

The State of Global Education in Europe 2015



A GENE Report



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in Europe

2015

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Compiled by Helmuth Hartmeyer

Proofreading: Josefina McAuley

Edited by Helmuth Hartmeyer and Liam Wegimont



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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

Fulcrum Offices, Suite 8

86 Amiens Street

Dublin 1, Ireland

www.gene.eu

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1. Introduction

This report gives an overview of the development and state of Global Education in the European countries participating in GENE - policy, support, strategy, structures and sector-wide initiatives. It is based on national reports provided by Ministries and Agencies at GENE Roundtables during 2015.

This is the first report of its kind and it is based on self-reporting by GENE members. As such, this first edition is not all encompassing, nor comparative. It does however provide a base from which to develop more comprehensive work in mapping the state of Global Education in Europe. When read in conjunction with complementary literature from other sources, it is hoped it will provide a useful contribution to a policy-informed debate on the current state and future direction of Global Education in Europe.

GENE has been facilitating networking for policy learning, and for increased and improved Global Education provision since 2001. During the last 15 years, GENE has provided a place for policy learning that, based on the Chatham House rules, allows for policymakers to share their perspectives informally. It is hoped that an atmosphere of trust and informality encourages more shared learning and perspectives, ultimately enhancing quality and increasing provision of Global Education throughout Europe. The national reports provided by Ministries and Agencies provide a rich source of policy learning, of comparative analysis, and of inspiration regarding sharing good practice across borders. GENE values the informality as well as the confidentiality of these reports.

GENE plans to build on this report with further annual reports in the coming years (2016-2020), and to appraise their usefulness and methodology along the way.

Disclaimer

The following State of Global Education report, while drawing on and dependent on the content of national reports from GENE members, does not reflect the particular positions of particular Ministries or Agencies, nor should it be read to reflect an official GENE position. The editors are grateful to the providers of the information (ministries and agencies and other bodies with responsibility for Global Education in their respective countries), yet all mistakes, incorrect data, misinterpretations are the responsibility of the editors.

2. Overview

The State of Global Education in Europe 2015 report begins with a section of national highlights, selected from National Reports provided by representatives from Ministries and Agencies participating in GENE. This selection varies widely in scope and focus, highlighting issues such as budget increases and cuts, support structure changes, thematic and sectoral challenges, strategic initiatives, opportunities arising through curriculum reform, effectiveness, as well as debates surrounding terminology. It is hoped that they will give the reader a taste of the variety and breadth of the policy debate, practical issues and projects happening across Europe.

The following section contains a brief analysis of cross-cutting Global Education themes that have arisen for policymakers at national level. This analysis is informed by the discussions held during GENE Roundtables, the network's primary meeting space, during 2015. The section also places the themes that emerged during 2015 in a historical context, comparing them to the issues and priorities that were originally identified when GENE started in 2001.

The core of the content is provided in Section 5, with brief summary overviews of the situation at national level, and the most important developments in Global Education, as identified by national policymakers in the 23 countries involved.

Finally, as 2015 was designated the European Year for Development, and many GENE Ministries and Agencies were deeply involved in Global Education and awareness raising efforts under the auspices of the Year, GENE used the opportunity to gather reporting on initiatives. An outline of the some of these initiatives is included in Section 6.

3. Selection of national highlights 2015

The following pages contain a selection of highlights taken from the Global Education Country Updates of GENE participants provided for GENE Roundtable 32, Vienna, March 2015 and GENE Roundtable 33, Brussels, November 2015. They are outlined in the two phases in which they were reported – spring and autumn.

Selection of Highlights March 2015

Austria: *“... the budget for the funding of Development Communication and Education remains constant at 4.2 million Euro in 2015. The decision to dissolve the Department for Funding of Civil Society was reconfirmed. The Unit Development Communication and Education will be integrated into a line unit Public Awareness Raising from 1 April 2015.*

..Due to the geopolitical situation the Ministry of Education and Women’s Affairs has launched further initiatives in order to properly react to the new challenges to education in the light of different forms of extremism. In this context Global Learning offers various contributions to open-mindedness, tolerance and mutual understanding...”

Belgium: *“... in 2017, the budget cuts will amount to around 20% on average, including DEAR....*

There is a commitment to monitor the impact of DEAR activities on the Belgian public on a regular basis (every two or three years) so that each key-player can steer interventions on an objective basis. The reflection process will be launched soon.

Early in 2015, Belgian cooperation was peer reviewed by DAC-OECD, Finland, Italy and Mexico as observer. There was very little space ...in the memorandum and in the interviews for DEAR.... We have no final report yet but the initial informal conclusions for DEAR were very positive.”

Cyprus: *“... It is the first time that under a EuropeAid Programme two governmental organisations formulate a partnership with an NGO platform. The Ministry of Foreign Affairs as National Coordinator, the Cyprus Islandwide NGO Development Platform CYINDEP as National Beneficiary and the Ministry of Education and Culture as Affiliate Partner are working together to realise the main five activities proposed under the “European Year of Development 2015” national work programme.”*

Czech Republic: *“... within the European Year for Development 2015.... a variety of educational and awareness-raising activities, as well as a political dialogue for the public and key stakeholders from*

the non-governmental, private and state sectors, are going to take place. Within these activities, the Ministry of Education, Youth and Sports and the National Institute for Further Education, with the financial support of the Ministry of Foreign Affairs and the Czech Development Agency, are preparing a seminar for teachers focused on GE teaching methods and approaches. The seminar is going to be realised in cooperation with People in Need (NGO) and it should be realised in autumn 2015.”

Denmark: *“... In 2014 the Ministry of Foreign Affairs/Danida began a close cooperation with the Danish Ministry of Education in order to promote Global Education in the Danish primary schools. It is a five year project from 2014 – 2018..... In 2015 this cooperation with the MoE will be extended to upper secondary education as well.*

Denmark has received 130.000 Euro for EYD2015. The support is administered by the association of CSOs in Denmark, Globalt Fokus (Global Focus of Denmark).”

Finland: *“... There have been active efforts to encourage NGOs to strengthen their cooperation, implement joint projects and to enhance the long-term effectiveness of their Global Education work. There is particular momentum for the Global Education efforts of the NGOs now that the implementation of the national core curricula is underway. The partner organisations of the MFA which receive programme-based multi-annual funding are in a key position to undertake long-term Global Education work.*

...A profound curriculum reform of the entire sector of general education is in the making in Finland. The new national core curricula for preschools, basic schools and additional classes for basic education was approved on the 22nd of December, 2014.”

France: *“... Moreover, the January 2015 terrorist attacks and the mobilization of the French population which they brought about have strengthened the determination of public authorities to place the questions about citizenship and youth, and about the link between citizenship “here and there,” at the heart of the government’s priorities and action.*

In January 2015, the Educasol platform, which gathers global development NGO actors in France, held its annual meeting, notably to assess the current situation on reflection begun in the framework of the set of Global Education actors in France carried out in 2013 at the initiative of the AFD. Representatives of MAEDI, the Ministry of Agriculture, the Ministry of Youth and Sport and the AFD were present. At this meeting, Educasol officially announced the adoption of new terminology: the NGOs working at Educasol will now speak of “Education for Citizenship and International Solidarity.”

Ireland: *“Multi-annual funding has been made available in a number of strategic priority areas. To date there are five strategic multi-annual funding partnerships which include initial teacher education, schools-based work and award schemes, a capacity building programme for professional development educators, an online portal of development/ Development Education resources and an extra-curricular non-formal Development Education programme targeting 3rd level students.*

GENE will carry out a peer review of Development Education in Ireland in 2015, the findings of which will inform the new Irish Aid Development Education Strategy. The GENE Peer Review will take place in Dublin from 27th – 30th April 2015. “

Latvia: *“... As the Presidency of the Council of the European Union Latvia had the honour to host the Official Launch of European Year for Development 2015 in Riga on January 9. The opening was attended by the Commissioner for International Cooperation and Development Neven Mimica, Latvian Minister for Foreign Affairs Edgars Rinkēvičs, the former president of Latvia Vaira Vīķe-Freiberga, and other high representatives from EU institutions, partner countries, international organisations, civil society and academia.”*

One of the most recent achievements in field of development education (DE) in Latvia is the publication of the “Development Education Programmes and Study Materials Guide”. It was published by the non-governmental organisation “Education Development Centre”.

Lithuania: *“Officially EYD2015 in Lithuania were opened on 9 December 2014 at the conference organized by the Ministry of Foreign Affairs of the Republic of Lithuania. Opening speech was delivered by the European Commissioner for Health and Food Safety Mr. Vytenis Andriukaitis...*

Ministry of Education and Science of the Republic of Lithuania coordinated two programmes related to Global Education: Global Education Week (GEW) and Global Action Week (GAW). These actions were organized and implemented at national level by Lithuanian Children and Youth Centre, which invites various education institutions from all over the country to make initiatives in their regions. “

Luxembourg: *“... MFEA funding for NGO development education activities totalled 1,860.624,80 Euro in 2013. No additional MFEA funding will be provided for NGOs for the Presidency or for the EYD. NGOs have included EYD activities in their requests for MFEA DEAR funding in 2015. They have been working together to organise joint activities and increase impact. “*

Netherlands: *“Samsam and Kaleidos Research intend to organize an (International) conference on Global Education in the Netherlands in the autumn of 2015. The main aim is to facilitate the exchange of knowledge and skills around Global Education in the Netherlands and in Europe between*

educational professionals, policy makers, experts and researchers. The congress will raise awareness for Global Education in the Netherlands and in Europe, and offer insights in good practices and lessons learned within the context of different schools, learning communities, institutes and countries.”

Norway: *“... The government proposed an increase in the development budget (ODA budget) for 2015 that would imply a reduction as percent of projected GNI (down to 0.98%), as well as a substantial reduction of the budget for GE/DEAR, from 91 million NOK in 2014 to 60 million NOK (appr. 7 million Euro). However, both proposals were rejected by KrF and V and did not get the support of a majority in parliament. After lengthy deliberations between the two government parties and their partners it was agreed that ODA will be maintained at 1% of projected GNI and funding for GE/DEAR at 91 million NOK in 2015.”*

Poland: *“...A new Multiannual Cooperation Programme (MDCP) for 2016-2020 was approved by the Council of Ministers on 6th October 2015. It encompasses the principles, aims and priorities for the years 2016-2020. Thematic priorities of Polish development cooperation focuses on supporting good governance, democracy and human rights, human capital, entrepreneurship and private sector, sustainable agriculture and rural development and environment protection. Selected priorities are implemented in line with the Sustainable Development Goals adopted in 2015 at the UN Conference on Sustainable Development by United Nations General Assembly. As regards geographic priorities in the years 2016-2020 Polish aid will be implemented principally in the Eastern Partnership (Belarus, Ukraine, Georgia and Moldova) and selected countries of Africa, Asia and the Middle East (Ethiopia, Kenya, Tanzania, Senegal, Myanmar and Palestine).”*

Portugal: *“... The DE Forum and the launch of GENE Peer Review Report occurred the past 28 October 2014, in the National Parliament.*

We are currently planning the annual DE days 2015 under the theme “Evaluation in the context of Development Education”, which will be held on the 28th of April.

