something additional, not necessary, something that deprives them of their time. This particularly applies to secondary school teachers, who are under the pressure to prepare students for their final exams in certain subjects and do not want to waste their time for something else. For this reason it is important to implement the GDE in subjects or as a cross-curricular theme and focus on universities that are preparing future teachers.

It has been already noted, that current support for teachers and schools is provided by NGOs. The best way to prepare teachers to deal with global themes is through seminars and training. Seminars are usually held in those places, where organizations are located – Prague, Brno, Olomouc, this poses a problem for teachers from remote surrounding areas. There are no nearby NGOs in the GDE in the western and southern part of the Czech Republic. The directors or schools are often against the teachers' absence from work, for various reasons. If teachers have an opportunity to participate in the GDE seminars, they often have to make the choice between participation and involvement in other activities on their daily schedule.

NGOs also offer to organise seminars at schools, however, it is usually difficult to attract the minimum number of participants needed to organise the event.

The methodology based on active teaching techniques, which stimulate critical thinking, helps to draw conclusions from a variety of available perspectives and sources of information. Student outcomes must be supported and encouraged by interactive teaching techniques. Unfortunately, pedagogues in the Czech Republic are not yet used to this style of teaching. Moreover, there are pedagogues that reject modern technologies. However, motivated pedagogues are able to do more than expected. The NGOs have proven that it is worth working with certain motivated groups of teachers, according to their interests, as they have stronger influence upon other pedagogues and schools in their region compared to NGOs. This group of teachers also contributes to creating educational materials, since the experience from teaching practice is very welcome.

NGOs mostly offer schools the possibilities to participate in seminars, activities within certain projects. However, global issues can be integrated into existing subjects by bringing in subject-specific case study examples and resources with a global element. It should not necessarily be within the cross-curricular themes. There are many ways to examine cross-curricular themes, but teachers always struggle with the lack of time. More lesson plans and materials to be used in each subject should be prepared for using in curricular subjects. This can be the first step in a gradual process towards participation in long-term projects. GDE topics are still beyond conventional education. It should be a common part of even the regular subjects and be discussed in textbooks.

NGOs are also considered useful in providing teachers with services, such as lending teaching materials, exhibitions, and teaching programmes. Free resources can motivate schools to continue cooperation with the NGO and to become involved in the GDE.

Detailed analyses of curricula and didactical materials is missing, it would create the right foundation for creating new methodical materials for teachers.

ACHIEVEMENTS AND STRONG SIDES OF SCHOOLS, NGOS, MOE AND OTHER STAKEHOLDERS IN THE PROCESS OF INTEGRATING GLOBAL DIMENSION IN EDUCATION

GDE needs the foundation of a strong education system, currently undergoing reforms, which offers room for the GDE implementation. On top of that, funding process has a strong emphasis on supporting projects focusing upon the formal education sector, which means NGOs are more oriented towards integrating GDE in school systems rather than single projects.

Seminars and teacher training provided by NGOs has been proven to be very effective. Evaluation of program PrVAK (organization ADRA) shows positive impact on the teachers' understanding of global issues and their utilisation in lessons.

NGOs have good cooperation with the group of motivated pedagogues, which brings the know-how from their teaching practice. Active participation in international seminars and studies, as well as sharing experiences with countries with similar historical and social background, V4 countries (Slovak Republic, Poland, Hungary) is also important.

EXAMPLES OF GOOD PRACTICE OF THE INTEGRATION OF GLOBAL THEMES IN THE WORK OF THE SCHOOL (TEACHER'S LEVEL, SCHOOL ADMINISTRATION'S LEVEL, etc.)



A very good example of good practice in the GDE field is a project called "**Global Action School**" (ADRA), which offers a reward, carrying the same title as the name of the project, for schools that are active in the GDE. Schools have to present the global issue they have implemented into the School educational programme and the list of activities in the GDE within one year. Schools have to act even beyond the school gates, people from the region, where the school is situated, must know about GDE activities. Some schools choose to organise a conference, inviting teachers, principles from other schools, management bodies, local authorities and regional education administrations. Schools are also analysing local problems that have global impact and thus can propose solutions to them. Publications, prospects, posters, TV spots are other possibilities of awareness rising.

The specific centres providing advice to pedagogues are very useful. Lecturers of the GDE are able to make lesson plans, projects or project days for a specific teacher or class. They also provide supervision and feedback. The only disadvantage is the location of centres, which are mostly found in bigger cities.

Projects, such as LaNgopo, which offer communication with children in the global South, are very attractive.



LIST OF NAMES AND CONTACT INFORMATION OF INDIVIDUALS AND ORGANIZATIONS INVOLVED IN GE IN THE CZECH REPUBLIC

People in Need, educational programme Variants

Web: www.varianty.cz

Contact: varianty@clovekvtsni.cz

Address: Šafaříková 24, Praha 2, 120 00

Arpok

Web: www.arpok.cz

Contact: grv@arpok.cz

Address: U Botanické zahrady 828/4, 779 00 Olomouc

Adra – Adventist Development and Relief Agency, GDE program PrVAK

Web: <http://www.adra.cz/prvak>

Contact: prvak@adra.cz

Address: Klikatá 90c, Praha, 158 00

Caritas Czech Republic

Web: www.caritasczech.org

Contact: Alzbena.stropnicka@charita.cz

Address: Vladislavova 12, Praha 1, 110 00

Multicultural centre of Prague (MKC Prague)

Web: www.la-ngonpo.org, www.mkc.cz

Contact: projects@mkc.cz

Address: Vodičkova 36, Praha 1, 116 32


NaZemi – Centre for Global Development Education

Web: www.nazemi.cz/vzdelavani

Contact: vzdelavani@nazemi.cz

Address: Kounicova 42, Brno, 602 00

CONCLUSION

 The GDE in the Czech Republic offers a wide range of projects in different areas for all levels of education, however, not enough in the lower-primary and third level education. The GDE has a strong financial support with an emphasis on projects focusing upon the formal education sector. The GDE also has political support from the MoFA and the MoE. The GDE is part of the International Development Cooperation of the MoFA for 2002-2007 (later 2010-2017). The fact that both ministries cooperated in creating “National Strategy for GDE in the Czech Republic 2011-2015” is an evidence of the political support.

Current school reforms allow integration of GDE through cross-curricular themes, however, there is a need to implement global issues in regular curricular subjects, such as social studies, history, geography. NGOs provide seminars, advice and teacher training, as well as educational programs for students, however, lack of materials for integration GDE topics in curricular subjects make teachers passive. Global themes should be more extensively represented in textbooks.

NGOs should expand beyond regional sphere and have more specialized centres in remote areas, which then would allow more teachers to participate in the GDE projects.

There is an increasing trend in cooperating with pedagogical departments in certain universities that will strengthen the relationship between NGOs and university pedagogues. NGOs can expand their activities through pedagogical departments to more schools. Universities can be a local support facility for schools that are situated far from the organization's base.

Cooperation among more organizations should be strengthened, so that certain projects with shared aims can have a whole-country impact.

A central database of existing materials and projects from all NGOs focused on the GDE should be established. There is an existing GDE website (globalnirozvojevzdelavani.cz), maintained by the NGO NaZemi, however, it lacks a plethora of important information. The website can be improved by creating a portal, where teachers can share their experience in teaching global issues or opinions, advice and discuss difficulties encountered while implementing certain projects.

The GDE in the Czech Republic has many challenges ahead, but it is already on the right path.



OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **FINLAND**

Authors: written by Johanna Helin and Johanna Inkinen, assisted by Johanna Lampinen (Finnish Human Rights League in information gathering)

INTRODUCTION

Finland has a long and strong tradition in international engagement. Global awareness is rooted in the Christian charity tradition and the missionary movement, as well as in the solidarity generation of the 1960/70s. In this generation Finnish development cooperation was initiated. These were also the years, during which the development education and, in particular, policy advocacy were actively pursued.

Today, there is an increasing tendency for many Finnish people to look at the world from the perspective of global citizens, understanding that their security in the social, economic and ecological terms is affected by changes elsewhere in the world. Their consumer habits also reflect this: Finns are in a stable fourth place in per capita consumption of Fairtrade products (survey in 2012). Preserving nature, recycling and valuing modesty in consumption are also typical of many Finns. At the same time the contemporary Finland presents also other tendencies, with the populist party *Perussuomalaiset* (True Finns), winning in national and municipal elections, calling for less of European integration and tighter immigration control.

Finland is one of the forerunner countries in global education. Global education has been part of the school curriculum in Finland in one form or another since 1960s and 70s. However, a more developed terminology for global education was introduced in the curriculum of 1997. The former name used for GE was “education for becoming international citizens” (*kansainvälisyyskasvatus*); nowadays the “*globaalikasvatus*” (global education) is more common, although education authorities still tend to use the term *kansainvälistyminen* (internationalisation) in their materials.

The Global Education Network Europe (GENE) Peer Review Report was published in Finland in 2004. It highlights particular examples of good practices in the field of GE in the country. The national strategy of “*Kansainvälisyyskasvatus 2010*” (Global Education 2010) followed from the report. It brought together a team of experts from the Ministry of Education, the Finnish National Board of Education, Ministry of Foreign Affairs, University of Oulu, labour organisations and other institutions.

In 2011 the Ministry of Foreign Affairs and the Ministry of Education launched a joint project “*As a Global Citizen in Finland*”. This cooperation between different ministries has been a rare and good practice for other European countries to follow. At the end of the project the Finnish MoE with GENE also hosted an international seminar “*Becoming a Global Citizen*”, where a possibility of having global education as one of the core themes for the new curriculum reform of primary, secondary and upper secondary school education was discussed. Thus, the issues of global education are placed quite high on the Finnish educational agenda.

Global education in Finland is understood as activity that aims to direct people from diverse age groups towards global solidarity. This kind of education is, for instance: 1) Cultural Education that aims to raise awareness among the interactions of communities, groups and individuals. 2) Human Rights and Equality Education that aims to increase the relevance of human rights globally and strives for equal and fair society. 3) Development Education that aims to increase understanding of different development issues, as well as the structural causes and implications of poverty. 4) Security and Peace Education that aims for the creation of stable situation of peace and is looking for alternative means for using force for securing peace. 5) Environmental Education that aims to educate people about environmental responsibility and create citizens with interest in environment. 6) Public relations and Media education, the goal of which is to help people to develop critical understanding of media.

In formal education individual schools have flexibility in deciding how to include global education themes in their work. The government and NGOs play a key role in encouraging and helping schools and teachers in their efforts, through the production of education materials for teachers, students and school children. Many of the themes of global education appear parallel or as a holistic whole in teaching, although different organisations specialize in different fields of GE.

The main governmental bodies promoting global education are the Ministry of Education and its implementing agency National Board of Education (*Opetushallitus*), as well as the Ministry of Foreign Affairs, especially through the information unit of the Development Cooperation department. It actively promotes public awareness of Finnish development cooperation in particular, but also of development issues generally. While the MFA aims to raise awareness of Finland's Development Cooperation programme among the general public, it concentrates on targeting special groups, such as political and economical decision makers, development NGOs, the media, etc. As with development education and information awareness initiatives in other DAC countries, teachers, students and school children at various levels are considered as a priority. It provides information on global issues, through publications, periodicals, media relations, audio-visual materials and through an excellent website (www.global.finland.fi) for these target groups.

Notwithstanding the amount of work done by the ministries, the GENE peer review noted that, compared to the size of population, Finland is relatively well ranked in terms of spending on global education and development information. However, if looking at the percentage spent from ODA on DE and awareness rising, it is clear that Finnish expenditure on global education and information is not very significant.

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

The study of the global education in Finland was carried out as a survey. An interview was conducted with Johanna Lampinen from the Finnish Human Rights League, who is a former teacher and also works as a global education trainer. Knowledge on the Finnish system was acquired during a study trip to Finland in autumn 2012. Other information is based on online information resources, such as publications and handbooks.

Information from the following publications was included in the study: National Curriculum for basic and upper secondary schools, European Global Education Peer Review Process, National Report on Finland; Global Education 2010, the Ministry of Education's proposal for national proceeding in GE; Finnish National Board of Education publication 2011 "Schools reaching out to a global world".

The research in the field of Global Education in Finland has been quite scarce, which is also noted in the aforementioned publication. Finnish National Board of Education (FNBE), however, openly supports research in the field.

FINNISH CURRICULUM

The present curriculum used in schools dates back to 2004. In 2012 the Finnish National Board of Education started to prepare the new national core curriculum for basic and pre-primary education. GE was taken as one of the key principles for the new curriculum. It is yet to be seen, if any changes will follow this.

The current curriculum documents note that the key competencies of Finnish basic education are inclusiveness, flexibility and taking into account pupils' individual needs. This has an impact upon the success of GE in the country. Curriculum has central role in the development of the Finnish education system, and it is used as a pedagogical, empowering tool. All parts of the system aim to support teaching and learning and good interaction between the teacher and the learner.

Finland does not use a lot of control mechanisms (inspections or national testing), but relies upon good preconditions for the high quality of education. These are seen in the high quality of teachers (high competition for initial teacher training ensures quality) and freedom given to them by the curriculum framework. Quality is based on national standards set by Education Acts and Decrees, National Core Curricula, national teacher qualification criteria, provisions on financial guidance and on internal self-evaluation and external evaluation. The Finnish education system is ranked high in the world due to the good results of Finnish pupils in international PISA exams.

One of the main qualities of the Finnish education system is equality. Education is considered to be one of the fundamental rights of all citizens and all citizens should have equal opportunities to receive education, regardless of age, domicile, financial situation, gender or mother tongue. Public ranking of schools based on exam results is not allowed. The PISA results show that Finland has the most egalitarian education system in the world – the results do not differ much depending on the school, its size or location. The Finnish system is also praised for offering the best education for immigrants. The objective of immigrant education provided by different educational institutions is to prepare immigrants for integration into the Finnish education system and

society, to support their cultural identity and to provide them with as well-functioning bilingualism as possible so that, in addition to Finnish (or Swedish), they will also have a command of their own native language. The comparison of PISA results of immigrant children in different countries shows that the immigrant children are doing best, even if their results are below the national average. Thus, it could be said that the education policy itself implements some of the principles of GE.

Developing the curriculum in Finland is an interactive and professional endeavour. There are three layers of curriculum: The national core curriculum, municipal curriculum, school curriculum and yearly plan. All these are created in an open, extensive and interactive process. Curriculum is considered to be a strategic document and should reflect the best understanding of humanity, society and learning. It connects the work of every school to municipal and national strategies, as it is used as a pedagogical tool for teachers and school principals, for municipal education leaders and for national education authorities. It covers all areas of school life, not only the school subjects.

In Finland the national curriculum framework includes the values of global citizenship, human rights, multiculturalism and sustainability. The present curriculum for upper secondary schools from 2004 states, among other things, that “upper secondary school must highlight the principles of sustainable development and provide capabilities to face the challenges posed by the changing world. Students’ awareness of the effects of people’s actions on the state of the world must be developed. Upper secondary schools must develop students’ ability to recognise and deal with the ethical issues that individuals and communities face. Students are to be provided with opportunities to assess different options, make choices and become aware of the direct and indirect consequences of their choices. Upper secondary schools must endeavour to ensure that students develop the will and ability to function responsibly in a democratic society, with due consideration for their own well-being and for that of others.”

There are also cross-curricular themes (integrating themes) and thematic areas, which include global education. The cross-curricular themes are said to be educational challenges with social significance and statements on values. In practical terms, cross-curricular themes are policies that structure the upper secondary school’s operational culture and priority areas that cross subject boundaries and integrate education. They deal with issues concerning the way of life as a whole.

The cross-curricular themes, common to all upper secondary schools, are:

- active citizenship and entrepreneurship;
- safety and well-being;
- sustainable development;
- cultural identity and knowledge of cultures;
- technology and society;
- communication and media competence.

In addition to the cross-curricular themes named in the national curriculum, education providers may also include other cross-curricular themes in their own curricula. Cross-curricular themes should be dealt with in different subjects as well as in everyday school life: opening of school days, parties, study trips, excursions and school clubs.

All in all, schools and teachers are very autonomous in Finland and can decide by themselves, which issues to foreground and what means to use. In secondary education global issues are mainly included in subjects like Finnish, Foreign Language Studies, History, Civics and Natural Sciences (Biology and Geography).

On primary school level the class teachers have freedom to include issues from GE in their teaching and they are included in subjects such as Finnish, Biology, History and Geography. Global education methods are most comprehensively included in the subject called “*Elämänkatsomustieto*” – (study of ethics for those not involved in religious education). It uses simulations etc. to discuss different themes.

Environmental education has the strongest position in the curriculum and all schools have different means to teach the subject area of “*Growing into Sustainable Development*” (*kestävään kehitykseen kasvaminen*). *The Green Flag (Vihreä Lippu) Network* (part of the international Eco-Schools network) is popular in Finland. The work of the organisation Sykse covers ecological, cultural, social and economic aspects of sustainable development that are connected to Global Education.

GE IN THE SCHOOL PRACTICE

In ordinary school life global education can be present in various ways. Schools recycle and save water. They are active in organising thematic days on issues pertaining to human rights and global interdependence. Multicultural aspects and minorities are also present as a subject in Finnish and Foreign Language studies. While schools in the countryside can be very homogenous, the schools in major cities have rapidly become multicultural themselves and young people in them have learned to work together regardless of language, religion or the colour of skin.