The next step will be planning the DE National Strategy final evaluation, which is to take place during the second semester; the Terms of Reference are currently in preparation.”

Romania: *“... The Romanian ODA’s projects which propose activities of communication, information, public awareness and development education are supported through the MFA’s budget. The projects are selected during a general public call, annually. Besides, 10% of the MFA’s budget for ODA is directly allocated for activities of communication, public awareness and development education. “*

Slovakia: “... The current call for project proposals in the field of development education was announced at the end of February 2015 by SAIDC with the deadline on 17 April 2015. The maximum duration of an individual project is 25 months with the budget not exceeding 35.000 Euro per project. The total financial allocation for development education projects in 2015 was increased to 130.000 Euro (compared to 100.000 Euro in 2014).

Slovenia: “EYD2015 and Global Education will be presented at annual teachers’ conferences, various workshops and other regular professional development and trainings for educators. Global Education will be also presented at some traditional and well established education-related events such as the “Cultural Bazaar”, “Week of life-long learning”, and annual conferences of educators, annual events of the Centre for Mobility and European Educational and Training Programmes (CMEPIUS) etc.”

Spain: “We have reached a national consensus on what ED is. All the national actors (Ministries, NGO and private sector) endorsed 2 main policy documents: the National Strategy for DE and the Master Plan 2013-2016.

DE along with most other budget areas had a significant budget allocation increase from 2007 to 2011. From 2012, a budget reduction in development cooperation spending affected the specific DE budget negatively. However, pluri-annual commitments have been respected.... AECID Budget for 2014 was 253 million Euro. “

Sweden: “... on 7-8 May The Global School and Sida will conduct its annual national GE conference for the seventh year in a row. The conference is for people from the field of education and contains lectures, seminars, workshops and other participatory activities. The conference themes are: Educating for sustainable development among conflicts and crises. This year we thus have focused on new global sustainability goals and how Sweden contributes to the resolution of crisis and conflicts. This conference is also an activity linked to the European Year for Development 2015, as well as several of The Global School’s seminars and activities. SIDA is the focal point in Sweden for EYD 2015.”

United Kingdom: “... There is a general election in the UK in May 2015. The two main political parties remain committed to a significant aid programme and to development education.

Global Learning School (GLP): The aim of the programme is that development education becomes embedded at whole school, curriculum and classroom level within 50% of schools at Key Stages 2 and

3. The GLP will help pupils develop the skills needed to work in a global economy through learning about key themes of development education...”

Selection of Highlights November 2015

Austria: “... There will be no further cuts to the Austrian Development Cooperation budget for the year 2016... The budget for the funding of Development Communication and Education will stay at 4.2 million Euro in 2016.”

“The first ever university course in Austrian “Global Citizenship Education”, a cooperation between KommEnt, the University of Klagenfurt and others, has completed its master’s phase. 20 students have already finished their master theses.”

Belgium: “... [Ongoing co-financing mechanism]... reforms will have serious repercussions for the way in which CSOs are financed... Some of the new elements with an impact on development education include: ... - greater dialogue and co-operation between CSOs and between CSOs and other stakeholders in development education; the obligation to develop joint strategies... requiring common context analysis ...[and]...strategic common frameworks; a requirement that at least 75% of each NGO programme is coherent with those strategic common frameworks. The common context analysis for development education has involved 81 organisations. The next step is to write a strategic common framework for development education.”

Czech Republic: “... in total there is a budget of 555.000 Euro for DEAR activities in 2016 – compared to the 2015 budget there is a slight decrease (due to the grant from the EC in 2015 for EYD 2015) ... there is a concern that a new set of rules issued by the EC for DEAR grants (under so-called DCI CSO-LA scheme) might cause quite a significant decrease in “success rate” of EU-13 countries (including the Czech Republic).”

... Within these activities, the Ministry of Foreign Affairs in cooperation with the Ministry of Education, Youth and Sports, the National Institute for Education, the National Institute for Further Education and the Czech Development Agency are preparing a national GE conference focusing on raising awareness about GE among regional authorities, school directors and teachers. The conference is going to be realised in the autumn 2015.

Denmark: “... Danida information activities have a separate budget line in the National Budget. Currently in 2015 the information budget is 50 million Danish Kroner (equivalent to 6.5 million Euro). It finances a large number and variety of educational materials for all levels in the Danish schooling system. This budget is being reduced in the budget proposal for 2016 to approx. 20 million Danish kroner (equivalent to 2.6 million Euro).”

Finland: “... Finland’s new national core curriculum for basic education gives a more central role to global responsibility, sustainable development and Global Education. In 2016-2017 the Unit for Development Communications will finance a project that offers in-service training and concrete Global Education tools for teachers and other actors in the education sector.”

Ireland: “... During the GENE Peer Review process, Irish Aid hosted a Development Education Consultation Day ... regarding priority areas and opportunities for the new Development Education Strategy ... Irish Aid provides multi-annual funding for strategic partnerships in Development Education to support a number of strategic priority areas. To date there are five strategic multi-annual funding partnerships which include primary initial teacher education, post-primary schools work and award schemes, a capacity building programme for professional development educators, an online portal of Development Education resources (www.developmenteducation.ie) and an extra-curricular non-formal Development Education programme targeting 3rd level students.”

Lithuania: “... On February 2015, the national working group, led by the Ministry of Education and Science, began to draft the concept of Global Education for Lithuania... The document aims to define Global Education goals and tasks, target groups, the role of implementers, education quality and financial matters... The draft concept of Global Education was presented during the international conference “Global Education Scenario: from concept to action” that was held in April 2015 in Vilnius... After the conference, the consultations on concept continued with the civil society organisations and other relevant stakeholders. The consultation process is expected to be concluded by the end of 2015.”

Netherlands: “... In 2014, following a national brainstorm initiated by state secretary Mr. Sander Dekker, a platform of educational experts was established ... This platform started a national dialogue about the future curriculum in Dutch education. The final aim of this platform is to present advice about the future curriculum based on scientific research, international comparisons and a broad consultation and dialogue within society.”

Portugal: “... The 2015 Camões budget contains around 16.3 million Euro for Development Cooperation, (down from 16.6 million Euro in 2014), approximately 600.000 Euro of which is devoted to DE (up from approximately 500.000 Euro in 2014).”

“The Strategy Reference Group is working on the preparation of the final evaluation of the DE National Strategy, which will take place in the first semester of 2016. Because of this, the timeframe of the National Strategy was extended to December 2016.”

Slovakia: *“... The total financial allocation for development education projects in 2015 was increased to 130.000 Euro (100.000 Euro in 2014). 7 projects have been approved with their main focus on integration of GE objectives, principles and topics in educational programmes of universities.”*

Slovenia: *“... The Resolution on International Development Cooperation recognises Development and Global Education as an important component of development policy. Overall, the Ministry of Foreign Affairs (MFA) supports activities that promote understanding and awareness about development challenges and policies, as well as projects that foster critical thinking, reflection on global solidarity and global citizenship.”*

Spain: *“... We have reached a national consensus on what Development Education (DE) is. All national agents (ministries, NGOs and private sector) endorsed 2 main policy documents: National Strategy for DE and our IV Master Plan. We are currently assessing the National Strategy paper for DE with the participation of an international committee.”*

Sweden: *“... Due to the xenophobic tendencies that we see in society, there is a political will and a need within the school to work with the human rights and migration. These issues from a teacher’s perspective merge perfectly with Global Education.”*

United Kingdom: *“... The next phase of the [Connecting Classrooms] programme... will focus on improving the teaching of six core skills which are universally recognised as being critical to education systems around the world. This will provide opportunity for the British Council locally to identify with policy makers the most relevant core skills to their priorities. This programme will aim to see 45.000 teachers around the world with improved understanding of how to support the development of a chosen key skills area identified as being of particular need in their school.”*

4. Analysis of cross-cutting issues

This section outlines cross-cutting themes that have arisen for European policymakers in the field of Global Education at the national level. Starting with a brief historical context, the chapter outlines issues as they were identified in 2001. It then goes on to outline issues identified by policymakers in 2015. Drawing on the fields of policy studies, the chapter concludes with some brief hints towards a conceptual frame, and some issues which may inform the network as it develops the frame for policy analysis regarding cross-cutting issues that emerge in subsequent Roundtables, and for the next State of Global Education Report, in 2016.

Historical context

When GENE began in 2001, bringing together 6 Ministries and Agencies, a focus on national reports, international context, and cross-cutting themes was already in evidence. At GENE Roundtable 1, which took place in Strasbourg in 2001, emerging issues from the national level were identified and categorised as follows to enable national realities to inform the international debate and as well as shared learning at the European level:

1. National issues
 - Political issues
 - Strategic issues
 - Policy-making issues
 - Funding issues
 - General issues

2. European issues

The priority was and remains the identification of cross-cutting issues in a direction that moves from the national to the European. GENE rejected from the start the notion that an international network could engage in analysis from the centre that was then divulged or promulgated to the national level. Instead, analysis was built from the national to the international level. Based on the categorisation above, a number of issues were identified at the national level.

Political issues

- Developing political strategies that work.
- Navigating the relationships between government, NGO's, civil society structures and the GENE participant bodies.

- Working with parliamentarians to build consensus.

Strategic Issues

- From the perspective of Ministries of Foreign Affairs or their Agencies (all those involved in GENE in 2001 were such): relationships with Ministries of Education – strategies for creating space for curriculum development.
- Formal and Non-formal sectors curriculum strategies.
- Non-education sector integration strategies: Business, Trade Unions, Cultural Institutions, Scientific Community, etc.

Policy-making issues

- How to find a happy medium between the rules required by transparency and accountability, and the flexibility required to grow support.
- Developing policy at national level – models and methods.
- Definitions: global education, development education, etc.
- Too much policy?

Funding issues

- Adequate levels of funding to development education – how?
- The role of national agencies in sectoral, regional and local funding.
- How much funding should be devoted to capacity building and the strengthening of structures?
- How can funding be used to control quality and to strengthen co-ordination?
- How to strengthen civil society through funding?
- Funding of firms, including non-profit firms

Other General Issues

- How to foster, develop and grow new target groups?
- How to develop initiatives in the field of culture?
- National organisations as EU funding conduits – pros and cons.

European issues

- EU development education policy – coherence between EC and national levels, and coordinating the influence of GENE participants in this regard.
- Relating to European and Global structures – a role for GENE?

- Reversing the downward trend in ODA funding – implications for national development education budgets.

Cross-cutting issues in 2015

A reading of the reports provided by national policymakers to GENE in 2015 suggests that the following issues were foremost among those considered crucial to those with responsibility for policymaking, support, coordination and funding at national level in the field:

- The overarching political context – a changing Europe in a changing world – all provided the immediate political context for Global Education efforts with questions of solidarity, global concern, public support for common cause, the response to terrorism globally and in Europe, and the European response to the arrival of refugees crossing the Mediterranean.
- More specific international political processes were also identified as an important context to the work of Global Education, including the finalisation of international agreements such as the Sustainable Development Goals – particularly SDG 4 – in September and the Paris Agreement on climate change – COP21 – in December, as well as the first European Year for Development.
- A growing focus on the need for conceptual clarity in the field was in evidence, as initiatives emerged in some countries to develop a national concept agreed among stakeholders and used to integrate global education into systems and structures.
- Some fine examples are emerging of the development of national legislative frameworks, national strategies and strategic initiatives; national policy frameworks for global education in a growing number of European countries.
- There are also a number of countries in which national structures of support are changing, either in terms of their relationship with, or within, Ministries of Foreign Affairs or Development Agencies; or between Ministries and Agencies.
- There are prominent examples of how GE is being strongly integrated into core curricula, and of initiatives to ensure greater integration and embedding across sectors, in formal education, in school books, within ITE and teacher CPD, etc.
- National strategies – their development, implementation, monitoring, evaluation and renewal – feature prominently as issues of immediate concern to the growth and improvement of GE in several countries.
- Changes to the way in which MFAs and MoEs support, financially and otherwise, the involvement of CSOs and other actors in the field is also to the fore in a number of countries.

- Peer Review, and the use of GENE Peer Reviews to strengthen policy, provision or national strategic development of the field, is highlighted.
- The relationship between national strategies, national funding, call for proposals, particular strategic partnerships and the use of funding and calls for proposals for leverage of strategic goals – balanced with the freedom of initiative of CSOs and other stakeholders as well as the need for and sources of innovation, etc. are clearly of concern to policymakers during 2015.
- Funding is a concern for all. The picture emerging is complex:
 - small but consistent increases in funding for DEAR in some countries;
 - the challenge to maintain funding levels for DEAR in the face of cuts in ODA and other budgets in some countries; and
 - deep and significant cuts in funding in a small number of countries, are also in evidence.

Analysis of Cross-Cutting Issues

Since Roundtable 1, over the past 15 years there is clear evidence of a vast change in vision and approach across Europe, as Global Education and DEAR have moved from being a minor area of interest to policymakers, to becoming a significant area of policy and cooperation as policymakers have developed a more universalist, right-based approach to GE. There are significant changes in policy development, inter-ministerial cooperation, evaluation, standard-setting, integration into education systems, reach and spread. There has also been a significant change in the nature and level of international policy learning.

Some perennial issues still recur: the nature and extent of political support; challenges around funding levels and funding mechanisms; structural change; and conceptual challenges. At the same time, it is instructive that some of the issues that GENE is dealing with, and is planning to tackle over the next three years, were identified 15 year ago (for example coherence between national and EC levels, innovation, relating to global structures, using funding to leverage increase and improvement, etc.).

15 Years of Policy Learning – an analytical framework

Since GENE was founded, in 2001, there has been a burgeoning of work in the field of policy studies, including a focus on policy learning, and policy networks. While it would be foolhardy to attempt to summarise the richness of the literature here; we are so bold as to draw some insights from the literature that might prove useful to GENE’s work of policy learning, and to the way in which policy,

strategy and processes at national level are shared, issues are analysed, and trans-border crossing of policy insight is developed in the field of Global Education.

A plethora of theories of policy change have emerged in the past 15 years, or have coalesced from earlier work. As Lucie Cerna of the OECD puts it “lessons from the policy change literature suggest that theories have become more sophisticated over the years...”¹; Cerna outlines 10 different schools of thought in the field², and concludes that theories of policy change are better at analysing past change than describing current or future change. She suggests that we must look at policy change in conjunction with models of policy implementation – top-down, bottom-up and combined approaches. We will return to this latter point momentarily.

Peter Nedergaard – whose work on policy learning among Nordic policymakers informed GENE’s inception – also looks specifically and in detail at the workings of committees of policymakers in the process of policy learning. Drawing on a complex understanding of learning, and on the experience of an EU policymakers grouping³, he suggests and tests 5 hypotheses regarding policy learning in policymaker committees such as GENE:

1. Learning is more likely when a committee meets regularly...
2. Learning is more likely when a committee is insulated from direct political pressure
3. Learning is more likely when a committee is confronted with indisputable evidence of policy failure [or policy success]...
4. Learning is more likely ...where individuals are willing to reach a common position...
5. Learning is more likely when a Committee includes an authoritative member [deemed to be relatively neutral] with analytical capabilities or experience...⁴

Nedergaard concludes that “existing analysis...underestimates the degree of learning that takes place. ...this does not mean that the potential for learning cannot be increased, and attempts to do so ought to be made”⁵. Again we will return to this point below.

¹ Cerna, L. The Nature of Policy Change and Implementation: A Review of Different Theoretical Approaches. Paris, OECD/CERI 2013. P.16

² Cerna deals with the following ten models or theoretical frames: path dependence, advocacy coalition frameworks, policy learning, policy diffusion, policy equilibrium, institutional change, multi-level governance, policy networks, disruptive innovation, politics of change and reform.

³ Nedergaard, P. Policy Learning in the European Union: the case of the European Employment Strategy. Policy Studies, vol. 27, no.4, 2006.

⁴ Ibid, p317-318; square brackets added interpretation drawn from text of article.

⁵ Ibid, p.320

Professor David Raffe, in a critique of the 2010 McKinsey report on “improving Education systems”, which he describes as a “policy borrowing” approach, argues, instead, for a policy-learning approach. He outlines the difference; the table below is an interpretation of his approach⁶:

Policy Borrowing	Policy Learning
Searching international experience League table approach Focus on unique, transferable ‘best practice’ Tends towards a single ‘model’ of best practice Tends towards trajectory Tends to be top down, or Assumes diffusion from the centre to the periphery	“Uses international experience to enrich policy analysis, not to short-cut it”. “Looks for good practice, not ‘best practice’”. Does not focus only on successful systems or practices. Uses international experience to understand one’s own national system. Learns from history – including national history, global history, and the history of policy in the field.

Drawing on these and other insights from the field of policy studies we might suggest, somewhat self-critically that:

GENE has, over 15 years, developed a common space for shared policy sharing, supported the forging of common visions in differing and incomparable national contexts, and developed a common language that provides a framework for national policymaking and strategy development.

There are, however, a number of questions to be asked of the process of sharing national reports and cross-cutting issues:

GENE has been involved in policy dissemination, policy-information, and the development of some common terms – but is this policy learning? Leading learning requires some responsibility for the outcome or fruitfulness of the learning. GENE has disseminated and diffused, is it now time to track the learning? To follow implementation?

Nedergaard’s work in regard to what works in policy learning committees has influenced GENE’s work, and particularly the sharing of national reports at Roundtables, since the start. There is

⁶ Table based on Raffe, David Policy Borrowing or Policy learning? How (not) to Improve Education Systems. Centre for Educational Sociology, Edinburgh University: CES Briefing Paper no. 57, October 2011. Last accessed 1st June 2016 <http://www.ces.ed.ac.uk/PDF%20Files/Brief057.pdf> Interpretations the editors own.

regularity, there is a space free of direct political intervention; GENE provides a relatively neutral (though far from value-free) facilitation, and GENE participants have been open to developing common positions. But GENE, and the GE movement in Europe as a whole, (largely because of funding reliance), has been more focused on highlighting success, than on indisputable evidence, and there is little focus on evidence of policy failure. If policy learning is most fruitful where there is clear evidence of failure, should the bravest of Global Education policymakers and practitioners be looking to explore the data around policy failure, and to learn from it?

Professor Raffe's critique of "policy borrowing", does not, we would suggest, apply to GENE Roundtables and the national reports shared therein, both of which work from the bottom up to identify priorities and enhance the national and international debates. The GENE Peer Reviews also provide a deeper national context analysis that is one of the hallmarks of policy learning in Raffe's analysis. Nevertheless, the cross-cutting themes identified in this report require a move beyond identification to more detailed comparative analysis. Raffe hints at the need also to move beyond a focus on the successful – to analyse and learn from the unsuccessful. This could be a feature of future analysis. Raffe's proposal to focus also on the historical is one that requires attention⁷.

Finally, returning to the field of policy studies and in particular, to policy change in education, Andy Hargreaves and Dennis Shirley propose a "fourth way". They outline a series of models that have failed in terms of educational policy change: a first way of innovation and inconsistency, a second way of markets and standardisation, and a third of performance and partnerships. They suggest, instead, in a phrase, that the complexity of the policy change and learning process requires "a democratic and professional path to improvement that builds from the bottom, steers from the top, and provides support and pressure from the sides"⁸. This spatial metaphor for the complexity of the policy learning process – not top-down, not bottom-up, nor simply combined, but recognising a "force-field" which can be led by bottom-up approaches (such as the right to independent initiative of CSOs and LRAs employed in many funding strategies), steered by enlightened top-down approaches (such as the strategic use of funding to increase and improve provision across sectors and among citizens) and supported or challenged or changed through pressure from a variety of stakeholders – is apt for the field of Global Education.

⁷ GENE has begun a process of conversation with some of those who have spearheaded the field in a variety of countries, with a view to developing a series on national histories of GE in European countries.

⁸ Hargreaves, A. and Shirley, D. *The Fourth Way: The Inspiring Future of Educational Change*. London: Sage. 2009. P. 107

5. National Overviews 2015

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Political context

There were no relevant new developments.

Budget

In late December 2014 the Minister for Europe, Integration and Foreign Affairs could prevent a budget cut which had been foreseen in the field of bilateral Development Cooperation. It meant that ADA (Austrian Development Agency) could keep the budget level of 2014 for 2105. It also meant that the budget for the funding of Development Communication and Education remained at 4.2 million Euro in 2015. There would be no further cuts to the Austrian Development Cooperation budget for 2016.

Austrian Development Agency (ADA)

The decision to dissolve the ADA Department Funding Civil Society was reconfirmed. The Unit Development Communication and Education was integrated into an Executive Unit Public Relations & Development Communication and Education in Austria as of 1 April 2015.

As for the management response to the evaluation of the ADA policy in the field of Development Communication and Education (2006-2014), carried out in 2014, there were differing views if and how detailed recommendations should be followed, which were regarded as only partly helpful. Lessons learned from this evaluation were presented at Roundtable 31 and will be integrated into the GENE Policy Brief on evaluation.