Some publishers of textbooks have also taken GE themes into consideration and many widely used textbooks include various global education themes: multiculturalism, minorities, refugees, sustainable development, etc. These issues are also included in the final matriculation examination questions in upper secondary schools.

There are various GE projects offered by NGOs and the MoE, which aim to enhance global solidarity. A number of Finnish NGOs offers the possibility for people to support the schooling of one child in Africa or Asia, and many school classes have their own child to support. Various UN simulations on international issues are also organised either regionally or nationally. Schools also take part in charity events, e.g. organise walks to raise money for UNICEF projects, do "A day's work", voluntary work for one day, to raise money for *Taksvärkki's* development cooperation project, chosen by themselves. Pupils can also raise funds for Red Cross (*nälkäpäivä*) etc. There is also a popular "Kiva koulu" (Nice school) project for human rights education, which is designed to prevent bullying in school.

The Finnish state supports GE also by offering funding through MFA for NGOs to execute GE projects. As mentioned before, the National Board of Education has also its own GE projects for schools (*Being a global citizen*).



Some of the most active NGOs in GE are *UN League* (YK-iitto), *Human Rights League* (Ihmisoikeusliitto), *Nature League* (Luonto Liitto), *WWF*, *Amnesty*, *UNESCO*, *Plan Finland*, *Eetti ry*. Many organisations have their own school ambassadors, who visit schools regularly. NGOs have also jointly developed quality standards for school visits.

Many schools have friendship schools, although most of them in Europe, through Comenius programme, but some also in the developing countries. Schools can also implement their own projects with their partners with the help of funding from CIMO (the Centre of International Mobility in Finland).

Other structures that exist to support the North-South schools linking in Finland are organised for higher education. One of them is the North-South-South programme, managed by CIMO and financed by the Finnish Ministry for Foreign Affairs. It is a Higher Education Institution Network Programme that aims to open up opportunities for cooperation between higher education institutions in Finland and developing countries. The main focus is on reciprocal student and teacher exchange.



BEST PRACTICES FROM THE FINNISH EXPERIENCE

GREEN FLAG

The Green Flag system represents good projects in the field of environmental education in Finland. It has been established by "Suomen Ympäristökasvatuksen Seura" (*Sykse* – The Finnish Association for Environmental Education). *Sykse* aims to increase the number of educators in Finland having the will and the skills to help children and young people to acquire the knowledge, skills and values that promote sustainable development. The work of the organisation covers ecological, cultural, social and economic aspects of sustainable development, interconnected within GE. The Eco-Schools/ Green Flag environmental education program works as the medium to support the work of the educators and to improve the quality of environmental education. *Sykse* also organises the national Environmental Education Days and publishes the magazine "Environmental Education" (*Ympäristökasvatus*), the only magazine in the field in Finland.

Green Flag system (Vihreä lippu) – Eco-Schools network is a global, student led change process; it uses structured change management process, the Seven Steps, that provides a framework for adopting international criteria in compliance with each country's national curriculum. Success in Eco-Schools relies upon good support from the national member organisation that provides teacher training, coordination, communication and local resources, supporting collective effort. Depending on teacher's commitment to use these resources, the aspects of GE, as well as environmental education can be brought into the curriculum. Eco-Schools aim to


empower students to be the agents of change for the needs of our sustainable world, by engaging them in fun, action-orientated learning. The result of Eco-Schools seven step process can be seen in both the learning outcomes and the improvement in the students' attitude and behaviour, and evidence of success in these areas will eventually lead to a school being awarded "*Vihreä Lippu*" (Green Flag).

TAKSVÄRKKI – VOLUNTARY WORK FOR SOLIDARITY

A best practice for development education in Finland is "*Taksvärkki*" – *Operation a Day's Work* (ODW). It is a NGO, whose objective is to improve the living conditions and promote the human rights of children and young people in developing countries and to encourage global solidarity among Finnish young people. The annual ODW Workday is one of the highlights of the Finnish school year. Pupils and students spend a day working and donate their pay to ODW Finland for projects that improve the conditions of children and young people in developing countries. ODW is one of the first Finnish young people's own development NGOs that aim to raise a sense of global responsibility in Finnish young people and to build links between children in Finland and in developing countries, while also giving a glimpse of working life to the students. *Taksvärkki* has become an institution in Finland and provides high-quality global education.

COOPERATION BETWEEN MINISTRIES

The cooperation between the Ministries of Education and Foreign Affairs is also a best practice example from Finland. In 2011, the Finnish National Board of Education carried out a development project to promote global education, titled *As a Global Citizen in Finland*. The project was implemented in cooperation with the Ministry for Foreign Affairs of Finland, Unit for Development Communications, and a school network consisting of basic schools, general upper secondary schools and a teacher training school.

The project was aimed at finding and developing means for children and youngsters to participate in building a more just and sustainable world. Special emphasis was placed upon determining the competences required of a global citizen and their possible incorporation into the upcoming national curriculum reform for general education. The main results of the project have been compiled into a publication titled  *Schools Reaching out to a Global World* (http://www.oph.fi/download/139354_Schools_reaching_out_to_a_global_world.pdf), distributed to basic education and general upper secondary education schools in January 2012.

The purpose of the joint project was to elaborate a vision of the key premises, challenges and opportunities in terms of education for global citizenship in a globalised world in co-operation with the MFA Development Cooperation Information Unit, the school network and several experts. Particular attention was focused on the competences required of a global citizen and the possible description of these competence needs in the forthcoming curricular reform of general education.

GOOD STUDY MATERIALS FOR SCHOOLS

Good materials for teaching, especially GE, in Finland are provided by the Ministry of Foreign Affairs. MFA produces material for schools for teaching and background information purposes on GE. The Handbook of GE "*Gloaalinkasvatuksen käsikirja*" provides practical ideas for teaching for teachers, as well as theoretical reflections on how to tackle global developmental questions and open up themes of different realities of the world for pupils and students. *The Conflicts of the World* (Mailman konfliktit) provides regularly updated information about acute conflicts and follows subsiding crises areas. Web publication *Background of the World* (Mailman taustat) aims to collect background information on one specific international theme and present it together with ideas on its use in teaching practice. Through questionnaires the programme aims to identify the expectations and needs that teachers have in the field of global education, also with regard to resource materials. The materials are especially suited for the upper secondary schools. MFA also provides materials for children and young people themselves.

Good learning materials and study packages for teachers and educators are provided also by ODW. *Operation a Day's Work* organises lectures, seminars and workshops on various topics related to global education. The global education efforts aim at promoting tolerance and respect for human rights. In the field of global education, ODW's

is on development education. ODW informs about the life of children and young people in developing countries, while seeking to dismantle stereotypes of life in the global South. The aim is to build links between children and youth in Finland and developing countries.

GLOBAL EDUCATION IN TEACHER TRAINING

GE is being increasingly more included in the basic education of teachers, and many departments of teacher education refer to global education in their strategies. There are mandatory courses on GE in three of the teacher training colleges, while it is an optional course in others. The course mainly focuses on multicultural education, skills of which are increasingly needed in everyday school life, as the society is becoming more heterogeneous. The teacher training Department of Oulu University has a globally unique professorship in global education. This innovative programme deals with GE in a holistic way – contents, methods, students, research and training. The training is mainly provided in English, as some of the students are not Finnish speaking and some exchange students also participate. The programme uses visiting lecturers from abroad and cooperates with other countries, through the Erasmus Scheme in particular.

As regards the in-service training, various teacher training institutions offer courses which are, however, not very popular among teachers. Teachers prioritise practical skills in, for example, IT over GE methodologies. In-service training is also not mandatory for Finnish teachers.

In initial teacher training GE is not always visibly mentioned, but it is present in the strong values base. Some universities have made greater progress in including GE in initial teacher training. Oulu University, for example, has one of the rare GE departments in the world with a professorship in GE. Other universities are also developing their programmes in this field. More cooperation between universities would be beneficial.

The development of the professorship in Oulu University was one of the results of the GENE Peer Review. The review also suggested that there should be room for greater cooperation between NGOs and teacher training institutes in the field of GE. This is still not seen in initial teacher training. However, in-service training events are often organised as cooperation between NGOs and teacher training institutions like Opeko.



FINAL CONCLUSIONS

Finland has a long tradition in global education and results can also be seen in the society. The backbone of the school system is the highly qualified and motivated teachers, who are given freedom to arrange their own work quite independently. The curriculum and initial teacher training are geared towards values and key competencies. There is an attempt to integrate immigrants into the education system in a way, which would also support the safeguarding of their language and culture.

NGOs offer to schools various projects and activities with a long tradition. It has become a natural part of a school year to do voluntary work to raise funds for development cooperation projects, take part in charity walk, etc. NGOs working in this field are numerous and receive support for their activities from different ministries and funds.

It can also be said that global education has quite high status in the education administration. The good cooperation between ministries in promoting GE is also noteworthy. All these factors, as well as the general political and social climate, which is supportive of equality and solidarity, have resulted in the strong position of global education in Finland.

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN FRANCE

Authors: written by Anne-Marie Atkinson and Adam Ranson with research by Ewan Fairweather

INTRO AND BACKGROUND

In 2006 the “Law for the Future of the School” was voted into French law, outlining the fundamental attitudes, values, capacities and knowledge that pupils should develop throughout their school education. The document “*Le Socle Commun de Connaissances et de Competences*” (“The Common Base on Knowledge and Skills) broke this down into seven parts/skills, numbers 5 to 7 particularly relate to GL:

- Humanist culture
- Social and civic skills
- Autonomy and initiative

A provision in “Social and civic skills” states: “*Life in society is based on... need for solidarity: consideration of the needs of people in trouble (physically, economically), in France and elsewhere in the world*”. Achieving solidarity locally and globally is a key concern of French citizens, educators and NGOs.

The Ministry of Education recommends that Global Learning (GL) be included in school vision statements and development plans, and it has been mentioned several times in the “*Bulletin Officiel de l’Education Nationale*” (“Official Bulletin of National Education”) ²⁹. This regular bulletin outlines the skills and abilities related to different fields that students must develop. Teachers use these documents as a guide when planning their lessons.

However, GL is not explicitly included in the school curriculum. Since 2011 GL has been integrated within Sustainable Development Education (EDD). Prior to this Development Education/Global Learning was a separate topic, but it has been increasingly linked to environment and sustainability issues. EDD is currently in the process of being fully integrated into the primary and secondary school curriculum throughout France, in line with the government’s national plan to fully implement EDD in three stages between 2004 and 2013.

In a circulated document dated October 2011 the Ministry of Education noted the “complementarity and continuity” ³⁰ of the UN MDGs in the context of EDD. Stating that the global dimension contributes to “international solidarity” and helps pupils “to understand major global imbalances and encourages their thinking on how to fix this”, the French MoE’s position is that GL is “fully involved” in EDD, “contributing to understanding of environmental, economic, social and cultural interdependence worldwide”.

The key pillars of EDD are:

- Respect for the environment
- Economic development in the context of social progress
- Social / civic responsibility taking into account current and future generations ³¹

Teachers and NGOs report that, in reality, GL is rarely present in the school curriculum.

²⁹ <http://www.education.gouv.fr/pid285/le-bulletin-officiel.html>

³⁰ http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=58234

³¹ <http://www.developpement-durable.gouv.fr/IMG/pdf/SNDD-3.pdf> - Page 13

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

This report has been compiled on the basis of a survey and desk research. A survey was sent out to a range of organizations involved in GL activities in France.

Responses were received from:

- Le Partenariat, Lille
- Educasol

Desk research utilised the “DEAR (Development Education Awareness Raising) in Europe” (2009) report, the government document: “*Enseignements primaire et secondaire: Éducation au développement durable, Troisième phase de généralisation*” (Primary and secondary education: Sustainable development education, third phase of generalization) and “*Cartographie de l’Éducation au Développement et à la Solidarité Internationale*” (Mapping of Development Education and International Solidarity, December 2012)

HOW IS GL DELIVERED IN FRANCE?

GL agents want pupils to gain knowledge about issues in the world and develop comprehensive awareness of the ways in which their own lives link to wider issues. It is hoped that a less Euro-centric perspective will make pupils better global citizens. Citizen Education is often included in school vision statements and school aims. Intercultural understanding and respect are also key concerns to educators; it is often used in schools as an element in the delivery of Development Education.

The French Agency for Development recently commissioned a document that maps GL in France. NGOs were involved in the steering group for the study. “*Cartographie de l’Éducation au Développement et à la Solidarité Internationale*” (Mapping of Development Education and International Solidarity) was published in December 2012.

WHAT ORGANISATIONS ARE DELIVERING GL IN FRANCE?



NGOs that work with schools include:

Starting Block

- *Le Partenariat*
- *Solidarité laïque*
- *CCFD-Terre solidaire*
- *Fédération artisans du monde*
- *Kurioz, la Semaine de la solidarité internationale*

CRID (Centre for Research and Information on Development). CRID co-edits a publication on sale to the general public called “*Altermondes*”

GL IN SCHOOLS IN FRANCE

EDD forms part of the mandatory curriculum in France, and GL is integrated into this. Certain EDD themes are incorporated directly into subject areas, such as history and geography, and EDD issues are also delivered through an interdisciplinary approach. Schools often engage in themed days or support of national campaigns, such as the “National Week for Sustainable Development” and “Days of the Sea” in order to showcase the work of schools in this area, generate awareness and stimulate further initiatives and partnerships.

Although schools’ engagement in GL often depends upon the interest of an individual teacher, there are increasing numbers of partnerships being developed between teams of teachers, associations and local authorities. This allows for more collaboration between schools and the local community.

SCHOOLS AND GL NGOS

The Ministry of Education recommends NGOs, programmes and campaigns in the “*Bulletin Officiel de l'Education Nationale*” (“Official Bulletin of National Education”). The MoE also provides links to the activities with GL themes that can be developed within schools. At a regional level, Local Education Authorities have contracts with some NGOs allowing them to work in schools.

In the near future the Educasol website will have a section highlighting partnerships between groups of teachers and associations, community groups, etc.

The Cartography report mentions that many teachers do not feel equipped or suitably trained to cover GL topics in the classroom, or that they do not have access to appropriate resources³². While certain associations have pledged to address this issue, still a lot remains to be done in this area.

NORTH-SOUTH LINKING

The MoE has a department for European and International Cooperation, but it is not very active in promoting North-South school partnerships and linking.

Initiatives from individual teachers and schools are common. This is usually connected to a specific project to encourage participation. Exchange of letters between pupils in France and pupils in a partner school in the Global South is a popular activity.

France does comparatively well in terms of the number of North-South projects. However, the Cartography report (August 2012) pointed out that despite the diversity and volume of projects, there is an issue of equality in these partnerships. It is noted that French schools rarely take into consideration the viewpoints of partners from the South in terms of planning and delivery³³.

CPD FOR TEACHERS

There are not a lot of CPD courses available to teachers in the field of GL. Teachers and schools need to find out about and register on these courses on their own initiative. NGOs offer various courses to teachers, but these vary greatly in content and duration and are usually not a priority to teachers.



Educasol runs a variety of workshops and teacher training programmes to equip teachers with the skills and information required to deliver GL. The courses are listed on its website: <http://www.educasol.org/-Formations->

Some Academies, such as the *Academy de Lille Nord Pas du Calais*, offer CPD to teachers, but the extent to which GL is featured in this has not been mapped. The National Strategy for Sustainable Development calls for EDD to be implemented into all Teacher Training, and has also proposed that the interdisciplinary nature of teacher training should be reinforced³⁴.

EXAMPLES OF GOOD PRACTICE IN GLOBAL TEACHING AND LEARNING



GAÏA CENTER

The “Gaïa Center” is based in Lille in France and is run by the NGO *Le Partenariat*. It offers a range of DE/GL activities for students of all ages, as well as for teachers and youth leaders. All the activities aim to bring awareness about North/South inequalities and intercultural relations, in order to combat racism and encourage open-mindedness.

The core activity of the Gaïa Center is an immersion workshop for students from 10 to 13 years old. Life-sized scenery of a Senegalese town and village enable the students to plunge themselves into the everyday life of the inhabitants of Senegal, during a three hour role-play. Each student is given a role (fisherman, farmer, postman, etc.), a Senegalese

³² http://www.educasol.org/IMG/pdf/Synthese_finale_cartographie_EAD.pdf Page 23

³³ http://www.educasol.org/IMG/pdf/Synthese_finale_cartographie_EAD.pdf Page 44

³⁴ <http://www.developpement-durable.gouv.fr/IMG/pdf/SNDD-3.pdf>

name and clothes. Throughout the game the students have to react individually and collectively to different situations and exchanges, which come up during the role-play. They are confronted with everyday problems that Senegalese people have to face, but also realise that life in this country is not entirely different from their life in Europe. The relationships created between the students during the role-play aim to encourage solidarity.

This immersion workshop is the only existing workshop of this type in France. *Le Partenariat* worked in cooperation with a Belgian partner, *Studio Globo*, to bring the project into being.

Taking part in an immersion workshop is in fact only one step of a larger process. Before the workshop the teachers take part in a training session, which gives them basic information about DE/GL and the pedagogical methods used during the workshop. They are also given two booklets to help them prepare their students for the activities. One booklet is a teacher guide; the other is for students and contains fun activities to discover life in Senegal.

After the workshop teachers encourage their students to try and make connections with their own life. What have they learnt about Senegal? Has their opinion changed and if so, in what ways?

This kind of workshop has even more impact, if it is included in a larger intercultural project running over the whole school year, such as a letter exchange programme with Senegalese students, informative displays on Senegal, photography exhibitions, etc.