Within the funding programme Development Communication and Education in Austria ADA supported 89 projects of CSOs and Austrian Federal States with the amount of approx. 4.08 million Euro in 2015. For the most part the co-funded projects were themed European Year for Development 2015 and hence formed an integral part of the EYD2015 national work programme in Austria. Across Austria, more than 100 partners and stakeholders participated and organised approx. 500 activities and events (discussions, workshops, concerts, films, festivals, courses, competitions, campaigns, etc.) all over the country.

In 2016 funding in Development Communication and Education in Austria will focus on projects dealing with “youth and volunteering” in order to promote youth engagement. ADA aims at increasing the possibilities of volunteering in developing countries for young people.

Federal Ministry of Education and Women’s Affairs

The Ministry of Education and Women’s Affairs followed its development initiative for schools providing general education. Each school had to create a development plan along partly optional subject areas. The coordinators of the initiative identified Global Learning among the recommendable topics.

Due to the geopolitical situation the Ministry of Education and Women’s Affairs launched further initiatives in order to properly react to the new challenges to education in the light of different forms of extremism. In this context Global Learning was seen to offer various contributions to open-mindedness, tolerance and mutual understanding.

The MoE participated in the process of the implementation of the Sustainable Development Goals, esp. SDG 4 concerning education with a focus on Global Citizenship. Austria is active in the promotion of Global Citizenship Education within the UNESCO context. An Austrian initiative resulted in a decision of the UNESCO Executive Council on “UNESCO’s role and responsibilities in implementing Global Citizenship Education and promoting peace and human rights education for sustainable development” adopted in spring.

The UNESCO School Network had a thematic focus on Global Citizenship Education.

The Global Education Week took place in mid-November for the 17th time in Austria.

Strategy work

On 4 March the Strategy Group Global Learning completed an evaluation process, which formed the basis of a rebuild of the group (aims, structure). 4 highly experienced CSOs would form a cluster and look after the implementation of the programme of the group.

KommEnt (Society for Communication and Development)

The first ever university course in Austria on “Global Citizenship Education”, a cooperation between KommEnt, the University of Klagenfurt and others, completed its first phase (certificate) and embarked on the master’s phase. In summer 23 students finished the course with a master’s thesis

on different aspects of Global Citizenship Education in Austria. Later in autumn the second university course started with about 40 students. In cooperation with the Austrian Commission for UNESCO the team in charge of the university course published a brochure on Global Citizenship Education. There is also an English edition available.

While some evaluation and consulting projects were completed, KommEnt continued to be involved in the external evaluation of several EU co-financed DEAR projects, such as “Global Fairness” (Berlin) or “Experiencing the World” on global issues in the classroom (Vienna). The last months were dominated by a baseline study on existing youth exchange structures between Germany and African countries, which would serve as a basis for the upcoming German-African Youth Initiative of the German Ministry for International Development and Cooperation (BMZ).

In cooperation with ADA, the Ministry of Education and Women’s Affairs and the Austrian Strategy Group on Global Learning KommEnt organised the 4th national Conference on Global Learning to discuss democracy as a global phenomenon in times of rapid change and the potential of democracy in the context of transnational environmental and political challenges. The Conference was held in November both in Vienna and in Graz.

Political Context

After the federal and regional elections of 25 May 2014, the new Federal Government was formed on 11 October 2014. It's now a centre-right coalition of the Flemish nationalists (N-VA), the Flemish Christian Democrats (CD&V) and the liberal parties (Open Vld/MR). The Prime Minister, Charles Michel, is from the French-speaking liberal party (MR). The Minister for Development Cooperation is Alexander De Croo, from the Flemish Liberal Party (Open Vld). He is also Deputy Prime Minister and Minister for the Digital Agenda and the Telecom.

One of the priorities of the government was to reduce drastically expenses from 2015. Delaying for two years a compulsory contribution to the World Bank, the budget of the other branches of development cooperation were saved for the time being. But in 2017, cuts will be around 20% on average. The Minister would like to take the opportunity to make important reforms in the Belgian cooperation. Besides, the budget of the ministry was also decreased, thus creating problems of human resources.

New regional governments were formed. In a centre-right coalition the Flemish Minister for Education is Hilde Crevits. On the French speaking side, Ministers Marcourt and Milquet were chosen for lower education and higher education, in a centre-left coalition.

Budgetary Matters

	2010	2011	2012	2013	2014
NGOs	18.373.021	21.432.783	21.064.068	22.517.325	21.243.169
Infocycle programme - BTC	1.349.000	1.019.840	1.520.000	1.487.000	1.209.737
School programme - BTC	3.198.319	2.539.220	2.009.000	2.807.192	2.561.401
DEAR by other partners	1.246.901	815.016	1.146.008	26.433	442.087
DEAR by DGD	1.490.227	1.553.313	1.077.522	1.158.438	1.402.182
TOTAL	26.904.369	28.175.187	27.962.606	28.022.822	27.300.663

Global Education

General

Early in 2015, Belgian development cooperation was peer reviewed by DAC-OECD, Finland, Italy and Mexico as observer. As always, there was very little space or interest in the memorandum and in the interviews for DEAR. The remark was made to the representative of the DAC. She suggested to transmit it through the Belgian delegates in the DAC when the methodological review for the peer review takes place.

In the final report the conclusions for DEAR were very positive: *“DGD and BTC work strategically and closely with Belgian non-governmental actors to build public awareness and support for development co-operation. Belgium’s strong commitment to this is evident in Article 7 of the 2013 Law, the relatively high budget for these activities as well as the priority given to having an evidence base for communication and development education strategies”.*

In October the first barometer to monitor the impact of DE activities on the Belgian public on a regular basis was launched. It will be another tool for key-players to steer their interventions. The results in January 2016 will allow better to target the public.

The budgetary situation already had an impact on development education: several good projects were rejected for budgetary reasons, including projects from the recent call for proposals.

Legal

A new law regulating the Belgian Development Cooperation was voted on 19 March 2013. In January 2014, some important amendments were signed. Probably new amendments will be signed in order to implement the important reforms that the Minister would like to implement after 2016.

These reforms will have serious repercussions on the way CSOs are financed. CSOs (mainly NGOs) play a major role in the development education programme (80% of the budget). Some of the new elements with an impact on development education are:

- New strategic note on the role and the place of CSOs in the Belgian co-operation.
- Greater dialogue and co-operation between CSOs and between CSOs and other stakeholders in development education. Obligation to develop joint strategies previously to the introduction of programmes by:
 - requiring common context analysis;
 - requiring strategic common frameworks; and

- requiring that at least 75% of each NGO programme is coherent with those strategic common frameworks.

The common context analysis for development education involved 81 organisations who have now to formulate the strategic common framework for their DE. The main dialogue between DGD and the NGOs will take place at the level of the strategic common framework, no longer at the level of the programmes.

- CSOs professionalisation, harmonisation of the regulations for different actors; administrative simplification. A current procedure for a new recognition based on risk and complexity management will lead to the eligibility of fewer CSOs.
- 5 year programmes in place of 3 year programmes. No more projects.

Global Education programme in schools

Kleur Bekennen/Annoncer la couleur has launched a new programme until 2019. Two calls for proposals for Global Education projects were launched with a good response. The focus shifted to pupils from 12 to 18 years old. The programme continues to provide counselling, advice and training for teachers. Educational materials will be made accessible in all the country.

Two important other projects are underway:

- A cartography of the practices and the expectations of students and teachers in respect to DEAR in the schools. It will allow Kleur Bekennen/ Annoncer la couleur but also all the actors who work in the schools (particularly NGOs) to steer their tools and methods. This bottom-up approach is also a good way to short-circuit the very complicated institutional landscape of education in Belgium and still draw conclusions on practices. The differentiations of the expectations by gender is very interesting.
- A study to create a “knowledge platform” for DEAR in Belgium, maybe an equivalent of GENE at a country level. The study is begun with the identification of the expectations of the key-players in DEAR in respect with this platform.

Theme of the Belgian National Work Programme (NWP)

Human sustainable development, which is the general objective of the Belgian Development Cooperation- as the “common thread” for all the activities in the NWP. The idea will be to explain to young people what it means what they are doing in their daily life and how they could act as individuals in the context of global interdependence.

The work should involve as many actors as possible: the traditional partners of the Belgian Development Cooperation like the ANGC's but also other associations that are not traditionally receiving subsidies from the DGD.

Components of the Belgian NWP

1. Activities organised by the DGD (or in which DGD will be involved):

- Kapusczynski lecture organised in Belgium
- Stakeholders Meeting of the Belgian Development Cooperation (May 2015)
- Europe Day "Back to schools" and visit of the Minister in secondary schools (May 2015)
- European Development Days 2015 (mid-June 2015)
- Belgian National Day (21 July 2015)
- Milan Expo 2015 presence (TBC)

2. Activities organised by our traditional partners

The ANGC's were asked to propose some existing activities which were in line with the "common thread" for further insertion in the NWP. The deadline for application was 15 August 2014: 24 relevant proposals for various activities, organised in different places in Belgium all along the EYD2015 had been handed in.

3. Activities co-financed under the framework of our yearly "Call for Submissions" on our budgetary allocation "Development Education"

In early September DGD launched its annual "Call for Submissions" aiming to co-finance events linked to Development Education proposed by third parties (associations such as film and music festivals, youth associations, sports club etc.). It was decided to adapt it to the EYD2015 with a particular topic: "food security". With this particular initiative the hope was to reach a broader public than the traditional "niche". All the activities should be organised between 15 February and 31 December 2015.

The total amount dedicated to this Call for submissions is 1 million Euro.

Global Education

Global Education, its principles and deriving issues were effectively addressed and promoted on a more systematic and regular basis with the aim to develop students' literacy in all major issues of Global Education. The issues and deriving values of Global Education were better incorporated in the national curriculum aiming at the transformation of individuals into active citizens inspired by democracy, social justice and solidarity; people that respect the natural environment and promote sustainable development, experience and promote gender equality, understand and interpret natural and social phenomena.

To this end Education for Sustainable Development is a complementary subject taught in formal (*integrated in Pre-Primary and Primary Education and it is expected to be integrated in Secondary Education at a later stage*) and non-formal teaching environments (*Environmental Education Centres*).

This year's national targets for education met with one major theme of Global Education, namely, the natural environment. This target also came in line with the EYD 2015.

Budgetary matters

Regarding budgetary issues these were addressed in the framework of synergies between the Ministry and several national NGOs by promoting joint actions as well as under the umbrella of other actions related to ESD, active citizenship and intercultural education. It is important, however, to note that given the financial crisis, the funding of several innovative actions were curtailed, hence, there was a need for finding alternative sources of funding such as EU programmes.