RECOMMENDED TEACHING MATERIALS

- *Éduquer à la citoyenneté. Construire des compétences sociales et civiques* (Citizenship Education. Build social and civic competences)
Teaching manual produced by SCEREN/CNDP, 2012.
Book of resources compiled by a range of NGOs, exploring values, civic practices and social behaviour.
<http://www.cahiers-pedagogiques.com/Eduquer-a-la-citoyennete-Construire-des-competences-sociales-et-civiques>
- Book: "Understanding for Succeeding/Realising", published by Educasol
- The Regional Teaching Resource Centre in the Amiens Academy has responsibility for collecting, collating and disseminating EDD resources on a national level. Many of these resources can be viewed and downloaded on the dedicated website: <http://crdp.ac-amiens.fr/edd2/index.php/accueil/pole-national-competence-edd>

Educasol has a separate website for an online shop of their teaching materials: <http://www.comprendrepouragir.org/> This includes games, multimedia, exhibitions, teaching manuals, animation and more, totalling over 1300 resources. It is noted in the Cartography³⁵ that Educasol is a useful, if not indispensable, resource. However, it is also noted that Educasol has struggled with the quantity of demands made upon it.



CONCLUSIONS AND RECOMMENDATIONS

Although Sustainable Development Education (EDD) is featured in the French curriculum, GL is not a priority in education. Although there are skills and attitudes that relate to GL in the Common Base of Skills and Knowledge, teachers are more focused on delivering traditional subjects, such as French, History and Maths. Teachers report lack of time and limited understanding of GL issues, and as there are not many opportunities for CPD, this is not being addressed. NGOs could address this by learning from the example of *Le Partenariat's* Gaïa Center project; providing relevant and interesting teacher training that directly relates to the delivery of GL in lessons. By developing a teaching manual that includes lesson plans, they will ensure that teachers understand the relevance of GL in the standard curriculum.

There is little political support for integrating GL in the curriculum; teachers are not motivated to address this themselves, as it is low on their priorities. The government could recognise that GL is a distinct subject within EDD and ensure that the global dimension is a priority.

The Ministry of Education and the Ministry of Foreign Affairs could cooperate to address these issues and better integrate GL in the school curriculum. NGOs could be brought in to advise the government on how to do this and expand their own capacity to deliver ITE and CPD to teachers, as well as workshops to pupils within schools.

³⁵ http://www.educasol.org/IMG/pdf/Synthese_finale_cartographie_EAD.pdf Page 43

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **GERMANY**

Authors: written by Anne-Marie Atkinson and Adam Ranson

INTRO AND BACKGROUND

In Germany, each of the 16 states (*Bundesländer*) has responsibility for its own education system and defines its own curriculum, with the Federal Government playing only a minor role. Development Education (DE) is delivered by a mixture of Aid Agencies and independent NGOs. These are represented nationally by networks, such as VENRO (*Verband Entwicklungspolitik Deutscher Nichtregierungsorganisationen* – Association of German Development NGOs) and AGL (*Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke* – The Working Group of One World State Networks).

Funding of DE started in the 1970s when *Brot für die Welt*, the Lutheran Church's Development Department, decided to support DE initiatives rather than implement it themselves, resulting in a few NGOs publishing materials for schools and adult education. Later on, the Catholic Church set up a funding agency, *Katholische Fond*. Churches are still primary funders of DE in Germany. In 2000, the Federal Government set up InWENT (which in 2012 became "Engagement Global"), the federal agency responsible for DE and implementation of federal government programmes. Since 1995, the Ministry for Development Cooperation has had a budget for DE, accounting for almost 0.3% of the total DE budget. Most states allocate some funding for DE. Other funders include private trusts and NGOs. Schools can seek funding for DE projects either through a DE NGO or a School Association.

Two significant initiatives for Global Learning (GL) in Germany have advanced Global Learning:

- In 1990 with the conference "The North-South Conflict – Education Mission for the Future" organised by World University Service (WUS) on behalf of the federal states ("*Länder*"), the Federal Ministry for Economic Cooperation and Development and with the support of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* - KMK).
- In 2000 the conference "Education 21 – Learning for Just and Sustainable Development" organised by VENRO in cooperation World University Service (WUS) with the support of the Federal States, the Federal Ministry for Economic Cooperation and Development and Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* - KMK).

A further significant milestone for Global Learning (GL) in Germany came in 2007, when the new national framework "A Cross-Curricular Framework for Global Education in the Context of Education for Sustainable Development" (*Orientierungsrahmen für den Lernbereich Globale Entwicklung*) was developed and published by a consortium of 16 German states in the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* – KMK) in collaboration with the Federal Ministry for Economic Cooperation and Development

The main motivation for the development of the framework was the realisation that "it is important for young people to understand complex [global] relationships in order to be prepared for future life and work"³⁶, and also that issues such as "poverty reduction and climate change are the major tasks of our time"³⁷, and that young people need the tools to address these issues.

This initiative sought to provide a framework for the implementation of GL in the school curriculum and covers Primary, Secondary and Vocational education. The framework provides recommendations and proposals for the effective delivery of GL in lessons and teacher training. Some NGOs and teaching organisations have begun putting

³⁶ Summarized by EPIZ. Full KMK document is available online: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2007/2007_06_00_Orientierungsrahmen_Globale_Entwicklung.pdf
http://www.globaleslernen.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen_20f_C3_BCr_20Globales_20Lernen_20_20englisch.pdf English version (full)
http://www.globaleslernen.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen_20f_C3_BCr_20Globales_20Lernen_20_20Kurzfassung_20englisch.pdf English version condensed

³⁷ http://www.engagement-global.de/globale-entwicklung.html?file=tl_files/_media/content/Dokumente/Angebote_A_Z/Globale_Entwicklung/EG_Globale_Entwicklung_Orientierungsrahmen_Kurzfassung.pdf

these proposals into practice. Many schools develop individual “*Schulprofile*” (similar to a Vision Statement) and the KMK initiative, among others, has been a catalyst for schools to explicitly name GL in these.

The KMK initiative aims to utilise Global Learning as a tool to enable young people to develop core skills of “recognition, assessment and action”³⁸, aimed at developing personal competency as opposed to memorising facts. There is a range of NGOs involved in Global Learning, which already have programmes in place to improve students’ knowledge about global issues and facilitate the critical reflection on different values and living conditions in a global context. However, there has been relatively little work done to assess the impact of these programmes to date.

As a result of the “Global Development Learning Framework”, GL is included on the curriculum in Berlin and in many other German states, though often “partly or indirectly.” However, the actual delivery of GL in formal education is fragmented. While the schools have the possibility to include GL in School Development Plans, this isn’t common. There is a handful of schools in Berlin, which have opted to do this. Some Development Education NGOs are working to address this. Recently, the NGO EPIZ – Centre for Global Education in Berlin has created the Fair School Certification in order to encourage school development with a focus on global education. So far, one school has been certified and several other schools are in the process of applying for the certificate.

In 2012, the Berlin Department of Education published the “Curriculum Requirements for the Learning Area *Learning in a Global Context*” (*Curriculare Vorgaben für den Lernbereich “Lernen in globalen Zusammenhängen”*). This document outlines the principles of GL, ways to implement GL in the school curriculum, and core competencies and standards for GL for grades 1–10 in Berlin. Aspects of this document are often included in school policies and vision statements. Although they may not be explicitly named as “global learning”, they have the potential to encourage teachers to include the global dimension into other issue-based educational concepts, such as Human Rights Education or Ecological Education.

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

This report has been compiled on the basis of a survey and desk research. A survey questionnaire was sent out to a range of organizations involved in the delivery of GL activities in Germany.

Responses and/ or further comments were received from:

- *Brot für die Welt*
- EPIZ (*Entwicklungspolitisches Bildungs und Informationszentrum*)
- KATE (*Kontaktstelle für Umwelt und Entwicklung – The Centre for Ecology and Development*)
- *Welthaus Bielefeld*
- World University Service
- AGL: *Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke*

All above mentioned organizations contributed comments and feedback on the report and were actively involved in the development of the final version of it.

Desk research utilised the “DEAR (Development Education Awareness Raising) in Europe” (2009) report, and the evaluations: “General Evaluation of Action to Raise Public Awareness of Development Issues in Europe/Development Education EC” (2008) and DEEEP (Developing Europeans Engagement for the Eradication of Global Poverty) “DE Watch” (2010)

HOW IS GL DELIVERED IN SCHOOLS IN GERMANY?

GL is delivered in schools in line with both mandatory requirements in the curriculum and as a result of the work of NGOs, including dedicated Development Education NGOs and some larger organisations, which have Development Education Teams. Due to the Federal system, it is difficult to generalise about the overall situation in Germany. However, there is an increase in the delivery of Global Learning across the country, particularly in cities like Hamburg and Berlin, but also in all 16 states.

In the last 3 years, there have been several school reforms in Berlin, which has led to schools being more eager to raise the profile of Global Learning. For example, there are schools specialising in music, sport, schools against racism, and bi- or multi-linguistic schools. These designations have encouraged schools to implement Global Learning.

³⁸ <http://www.epiz-berlin.de/?GlobalesLernen>



There are also the *Staatliche Europaschulen Berlin*, SESB (State Schools Berlin Europe), a school model unique to Germany that integrates the education of bilingual learning groups, with all languages treated equally. The pupils in these schools have different social experiences, and so these schools attempt to tackle xenophobia and prejudice through inter-cultural learning programmes. These enable a different kind of dialogue between pupils, who both teach and learn from one another. There are some schools that are really keen to integrate global learning into every subject.

Some German schools run official linking with partner schools in Asia, Africa, Latin America and other areas in the Global South. These schools usually include Global Learning issues in their policy. See: http://www.globaleslernen.de/coremedia/generator/ewik/de/08_Service/Nord-S_C3_BCd_20Partnerschaften_3A_20bundesweit.html

Many German schools attempt to create a “culture of Global Learning” by regularly inviting NGOs to present their perspectives on global issues in workshops, assemblies, project days, information stands at school parties, or by creating short projects or units. The global dimension is a part of the curriculum in various subjects, such as Geography, History, Literature, Mathematics, Music, Social Studies, Politics, Ethics, RE and Sport. Some schools deliver Global Learning through extra-curricular activities, such as selling Fair Trade products in their cafeterias. Sometimes this is done by students setting up small businesses. Many schools also use notable calendar dates, such as International Earth Day, Global Education Week and Fair Trade Action Week, to raise awareness of Global Issues, host special events, and organise activities and parties to mark these.

In general, the level of engagement of each school is usually determined by the interests of an individual teacher, rather than curriculum requirements. Since many teachers feel under pressure because of their workload, adding Global Learning to their priorities can be difficult.

WHAT ORGANISATIONS ARE DELIVERING GL IN THE GERMANY?



There is a range of Development Education Centres and Aid Agencies delivering Global Learning programmes for Formal Sector Education in Germany.

NGOs that deliver GL and/or produce materials on GL subjects in Germany include: EPIZ, KATE, *Fairbindung*, *Informationsbüro Nicaragua*, *Welthaus Bielefeld*, The Portal of Global Learning and The University Erlangen-Nürnberg and WUS.

Three key national umbrella bodies are:

- VENRO - the umbrella organisation of development NGOs in Germany. The organisation was founded in 1995 and consists of around 120 organisations. Their backgrounds lie in independent and church-related development co-operation, humanitarian aid, as well as development education, public relations and advocacy.
- AGL, *Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke* – the “Working Group of the one-world state networks”. This is the umbrella body for the 16 state development cooperation and education networks in Germany.

EWIK: this is a coalition of over 50 organizations and institutions, committed to providing information on GL on a central Internet database. It is hosted and coordinated by World University Service (WUS) and funded by the Federal Ministry for Economic Cooperation and Development through WUS. http://www.globaleslernen.de/coremedia/generator/ewik/de/01_Startseite/Startseite.html

The government bodies involved in Development Education include: the Federal Ministry of Economic Cooperation and Development, the Standing Conference of the Ministers of Education and Cultural Affairs, known as the *Kultursministerkonferenz*, KMK.

GLOBAL LEARNING IN SCHOOLS IN GERMANY

The Federal Government recommends to include Global Learning in the school curriculum throughout Germany, although according to the German Constitution the “*Länder*” have the responsibility for Education. As a result, global themes and issues are discussed by teachers and pupils in some subject areas, such as those previously mentioned. However, the quality of this largely depends upon the enthusiasm of the individual teacher. Many teachers prefer to simply use textbooks, however, there are some, who elaborate and deliver extensive Global Learning projects.

Some NGOs have published guides showing the opportunities for delivering Global Themes in the curriculum. An example of this is “Linking Bremen’s School Curricula with global learning and education for sustainable

development”, produced by BIZ – Bremen Centre for information on Human Rights and Development. There has been some good cooperation between state authorities and NGOs. A “best practice” example of this can be found in Baden-Wurtemberg, where the Ministry of Education has supported the construction of a web-portal, which shows all the offers from NGOs in the region.

Currently it is not clear how extensively initiatives such as the *Cross-Curricular Framework for Global Education in the Context of Education for Sustainable Development* and the “Curriculum Requirements for the Learning Area *Learning in a Global Context*” have influenced schools to include, or integrate, GL issues in their school policies and mission statements. The respondents to our survey noted that schools partnered with schools in the Global South are often more motivated to engage with GL issues.

SCHOOLS AND DEVELOPMENT EDUCATION NGOS

Schools work with Development Education NGOs fairly regularly, but are constrained by their limited budgets. Schools often say that there is inadequate funding available for them to cooperate with DE NGOs, and they are unable to work with DE NGOs as often as they would like to.

By working in cooperation with DE NGOs, schools hope to foster respect, responsibility, critical thinking and empathy in their students. It is anticipated that students will realise that all people have a part to play in positive change, and that they will come to recognise that achieving global sustainability and justice will benefit themselves and their communities. A lot of schools are interested in the services of DE NGOs, for example, in receiving support for becoming “Fair Trade Schools” or “Fair Schools”, accessing new educational materials and resources, networking between schools, receiving expert advice, accessing online platforms and teacher training. Some schools have begun to work with DE NGOs on looking at systematically integrating Global Learning into their curriculum.

NORTH-SOUTH SCHOOL PARTNERSHIPS

Support for developing partnerships with schools in the Global South is a service that many schools are very interested in receiving from Development Education NGOs. There is recognition among schools that these links can enable pupils to understand the meaning and value of global themes better. At present the number of schools participating in such partnerships is limited; this could be opened to more schools to continue developing “this positive route of learning”.



Currently, the Federal Ministry for Economic Cooperation and Development offers a program to support pupil and teacher exchange visits – *Entwicklungspolitisches Schulaustauschprogramm* (ENSA) as part of Engagement Global. ENSA developed this in cooperation with a number of other organisations; such as *Brot für die Welt*, which had previously supported school partnerships. The ENSA programme supports exchanges between schools in Germany and partners in developing countries (or countries in transition) in Africa, Asia, Latin America and South Eastern Europe. ENSA offers funding for travel expenses and accommodation, as well as support for the schools in the form of preparation and follow-up seminars, workshops and activities. DE NGOs often work with schools to formulate their projects and prepare their grant applications. Some NGOs provide more structured programmes of support, enabling students to exchange ideas through online platforms, which allow direct, but focused, interaction between pupils in the North and the South. Young people’s feedback shows that educational exchanges not only allow them to develop new competences, but also to understand the real meaning of such abstract terms as “global dependencies”. Some German states provide structural support for South-North partnerships. These organisations continue to offer funding for school partnerships, within strict guidelines that attempt to ensure that the partnerships have a positive impact and avoid the danger of reinforcing prejudices about the South and the North.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR TEACHERS

Currently there are no mandatory Global Learning CPD courses for teachers in Germany. Teacher Training (CPD) is organized on the state and district level according to school subject. Each school, district and Teacher-Training Institute in the “Länder” has its own budget for teacher training. GL is not yet a mandatory part of teacher’s education and postgraduate education. However, some universities offer voluntary courses in GL to multipliers, NGO staff members and schoolteachers. Occasionally NGOs are invited to give a session on GL to teachers in school, in various education institutions, or at NGOs. The length of these sessions can vary from short inputs to running courses over several days. This is an area of work, which NGOs feel could be developed.



EXAMPLES OF GOOD PRACTICE IN GLOBAL TEACHING AND LEARNING

“Global Learning model schools”

For the past 2 years, one NGO, *Welthaus Bielefeld*, has established a programme of specific support for schools focusing on Global Learning in the curriculum. Rolling this programme out to a number of “Global Learning model schools”, they provided materials, training from experts, and support in integrating GL within the curriculum. This resulted in GL being clearly featured in the schools’ ethos and within specific subjects. *Welthaus Bielefeld* intends that schools will continue to maintain and further develop this initiative over the coming years; schools are invited, but do not have to make formal commitments.

Climate Breakfast Project.

This initiative, run by the NGO KATE, offers the opportunity to schools to develop pupils’ understanding of the link between food production and climate change. Sustainability of food production is the key issue, and this is explored through participation and discussion. Pupils eat a selection of different breakfast items, each of which represents an issue in food production. These cover crop or animal farming, local produce, packaging and form of agriculture (organic or conventional). For example, the breakfast includes a choice of 2 yogurts, one from a local farm and one from a large supermarket. Working in groups, pupils research an issue related to one of the products and present their findings to the class. The Climate Breakfast is closed by discussing impacts of climate change and individual options for actions.

Climate Breakfast Cookbook.