The most significant recent development in DE

I. It was the first time that under a EuropeAid Programme two governmental organisations formulated a partnership with an NGO platform. The Ministry of Foreign Affairs as National Coordinator, the Cyprus Island wide NGO Development Platform CYINDEP as National Beneficiary and the Ministry of Education and Culture as Affiliate Partner were working together to realise the main five activities proposed under the "European Year of Development 2015" national work programme.

The main events and actions planned included:

- A film competition in public and private schools. Within the framework of MoEC's wider objective on ESD, students were called to produce short films on development and the role of EU in the development debate. The 6 best films were screened at the film festival organised in autumn 2015. The prize was an educational trip to Brussels.
- A documentary film festival. The festival featured documentaries on global issues and a total of 8 documentaries were screened across Cyprus. The film festival began on 16 October and lasted for 3 weeks, with 11 screenings in total. The documentary screenings were preceded by screenings of winning films from schools and followed by thematic discussions.
- A series of public development lectures. 4 high profile lectures were organised at different universities across Cyprus.
- A Young journalist competition. Participants were called to write articles around 6 areas of international development. The best articles were awarded and published in the local press and a larger selection of articles were published online.
- A photo exhibition. A photo exhibition was opened across Cyprus. It included photographs from organisations/individuals working in the development field. The exhibition was hosted by municipalities and lasted for 1 week in each city.

II. In the framework of cooperation between the Ministry of Education and Culture and several national NGOs, the following activities took place between October 2014 and March 2015:

The Department of Secondary Education of the Ministry of Education and Culture and the NGO "Cardet" adjusted the education material produced in the framework of the EU funded project "Make the Link" www.makethelink.eu to the Cypriot reality. Disciplines involved were Design and Technology, Science/Physics as well as House Economy. The NGO "Cardet" worked closely with the inspectors of each discipline to reach the desired results. <http://makethelink.eu/en/news/16-technology-challenging-poverty-teacher-training-workshops-in-cyprus>

It is worth mentioning that the inspectors working for the "Make the Link" project participated in the interdisciplinary committee of the Ministry of Education and Culture on Global/ Development Education. Such collaborations should be the aim of any Governmental Organisation facing financial constraints in realising activities related to Global/ Development Education.

Political context

Since January 2014 the Czech Republic is governed by a coalition of three political parties: the Czech Social Democratic Party, a new centre-right civic movement ANO and the Christian Democratic Party. The current Prime Minister Bohuslav Sobotka is the leader of the Czech Social Democratic Party. At the Ministry of Education, Youth and Sports, the Strategy for Education 2020 was launched. It sets the following three priorities: 1) Equal access to education for all (especially through inclusive education), 2) Support of teachers training and teachers career system, 3) Effective administration of our decentralized educational system.

In the context of the current “migration crisis” there was a very intense public debate – mostly dominated by anti-immigrant groups and parties – but the Government itself played quite a moderate role.

Budgetary matters

A call for proposals on GE and GE/awareness raising activities in 2016 has already been published - in total there is a budget of 555.000 euro for DEAR activities in 2016. Compared to the 2015 budget there is a slight decrease because of missing grants from the EC for EYD 2015.

Some other funds might be also available from other grant sources of the Czech Development Agency (e.g. so called “trilateral cooperation”). But in this particular matter a new set of rules issued by the EC for DEAR grants might cause quite a significant decrease in “success rate” among the EU-13 countries (including the Czech Republic).

Global Education issues

The National GE conference focusing on raising awareness about GE among regional authorities, school directors and teachers took place on 11 November. There was a fruitful debate with various stakeholders. The conference was realised jointly by the Ministry of Foreign Affairs, Ministry of Education, Youth and Sports, the National Institute for Education and the National Institute for Further Education with the participation of the Czech Development Agency, NGOs and foreign guests (among them GENE).

During the year, several workshops focused on GE teaching methods and approaches took place in various regions of the Czech Republic. The workshops were offered to teachers for free and were organised by the National Institute for Further Education in cooperation with lecturers from NGOs.

The National Institute for Further Education also participated in the international GE Week, for the first time.

DENMARK

The responsibility for communication in Denmark about developing countries is mainly placed in the unit for Public Diplomacy, Communication and Press (PKP). The same goes for Global Education.

The political basis for communication and Global Education is outlined in the National Budget as well as in §6 of the Law for International Development. The total budget in 2015 for information in Denmark about developing countries was about 94 million DKK (equivalent to 12.5 million Euro). The Civil Society Organisations could spend 24 million DKK (equivalent to 3.2 million Euro) for information in Denmark about their projects in the least developed countries.

Danida had an information budget of 20 million DKK (equivalent to about 2.6 million Euro) which was earmarked for several different activities such as web, an education web-site (U-Web), *Magasinet Udvikling* (Danida's Magazine "Development"), an Advent Calendar for Children plus educational material, information campaigns etc. The remaining 50 million DKK (equivalent to about 6.7 million Euro) were placed within the Danida Information Grant which supports information in Denmark about developing countries in a broader sense and can receive applications from private persons, educational institutions, CSO's (for information not related to their projects) etc. Most of the financial support is aimed at educational materials.

Political context

Denmark had in recent years been introducing a reform of public primary and lower secondary schooling. The reform was the result of a broad political coalition and includes a focus on among other elements a longer and more varied school day, homework assistance as well as strengthening of foreign languages. The reform was currently in its second year, while some elements of the reform, such as common objectives, were initiated as compulsory elements with the school year 2015-2016.

Schools and local school boards were gradually seen to adapt to the new requirements put forward in the new school reform. The issue was widely covered in the Danish media, where there had been explicit focus on the longer and more varied school day as well as homework assistance.

The reform also included an element called "The Open School" (Åbne Skole in Danish). This reform element was intended to encourage schools to partner with local organisations, associations, youth clubs, businesses and institutions and to foster that students apply their learning in real settings. The intention is for schools to open themselves to the surrounding communities. In terms of global

citizenship education this meant that Danish civil society organisations working with Global Education had a reform element at hand, which allows them to enter into dialogue and partnerships with schools. The Open School could also enable schools to develop partnerships with schools abroad.

Furthermore the common objectives (there are objectives for each subject) included strong elements of global citizenship education. The international advisors based at the Danish Ministry of Education guided schools on how to include GCE in the day to day teaching.

The former Minister for Development and Trade and the former Minister for Education agreed to launch an initiative on Global Education in 2014. The initiative was kicked-off in May 2014 when 9 international advisors started in the Ministry of Children, Education and Gender Equality. The work of the international advisors took place within the framework of the reform of the “Folkeskole” in order to secure a sustainable approach to Global Education. The advisors were thus in their second year and had established a network of GCE within schools and local municipalities (who are in charge of schools locally).

Budgetary matters

Education materials for Global Education in the Danish schools are developed and produced by a number of NGOs, teachers, journalists, film production companies or private persons. All stakeholders who produce educational materials for Global Education receive some sort of support through DANIDA. Danida information activities have a separate budget line in the National Budget. In 2015 the information budget was 50 million Danish Kroner (equivalent to 6.5 million Euro). It financed a large number and variety of educational materials for all levels in the Danish schooling system. This budget was reduced in the budget proposal for 2016 to approx. 20 million DKK (equivalent to 2.6 million Euro).

Global Education

In 2014 the Ministry of Foreign Affairs/Danida began a close cooperation with the Danish Ministry of Education in order to promote Global Education in the Danish primary schools. It is a five year project from 2014 – 2018 and the MFA bought out nine international advisors (teachers) from their respective working places (schools) for part time working hours as consultants. The international advisors cooperated with schools and municipalities (as the providers of budgets for schools) in order to show them how issues regarding developing countries can become an integrated part of the curriculum. The Ministry of Education defined the learning goals in accordance with the decisions of

the Danish Parliament. In 2015 this cooperation with the MoE was extended to upper secondary education as well.

The international advisors at the Ministry of Children, Education and Gender Equality were currently in their second year of operation. This meant that the team had already established strong links with school communities, municipalities and other actors in the field such as NGOs, civil society organisations etc.

The international advisors focused on advice within two subject areas:

- 1) Global Citizenship Education
- 2) Education for Sustainable Development.

The advisors were currently looking into adding the new sustainable development goals (SDGs) into their dialogue with schools and municipalities. As for the Danish school reform the advisors work specifically with the Open School and the common objectives related to GCE. The international advisors had longer strategic advising engagement (lasting one year) with more than 28 schools and 5 municipalities. They were in dialogue with 14 schools and 3 municipalities with the purpose of starting new partnerships. Schools and municipalities must apply for the assistance of the international advisors.

Apart from context-developed individual year-long engagement with schools and municipalities the international advisors were working on several country-wide initiatives such as seminars, workshops, written guidelines and exemplary teaching programmes. The exemplary programmes were not meant as a compulsory tool for teachers. The aim was to support the teacher's creativity to make learning exciting and relevant for young people – equipping them with skills to live and work in a global society.

Post-2015 (Sustainable development goals - SDGs)

The MDGs are the basis for most of the Danish Development Assistance which is implemented through sector programmes in the respective priority countries and the project work of the civil society organisations (CSOs) in their cooperation with the least developed countries. The same applies when the new global sustainable goals (SDGs) were adopted at the UNGA in September 2015.

In January 2015 the UNDP Nordic Office in Copenhagen invited their CSO-partners in the Nordic countries to a conference regarding focus on the new SDGs. In February 2015 the UNDP Nordic Office in cooperation with the Danish Ministry of Foreign Affairs held an open SDG-conference in the Danish

Parliament where 100 representatives from CSOs participated. Many of the Danish CSOs have direct contact to various schools and produce education material – often financed by Danida Information Grant.

Furthermore, the secretariat for Danida Information Grant announced in the Danish media a call for applications regarding information in Denmark about developing countries in relation to the SDGs including support for education materials.

As for the new sustainable development goals (SDGs) the advisors were actively trying to include them in their individual engagement with schools and municipalities as well as in workshops and seminars where the SDGs are the main theme. To that effect the international advisors were partnering with Danida and other major stakeholders such as NGOs. Recently the advisors promoted the “World’s Biggest Classroom”- event aimed at teaching school children about the new goals.

Educational context

Since autumn 2014 when Estonia established its contacts with GENE, the coordination of Global Education in Estonia is shared between the Ministry of Education and Research (MER) and Ministry of Foreign Affairs (MFA) while the main coordinator is the representative in the MFA. Nevertheless, the main actors in Global Education in Estonia are the NGOs.

Global Education issues and sustainable development are integrated within the Estonian curriculum horizontally and more precisely through three subject fields. Awareness about global challenges in connection with human resources, especially in the context of universal human rights, must be achieved within social studies. These topics have more attention in civic and history lessons in the third school stages (7 - 9th grades). Also in history and civic lessons in secondary schools (*gymnasiums*) these topics are handled in even higher quality. In subjects of science pupils must obtain awareness about the influence of his or her behaviour to the surrounding environment already in the first school stage (1- 3rd grades). In technology classes in basic school youngsters must obtain skills how to produce in a sustainable way without harming the surrounding environment.

Themes related to Global Education (fair trade, global environmental problems, democracy, developing countries etc.) are included in various subjects, mainly in civics, history and geography courses. There is a new optional course "Globalizing World" in upper-secondary school which mentions Global Education in its description. NGO Mondo developed teaching material for the course and evaluated the impact on the knowledge and attitudes of pupils.

The main national document covering development education is the „Strategy for Estonian Development Cooperation and Humanitarian Aid” which was updated in the Ministry of Foreign Affairs (involving civil society organisations and other ministries) for the next period 2016 – 2020”. Estonian priorities according to the MFA’s strategy are raising public awareness about development cooperation and global development issues, especially among young people; promoting Global Education both in formal and informal education; encouraging voluntary work / activities.

In Estonia, Global Education is closely related to the notion of Education for Sustainable Development (ESD). NGOs working on ESD and development education are working closely together and this trend increased with the process of MDGs turning into new Sustainable Development Goals (SDG).

There is also a document „Trends of Global Education in Estonia 2010 – 2015” which was initiated by the Estonian Roundtable for Development Cooperation (AKÜ). AKÜ has plans to update the document for the next period.

Budgetary matters

There are no extra financial resources for Global Education in the Estonian state budget but Global Education is partly financed through the annual budget of MFA from the development cooperation budget line.

In 2015 the budget was 250.000 Euro (100.000 Euro for awareness raising & development education projects and 150.000 Euro for volunteers). For 2016 the call for proposals is open for awareness raising & development education projects (50.000 Euro) and for volunteers to work in developing countries (60.000 Euro) with the obligation to communicate about their activities and experiences abroad back in Estonia for the purpose of awareness raising & development education.

The NGOs working for development education also fund their projects supported by other and especially international donors, for example the European Commission. MFA provided co-funding for these projects.

From the viewpoint of MER, supporting Global Education projects is tensely connected with educational integration policies. In 2015, MER supported several NGO Mondo initiations (competition of learning materials; seminar about sustainable development for basic schools; UN simulation; climate conference; study visit for school directors in Berlin (refugee empowerment)).

Global Education and Education for Sustainable Education are the main themes for the UNESCO school network which is coordinated by the UNESCO National Commission in cooperation with NGO Mondo. MER supports the UNESCO school network's Global Education activities with a small project funding (6.000 Euro per year).

Global Education

One of the biggest current challenges is the quality of implementation in the classroom (not only in connection with Global Education). In spring working groups of most distinguished practitioners were called together for creating “learning process descriptions”. These descriptions support teachers to pay attention not only to knowledge-transfer but also to building up attitudes and a responsible value system of a young person.

So far, NGO projects are still the main source for integrating global development issues within formal education. NGO Mondo is the leading organisation in the field of Global Education. Mondo created the “Mondo Global Education and Training Centre” (Mondo Maailmaharidus- ja Koolituskeskus) with a library and film-club in the same house. It organises lots of events, activities and trainings about global development issues for all kinds of target groups: pupils, teachers, students, journalists, general public.

Mondo has produced lots of materials for Global Education and is training the school teachers. The internet portal “Global School” www.maailmakool.ee is created for the Global Education materials for teachers and pupils and monthly “Maailmakool”-newsletters reaches them and other people active or interested in the field of Global Education.

Next to Mondo, there are also some other NGOs in Estonia dealing with Global Education issues with their different projects. For example, in connection with the refugee issue, the NGO Eesti Pagulasabi has taken the initiative together with University of Tartu.

Digital learning is one of the educational priorities in Estonia. Following the general trend also Estonian Global Education is making use of digital learning methods more than in other countries. NGO Mondo has been developing digital content for the course “Globalising World” which can be considered an innovation in the GE field.

Sustainable Development Goals SDG-s in Estonia

Among the 17 SDGs Estonia has 5 priorities: no.3 Health; no.4 Education; no.8 Economic Growth; no.13 Climate Change and no.16 Enhancement of involving civil societies for sustainable development. Education is among the Estonian priorities.

The Estonian coordinating body for SDGs is a Strategy Unit in the Prime Minister’s Office. The SDGs are implemented and communicated in cooperation with various ministries and other relevant institutions. In November there was the first big communication event, a conference about SDGs organised in Tallinn by the Ministry of Environment. There was a general introduction of the SDGs to the public and also the Foreign Minister was present.

Ministry for Foreign Affairs (MFA)

Political context

A new Minister for International Development, Ms. Sirpa Paatero, was appointed in September 2014. In December, Minister Paatero named Global Education as a priority theme for the last four months of her term. She encouraged all partner NGOs of the Ministry to include Global Education in their development co-operation programmes and to use their expertise and experience to strengthen global responsibility in Finland.

There has traditionally been a strong general support for development cooperation in Finland. At present, the public opinion is still much in favour of Finland's strong role in poverty reduction and the promotion of sustainable development, but due mainly to a difficult economic situation, there is quite a lot of pressure concerning Finland's ODA appropriations. There is also a growing scepticism concerning the effectiveness of development cooperation and thus a need to rethink some basic elements of Finland's development policy and cooperation. Work is already on-going for example to strengthen results-based management.

Finland held parliamentary elections in April 2015. The new centre-right government took power on 29 May 2015, and, consequently, a new Minister for Foreign Trade and Development, Ms. Lenita Toivakka was appointed.

The Government presented its new policy priorities also for international development. As part of its general budget proposal, the Government decided to reduce the budget for development aid. According to this proposal, the allocations for development aid will be subject to cuts of 200 million Euro annually starting in 2016. In addition, 130 million Euro of grant aid will be converted into loans and capital investment. These funds will be channelled to developing countries through enterprises committed to CSR. Likewise, a decision was made to stop the channelling of revenue from emissions trading into development cooperation, resulting in a further reduction of funds available for development cooperation. As of 2016, these cuts will have an impact on the scope of development work of Finnish civil society organisations in Finland and overseas, including work areas specific to Global Education.

Despite government cuts, the public support for development cooperation remained strong. In the current political atmosphere in-country and Europe-wide, the increasingly important role of Global

Education was recognized among the public, the civil society and the Government. New ways of carrying on this important work with reduced funds were currently under development in collaboration between the ministry and civil society actors.

Budgetary matters

In 2015, Finland's ODA appropriations amounted to 1,012 million Euro, of which the actual development cooperation administered by the Ministry for Foreign Affairs amounted to 785 million Euro. The appropriations totalled 0.48 % of GNI. Finland remained committed to raising the share of official development assistance to 0.7 per cent of GNI.

The support channelled through the Unit for Civil Society in 2015 was 114 million Euro, around 14 per cent of Finland's actual development cooperation.

Global Education (GE)

The Unit for Development Communications is in charge of general awareness raising on development issues, including activities and material related to Global Education. The Unit's budget for 2015 was 1.4 million Euro. The main GE activity in 2015 was the elaboration of an exhibition for secondary and high schools. The theme of the exhibition and the related webpage (www.maailma2030.fi) was sustainable development and Finland's development cooperation. The material also included teaching material. The schools showed a lot of interest in the exhibition and the material.

Other GE activities in 2015 included for example the promotion of GE education material at the annual national teachers' fair, a social media campaign on the sustainable development goals and the publication of a quarterly magazine *Kehitys-Utveckling* (titled "Development").

Finland's new national core curriculum for basic education gives a more central role to global responsibility, sustainable development and Global Education. In 2016-2017 the Unit for Development Communications finances a project that offers in-service training and concrete GE tools for teachers and other actors in the education sector. The project is coordinated by Kepa (the umbrella organisation of Finnish CSOs working with development issues) and several Finnish CSOs active in GE participate in its implementation. The total funding for the project is 350.000 Euro.

The Unit for Civil Society allocates funding for development communication and Global Education-focused projects carried out by Finnish NGOs. The projects aim at increasing the public's knowledge of development cooperation and development policy as well as communicate on specific

development themes. A central selection criterion for funding is the manifestation of the developing country perspective.

During the call for proposals for 2015, the Ministry received 80 project applications. In order to strengthen the Global Education dimension of the new national core curricula at the local level, the call for proposals had a special emphasis on education projects implemented in cooperation with local education authorities. The projects to be funded were announced at the end of March. The total funding was around 2 million Euro. The Ministry set a minimum requirement for the monetary self-financing in the projects to increase the financial commitment of the NGOs, an issue taken up in the GENE Follow-up Review of the Peer Review of GE in Finland (2010-2011). There was also a stronger focus on multi-annual projects, the number of which rose considerably from 2014.

There were active efforts to encourage NGOs to improve their cooperation, implement joint projects and to enhance the long-term effectiveness of their Global Education work. There was a particular momentum for the Global Education efforts of the NGOs since the implementation of the national core curricula was underway. The partner organisations of the MFA which receive programme-based multi-annual funding were in a key position to undertake long-term Global Education work. In 2015, 5 million Euro of their support will be directed to the promotion of development awareness.

In 2015, 58 projects received funding from the CSO Unit. The average project size was 47.500 Euro, projects varying from 4.870 to 152.990 Euro, including both one and (increasingly) two-year projects. The total funding allocated was around 2 million Euro.

In the light of the current development policy and budget plans, but also as part of the more systematic quality assurance procedures in the Unit, there were numerous system development processes in action in order to further improve the relevance, quality and impact of development communication and Global Education efforts in Finland.

In addition to projects funded through this specific communication and education funding instrument, the 22 partner organisations of the Unit - organisations which receive programme-based multi-annual funding - were implementing long-term Global Education work. In 2015, around 5.4 million Euro of their support was used for increased development awareness.

In 2015, the total amount used for development communication and Global Education projects by the Unit was over 7 million Euro.

Curriculum reform

A government decree concerning the general aims and the division of lesson hours of general upper secondary schools was passed in November 2104.

A profound curriculum reform of the entire sector of general education was in the concluding phase. New national core curricula had been prepared for basic education, additional classes of basic schools, basic education for adults as well as for general upper secondary schools. National core curricula will be prepared for the first for early childhood education before the end of 2015. In the Finnish system this type of a profound reform is made once in 8 - 10 years. In the Finnish steering system the core curricula are the main steering instruments. The implementation of these reforms starts when local adaptations are done, a lot of in-service training of teachers has been organised and new learning materials have been published.

Finnish National Board of Education (FNBE)

One of the key aims of basic education is to support equity and equality, welfare, democracy, active citizenship and peace. Global Education is the only “education” mentioned in the new national core curriculum. Basic education is to create preconditions for just and sustainable development in line with the development goals of the UN. Each child is seen as a unique person having the right to quality education. Each school should be developed as a learning community where inclusion of all, active participation, respect of human rights and sustainability are the key principles.