In 2012 a cookbook was developed as one-week follow-up activity by a class of primary school pupils. The class developed seasonal recipes, using the knowledge they had gained from the Climate Breakfast, and drew illustrations to accompany the text. At the end of the project, the class shared a meal from one of their recipes. The cookbook was published at the end for 2012 and made available for sale for 7euros, which was a successful way of getting parents to engage with their children’s learning about the issues.

Development Education Days – Benbi

Development Education Days (BITs) are organized in all Eastern German states (Berlin, Mecklenburg-Western Pomerania, Brandenburg, Saxony, Saxony-Anhalt, Thuringia) and some Western states have also launched them (Saarland). They differ from state to state. KATE organizes the Berlin BIT, which is called Benbi, on behalf of more than 20 development education NGOs in Berlin and Brandenburg. The main aim is to bring development education and global learning to school curricula. Approximately 2000 pupils take part in the workshops, cineforum, cultural entertainment and exhibitions for pupils and teachers at the event, delivered by staff from the other NGO. KATE supports and trains the staff to develop 90-minute workshops around the topic of the UN-Decade for Sustainable Development (2010 Money, 2011 City, 2012 Nutrition, 2013 Mobility). The week is targeted at primary school children from an age of 9 to 12, secondary school youth, from the age of 13 to 16, 17 to 19 and vocational schools, as well as teachers and NGO officers.

The Fair School Concept

EPIZ has developed the Fair School Concept as an instrument to promote the long-term establishment of the Global Dimension in Berlin’s educational system, to facilitate changes in the culture of educational institutions, and to encourage innovative teaching and learning methods.

The Fair School Concept brings together three aspects:

- 1) Fairness to all persons in my school – democratic school culture
The school’s social climate influences learning achievements and children’s health. It is influenced by the way teachers, students and parents interact with one another. A positive school climate can be created by developing agreements and rules in a democratic, participatory process, for which all share responsibility.
- 2) Fairness to people around the world – recognizing my responsibility as a global citizen
Teaching young people to assume global responsibility implies using teaching methods, which allow them to participate actively in the learning process. It also calls for an interdisciplinary approach, which will foster networked thinking and encourage students to embrace the complexity of topics. With the support of EPIZ and other external organizations, the Berlin school administration has developed a curriculum to integrate the global dimension into all school subjects.

- 3) Fairness to the environment – recognizing ecological responsibility. Fair and ecological consumption practices are one way of showing how sustainability can be implemented in everyday life. Schools in Berlin manage a large portion of their budgets independently. Although Fairtrade and sustainable products are often more expensive, they are often of better quality and contribute to the improvement of living and working conditions in the producing countries. Experiencing a sustainable school environment may also encourage students' families to change their consumer habits.

As part of the program and in cooperation with other NGOs, teacher training, workshops for pupils and/or teachers, fundraising advice and links to networks with schools in Berlin and other German cities are provided.



RECOMMENDED TEACHING MATERIALS

Below is a list of books, manuals, online resources and other materials that were recommended by some of the organisations, which responded to our survey. No criteria were set for selecting these materials; they are based on the subjective opinions of the respondents.

- Erdöl - ein Umstrittener Energielieferant (Petroleum - a Controversial Energy Source)
EPIZ Berlin, 2013
http://epizberlin.de/download/Publikationen/EPIZ_BRO_Erdoel_2-Auflage_2013.pdf
Interdisciplinary material for Chemistry, English, Geography, Maths, Music and Political Science using the example of oil.
- Methodensammlung "Endlich Wachstum! Wirtschaftswachstum – Grenzen – Alternativen":
Collection of methods "Finally growth! Economic growth - limits - Alternatives"
Fairbindung, 2012
<http://www.fairbindung.org/projekte/endlichwachstum/>
Handbook on teaching about the limits of economic growth and alternatives.
- Was sind schon zwei Grad mehr? (What is already 2 degrees?) Informationsbüro
Nicaragua, 2011
http://www.informationsbuero-nicaragua.org/neu/index.php?option=com_content&view=category&layout=blog&id=94&Itemid=168&lang=de
Handbook with interactive methods for teaching about climate change and ecology-based conflicts.
- Handbuch für Globales Lernen im Spanischunterricht (Handbook for Global Learning in Spanish Lessons)
Forschungs- und Dokumentationszentrum Chile-Lateinamerika e.V (FDCL), 2010
<http://fdcl-berlin.de/1528/>
Handbook for Spanish language teachers to assist in integrating GL into the curriculum. Includes lesson plans and inspiration tools.
- Unser Klima – Unser Leben (Our Climate – Our Life)
Bezev, 2012
Teaching manual, CD-ROM and box of materials
<http://www.bezev.de/globales-lernen/unser-klima-unser-leben/bildungsmaterial.html>
A range of materials and participatory methods to engage school children and youth groups with the issues of climate change.
- Hunger – documentary film about "one of the most urgent problems of humanity"
Dir. Marcus Vetter and Karin Steinberger, released by EZEF, 2010
<http://www.ezef.de/>
This 90 minute documentary film shows people living in Kenya, India, Brazil, Haiti and Mauritania, who are forced to live in chronic hunger. Suitable for ages 14+. EZEF also provides another DVD and educational materials for teachers to talk about hunger and the human right to food in the class-room.

EZEF (*Evangelische Zentrum für entwicklungsbezogene Filmarbeit* – The Protestant Centre for Development-Related Film Work) is a specialist agency under *Brot für die Welt* (Bread for the World). They commission and release films that deal with global issues, and also produce accompanying educational materials to teach about these issues in the classroom. The website contains a catalogue of the films that can be bought or loaned: <http://www.ezef.de/>

EPIZ has produced a comprehensive catalogue of publications, films, exhibitions and other teaching materials since 2008 (1 in 2004), encompassing primary, secondary and vocational education. Printed copies of these materials can be bought for a nominal fee (usually between €2.50 and €10) or can be downloaded as PDF files for free from the EPIZ website: <http://www.epiz-berlin.de/?EPIZPublikationen>

Welthaus Bielefeld has historically produced classroom materials and it also stocks current materials for purchase on their online shop: <http://www.welthaus.de/publikationen-shop>

EWIK organises 2 national databases of teaching materials:

- “Das Portal Globales Lernen” (The Global Learning Portal) hosted and coordinated by World University Service (WUS) is a free online database of teaching materials, key documents and background information to assist teachers in integrating GL into their lessons. The materials on the database are contributed by over 50 organisations and can be downloaded for free:
- “Eine-Welt-Unterrichtsmaterialien” (One-World-Class Materials) is a database of other materials that must be bought or loaned. http://www.globaleslernen.de/coremedia/generator/ewik/de/01_Startseite/Startseite.html

<http://www.kate-berlin.de/broschuere-zusammenwachsen1.html> : A brochure about school partnerships, written in German and Spanish.

GLOBAL EDUCATION IN INITIAL TEACHER EDUCATION

Global Education is now a voluntary module in teacher training in Berlin and some other states. However GL is not a common feature of ITE courses in Germany. Student teachers can choose to take voluntary training courses in GL through university studies or with NGOs, but they are only likely to do this (or even know that such courses exist), if they have a prior interest in the subject.

FUNDING FOR DEVELOPMENT EDUCATION

Funding limitations are a key concern to Development Education NGOs and schools. These place a limit on NGOs' capacity to engage schools in GL and on schools' ability to pay NGOs for their services. Another consequence of this lack of funding, cited by survey participants, is that when Global Learning teaching materials become out-dated, it is not possible to revise or to reprint them. There is also a lack of adequate capacity to deliver teacher training on GL issues.



CONCLUSIONS AND RECOMMENDATIONS

Strategic Global Learning measures presently focus on school curricula, and the delivery of Global Learning in schools is increasing and improving, partly due to national initiatives, such as the *Cross-Curricular Framework for Global Education in the Context of Education for Sustainable Development*. However, one respondent to our survey commented that “no one knows exactly” the extent, to which GL is implemented in schools. There is little scientific evidence to quantify and qualify this. “Global Learning” is still yet to be defined within the school curriculum, as not every lesson that touches on topics such as globalisation or world trade can be defined as GL. There is still more to be done to make the aims and values of GL accessible to school pupils in Germany.

On a policy and administration level, there was a feeling that the German government needs to emphasize that GL is not an optional or marginal subject, but an important concern of the education system and that this should become part of the education culture on a national scale. One measure that could advance this would be to ensure that Global Learning is included as a significant aspect of Initial Teacher Education.

Easing the pressure on teachers, to give them more time to dedicate for creatively integrating GL into the curriculum would also be extremely beneficial. While there are many Global Learning materials available for schools, there is a need for funding to ensure that materials are of high quality and up-to-date, and also for the delivery of Continuing Professional Development Training programmes for teachers.

Building the capacity of Development Education NGOs themselves, through staff training and supporting them to develop relationships with schools, is also recommended. Although NGOs advertise their available resources on their websites, many teachers may not even know that these organisations exist, so cannot become inspired by browsing the available materials. Ensuring that teachers know about the work of DE NGOs, and the teaching resources available from them, is an issue that could also be addressed. Many schools, with the support of NGOs, have established successful partnerships with schools in the Global South, and this has proved to be a vehicle that pupils find very engaging. There is an, as yet untapped, possibility to extend this to many more schools.

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **LITHUANIA**

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To provide an insight into the current status of development education in Lithuania, the research team of Kolping University of Applied Sciences conducted a small-scale research. In May 2013 a survey was carried out in different educational institutions (see Appendix 1. Questionnaire). The following questions were asked: How is Development Education (DE) included in the organizations' activity programmes? Is there any cooperation/interface with developing countries? Do teachers, students, parents and society want development education as a means for gaining particular knowledge? The Senior Specialist of Non-formal Education and Educational Assistance of the General Education and Vocational Training Department in the Ministry of Education and Science of the Republic of Lithuania and the employees of the Youth Career and Advisory Centre were involved in the survey.

The data analysis showed that the development education in many of Lithuania's educational institutions is integrated into the educational process. It is integrated in schools' curricula, as well as in programmes, action plans and curricula of the Ministry of Education. Moreover, these organisations are involved in providing different training events and seminars on Development Education topics and participate in international events and projects. Discussions on the following topics are organized: global adult, child and youth education; peace-building through education; social policy analysis, promotion of women's involvement in science, technology, education, social innovation and other areas. The aim of such educational activities is to present to pupils and students detailed information on global problems and possible solutions to them. It is expected that students learn to analyse different aspects of the situation, identify its relationship to the economy, politics, environment, society, and take concrete steps to solve the identified problems. Development education is often practical, integrated in all subjects. A holistic approach provides a clear overview of the goals of the education system, if the development education complies with them, possibilities can be found for creating and applying new methods in primary and basic, secondary and higher education programs.

HOW IS DEVELOPMENT COOPERATION/ DEVELOPMENT EDUCATION INCLUDED IN THE TEACHING/LEARNING CONTENT IN EDUCATIONAL SYSTEM IN LITHUANIA?

Since 2004 Lithuania has been organising "Global Education Week". The events of the week encourage students, teachers and informal groups of young people to implement educational activities of global citizenship. "Global Education Week" addresses such issues as diversity and inequality at both local and global levels with respect to aspects of global citizenship and responsibility. The activities during this week encourage young people, school leaders and teachers to implement global education projects in their schools, to consider ways of addressing exclusion and inequality problems, to discuss globalization and other issues.

Since 2000 Lithuania also has been carrying out the UNESCO initiated campaign "Action Week". This campaign, already well known across the whole Europe, began in 2000 Dakar (Senegal) at the World Education Forum, during which representatives from 164 countries, including Lithuania, signed "Dakar Framework for Action", pledging to provide high level education for all by 2015. This campaign is evolving and improving with every year, involving bigger number of participants and offering more and more events and projects, allowing the participant to contribute to them and acquire new knowledge on the topic. During "Action Weeks" pupils, students, teachers and the whole community across Lithuania cooperate, this is an opportunity to learn in an informal environment, in families or from each other.

There are three educational levels in Lithuania: primary, secondary and higher education. During the teaching process teachers develop curricula, use certain standards, elaborate yearly plans, which they have to implement. However, they have enough discretion in working out these documents. According to the Senior Specialist of Non-formal Education and Educational Assistance of General Education and Vocational Training Department in the Ministry of Education and Science of the Republic of Lithuania, school curricula contain topics related to

development education and development cooperation, since teachers, students, parents and the public have positive perception of these topics and feel the need and interest to analyse the issues. Moreover, schools collaborate, wherever possible, by participating in project activities with developing countries, organizing events, writing letters, communicating through the Internet, contributing to the collection of donations to support developing countries, participating in students' exchange and other activities. Some schools implement projects, which involve countries from the South, however, development cooperation mostly focuses on the former Soviet countries, as they are the foreign policy priorities in this area.

The integration of global education in educational process provides the opportunity to develop students' understanding and raise awareness of global problems and global interdependence of these problems. Primary and basic education programmes are important for general public and students, as they instil the values for further learning and work, accessibility, sustainability principles. Development education is integrated in many areas of school life (non-formal education programmes, project activities). The updated training programs meet these objectives: to develop the spiritual, intellectual and physical capabilities of an individual and to develop active, responsible citizens, who will acquire the competencies required for social inclusion and lifelong learning.

The following table lists the examples of the development education integration in the primary education curriculum.

Table 1. Examples of development education integration in the primary education curriculum

Subject	Class	The topic of the subject	The topic of the global/general education integrated in lecture(s)
Ethics	4	To live in the country-side would be good	Globalisation ecology
Ethics	4	Diversity of people	Anti-racism, interculturalism
Ethics	4	The rights of the child	Children's rights, interculturalism, anti-racism
Ethics	4	All different. All equal	Anti-racism, interculturalism, tolerance
Ethics	4	Wealth and Poverty	Tolerance, poverty, health, human rights
Ethics	½	A day in India with a boy Pradep	Tolerance, poverty, human rights
Ethics	½	Rookie in the class	Tolerance, the rights of the child, bullying
Ethics	½	Children of the Earth	Anti-racism, interculturalism, tolerance, poverty
Ethics	½	Andrew is the weakest among us	Tolerance, the rights of children, bullying
Ethics	½	What is the world made of	Globalisation
Lithuanian language	1	Rudis' story	Bullying

Adoption of updated primary and secondary education programmes opens up the possibility to integrate development education concept into Lithuanian education programmes. Education programmes are adopted considering their relevance to society and student, value for further learning and work, accessibility, sustainability. Educational process has the objectives: to develop the spiritual, intellectual and physical capabilities of an individual, and to develop active, responsible citizens, who will acquire the competencies required for social inclusion and lifelong learning. Development educational objectives are closely related to sustainable development learning principles, which emphasize the interdependence of natural environment, culture, social and economic life of society, future-oriented creative thinking, each person's active participation in the creation of high quality life for themselves and for the future generations.

It is possible to integrate development education content into almost all programmes of the subjects taught at schools:

- *Moral education (Ethics, Religion)*. Learning to communicate and collaborate. Developing moral values of social inclusion and otherness, respect for human rights, absorption of ethics principles.
- *Languages*. Learning to express ideas clearly, to discuss. Learning a foreign language is also an opportunity to learn about other cultures, to follow and participate into the processes taking place on international level.
- *Mathematics*. Learning to collect, organize and analyse real phenomena and to process related data.
- *Sciences*. Analysing the relationships between environment and ecosystem, biological and landscape diversity and the human impact on them. Learning to understand the balance between biological conservation and the socio-economic needs, about rational use of natural resources.
- *Social Studies (History, Geography, Citizenship Education, Psychology...)*. Analyse the most important global problems of the contemporary world, the quality of life, economic, social, cultural and natural processes and their interaction.
- *Art*. Get acquainted with the different artistic means of expression in national and intercultural environment.
- *Technologies*. Learn to foresee a variety of technology and lifestyle impacts on the economy, social development and the environment. The education of general competencies and life skills. The competences, which are needed in society, are developed, the responsibility for the consequences of one's own behaviour and the ability to resist negative influences.

Higher education curricula have a clear provision to bring the curricula as close to life as possible in order to develop students' general competencies. Efforts are made to integrate the professional curriculum into the general education fields. To implement the objectives of development education, it is necessary to acquire knowledge from different branches of knowledge, skills and values that are envisaged by the general education curriculum. Development education content should be integrated. Therefore, it can be said that the development education in different contexts reveal interconnectedness of the subjects. It contains several integration models:

- integrated into primary education programmes;
- presented as a separate programme (module);
- integrated into many areas of school life (non-formal education programs, project work, etc.).



EXAMPLES OF GOOD PRACTICE

NGOs participate in school life as social partners. The further development of this cooperation is encouraged through different initiatives and other activities for promoting public welfare and providing assistance to other countries. Moreover, the Ministry of Education and Science of Lithuania funds the publishing of methodical materials dedicated to this subject. Such materials are also elaborated by NGOs.

Schools and teachers, working in the sphere of development cooperation and development education, receive the methodological material, which is developed in projects, and are given annual methodological guidance during the UNESCO "Global Action Week" (in spring) or the EC "Global Education Week" (in November).

During the events of "Global Action Week 2013", promotions and contests were organized in more than 100 countries worldwide. As every year, Lithuania actively joined this campaign. The main topic of the events in Lithuania was "Every Child Needs a Real Teacher." During these events activities and discussions to encourage debates about the role of the teacher and his standing in society were organized. The national coordinator of the "Global Action Week" was the Ministry of Education and Science of the Republic of Lithuania and the organizer – Lithuanian Youth Centre.

The "Global Action Week" is an international campaign for education around the world. It started in 2001 as an annual event, during which different organizations working in education field tried to draw attention to one of the aspects of the programme "Education for all", raising questions and also exerting pressure upon politicians. Members of the public (partially) and schools worldwide are getting involved in the activities organized during this week; – it can be stated that millions of people from about 100 countries are participating in this week. During these "Global Action Weeks" such topics as lifelong learning, funding of education, development of education for girls and early childcare are discussed.

The “Global Education Week” of 2013 highlighted that every child needed a teacher, and the issue of the shortage of skilled, professional teachers worldwide was raised.

Since 2000 the accessibility of education has significantly increased. The total number of children not attending primary school decreased from 200 million in 2000 – to 132 million in 2010. But this number still remains very high and has not been decreasing since 2008. Moreover, even for children, who are attending schools, the right to education becomes a reality only when they receive high quality education. Unfortunately, high quality education is not yet available to $\frac{3}{4}$ of children from the least developed countries. These children do not learn to read and write even after 2 or 3 years of school attendance, not mentioning the more complex skills and knowledge. The absence of high level education does not guarantee the universal right to access to education. The main reason behind this is the lack of qualified, well-trained teachers, because teachers like that are the foundation, guaranteeing that children receive high quality information and are taught the skills needed to use the knowledge that they have gained. Therefore, investments in teachers’ improvement is of the utmost importance for all children’s learning and well-being: well-prepared teachers can more easily manage a variety of classes, they can work with children of different age and level of preparation, do not use violence, teach in a child-friendly way and encourage the development of girls’ education.

The number of unqualified teachers, unfortunately, is shocking. According to the data provided by UNESCO Institute of Statistics, by 2015 additional 1.7 million primary school teachers will be required. 114 countries around the world experience acute shortage of primary school teachers, and in Africa this shortage has reached 1 million primary school teachers. Moreover, even greater shortage is felt at secondary school level. In seven African countries only one teacher per 100 secondary school age children is provided. In terms of teacher training, the situation is unclear, and it is even more worrying. In some countries in order to become a teacher, it is sufficient to graduate from elementary school and 1 month-long courses, in other places it is enough to have a certification of 3 years of schooling. Even with these minimal requirements, one third of countries report that more than half of primary school teachers are not fully trained.

While examining the global shortage of qualified teachers, Lithuanian coordinators of “Global Action Week” also wanted to draw attention to the teachers’ lack of credibility in our society. They invited students and general public to join a variety of events, promotions, competitions, with a common slogan – “Every Child Needs a Real Teacher”. The following events were organized:

- Conference for school children “What kind of teachers do Lithuania and children of the world need?”. The conference examined what qualities, skills and competencies a teacher should have, the differences between the teachers from different countries (countries in the region of Africa, Finland, Lithuania, etc.), the differences in their relationships with their students, how the nature of their work differs. During the conference the students developed the portrait of the ideal teacher, as they imagine she/he should be;
- Journalistic research “I am ..., because my teacher was...”. It was intended to encourage young people to analyse the possible impact their teacher can have upon their future life, to think about the profession of a teacher, to consider the teacher’s qualities and character traits they admire the most and which inspire them to achieve their goals in life. During this journalistic research, while preparing audio and video reportages and articles, students interviewed famous people, politicians, public figures, and learned, which teacher and why was remembered, why he/she was important, and how he/she had affected their lives;
- The contest of maxims “Teacher with a Capital T”. Students were invited to create a maxim (or a number of them) about the importance of the teacher, the benefit they bring and the relationship between students and teachers according to the topic: “Teacher with a Capital T”. The maxim had not only to reflect the given topic, but also to contain a word play related to the direct meaning of the word – to teach something. The main aim of the given task was to encourage the participants to create and link their opinions with the facts, engage in effective discussions and seek a consensus;
- The contest of case studies “Teachers + Students =?”. The main objective of this contest was to encourage young people to think about and discuss the issue of teacher and student relationship. Through analysis and discussions, young people were able to express their views. The participants were invited to analyse the selected situations from the teachers’ and students’ lives. While analysing the case studies the participants found out about the interests of both teachers and students, their motivation and willingness to find a common, mutually acceptable option;
- Initiatives contest “We Support all Teachers of Children in the World”. All schools were invited to contribute and support the campaign by organizing their own events, meetings, aimed at drawing attention to the challenges that the “Global Action Week” highlighted. Recommendations for schools were developed regarding issues that should be paid attention to while organising their initiatives, specific advice and ideas for lessons were provided.

- Contest – a postcard for a teacher “Hello, Teacher!”. Students were developing a video or e-card for a teacher, which could be sent by e-mail or placed on the website. This task encouraged students to reflect on the question, for which teachers and why they would like to create a greeting card, thereby improving student and teacher relationship and their mutual understanding;
- Theatre during the long breaks “Your Life Teacher”. Students were invited to create a fable, which should reveal what or who plays a major role as a teacher in life. In order to increase students’ engagement, students were encouraged to stage their works and to give mini performances in their schools during the long breaks. The pictures from these performances were placed on the web page www.savaite.lvjc.lt;
- “A teacher – 50 years ago and today”. Joining the European Citizens’ Year and continuing the activities conducted in 2012 to promote intergenerational solidarity, all schools were invited to organize events that bring together students and the older generation living in their communities and to explore together the differences between the current teachers and the older generation of teachers.

There are teachers, though few, willing to include development cooperation and development education topics in their teaching subjects. For example, development education session was held in Kaunas Panemune elementary school called “African children”. 30 10-11 years old (4th form) pupils learning the English language participated in this session. They had guests from Africa, who presented situation of children in Africa. Original pictures, depicting poverty and lack of access to education, were shown. Guest commented on each picture, explained and allowed the children to understand the real situation, which was shocking and unimaginable to children from Lithuania. Children could ask questions, take a picture with their guests from Africa. They were interested in being able to help African children, while the situation really shocked them. Photos and African music was used as educational materials and tools. Children learned about the characteristics of different cultures and the problems in Africa.

Sakiai Varpo Secondary School (by psychologist Jurate Stankaityte) held session called “Many Questions Worldwide”. During this session 15 12-13 year old pupils (6th form) during three lectures of ethics discussed the importance of talking about the world and emerging problems. The topic of development education was introduced. Children were divided in 5 groups, which had to choose one of the topics – climate change, environment, wealth and poverty, human rights, peace and war, tolerance for others (anti-racism, discrimination, etc.). Students in groups discussed and shared their experience on what they knew about a given topic, thus identifying the questions that they were interested in, they discussed what was still to be found out and were to search for the required information. Groups gathered missing information at home and elaborated a mini project – the message to others. Pupils had to come up with the most interesting and diverse presentation and present them to the whole class. A general discussion about the topic followed. At the end of the session the teacher presented the main conclusion. Another teacher organized screening of a film – *Slumdog Millionaire* was viewed and discussed. The teacher’s presentation, the Internet, encyclopaedias, periodicals, newspapers, the movie *Slumdog Millionaire* were the resources used. Children became more familiar with the concept of globalization, a sense of empathy and critical thinking about global causes. An understanding of the consequences was developed. Children perceived themselves as belonging to the global integrity and able to cause change. They acquired teamwork skills: how to discuss, argue and to respect the other’s opinion.

Little is known about the society’s desire for knowledge on development education, due to lack of interviews and surveys. Only a small part of public is familiar with the topic. It is important to note that many topics of development education are tackled in various project activities. Project participants have higher awareness of development education.

Clear co-operation with NGOs through the development education themed projects is seen in schools. There are several NGOs that cooperate in this field with schools – the NGO Youth Career and Advisory Centre, the platform LITDEA, etc. Such cooperation is clearly illustrated by examples of the Youth Career and Advisory Centre lecturers, who organize different trainings on discrimination to teachers. Their good practice examples are showcased in <https://www.youtube.com/watch?v=-hzOviKVuzU>. Also such movies as *Be global; Banana’s trips* are used.



The organizers of education process often face difficulties in integrating global dimension into the ordinary work. In one of the seminars conducted by Youth Career and Advisory Centre, teachers named these challenges at work:

- lack of tradition;
- no national policy on the development education;
- citizenship;

- scientifically based values and attitudes;
- difficult to obtain statistical data, which can be used for educational purposes;
- lack of the methodological tools.

The main difficulty is reforming programmes and integrating the DE topics into them. Development education is not compulsory for the teachers at schools and it is not promoted by the Ministry of Education, it is only up to the teachers, who want to include the topic into their subject. And this requires the teachers' awareness. Initiatives for training teachers about development education mainly come from NGOs in cooperation with schools. During the same workshop teachers indicated that therefore:

- the foundation for teaching materials is being developed;
- development education involves a lot of topics, so it would not be complicated to integrate it in the curriculum;
- development education is based on active learning, this opens a lot of opportunities.

Schools are mainly involved in these topics through NGO proposed projects. The Ministry of Education and Science does not have its own distinct position on the issue of integrating development education in the process of education. According to the National Secretary of Kolping Society, for those who are working with development education topics, the support is provided mainly by NGOs.

The role of Ministry of Education and Science is very limited – one event per year – “Global Action Week”. Though the Ministry of Foreign Affairs is the main institution responsible for development cooperation and education, thus far the ministries have not developed close cooperation. It is known that the Ministry of the Interior also plays a role in development cooperation. Municipalities hardly get involved in the process, unless it is initiated by the schools or NGOs.

There are two umbrella organizations – LITDEA and the national platform that unites NGOs working with development issues. These two platforms are united under the same name “Lithuanian Umbrella” according to Joint Activity agreement. Both institutions are in contact with other governmental or non-governmental organizations and especially with the Ministry of Foreign Affairs. LITDEA has a constant contact with the Ministry of Education and there is also a constant work with various institutions in order to promote development issues.

Developing general competencies and life skills helps to understand the importance of cultural awareness while living in Europe and in the global world. They help to understand that it is possible to act responsibly, being aware of the consequences of our own actions on the local and global level. Schools lack direct practical connections with the developing countries, while integrating the topics of development education in their curricula. Thus, they have to rely only upon the existing methodological material, the material on the Internet or in other publications. The integration of the curriculum is foreseen by the general curriculum development plans.



THE CONTACT DETAILS OF THE ORGANIZATIONS INVOLVED IN DE IN LITHUANIA:

- Kauno Panemunes Primary School <http://www.panemune.kaunas.lm.lt/>
(teacher Gabriele Indrelyte)
- Sakiu Varpo Secondary School <http://www.varpas.lt/>
(psychologist Jurate Stankaityte)
- Kauno J. ir P. Vileisiu Primary School <http://www.vileisis.kaunas.lm.lt/>
(teacher Laimute Zukauskienė)
- Jaunimo karjeros centras Youth Career and Advisory Centre jkc@jkc.vdu.lt
(Indre Augutiene i.augutiene@jkc.vdu.lt)
- Kaisiadoriai Youth and Adult School <http://www.jaunimo.kaisiadorys.lm.lt/>
(teacher Ruta Stankienė)
- Lietuvos Kolpingo draugija Lithuanian Kolping Society <http://lkd.kolping.lt/>
National Secretary Lina Kalibataite lina@kolping.lt

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN THE **NETHERLANDS**

Authors: written by Johanna Inkinen and Johanna Helin; the main source for information was Jeroen van der Zant, Senior trainer / advisor, NDCO

BACKGROUND

The Netherlands has a strong and long tradition in Global Education with an emphasis, in particular, on nature and the environment, as well as education for intercultural understanding. The Netherlands also has a long and strong tradition of international engagement. It is an internationally oriented country, and that is mirrored also in the education system. Key requirement for all teaching is reflecting the fact that the Netherlands is a multicultural society. At the same time it is also widely known that the multicultural society also has its challenges, in the Netherlands this especially concerns religion and freedom of speech.

In the formal education system almost every school pays at least some attention to global citizenship, but this is rarely done in a systematic fashion. Studies suggest that global citizenship is usually introduced through specific projects and the link to the rest of the curriculum is not consistently emphasised. (GENE, 2002) According to a research conducted by NDCO in 2012 attention given to global citizenship in the lessons is almost equal among primary school and secondary school teachers. In both sectors this attention is more often occasional than structural: In primary education about one third of the teachers (32%) report giving structural attention to global citizenship during the regular lessons. Almost two thirds (60%) of primary school teachers report giving *occasional* attention to this subject, whilst a small minority, 8 %, reports never giving any attention to global citizenship during the lessons.

The Global Education Network Europe (GENE) Peer Review Report was published in the Netherlands in 2002. It was the third national report of the kind to be produced. It provides an overview on the state of global education in the Netherlands, as well as perspectives on prospects for increased and improved GE. This review was conducted ten years ago and outlined the key observations and recommendations for the GE in Netherlands and it has had impact on the provision of GE.

This paper has been written with the help of the GENE Peer Review, as well as education materials and publications from the NDCO “the National Committee for International Cooperation and Sustainable Development”, such as research on opinions, attitudes and experiences of primary and secondary education teachers in relation to global citizenship. This report also includes information given by Jeroen van der Zant, Senior trainer/advisor capacity development global citizenship at NDCO.

GE IN PRIMARY AND SECONDARY SCHOOLS

Since 2006, Dutch schools have been legally required to teach citizenship in primary and secondary education. Dutch schools on all levels have a lot of autonomy in how much time and emphasis they put on different areas of the curriculum, which supports values congruent to GE. GENE review noticed that the teacher led individual engagement is at the heart of all global education and it depends on teachers and their commitment, whether they organise GE events and initiatives as part of their teaching. (GENE, 2002) According to a research conducted by NDCO in 2012, a large majority of the teachers in primary and secondary education in the Netherlands think that global citizenship is an important subject for Dutch education. Also, the majority of the teachers are of the opinion that it is important that the lessons link up with current events. Although more than 60 per cent of teachers report *occasionally* doing something with global citizenship during their lessons, the percentages for giving it structural attention are much lower. The main obstacle for giving attention to global citizenship in the lessons is the lack of time. This applies mainly to teachers in secondary education. In addition, in primary education the complexity of the themes plays an important role. (NDCO: Global Citizenship in primary and secondary education in the Netherlands, 2012)

Primary schools in the Netherlands are required to teach “*Man in the World*” as one of six required main domains. Dutch schools have a subject-based curriculum, and in practice Geography is considered to be the subject that has the most pronounced global outlook on the primary level. This is reflected in Geography guidelines. History guidelines also make a reference to the global perspective, as does the social studies guidelines concerning the environment. European/ International dimension has been encouraged through attainment targets for secondary and primary schools in a number of subjects. Students are encouraged to realise that developments in the Netherlands are not isolated events, but must be seen in wider context. Consideration is also given to the economic, social and political implications of cooperation in the European Union.

The global orientation of GE has more depth on secondary level than primary level, focusing on global issues as compared to daily life conditions. GE is implemented in secondary schools through number of subjects, in particular through Geography, History, Economics, Citizenship/Societal Education and Science. Citizenship/Societal Education is also implemented in upper secondary education. A European perspective and international dimension have been encouraged through attainment targets for secondary and primary schools in a number of subjects.

As Geography and Civics are the subjects where the issues of global citizenship are most visible, it is suggested by the education authorities that the advocates of both Geography and Global Citizenship work together and learn from each other. Many knowledge issues are included in the Geography courses: spatial differences, developments in time, visions on important global issues, possible directions of solutions and the notion of links between local and global concerns. Besides gathering basic knowledge, global citizenship also stresses exploration of different perspectives on value, a reflection on one’s own values and standards of behaviour. These are issues included in Civics. Students need to learn to cope with stereotypes and prejudices, intercultural notions, empathy and a feeling of alliance; devotion to social justice and equality and respect for the environment. Thus, both subjects offer a wide variety of possibilities to deal with themes like diversity, sustainability, globalization and division.

CRITIQUE

A recent report by the Dutch Education Council, called *Verder met burgerschap in het onderwijs* (“Moving on with Citizenship in Education”) concludes that although Dutch schools have been legally required to teach citizenship in primary and secondary education, in 2012 many schools still don’t seem to have any idea of what that means.



Citizenship’s global dimension is not understood properly. **THREE RECOMMENDATIONS MADE TO THE GOVERNMENT** should help turn the tide.

SUPPORT SCHOOLS AND TEACHERS

How important is citizenship education? The government and educational institutions should come up with a clear answer to that question, by emphasizing that promoting citizenship is one of schools’ core tasks. Education should share that task with others: the students’ family, the neighbourhood, clubs, the government and other social institutions. Schools also need support in identifying what they already do on the subject of citizenship and what they aim to do. This will require national support, perhaps from an existing organisation. In the meantime, the Ministry of Education should highlight successful developments in citizenship education as best practices and schools should be given more time to plan their citizenship education.

PROMOTE SYSTEMATIC KNOWLEDGE ACQUISITION

What approach is best for developing citizenship competencies? And how does that differ according to age or the level of difficulty? At the moment, there is not enough information to answer this question. Knowledge on key topics must be built up and made available to all relevant parties through a “canon” for global education. The Ministry of Education must look for a network or organisation to help in the acquisition and distribution of the relevant knowledge. Within this network, schools, research institutions and educational support organisations can work together to produce a development and research agenda, the implementation of which they should also support.

OFFER SCHOOLS A COMPASS

How can you teach children how they should function in a democratic community? That is the core question of citizenship education. This core could be more clearly stated in the core goals for the various education sectors. When a sector makes new decisions about the core goals, then the link to the goal statement of citizenship should be clearly indicated. The Ministry of Education could also slightly simplify that goal statement, while at the same time requiring schools to be accountable for the quality of their citizenship education. And finally, the social internship in secondary education should be clearly connected to the school's citizenship obligation.