Schools are seen as parts of culturally evolving and transforming societies where the global and the local are constantly intertwining. Pupils learn to live in a world which is linguistically, culturally and denominationally diverse. They are guided to see things and situations through others’ eyes. Basic education will create the foundation of global citizenship respecting human rights and encouraging pupils to act as agents of change. Pupils are also guided to question which kind of behaviour cannot be accepted. Interculturalism and internationalisation at home are seen as special resources. Schools’ international cooperation is to be carried out through purposeful networks.

Schools are to build hope for a good future by creating capacity for eco-social understanding (*Bildung* in German, *sivistys* in Finnish), sustainable lifestyle and circular economy. Pupils are guided to modesty and sharing and to act as enlightened consumers. Immaterial factors of welfare are celebrated. Pupils are encouraged to reflect on how to transform their lifestyles as to save on raw materials and energy and to safeguard biodiversity. Special attention must be paid to climate change. Basic education will open views to global responsibility beyond generations. Basic education is not

committed to any religion, belief or party politics. Violence, racism, harassment and exclusion are forbidden.

Seven transversal competences for learning were defined, which are the national interpretation of the so called 21st century skills. Among others they comprise: *learning to learn, intercultural competence* as well as *participation, influencing and construction of a sustainable future*. These transversal competences were further elaborated in each subject syllabus. The aims were set for teaching, not for learning. This is why the objectives in the subject syllabi are described as: “*the pupils are to be guided, encouraged, challenged etc.*”

Education of global citizens and education for sustainable development (or life-style or future) were integrated in many ways to the curriculum reforms. Some examples from different chapters of documents (*citations in cursive*):

- Value foundation (*compassion, equity, equality, democracy, human rights, peace, justice, well-fare, cultural diversity as a richness, necessity of sustainable life-style*) – *basic education creates a foundation for global citizenship based on knowing, respecting and being able to protect human rights; basic education constructs common good with people coming from diverse cultural, linguistic and denominational backgrounds.*
- Tasks of basic education include: *Global Education creates foundations for just and sustainable development according to the UN development goals.*
- Tasks of general upper secondary education include to *encourage students to international cooperation and global citizenship in the direction of the UN development goals.*
- Transversal competences in basic education include *cultural and communicative competence, digital competence, competence of participation and active citizenship, competence to act for sustainable future* – the Finnish interpretation of the OECD’s 21st century skills.
- principles of development of school culture in basic education include *cultural diversity and language awareness, participation and democracy, equity and equality, responsibility of sustainable life-style and future*
- cross-curricular topics in general upper secondary schools include *active citizenship (+ entrepreneurship and working life), sustainable lifestyle and global responsibility, knowledge of cultures and internationalism*
- Subject syllabi including about dozen syllabi in mother tongues and literature and ten in languages with different scopes.

Schools as Development Partners

The Project KOMPPI or *Schools as Development Partners* was the newest phase of the well-established collaboration between the Ministry for Foreign Affairs and the FNBE. The focus was on development partnerships asking what kind of competences were needed in school partnerships aiming at mutuality and reciprocity. In the project, 13 schools implemented partnerships, mainly with schools in Africa. Three national workshops and four webinars were organised and the schools wrote extensive project reports. The main outcomes of the project was published on-line by FNBE in May in Finnish, Swedish and English.

A revitalisation of UNESCO-schools (about 50 in Finland) as pioneering schools in GE started.

Situation at the FNBE

Due to economic problems in Finland the entire public sector of education suffered serious cuts. The administration was demanded to become more effective. As one of the measures for this purpose, Ms Sanna Grahn-Laasonen, Minister of Education and Culture, established a working party to plan the unification of the FNBE and the CIMO (International Centre for Mobility) to get started in the beginning of 2017. Also the Matriculation Examination Board and the Finnish Education Evaluation Centre were planned to be attached to the same organisation as of 2018. As one of the results, exporting of educational competence and other “products” should be intensified.

Education of immigrants as an arena of GE

Due to the amount of immigration (ten times more asylum seekers than one year ago, estimation for this year 35.000) several measures were on the way in order to intensify quicker and better integration of immigrants. Education is a part of the solution. Finland - like many other countries in Europe - is in a serious test of compassion and reason. What does the protection of human rights mean in this new situation? What is a fair share? In 2014 the MoEC made a proposal according to which the future preliminary phase of basic education would include elements from three curricula: elementary phase of basic education, integration of adult immigrants and education of illiterate adults. The Minister of education and culture decided in autumn 2015 that the work continued in the direction of the proposal. This included a potential of maybe 2.000 illiterate immigrant adults or adults having weak basic skills could have their educational level lifted to the level that would give them a chance to become active citizens in the Finnish society.

Political context

The Ministry of Foreign Affairs and International Development (MAEDI) for several years had been firmly committed to development education alongside the actors of international cooperation. The 2013 implementation of the National Board on Development and International Solidarity (CNDSI), gathering all the actors focusing on this domain, was one of the recent evolutions showing the importance which the government granted to this concern and its will to better structure the initiatives in this domain.

Moreover, the January 2015 terrorist attacks and the mobilisation of the French population which they brought about strengthened the determination of public authorities to place the questions about citizenship and youth, and about the link between citizenship “here and there,” at the heart of the government’s priorities and action. In this context, on 13 February 2015, on the fringes of an expanded version of the CNDSI, the Secretary of State for Development and French-speaking Countries, Mrs. Annick Girardin, and the Secretary of State for European Affairs Mr. Harlem Désir, officially launched the “European Year of Development – Education for Citizenship and International Solidarity”. In this context, a call for proposals dedicated to EYD2015, a full-fledged activity in the French plan established in the framework of this year, was published in order to provide 230.000 Euro of co-financing for events aimed at “reinforcing the visibility of European themes promoting development and international cooperation and promoting citizens’ active interest through the implementation of communication aimed at increasing awareness of development.”

Also, in the extension of the implementation of its Thematic Intervention Framework, throughout 2014 the Agence Française de Développement (AFD) pursued six consultation workshops with NGOs in order to improve partnership procedures and practices: among the topics of discussion were questions of accountability and transparency, and of the financing of Global Education and the structuring of the environment of associations. After the Global Education mapping carried out in France in 2013, a study aimed at mapping the platforms and local offices of international solidarity was published at the end of 2014 by AFD. The results of this work contributed to thinking on EAD projects, notably of their financing.

COP 21

From 30 November to 11 December 2015, France hosted the 2015 Paris Climate Conference COP 21 on energy and climate issues. Numerous awareness events for the general public were held by all the

actors involved in the negotiations for the future of the planet (public institutions, private companies, CSOs, etc.). It should also be noted that there was a significant increase in educational activities oriented toward sustainable development with a strong emphasis on solutions for fighting effectively against climate change. The organisation of a planetary citizens' debate on 6 June 2015 in nearly 80 countries, which mobilized close to 10.000 citizens around the world, was a high point for awareness but also stood out as a landmark in the mobilisation of international civil society to face these issues.

Migration and Global Education

Daily since August 2015, the French and European media were showing the large migration flows from the Middle East (notably Syria and Iraq) moving into or passing through Central European countries. Certain graphic images affected French public opinion as much as figures announced in media coverage. Despite this growing awareness, the majority of French people remained opposed to welcoming new migrants to the country in spite of the mobilisation of many groups and associations and awareness campaigns. In the face of this societal issue, the topic of migration was the centrepiece of numerous programmes and actions supported in Global Education and international solidarity, both by public authorities and civil society actors, notably through MAEDI (French Ministry of Foreign Affairs and International Development) or AFD financing.

French public opinion and development aid.

A sign of hope nonetheless, the annual barometer of French public opinion on development aid, published in September 2015, showed a significant rise in French citizens' support for international solidarity, providing a note of optimism for the proponents of Global Education. Indeed, 2 out of 3 French people (67%) were in favour of the development aid provided by France, an increase of 5 points in one year. Moreover, for 75% of the French climate change constitutes "a serious threat" for them or for their way of living. This was a significant rise over 2014 opinions (+6 points in one year) but even more when compared to 2011 (+13 points in four years). When questioned about the new sustainable development goals (SDGs), French people rated highest the guaranteed access to clean water and sanitation (80%) and the eradication of hunger in the world and the improvement of nutrition and food security in the world (79%). However, the mechanism and the modalities of the SDGs were poorly known to the French, posing a significant challenge for awareness-raising and Global Education.

Resources and budgetary aspects

In 2015, the budget earmarked for NGOs (DPO) continued the increase in financing for NGO initiatives by public authorities, corresponding to the commitment by the President of the Republic to double the financing directed toward NGOs during his five-year mandate. Thus, the division of partnerships with NGOs (DPO) at the AFD granted 65 million Euro to NGOs, and in 2016 benefited from an envelope of 72 million Euro. Among this total funding in 2015, 12 general interest projects, including 8 specifically dedicated to Global Education activities, were financed, for a total amount of 8 million Euros.

Furthermore, the Ministry of Foreign Affairs and International Development will grant in 2016 660.000 Euro on 13 regional multi-actor networks throughout France. These association actors are notably an interface for communicating the Ministry's general guidelines on cooperation policy to local actors, but they also play a key role in Education for Citizenship and International Solidarity in these territories. As such, they can mobilize a wide diversity of actors of these networks or, in their own name, lead awareness activities with various target audiences (high schools, sports associations, private sector, and regional authorities).

Finally, through the different volunteer support mechanisms, the ministry makes it possible for associations to mobilize 4.000 people per year in their actions on the ground. These first international experiences, notably in numerous developing countries, make genuine appropriations of local contexts possible, also an opening to a global issue and sensitisation to citizenship and international solidarity. France Volontaires, the Department operator of reference in terms of international commitment, was entrusted with the mission of identifying the links between international commitment and Education for Citizenship and International Solidarity. Furthermore, the specific programmes aimed at encouraging commitment of the youngest citizens were conceived by the association sector and public authorities as tools for Global Education and international solidarity. A compulsory testimonial phase was planned for the young people taking part in these programmes.

The administrative organisation of France has undergone, on 1 January 2016, a profound change. Previously it was composed of 22 regions, that will become 13 as of that date, and the consequences are quite numerous for the dismantling of the State and the actors involved in the territories. In this context, the multi-actor regional networks (RRMA), will have to take this territorial reorganisation into account in their activities. In this context, the support modalities from the MAEDI to these

networks will evolve toward greater flexibility in the interest of effectiveness and the continued support of public authorities for these actors.

Concerning the support provided to NGOs leading Global Education projects in the framework of AFD financing:

- An increase in the rates of co-financing for Global Education projects: AFD, together with civil society representatives and its supervisory ministries, decided to increase the maximum rate of co-financing of general interest projects (including Global Education projects) proposed by NGOs. The rate was raised from 50% to 60%. This decision responded to a request from NGOs which for several years had had growing difficulty in finding co-financing.