According to Jeroen van der Zant: "It doesn't have to be difficult to teach students knowledge and skills in the area of citizenship and democracy. There are programmes for that, and there are plenty of schools that do it well. But the fact that many schools do not understand what to do is a consequence of a typically Dutch approach: we call citizenship education a core task of the school, but then say that the schools must decide for themselves what they do about it. That attitude has gone too far. It is good that schools can put their own stamp on education, but when you demand something new from them, you have to give them a guideline and support as well."



INSTITUTIONS WORKING ON GE IN THE NETHERLANDS

NCDO

NCDO (The National Committee for International Cooperation and Sustainable Development) is the national support structure for GE in the Netherlands. NCDO was founded in 1970 in order to create awareness and public support for development cooperation in general and more specifically for allocating 0.7 per cent of GDP to ODA. In 1995 sustainable development was added to its mission, and in 2010 the Ministry of Foreign Affairs broadened the mandate of NCDO to strengthen global citizenship / citizenship in relation to sustainable global development. NCDO is financed by the Ministry of Foreign Affairs until the end of 2014 for 9.6 million euro per year. It plays important role in GE stimulating and supporting initiatives on public awareness rising and channelling government funds to a wide range of organisations. In addition to its funding and coordination role NCDO works as a Dutch expertise and advisory centre for citizenship and international cooperation. It aims to promote global citizenship that encourages people on all levels of society to contribute to a just world, from making donations to consuming responsibly, by e.g. saving energy or by becoming actively involved as a professional or private individual in tackling poverty and underdevelopment.

NCDO carries out research, provides information and advice and is actively involved in the field of training and education. During the implementation of these activities NCDO cooperates with government, political and social organisations, the business community and the research sector. NCDO's own activities include, for example, research among Dutch population of knowledge, conduct and behaviour regarding global issues in the Global Citizenship Barometer. NCDO has also developed a "Where does my aid go" app, the first Dutch application that uses open data about foreign aid. NCDO also provides the One World magazine and website, with 120,000 subscribers and 70,000 site visitors each month and the Global Development Atlas, which uses Open Data to visualize Dutch efforts around the world. More innovative practices developed by NCDO are characterised later on in this report.

NON-GOVERNMENTAL ORGANISATIONS

The Ministry of Foreign Affairs provides funding to NGOs for GE projects and informs the Dutch public directly about the Netherlands development cooperation programme. The Ministry of Education traditionally deals solely with policy, providing general information on course contents in formal education through curriculum guidelines. GE is also connected to a broad range of actors in civil society. Initiatives, such as *Move Your World 2012*, in the youth sector show clear signs of innovation and good results. However, sector-wide partnership strategies seem to be lacking.

Non-governmental Development Organisations are very active in global education in the Netherlands, but it is not their core business. NGOs have strong and deep roots in Dutch society and strong advocacy skills, but they do not want to contribute to Global citizenship education in general and the implementation of this in schools and its policy. In many cases their involvement with GE is a way to involve young people in their activities and perhaps finding a future donor.

The most active partners of NCDO in GE are *Edukans*, *Unicef*, *Plan Nederland*, *Oxfam* and *Amnesty International*. Their activities are often project based and focused on one theme/ activity. There is also a variety of educational platforms that are related to Global Education. For instance: *Platform Human Rights Education* (<http://www.cmo.nl/pmre/>) and different platforms about sustainability in education, such as *Duurzame Pabo* for teacher training. According to NCDO's research in 2012 teachers in schools use plenty of educational materials produced by NGOs. 63% of primary school teachers work with or use material from *Kinderpostzegels* (Safe You, Safe Me on children's rights, and many more) 47% by *Edukans* (Schoenmaatjes, School Sponsor Plan, etc.) and 31% by NCDO. This is not unexpected, because many organisations specifically aim their educational materials and activities at primary or secondary education. Secondary school teachers relatively often mention *Amnesty International* (hand-outs, guest lessons, social internship) 17%, *Dance4Life* (schools4life) 17%, and *Edukans* 17%.

NGDOs are urged to play important part in responding to the changes in the social and political climate in Netherlands as advocates in GE. During the recent years harsher political and social context for GE has emerged, as the political debate has become more divided and less tolerant and consensual not only in the voting patterns, but also in relation to public engagement with the political sphere. The Netherlands has been a leader in the field of national opinion polling. There has been regular national polling on public support for development co-operation for years now. This public opinion polling seems crucial for improved and increased GE and information. The use of such polling in improving the effectiveness of awareness raising and education continues in the Netherlands.

Some of the NGDO's that were formerly active in Global Education have given up the activities in this field recently and no longer see this as their field of work. They should be asked, what they are going to replace this sector with. As regards NGDO's fundraising activities in the field of GE – it can be easily argued that these can be counter-productive to the generation of non-patronising attitudes, values and a sense of common humanity that GE aims to promote – particularly with young people.

GLOBAL CITIZENSHIP EDUCATION

According to Jeroen van der Zant, Senior trainer/advisor on capacity development in global citizenship at NCDO, Global Citizenship in the Netherlands is understood as an awareness that extends beyond the borders of the local or national community. As an insight in international developments: firstly, how the world of children is interconnected and how they understand and can benefit from the world around them; secondly, empathy with and respect for people from other parts of the world; thirdly, reflection on the many connections between one's personal situation and conditions elsewhere; and, fourthly, the readiness to draw conclusions and take responsibility as an active citizen. According to him, there is no "global citizenship" as such, but there are people, who seek a form of world citizenship in their local lives.

The Netherlands has a long tradition of educational freedom for schools to set their own educational shape. Teachers should be therefore seen as change-makers. Educational innovations come mainly from enthusiastic teachers. First of all it is important to find methods that inspire the individual teacher to develop a strong commitment for Global Education. Furthermore, **three core elements are important when teachers are going to teach Global Citizenship.**

EDUCATION FOR GLOBAL CITIZENSHIP REQUIRES FIRST OF ALL A KNOWLEDGE BASE

You can call this: "A state-of-the-planet awareness". This naturally includes knowledge both of spatial differences (in nature, resources, economy or welfare) and of developments through time (for example, colonization and decolonization, the globalization process). In addition, a degree of insight is required in interdependence on a global scale, the most important global issues at this moment and possible solutions.

REFLECTION ON VALUES AND ATTITUDES

The discussion of global themes at school inevitably entails an exploration of various value perspectives and reflection on one's own values and norms of behaviour. In the British and, in a wider sense, also the European context, values and attitudes, which correspond to the European tradition of critical democratic citizenship, often come up for discussion. Typical, for example, is what Oxfam sums up as ingredients: sense of identity and self-esteem; empathy and sense of common humanity; commitment to social justice and equity; belief that people can make a difference.

SKILLS

Especially in Western Europe, ideas on education for global citizenship have followed the growing interest in skills in education. Current interest in skills appears to be mainly a strategic matter: global education goes along with what the education sector wants. It is clearly recognized internationally that education for global citizenship should be linked with education trends. Oxfam's curriculum for global citizenship deals with the required global citizenship skills at length: critical thinking, the ability to argue effectively, the ability to challenge injustice and inequalities, respect for other people and cooperation and conflict resolution. One has to join and make use of the following trends when wanting to root global citizenship education in a school and to make it sustainable in the Dutch practice.

According to the NCDO's research of 2012, "Global Citizenship in the Primary and Secondary school education in the Netherlands", in both primary and secondary education, the most common way of discussing global citizenship in the lessons is through the teaching of skills: 82% primary and 64% secondary school teachers, respectively. In primary education, the "substantive connection to the curriculum" (53%) and "performing or preparing a project or activity aimed at global citizenship" (51%) is also mentioned by more than half of the teachers. In secondary education, the substantive connection to the subject matter is mentioned by two thirds of the teachers (62%). In both primary and secondary education, relatively few teachers mention preparation for an (international) exchange. In addition, it is striking that the connection between global citizenship and general citizenship education is only made by a maximum of one fifth of the teachers.

For van der Zant the Netherlands has a lot to learn from other countries, such as the United Kingdom, to bring global education and citizenship education closer together in teaching. According to him, Global Citizenship is flourishing in the United Kingdom mainly because it links up with citizenship, which is a statutory National Curriculum subject. The government has established its aims and content. In addition, the National Curriculum indicates, which cross-curricular themes should be dealt with. One of these is global dimension and sustainable development. Building this theme into the relatively new subject of citizenship education is a natural outcome.

In the future the importance of Dutch, European and Global citizenship is believed to increase. The new curriculum implemented since 2006 in the Netherlands seems to offer further possibilities to strengthen the global dimension in the area of citizenship education. The recently published Primary Education Act and the Secondary Education Act on Inclusive education by SLO, the National Institute for curriculum development in Netherlands, were amended with an additional specification, stating that schools should offer education aimed at developing active citizenship and social integration, which, indeed, are the challenges of the 21st century. Active citizenship in this text refers to the willingness to be part of a community and to make an active contribution to it. Social integration refers to the participation of citizens (irrespective of their ethnic or cultural background) in society, which means social integration, as well as participation in society and its institutes, and, eventually, familiarity with and involvement in cultural phenomena in the Netherlands.

GE IN INITIAL TEACHER TRAINING

Global dimension is emergent in the initial teacher education in both of the higher education systems in the Netherlands: the research universities, that offer ITE training for teachers, who will work in secondary education, and the universities of professional education that offer teacher education programmes for primary school and lower secondary education systems. In research universities, the disciplinary training is completely separated from the one year of professional training. The disciplinary programmes have no educational orientation and the professional initial teacher education has no subject-matter orientation, hence the system has hardly any separate place for GE or ESD, with some exceptions.

In Education Faculties of universities of professional education the focus of the complete 4-year programme is entirely on acquiring the initial competencies needed by a new teacher in either primary or lower secondary school. It is argued that these programmes put too much emphasis on the development of generic teacher skills, to the detriment of subject-matter knowledge. However, the government's favour of freedom in terms of curriculum and flexibility for schools seems to offer markets for developing special school profiles, such as *the global school*.



BEST PRACTICES

The GENE recommendations in 2002 suggested that a more systematic support and more sustained and committed integration of global perspective throughout the curriculum should be encouraged. Since then the NCDO has become a leader in Europe in GE in much of its work: with regard to its range of public targets and ways of reaching them.

HANDBOOK FOR TEACHING GLOBAL CITIZENSHIP

Resources for global audience, professional development possibilities and learning material in the field of GE are provided in particular by the NCDO. It provides materials for schools, teachers, as well as students and pupils. Plenty of learning materials and tools that professionals can use to include global themes to their teaching and educate students to be “world citizens” can be found on its website (<http://www.ncdo.nl/>).

One excellent publication is a result of another key NCDO initiative: the development of “master classes”. These are aimed at building capacity and expertise among key people working in the GE field. Master classes are organised in 2011 and 2012. “*Teaching about global citizenship: How do you do that*” handbook contains guidelines for teachers in secondary education, especially those teaching social studies courses, to help create lesson plans related to global citizenship. It is by no means a blueprint for how to create teaching materials, but it does provide tips and suggestions specifically for teaching global citizenship issues.

The handbook is the result of the first edition of the master class workshop series “From Citizenship to Active Global Citizenship”, which NCDO organised at a variety of locations in the Netherlands in 2011 and 2012. The workshops were intended especially for primary and secondary education teachers. Many of the workshop series participants and guest speakers graciously provided interviews and contributed columns for this publication. The opinions expressed by the persons interviewed and by the other contributors, are not necessarily those of NCDO, nor do they are necessarily consistent. Each of the educators and experts cited in this book has given his or her own answer to the question: “How can you best teach lessons on global citizenship?” NCDO’s purpose in publishing this book is to provide educators with a wide variety of inspiring real-world suggestions, tips, examples and ideas. The handbook helps to answer the following questions step by step: 1. Why develop lesson materials yourself? 2. What material should you develop? 3. Which requirements should the materials meet? For more information: <https://www.dropbox.com/sh/p5m7r8j1L75fh3n/qdN6xfiPlw>.

DUTCH CANON FOR GLOBAL CITIZENSHIP

Another best practice in the field of GE is the publication: *Windows On the World* that was launched on January 2009 by NCDO and the Utrecht University’s Faculty of Geosciences. The canon is intended for use in education. The Canon provides a selective list of topics that work as guidelines for teachers, trainee teachers, instructors, authors of educational tools and others and clarify the role of global citizenship and its special place in education. It works thus as the starting point for teachers to implement global citizenship in their classrooms.

The themes used in the canon include: 1. **Diversity**: rich diversity of the world in all kind of ways (historical, cultural, physical). 2. **Identity**: social identification; what kinds of communities are there, which are the ones people feel connected to? 3. **Human Rights**: How can countries contribute to these rights, and what happens in case these rights are violated? 4. **Sustainable development**: how can we behave in a more sustainable way, and therefore operate in a better way for our world? 5. **Globalization**: what do these global aspects mean to people, and how do they influence their lives? 6. **(North-South) Division**: why is there difference in access to nutrition, shelter and healthcare in different parts of the world, and how can we decrease these differences? 7. **Peace and Conflict**: How do we organize resolving of conflicts, and what are the threats of an international army, like the UN-army? **Global participation**: How do people cope with the outcomes of global citizenship? How do we get our global information, what is the role of the contemporary media in this case, and what happens to our (global) consumption and lifestyle?

Every theme has 3 “windows”, which form examples to use in the classroom. The students, by working actively with these themes and windows, get acquainted with all aspects of global citizenship. The questions that will arise or the way in which the teacher presents the windows, highly depend on the context: the age of the students, the school type, the social context of the students, the input of the teachers and the amount of

available time. The Canon has been translated into English, so that also other countries can use these windows to work with global citizenship in the classroom.

THE GLOBAL MAGAZINE SAMSAM AND SAMSAM MULTIMEDIA PLATFORM

Excellent practices among Global Education represent also NCDO's educational multimedia platform *Samsam* for young global citizens (7-13yrs). *The Global Magazine Samsam*, on the other hand, is part of a Dutch cross-media educational package geared towards students aged from 9 to 13. The goal is to offer students "windows" on the lives of their peers in non-Western countries. The UN Millennium Goals and the rights of children act as guidelines in the theme choices and reports. Teachers can use the "samsam method" in a variety of ways. The Dutch magazine *Samsam* shares children's experiences and encourages contemplation. The journalistic educational method is not affiliated with any political party, aid organisation or religion. The free magazine is published seven times per year with a print run of 445,000 copies per issue (including 33,000 for Surinam). Each issue includes a letter (The Samsam Hour), which is sent to more than 17,000 educators. It contains elective assignments that educators can use to create their own lessons and learning goals. The website www.samsam.net attracts an average of 76,500 visitors each month, with a peak of 95,200 unique visitors in March, during the month of the "web expedition" (figures for 2009). Schools can also request a free DVD for the web expedition.

THE NETWORK UNIVERSITY

The Network University (TNU) presents an example of good practice in the field of GE. TNU is an independent Dutch foundation, originated in the University of Amsterdam. It offers educational programmes online to a global audience. TNU provides a platform for researchers, experts, students and professionals from diverse disciplines, social and geographical backgrounds to develop and participate in research, online education, debate and networking. TNU works with an extensive network of institutions in the global North and the South and functions as a "network of networks" in different knowledge areas such as conflict transformation, sustainable development, management of scarce resources, gender and youth etc.



FINAL CONCLUSIONS AND RECOMMENDATIONS

The Netherlands has made open commitment to the knowledge society and to citizenship – local, national and global. There is a clear political commitment to global education, particularly in the framework of citizenship. However, whilst good GE does occur throughout the Dutch educational system, it is hard to determine how widespread and effective it is. There is both programmatic and policy commitment to the integration of global issues into the school curriculum on all levels, but this happens through indirect route, which guards the independence and freedom of decision making of individual schools and local school realities.

It is a noted weakness in many countries that the provision of GE is heavily dependent on the energy, enthusiasm and work of committed individuals. Although state would be advocating it, and government institutions and NGOs supporting it, the quality and extent of provision of GE in the formal sector would still rely heavily on the initiative of individual teachers. This has been also a criticism in the case of the Netherlands.

The above shows that 80 per cent of primary school teachers and 74 per cent of secondary education teachers attach importance to global citizenship. In addition, some of the teachers indicate that they give structural attention to global citizenship. However, according to the research conducted by NCDO in 2012, in primary education in particular, teachers did not always appear to have sufficient information on how to teach about global citizenship. When teachers were asked to indicate how they would like to receive more information, both primary and secondary education teachers mainly indicated that they would like to receive information online, through a website or a digital newsletter (50% and 44%, respectively). In addition, written information or teaching material is often mentioned as being a preference. Secondary education teachers indicate more often than primary education teachers that they would like to attend a training day or seminar on global citizenship.

There is need for structural planning and clarity in the core goals of global education and its methods for the various education sectors. Knowledge on what approach is best for developing citizenship competencies for different age groups must be built up and made available to all the relevant parties through mapping relevant best practices and sharing them.

Moreover, there is need to reflect on the importance of citizenship education. The government and educational institutions should come up with a clear answer to that question, by emphasizing that stimulating citizenship is one of schools' core tasks. Education should also share this task with others: the students' families, the neighbourhood, clubs, the government and other social institutions. It is important that learning global citizenship extends outside of classroom and can be seen in the framework of the society as a whole.

For additional information it is recommended to check the national report for Netherlands compiled for the DEAR Study of 2010 following visits to Amsterdam and Den Hague and series of interviews with government officials, NCDO, NGDO DE network and GE practitioners, etc. (copy available through pdavis4de@aol.com)

List of literature/ sources used:

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http://www.european-agency.org/country-information/netherlands/netherlands-images/Inclusive_Education_Netherlands-webversie.pdf

http://issuu.com/is-magazine/docs/ncdo_teachers_global_citizenship/3?e=2006164/4241455

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OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **POLAND**

Author: written by Jędrzej Witkowski

INTRODUCTION

Until the last years of the 20th century Poland was a recipient of foreign assistance. The rapid and mostly successful transformation after 1989, however, changed country's position in the system of international development cooperation. Soon before the EU accession (May 1st, 2004) the official development co-operation programme was initiated by the government. Also the notion of global education was introduced to Poland at that time (thanks to co-operation between North-South Centre of Council of Europe, Polish Ministry of Foreign Affairs and Foundation Education for Democracy).

GENE Peer Review conducted in 2009 acknowledged rapid positive developments in the field of Global Education, which took place in Poland between 2004 and 2009. The review can now be considered a symbolic closure of the first period of promoting Global Education in Poland, during which quite a number of private, as well as public institutions became involved in this area of work.

In the time after 2009 the activities, which have previously been conducted ad hoc, gradually became more systemic. There was an increase in the degree of coordination between different initiatives and the main stakeholders began to work together to ensure cohesion in their efforts to mainstream Global Education.

A discussion on a common definition of Global Education to be used in Poland was the first step in this process. The definition was developed within multi-stakeholder consultations, which brought together practitioners from schools and NGOs, representatives of academia, as well as officials from the ministries involved in Global Education (consultations took place between December 2009 and May 2011 and were concluded with a Memorandum of Understanding on the Development of Global Education in Poland).

The participants agreed to use the term Global Education (although Development Education had been used previously too) and defined it in the following way:

Global education is the part of civic education and upbringing; it broadens the scope of awareness of the existence of global phenomena and interdependences. Its main objective is to prepare the learners to face the challenges faced by all humanity. (...)

Global education puts special emphasis on:

- *explaining the reasons and consequences of the described phenomena;*
- *presenting the perspective of the Global South;*
- *presenting the world as a complex and dynamically changing system;*
- *shaping critical thinking and influencing the change of attitudes;*
- *breaking existing stereotypes and prejudices;*
- *demonstrating the influence an individual can exert on global processes and the influence of global processes exert on the individual.*

Signatories of the Memorandum of Understanding on Strengthening Global Education have committed to continue the dialogue, and so the consultation process continues, with meetings being organized alternately three times a year by the Ministry of Foreign Affairs, Ministry of National Education and *Grupa Zagranica* (an umbrella organization, which brings together organizations involved in Global Education in Poland).

Global Education falls into the portfolio of two different ministries. The Ministry of Foreign Affairs is still the main champion of Global Education on the side of public administration (in terms of funding, as well as political support). There is less interest in co-operation in the Ministry of National Education, as the institution seems to be too much involved with structural reforms of the education system to have enough time to consider recommendations formulated by the GE sector.

INFO ON THE PROCESS OF RESEARCH & METHODOLOGY

The report has been compiled on the basis of a survey and a desk research. A survey was sent out to six organizations involved in Global Education activities in Poland, five out of these responded, providing information for the *Country Profile* (Polish Humanitarian Action, Foundation Education for Democracy, Institute of Global Responsibility, Amnesty International Poland, Partners Poland Foundation). The author of a study is involved with Centre for Citizenship Education, so is bringing in the perspective of the sixth entity.

Desk research embraced official documents referring to Global Education (Multi-stakeholder Agreement, National Curriculum), reports ("Global Education in Poland", GENE Peer Review, annual development cooperation reports published by the MFA) and articles explaining situation in Poland published in *International Journal of Development Education and Global Learning* and *Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik*.

GLOBAL EDUCATION IN FORMAL EDUCATION SYSTEM

Global Education has been offered almost exclusively in non-formal education until 2009. The recent curriculum reform (approved in December 2008) has opened-up a space for Global Education in schools. The reform has been implemented since 2009 and the process will continue until 2016. The Ministry of National Education, which enacted the curriculum, decides what is being taught at schools. The new curriculum is mandatory and embraces not only Learning Objectives but also a detailed description of Learning Outcomes for each subject and each stage. The teachers only have the choice to decide on which methodology he or she uses to deliver these.

Introduction of a new curriculum has been a milestone in mainstreaming global education in the formal education system. It has been possible thanks to the openness of the Ministry to invite representatives of Global Education NGOs to contribute in drafting the text of the curriculum. The reform introduced global issues as compulsory part of teaching in a variety of subjects (mainly Civics, History, Geography and Biology). ***It has therefore changed the position of Global Education – from a hobby of a limited number of teachers into a requirement for all teachers of the selected subjects.***

Among others the following issues were introduced into the curriculum: causes and consequences of climate change (Biology), causes of migrations and the problems migrants in Poland face (Civics), consequences of great discoveries and colonization from the perspective of the colonized and colonizing (History), global interdependencies in culture, politics and economy (Civics), causes and consequences of deforestation (Geography), the impact of natural environment on economics (Geography) and development cooperation and humanitarian assistance (Civics).

Getting Global Education into the most important official document, which sets out what is being taught in schools, has been acclaimed a success and it certainly has been a great achievement. However, soon it turned out that change in a document is only the begging of the process, as general reforms are not that easily translated into changes in what is really delivered in the classrooms.

Changes in the curriculum have been often missed or deliberately ignored by teachers and textbook publishers, who were not prepared to bring a global perspective to students. As a consequence the content of units referring to global issues tends to be superficial, lacks global perspective or even strengthens existing stereotypes regarding the Global South. Many experts involved in the field agree that the great potential of curriculum reform for mainstreaming Global Education has not been fully utilised.

The participants of the multi-stakeholder consultations in 2010 have named three challenges (all remain relevant until now). First of all, teachers lack competences (knowledge and skills needed) to deliver quality Global Education in their classrooms. This is because Global Education is virtually non-existent in the initial teacher education and at the same time in-service teacher training offer is limited (see section Global Education in teacher training for more information).

Secondly, quality teaching materials are needed. Access to Global Education will never be popular in Poland, unless global issues are referred to in the textbooks. This is because majority of teachers rely merely on textbooks in their daily practice and do not refer to any other teaching materials because of time constraints. Since textbook publishers have not included new themes in their publications yet, the NGOs provide a substitute in a form of supporting materials, such as lesson plans on global issues. Teachers often claim that materials prepared by NGOs would be easier to use and more relevant for the school context, if they had been subject-based (e.g. global issues in History) instead of theme-based (e.g. on food security or climate change).

Finally, promotion is a challenge, as very often NGOs reach out to those teachers, who are already interested and committed, leaving those, who still do not know about the concept, behind. Joint effort of all institutions involved in Global Education (with primary role reserved for the Ministry of National Education) is needed to raise awareness of global interdependencies among teachers and headmasters and to draw their attention to the contribution Global Education can, and should, make to quality education in general.

Numerous institutions (both private and public) are involved in mainstreaming Global Education in a formal education system, however, still more needs to be done in terms of the scale of activities, as well as coordination between them. Non-governmental organizations still remain the most active providers of teaching materials and in-service teacher training. These activities are mainly financed by the Ministry of Foreign Affairs and the European Commission (EuropeAid).

More and more regional in-service teacher training centres also offer opportunities for continuous professional development in the field of Global Education (regional centres are public institutions run by municipalities). They receive support (finances and know-how) for this kind of activities from NGOs, as well as the national Centre for Education Development.

The Ministry of National Education remains rather reactive, it responds to initiatives proposed by other actors (positively and negatively), but is not willing to take responsibility for coordination of the process or become more involved in promoting Global Education among teachers and headmasters.

Ministry of Foreign Affairs expresses interest in mainstreaming Global Education in the formal education sector but needs to do it very carefully, as the portfolio of two ministries overlap here: according to Polish law Global Education is considered a part of development co-operation and is to be coordinated by the MFA, but at the same time education (in general) and formal education system in particular is the domain of the Ministry of National Education.

GLOBAL EDUCATION IN THE SCHOOL PRACTICE

In spite of the recent curriculum reforms, the presence of Global Education in schools is still dependent on the goodwill of individual teachers. In most schools, which are active in the field Global Education, it is thanks to a single teacher who expresses interest in the topic.

Most teachers are only willing to take up parts of the Global Education, which fit their curricula. There are two reasons for this. Firstly, curriculum reform requires teachers to clearly link each and every lesson with one of the learning outcomes listed in the national curriculum. Secondly, teachers complain that curriculum is too overloaded, so it is very difficult to cover all the compulsory issues and no time is left for any additions.

In response most NGOs have aligned their teaching materials (especially lesson plans) with the learning outcomes of the curriculum. At the same time they are looking for other entry points to schools. Project-based learning is one of them. It has recently been introduced as compulsory method in lower secondary schools, so students aged 13 to 16 are obliged to prepare and implement at least one student project, for which they select the topic and formulate objectives independently or with the guidance of a teacher-mentor. Topics and objectives of student projects can extend beyond the learning outcomes outlined in the curriculum, so NGOs are now promoting Global Education themes as project topics among students and teachers.

Class mentoring is another possible entry point. In most schools one-hour a week is assigned for so called class mentoring, which should focus on developing skills and attitudes, such as empathy, solidarity, respect, etc. Nowadays the potential of the mentoring classes is not fully utilised, as quite often this time is used for catching up with the paperwork. Organizations involved in GE have, however, identified a potential to use global issues as context for developing these skills and attitudes. The first teaching resource with lesson scenarios for mentoring classes published in 2011 has been well received.



A number of schools (those with teachers interested in Global Education) participate in year-long support programmes in the field of GE offered by several non-governmental organizations. These programmes include among others:

- “MDG’15” by Foundation Partners Poland, which raises awareness of Millennium Development Goals with primary focus on MDG 7 and MDG8.
- “Makutano Junction” by Foundation Partners Poland, which uses Kenyan soap opera to bring realities of life in this country closer to students in Poland, Estonia and Bulgaria.

- “Humanitarian School” by Polish Humanitarian Action, which draws students’ attention to access to water, education and food.
- “Education for Human Dignity” by Amnesty International Poland, in which students analyse case studies from countries of Global South and Global North to explore the universal notion of human dignity.
- “One world – film clubs” by Centre for Citizenship Education, in which students set up their film clubs and screen documentaries on global issues for their peers.
- “School full of resources” by Centre for Citizenship Education, in which students explore how natural resources should be managed and used in a sustainable way.

In most of these programmes training is offered to teachers first, then theme-based materials are developed and promoted, in some cases workshops are offered to students as well. Teachers participating in the project are expected to work with their students over a period of one school year and conclude it with an action step (e.g. an event targeting the school community). Around 1000 schools participate in such programmes.

School Linking is much less popular, however, some organizations already have experiences in bringing together schools from Poland and selected countries of the Global South. Foundation Partners Poland has facilitated school linking with Georgia, Kenya, India and Senegal. Polish Humanitarian Organization developed a pilot project between one school in Poland and one in Palestine. Altogether around 50 schools in the country have developed a school link.

Other types of issue-based education, which have been introduced earlier (e.g. Human Rights Education, Ecological Education) or which have received more political support (e.g. European Education, Intercultural Education) are much better anchored in the school system than Global Education. As a consequence, when confronted with the notion of Global Education, teachers tend to confuse it with “education”, which they already know and associate similar themes or values with it, such as Human Rights Education, Ecological Education or Intercultural Education. Moreover, teachers (who lack experience or training about Global Education) very often think it is mainly about charity (this is partly because missionary child sponsorship is very popular in Poland). Unfortunately, there is still not enough coordination (or even communication) between the GE community and institutions promoting other issue-based educations.



BEST PRACTICES FROM THE POLISH EXPERIENCE

GLOBAL EDUCATION PEER-REVIEW

Grupa Zagranica, a Polish NGDO platform is an umbrella organization for NGOs involved in Global Education. Quality has been a focus of *Grupa Zagranica's* Global Education working group for some time. It has been tackled in the multi-stakeholder process in 2010 and 2011, but an attempt to develop a quality framework, which could be applied similarly by all practitioners failed. In 2012 it has been agreed to approach the same issue from a different angle. A process of peer-review has been organized to analyse existing practices and formulate quality criteria based on what has already been developed and tested in schools.

The following objectives have been agreed for this process: a) to improve the quality of existing practices through exchange between practitioners and experts; b) to improve the quality of future initiatives by identifying best practice, which could be used as examples, and to create a set of recommendations on how teaching materials, campaigns and support programmes for schools should be developed; c) to facilitate constructive content-focused co-operation between practitioners, experts and officials responsible for Global Education.

The process brought together representatives of 20 institutions involved in Global Education: employees from NGOs, teacher advisors from regional in-service training centres, academics from 4 universities and administration officials responsible for GE. Participants formed 8 small peer-review groups, which analysed teaching materials, support programmes for schools or awareness raising campaigns. Each of them included two advisors, two people presenting their materials or programmes and a moderator. Peer-review groups have provided feedback on the materials and programmes, which they have analysed, and identified good practices which later were presented at a joint seminar.

This seminar was an opportunity to showcase good practices in GE. At the same time it has been a space to develop recommendations, which could help future authors of teaching materials and coordinators of support programmes for schools. A report from the seminar (compiling all the recommendations formulated during the process, at the seminar or right after it) is now a “living document”, which serves as a guidebook for people planning to develop quality teaching materials or effective support programmes for schools.

TEXTBOOK ANALYSIS

As indicated above, textbooks are crucial for successful mainstreaming of Global Education in the formal education sector. For this reason *Grupa Zagranica's* GE working group decided to initiate co-operation with textbook publishers in 2013. In the Polish context, it is up to the teacher to decide, which textbook she or he uses. A variety of textbooks are available on the market (usually 7 or 8 for each subject each year). Textbooks are prepared by private publishing houses, but need to follow the curriculum closely. The Ministry of National Education hires academic experts to assess textbooks and later grants approval (or refuses to do that, if a textbook is incompatible with the curriculum).

Organizations from the GE working group decided to concentrate their effort around this issue in 2013 and divided their work into three strands. One is the “scientifically sound” analysis of existing textbooks (since a preliminary study shows textbooks often omit global themes mentioned in the curriculum or present them in a very simplistic way). The second strand is about consultations, which are to be offered for free to publishing houses willing to review their textbooks and include global issues in them. The third strand is an awareness-raising component, which will include a seminar targeting the experts, who assess textbooks for the Ministry of National Education, training/ or informing them the about role global issues play in the curriculum and how global themed learning outcomes can be delivered in the curriculum.

This work is currently in progress. The analysis of geography textbooks is just about to start and other activities will follow in the autumn and winter of 2013.



GOOD STUDY MATERIALS FOR SCHOOLS

WATCH AND CHANGE

Centre for Citizenship Education was running a project called “Watch and Change” between 2008 and 2010. It was based on documentary films presenting global issues to students of lower and upper secondary schools (pupils aged 13 to 19). The resource developed within the project was a set of 10 documentary films presenting issues of migration, human rights, access to education, access to water, consumption, peace and conflicts and poverty. The set of films has been accompanied by a methodological publication with lesson scenarios based on the films and background materials explaining to teachers the issues tackled in the films. The resource has been accompanied by introductory GE training for interested teachers.

At the time of the project, the implementation of Global Education was much less popular than now, but the resource proved to be an effective way to get new teachers interested in global themes. Evaluation showed that documentary films appealed to them as an attractive tool to use with students. Their interest in Global Education came much later (when they started using the resource in the classroom). It turned out to be a popular tool (over 600 schools received and used the resource), which is still being used now – three years after the project has ended.

REALITIES OF THE GLOBAL SOUTH

Polish Humanitarian Action has an extensive experience in using pictures in Global Education. It has published two sets of pictures entitled “Realities of the Global South”. These are sets of 10 pictures each, showing the lives of ordinary people from such countries as Nicaragua, Palestine, Afghanistan, Kenya, Libya, South Sudan, Nepal, Haiti and Mauritius and at the same depicting selected global issues, such as access to education, preventing natural disasters, responsible consumption, climate change, migration and refugees. Each picture has an exhaustive commentary about what is presented.

Each set is also accompanied by a booklet with methodological guidance on how to use the pictures in a classroom and includes selected exercises based on these pictures. All pictures follow the principles of CONCORD's Code of Conduct on Images and Messages. Moreover, the booklet also refers a teacher to this document. Polish Humanitarian Action's publications have been the first teaching resources of this kind in Poland and are still widely used not only by teacher, but also by other organizations active in Global Education.

GLOBAL EDUCATION IN THE TEACHER TRAINING

INITIAL TEACHER EDUCATION

Global Education is virtually non-existent in the initial teacher education as national Qualification Standards for teachers do not refer to Global Education. It is difficult to reach a solution to this for two reasons. Firstly, Qualification Standards are very general, so it is very unlikely that Global Education methodology or content is explicitly referred to and officially introduced through a formal act. Secondly, there is a variety of channels of teacher certification at the university level: different faculties can grant teacher certificates to students with the MA degree, some courses are built into undergraduate programmes, others are run independently as postgraduate studies.

Few universities have separate courses on Global Education for future teachers. Among them Pedagogical University in Cracow and Academy of Special Education in Warsaw could be examples of good practice. Most of these courses are still optional. Some NGOs (particularly the Institute of Global Responsibility from Warsaw) have tried to reach out to universities and teacher colleges to develop courses in the field of Global Education. This is however still the beginning of the process.

IN-SERVICE TEACHER EDUCATION

In-service teacher education in Poland is decentralized. Regional authorities are responsible for developing continuous professional development offer for teachers and the Ministry on National Education only provides guidance and support for the regional bodies.

The Centre for Education Development (a governmental agency under Ministry of National Education) provides an anchorage of Global Education in the in-service teacher training. Over the last 7 years it has run a training programme for teachers in co-operation with regional training centres and NGOs. CED's programme, supported financially by the Ministry of Foreign Affairs, provides training on GE to 16-32 regional trainers (based in regional in-service teacher training centres), who later run workshops for teachers locally and co-ordinate activities conducted on regional level.

Face-to-face training sessions run locally are now accompanied by the on-line training in Global Education, which has been designed for CED by experts from non-governmental organizations. The Centre also publishes teaching materials produced by NGOs and distributes them to teachers who are involved in their project. In 2012 around 400 teachers participated in the programme.

The evaluation of the programme has yet to be conducted and it will surely shed more light on the impact of the project on teachers.

Apart from this programme, in-service teacher training is mainly offered by NGOs. Non-governmental organizations have the know-how needed to offer such trainings, but often lack the capacity to run longer-term and larger scale programmes (national funding is effectively limited to 7-month projects). As a consequence, most of the trainings proposed by NGOs are one day and two day face-to-face sessions. Some NGOs (Foundation Education for Democracy, Polish Green Network and Centre for Citizenship Education) also offer on-line training for teachers but this is also limited to a maximum of 4 months.



FINAL CONCLUSIONS, RECOMMENDATIONS

The situation of Global Education in Poland has improved considerably over the last years. The first period between 2004 and 2009 was a time when more and more institutions developed interest in this field and slowly developed their capacity to offer support to schools and teachers. The reform of the school curriculum, from 2009, was a turning point. It triggered closer cooperation between the actors involved in GE and created space for larger scale programmes targeting schools.

Although Global Education is now part of the compulsory curriculum, much more still needs to be done in order to fully utilise the potential of this change. Awareness raising among teachers and Headmasters is needed in the first place; training programmes and teaching materials, adjusted to school realities need to follow.

The experience, to the present time, shows that the actors involved in Global Education in Poland have capacity to offer quality support to schools, but more needs to be done in terms of mainstreaming GE in formal education

sector. This task cannot be implemented without close collaboration of NGOs (which still have most experience and are most committed to GE), the Ministry of National Education and the Ministry of Foreign Affairs. While the attitude of the MFA is clearly positive, the MNE is less enthusiastic.

SUMMARY

The situation of Global Education in Poland has improved considerably during the last four years. Main developments since 2009 can be summarised in three points. Firstly, **Global Education was introduced into official curriculum**. An intensive dialogue between representatives of NGOs and the Ministry official has been a crucial factor, which made this change possible. Secondly, **structural dialogue between all the main stakeholders was initiated**. This space (now an official consultation process) has been created as a follow-up to a series of non-formal meetings and consultations, where representatives of different institutions involved in Global Education met voluntarily to discuss. The non-formal process only gained official recognition from the ministries when it delivered concrete and tangible results (e.g. consensus on a new definition or quality standards). Thirdly, **close cooperation between NGOs involved in the field of Global Education remains a driving force of change**. All the most important changes in the field of GE have been initiated by NGOs, when they worked closely together. *Grupa Zagranica* (as a NGDO platform) has facilitated this co-operation very well in both advocacy (e.g. around curriculum) and quality assurance (e.g. peer-review) by providing coordination to processes initiated by the member organizations.

OVERVIEW OF THE PRESENCE OF DEVELOPMENT EDUCATION/GLOBAL EDUCATION IN FORMAL EDUCATION IN **SLOVENIA**

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INTRODUCTION

In 2004, the Slovenian Parliament adopted the Resolution on International Development Cooperation of the Republic of Slovenia. Article 27 of this strategic document refers to the importance of development education and awareness raising in "Slovenia's international development cooperation system and policy". In Slovenia, GE is thus officially understood as one of the tools of international development cooperation. In 2007, the Ministry of Education issued Guidelines for Education for Sustainable Development. This was the first official document dealing with the field of GE in Slovenia. However, the proposed measures (updated school curricula, teacher's training, elaboration of materials, shaping of quality criteria and evaluation instruments, etc.) do not include clear operational goals. Other resolutions and acts in the field of development and education have been adopted by the Ministry of Foreign Affairs, but so far Slovenia does not possess any strategic document, apart from non-binding guidelines.

Key players in the field of GE in Slovenia are NGOs and the National Education Institute. Many NGOs operate under the umbrella of the Slovenian NDGO platform SLOGA, providing workshops to schools and teachers. However, these have proven to be fragmented and unsustainable. The National Institute of Education through its innovative projects has supported the development of novel practises by schools and provided a forum for the incorporation of these practises into school plans and the national curriculums.

The lack of a proper legal framework, funding and systemic support to teachers have resulted in GE still being viewed as an unnecessary part of the school system and not being properly integrated into the school dimension.

The prevalent economic crisis has demonstrated a need for change in Slovenia. GE is viewed as a potential remedy for the existing economic situation rather than a tool for profound change. The White Paper on GE in Slovenia, for instance, justifies the need for GE as a means of becoming more competitive on the global market.

METHODOLOGY

Five actors from various fields dealing with GE were interviewed. These were the following:

- Rene Suša, Head of the SLOGA Working Group for Development Education.
- Tjaša Jerak, a primary school teacher
- Tjaša Kuk, a kindergarten school teacher
- Dr. Natalija Komljanc – Senior Adviser, National Education Institute
- Katja Celin, a representative of an NGO active in development education

Other information is based on online information resources, such as publications and handbooks.

SUMMARY OF ANSWERS TO THE GIVEN QUESTIONS

In Slovenia, GE is thus officially understood as one of the tools of international development cooperation. Hence, the key state actor in GE is the Ministry of Foreign Affairs (MFA), which as per the International Development Co-operation Act of 2006, should be in charge of implementing GE activities and coordinating the different national stakeholders. The Ministry of Education (MoE) prepared Guidelines for Education for Sustainable Development in

2007. This document is recognized as the first official one dealing with the field of GE in Slovenia. The MoE provides the legal framework for GE. Neither the MFA nor the MoE seem to be making serious effort to foster GE in Slovenia. The MFA directly funded only one GE project in 2013, its value was below 20000 EUR.

GE activities in Slovenia have been promoted mainly by individual NGOs, which have been active in the GE Working Group of the Slovenian NGDO platform SLOGA working in collaboration with the National Education Institute. SLOGA plays a crucial role of networking Development NGOs. Officially SLOGA intermediates between NGOs and policy makers. Unfortunately, SLOGA is also affected by budget cuts, which have resulted in changes in personnel involved in GE.

SLOGA has organized in collaboration with the National Education Institute seminars for teachers. It also organizes meetings, at which interested NGOs share their experiences and views on GE related issues.

Notwithstanding financial limitations, NGOs have managed in the last few years to get access to schools and introduce them to GE. Through this a number of teachers have developed a personal interest in GE, which resulted in them enthusiastically incorporating global education into their activities.

However, GE is incorporated sporadically and in a fragmented manner in educational content, without a wider context. Usually the focus is on narrow questions. For instance, the entire ecological dilemma is sometimes boiled down to recycling and turning off lights.

GE is still viewed as something supplementary to other educational contents. It is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events or school projects. This approach cannot produce optimal results on terms of GE quality.

Little research has been done in the field of GE quality in Slovenia. And the research that has been done was conducted by NGOs. There seems to be little academic interest in GE practise and there's a lack of a good and deep analysis on the methodology of GE in terms of what works and what doesn't work in schools. Little attention is paid to impact evaluation of practise and impact analysis.

The knowledge about the understanding of GE topics by the target group is limited. Critical thinking and reflection on GE issues are also lacking. Personal involvement in global issues and relationships on a larger scale to global issues are usually avoided. There is a reluctance to talk about challenging and difficult issues. Schools hence work more on issues like the environment (and usually this ends up being recycling) and less on issues like agricultural subsidies, Policy Coherence for Development, EU fisheries policy, trade policies, and power relations.

There seems to be no great public demand for knowledge on the global dimension. The general population focuses more on the educational system in general and in the words of Rene Suša "seem to be dissatisfied with it as it focuses on knowledge accumulation". GE could give meaning to this knowledge.

Schools and teachers are faced with multiple challenges in trying to integrate the global dimension in daily work. The challenges include language issues, as well as lack of ICT skills. But the main challenge is lack of time on the part of teachers and resources on the part of schools. Teachers have to cover a lot of material prescribed by the curricula, which are rather detailed and precisely define, what teachers have to cover. This leaves them with limited time for other activities. In the words of Rene Suša, education is becoming more uniform, standardized, and intense, "leaving less space for actual learning on the part of pupils".

Responsibility for teacher training is in the domain of the National Education Institute, which, in the words of Natalija Komljanc, organizes a lot of course specific trainings. NGOs like *Humanitas*, UNICEF Slovenia and *Zavod Global* also organize multiple trainings and seminars for teachers. These organizations also provide materials to teachers to assist them in their work. But there is no systematic approach to materials development. The NGOs are not coordinated enough to avoid duplications of materials. Moreover, they often produce materials as a project requirement rather than necessarily based on the actual needs of teachers.

SCHOOL LINKS

No formal structures exist to support North-South school linking. Some schools benefit from the twinning programme of the Centre for Mobility and European Training and Educational Programmes. But mainly it all depends on school and teacher initiative. Usually those teachers, who have been exposed to some form of global education, choose to participate in school linking. Some NGOs have also secured funds from European institutions for school twinning projects. In terms of content, most of the projects entail humanitarian activities and evoke power relations issues



SUCCESSFUL ORGANIZATIONS INVOLVED IN GE

It is quite a challenge to define and measure success on the part of NGOs dealing with GE. However, SLOGA, the Slovenian NGO platform (info@sloga-platform.org), can be singled out for organizing seminars with teachers conducted by member NGOs. These seminars open the eyes of teachers to various approaches to GE, which as such is invaluable to them. The following NGOs have best practice experience to share in certain GE areas, but they are certainly not the only ones:

- Institute for Global Learning and Projects Development (info@zavodglobal.org) organizes seminars for teachers on Eurocentrism, as well as misrepresentations of the other in literature. They also organize virtual trips for kindergarten school children to other parts of the world, portraying them positively
- *Zavod Volontariat* (info@zavod-voluntariat.si) is running a school partnership project that involves exchanges between 4 Slovenian and 4 Ghanaian schools. The students and teachers work on common themes based on the MDGs and exchange their learning experiences
- *Društvo Fokus* (info@fokus.si) runs projects in the fields of mobility, environmental fiscal reform and consumption



BEST PRACTICES

This section describes two best practices:

Innovation Projects by the National Education Institute

Review of school literature by the African Centre

PRESENTATION OF THE INNOVATION PROJECT SYSTEM IN SLOVENIA

Innovation Projects are one of the most important measures in the system for improving school practice in Slovenia. They are conducted by schools in collaboration with the National Education Institute and the Ministry of Education and Sports. They seek to modernise the education and training system of Slovenia “bottom up” as well as “top down”.

The projects involve schools, teachers, external experts and the National Education Institute of Slovenia.

The essential purpose of Innovation Projects is:

- to modernise school practice and to enrich it by acknowledging and using both domestic and foreign pedagogical theory;
- to develop a continuous process of monitoring and reflecting on our own practice through the use of different methodologies;
- to include all lesson factors, and in particular pupils into making education and training relevant;
- to disseminate novel findings into new groups of interest;
- to specialise in working with consultants, and with particular focus on how to provide more useful and actual feedback sessions.

The National Education Institute issues an annual public call for proposals. Schools select a research topic of interest and prepare the projects on their own or in collaboration with external experts. The topics are more often than not connected to GE. Project duration is one year or more. External experts usually provide the content, while the National Education Institute provides the methodology as well as assistance in the preparation and implementation of projects. Each project novelty should address at least one of the following objectives:

- To improve expert knowledge of an individual or group;
- To inform, use and evaluate “best practice” cases in new groups of interest;
- To develop and improve cases of “best practice”;
- To discover, create a new education and training element, or to create a new integrity by combining the already existing didactic elements;
- To transform the entire education training programme model implemented in each educational institution.

REVIEW OF SCHOOL LITERATURE

A detailed analysis of images and messages on Africa that are in Slovenian primary and secondary school geography and history textbooks and workbooks was carried out. At the beginning of the project, a 7-member review team was selected. It consisted of experts in the fields of geography, history, anthropology and global education. Two Africans were among the experts, as it was considered of key importance to ensure an African perspective in the entire endeavour. The criteria and methodology of the review were put in place. An elaborate selection of 4 geography and 2 history textbooks was made and the review process begun. Each book was reviewed by four members of the review team in accordance with predefined criteria. Report meetings were then organized for each book, at which all comments were discussed and analysed in detail. An 89-page report was then compiled, providing details from individual reports, concrete proposals for changes, a list of recommended resources for additional information and a list of all resources used for the analysis. This report was presented to the book publishers, the National Education Institute, NGOs, teachers and other interested stakeholders.

The review ascertained that Africa is portrayed in a Eurocentric manner. African lakes and rivers are described as having been discovered by Europeans; parts of Africa are perceived to be "suitable" for inhabitation by white Europeans; Africa is presented in an exotic manner, the most commonly presented peoples (who are in a derogatory manner described as tribesmen) being the Masaai, Bushmen and Pygmies.

The used terminology is also very problematic. The textbooks indiscriminately use out-dated and controversial terminology and concepts, fragments of racial theories, such as, Bushmen, Hottentots and Pygmies, cultural underdevelopment and tribes.

The outcome of the review process was, among others, that one of the reviewed textbooks was reprinted with many of the proposed changes incorporated.



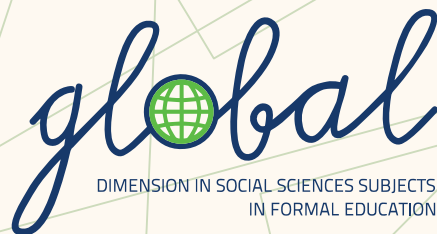
RECOMMENDATIONS

We recommend the following strategic objectives for future GE activities:

1. Provide a national framework for GE activities
 - Establish a comprehensive and binding national strategy on GE
 - Improve coherence of GE approaches and activities by bringing them in line with national strategies
2. Strengthen role of key GE stakeholders and foster co-operation
 - Improve co-operation between the Ministries of Foreign Affairs and Ministries of Education and the National Education Institute as key stakeholders at the policy level
 - Strengthen national multi-stakeholder (policy-makers and NGOs) working groups and networks on GE
3. Facilitate implementation of GE in formal education
 - Introduce courses on GE for teacher trainees
 - Consistently integrate GE into national school curricula (via Innovation Projects and through other means)
 - Provide schools and teachers systematically with teaching material and training offers to facilitate the implementation of GE in class. Ensure that the teachers are rewarded for the time spent on GE initiatives
 - Support measures to promote GE through cooperation with NGOs
4. Develop and promote GE educational resources and support services
 - Foster development of teaching material on GE for formal education settings
 - Establish training activities for policy-makers and curricula designers
 - Further promote national programmes of further education in the field of GE through the National Education Institute in co-operation with NGOs
 - Support NGO activities in the field of further education on GE
 - Establish a regular Forum for GE for training, capacity building and exchange of pedagogical materials for teachers and trainers in the field
 - Establish a monitoring and evaluation system of educational resources and support services

CONCLUSION

GE in Slovenia is a field that is gaining more interest due to efforts of individual NGOs and the National Education Board. NGOs provide some workshops to schools and teachers, but not in a systematic manner. There is no stable funding to the NGOs and no GE country strategy. Innovation Projects by the National Education Board offer schools an opportunity to engage in GE while also providing a platform to improve the school curriculum.



PROJECT "GLOBAL DIMENSION IN SOCIAL SCIENCES SUBJECTS IN FORMAL EDUCATIONS"

The project "Global Dimension in Social Sciences Subjects in Formal Educations" is implemented by the Education Development Center (Latvia) in cooperation with LEEDS DEC (United Kingdom), Mondo (Estonia) un The British Council in Latvia. The project is implemented in the framework of the European Union Cooperation office "EuropeAid" with the financial support from the European Union and Society Integration Fund (Latvia).

Overall objective. To promote education for development and to raise public awareness of development issues in Latvia, Estonia and the United Kingdom, as well as across Europe. To increase the awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world.

Specific objective. To integrate development education (DE) themes across the Social Sciences curriculum, cooperate with national educational authorities to institutionalize DE in formal education, build a network among DE experts in Latvia, Estonia and the United Kingdom and other European Union countries, develop a set of DE methodological materials and tools for measuring effectiveness.

Target group(s). Teachers, students, policymakers and education experts, local authorities

Main activities:

1. The work of the project core group (project management).
2. DE Study and integration of results in Social Sciences.
3. Development of DE Programs, Impact Assessment, Student Forums and learning materials.
4. Multiplication and experience exchange of DE programs and learning materials in partner countries and the EU.
5. Public relation and media work.

Total duration of the project is 36 months (January 2013 – December 2015)

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