- A significant increase in NGO requests for co-financing addressed to AFD: in the framework of the call for proposals launched by AFD for 2016, 344 projects coming from 194 NGOs were submitted, largely exceeding the available envelope. In 2015, 8 Global Education projects, for a total amount of 4,558.000 Euro had been granted to NGOs in the framework of the DPO-AFD budget. The leading Global Education projects financed in this period were International Solidarity Week (18th edition, which took place from 14 to 22 November), Etudiants & Développement, Educasol, Frères des Hommes, Peuples Solidaires, Gaïa Education Centre, Starting Block.

Education for Citizenship and International Solidarity

In January 2015, the Educasol platform, which gathers global development NGO actors in France, held its annual meeting, notably to assess the current situation on reflection begun in the framework of the set of Global Education actors in France carried out in 2013 at the initiative of AFD. Representatives of MAEDI, the Ministry of Agriculture, the Ministry of Youth and Sport and AFD were present. At this meeting, Educasol officially announced the adoption of a new terminology: the NGOs working at Educasol would since speak of “Education for Citizenship and International Solidarity.” This change corresponded to public authorities’ interest in linking the stakes of citizenship “here and there” and the need for international solidarity.

At the request of the Ministry of Foreign Affairs and International Development, the number of subsidized paid positions in the context of the “FONJEP-EAD positions” plan (concerning the financing of staff salaries for NGOs whose mission is to carry out Global Education initiatives within their organisation) grew by 50% (45 positions financed instead of 30, spread throughout the French territory), for a total budget of 1,150.000 Euro over three years. This decision showed the will of

public authorities to encourage Global Education initiatives in the territories, close to citizens, and to accompany the professionalisation of NGOs.

The sustainable development goals, a major tool and issue for Global Education: as previously mentioned, French citizens knew the SDGs poorly. According to the AFD IFOP barometer, 6 French people out of 10 said they did not know them. Nevertheless, 88% expressed agreement with the following affirmation: “Today, rich countries and poor countries are facing development issues which concern the entire planet”. 82% thought that what happened economically, politically or ecologically in poor countries “could have an impact” on their life in France, an increase of 4 points in one year, and 24 points since 1991. The promotion and awareness-raising of the SDGs thus constituted a major aim for Global Education actors, on the one hand because the mechanism is complex (17 goals and a vast number of targets) and must be explained, and on the other hand because they correspond to a reality as perceived by French citizens (interdependences, universality, long-term common interests, etc.).

Priority topics in terms of Global Education: beyond the SDGs, which will make up a structuring framework for numerous actors, a certain number of topics took precedence in Global Education: the question of youth and citizenship as a major issue (many programmes oriented toward youth are supported by NGOs), plus actions undertaken by the Ministries of National Education, Agriculture, and Cities, Youth and Sports; the question of migration as another major preoccupation for public authorities and civil society, requiring significant pedagogical and awareness-raising work; in the follow-up of COP 21, the climate issue also remains one of the major Global Education topics; another priority subject: gender inequality.

Example of good Practice: “Born Somewhere” - an immersion-exhibition on the major stakes of development

It was proposed by AFD, with the support of the European Commission, in the scope of COP 21 and the European Year for Development. It is a participative and interactive exhibition in which the visitor is invited to assume the role of a character in a specific ecosystem in the world, to live and better understand the issues at stake for development and climate for the entire world (Morocco, Colombia, Cameroon, Niger, Polynesia, Cambodia, and Nigeria). The scenographic system mixes different tools and techniques: images, sounds, odours, laser systems, motion sensors, participation of actors ... The exhibition targets the general public and schoolchildren. It opened from 24 November to 30 December in Paris, then in Lyon from 10 February to 27 March 2016. Despite the context of the terrorist attacks in November and state of emergency in Paris, which disrupted the first weeks of the exhibition, it met a large success: 16.000 people, including 4.500 schoolchildren,

had been welcomed at the beginning of March, and it has been extended in Lyon until the end of March to meet high demand. It will subsequently be sent to other cities (4 per year). For more information: <http://nesquelquepart.fr> or Marie de Jerphanion, Communication Department, AFD (dejerphanionm@afd.fr)

GERMANY

Along the new developments concerning the Sustainable Development Goals (SDGs) agreed on at international level, the German Ministry of international Cooperation and Development (BMZ) fosters global partnerships for sustainable development in dialogue and cooperation with the civil society in Germany. After the creation in 2014 of the “Charta of the future – One World – our responsibility” where the environmental, social, economic, political and cultural fields were addressed, a “Future Tour” in different federal states and municipalities of Germany took place in 2015. The Future Tour involved civil society, local authorities and the private sector. Germany intensively participated in the Global Action Programme (GAP) “Education for a Sustainable Development” in the post-2015 framework. Engagement Global, Service for Development Initiatives, is officially partner of the UNESCO Global Action Programme for ESD with plans of diverse activities in this respect.

At the same time, the focus continent of BMZ is Africa. In March 2014 the BMZ published a new Africa strategy, where different goals and activities fostering the cooperation with African countries in different areas of development and ESD were emphasized. In this frame BMZ was planning a new African-German Youth Initiative -AGYI (Deutsch-Afrikanische Jugendinitiative). Through AGYI, BMZ seeks to connect, support and expand the activities of non-governmental and governmental actors focusing on youth exchange related issues in Global Education/ education for sustainable development.

In order to foster the qualitative and quantitative expansion of mutual youth exchange, the African German Youth Initiative wanted to support existing and new youth exchange programmes between Germany and African countries by providing a clear contact and information structure for interested partners and stakeholders in Germany and in African countries; by supporting the quality of youth exchange programmes through informed bilateral consulting with a pedagogical approach; by building and strengthening sustainable German-African partnerships in youth development issues; by removing existing obstacles that limit the success of youth exchange and mobility (especially incomings). The AGYI should also enable a coherent and beneficial partnership-based structure for youth exchange and for sharing content on Global Education/ ESD. A joint declaration of intent was signed between BMZ and the African Union Commission on the common purposes of building up such an initiative. The AGYI will be launched in June 2016.

The cooperation of Engagement Global with municipalities in Germany to support and foster their contributions to development politics and the SDGs has significantly increased. Climate partnerships

are showing results and growing in numbers. Projects were realised with twin municipalities in the Ukraine, with municipalities supported to build up sustainability strategies which include aspects of development politics, and governance partnerships realised. Fair trade and fair procurement, as well as activities to increase the involvement of migrants in development politics and education in municipalities were extended. In all these fields Global Education plays a role, as local authorities sensitise the citizens for the global challenges dealt with in the projects.

Engagement Global is offering two main funding schemes for Global Education for civil society actors in Germany, the funding programme for action groups (AGP) and the funding programme for development education (FEB). In 2015 additionally the funding programme “European Year for Development 2015” (FEJE) was delivered.

The following topics built the core of project activities conducted by AGP: Fair Trade, Climate Change and its impacts (poverty, conflicts), alternative economy and country information about DAC-countries. The main target groups were pupils at schools as well as a broader public.

The projects applying for funds from FEB for 2016 (analysis of the application phase of October 2015) emphasized the following topics: Awareness arising about development policy and cooperation, migration and root causes of flight, trade and economy, SDGs. In the light of the current refugee crisis, projects addressing causes of migration and flight are increasingly funded. In a similar manner, many projects focus on possibilities of implementation of the SDGs after their adoption in 2015.

Multipliers, students and teachers were among the target groups addressed most frequently. The target groups addressed least were toddlers and people with disabilities. A challenge for the future is reaching these target groups. The conditions for projects with migrants are similar. Nevertheless a slight, yet continuous increase in these projects could be noticed in the past 2 years.

In the issue area of causes of migration and flight, many project applications seek to address “integration” and thereby do not fulfil the funding criteria for projects in development education. Initial consultations conducted by action groups as well as by non-profit associations play an important role in these cases.

For 2016 a significant growth is planned in the financial support and in the activities coordinated by Engagement Global in its different areas.

<http://www.engagement-global.de/overview-of-programmes.html>

Political/Financial Framework:

ODA for 2015: 601.6 million Euro (approximately 0.4 % of GNP)

Ireland's foreign policy, *The Global Island (2015)*, confirms Ireland's ongoing commitment to promoting the values of a fairer world, a just world, a secure world and a sustainable world. Ireland's policy for International Development, *One World One Future (2013)*, commits to undertaking a more strategic approach to Development Education with support more targeted at a number of areas and the Framework for Action serves to further facilitate its implementation.

The Irish Aid Expert Advisory Group (EAG) was established in 2010 to provide expert advice to the Minister of State for Development, Trade Promotion and North-South Co-operation regarding the direction of Ireland's aid programme. Two members of the former Development Education Advisory Committee (DEAC) have been appointed to the EAG to provide expert advice on Development Education. This ensures that Development Education continues to be a key component of Ireland's international development policy.

Development Education:

Budget for 2015: 3.4 million Euro

The Irish Aid Development Education Strategy 2007-2011 was extended to 2015 following an external review in 2011. The Civil Society & Development Education Unit in Irish Aid is working towards the preparation of a successor Development Education Strategy that will be launched in 2016. To inform the development of the new Development Education Strategy, Ireland invited GENE to carry out a peer review of Development Education in Ireland in April 2015. Over the course of the peer review, the GENE Peer Review team engaged with more than 100 individuals representing the Development Education community, formal education sector and non-formal education sector in Ireland.

During the GENE Peer Review, Irish Aid hosted a Development Education Consultation Day to consult with Development Education practitioners and organisations regarding priority areas and opportunities for the new Development Education Strategy. Following this, Irish Aid invited written submissions for consideration in the 2016 Irish Aid Development Education Strategy.

The GENE National Report on Global Education in Ireland was launched in the headquarters of Ireland’s Department of Foreign Affairs and Trade in Dublin in November. Following the launch, Irish Aid officials met with representative Development Education groups to discuss the findings and recommendations of the GENE Report, which informed the new Development Education Strategy.

Strategic Partnerships

Irish Aid provides multi-annual funding for strategic partnerships in Development Education to support a number of strategic priority areas. To date there are five strategic multi-annual funding partnerships which include primary initial teacher education, post-primary schools work and award schemes, a capacity building programme for professional development educators, an online portal of Development Education resources (www.developmenteducation.ie) and an extra-curricular non-formal Development Education programme targeting 3rd level students. Results based performance frameworks including indicators have been agreed for each of these partnerships to support the capturing and measuring of outcomes and impact.

DE Strategic Partnerships	
Irish Development Education Association (IDEA)	IDEA aims to improve the quality and long term impact of DE work in Ireland by strengthening the capacity of organisations and practitioners. It is focused on strengthening organisational management, DE knowledge and skills; improving sector coordination and collaboration; improving quality standards and impact measurement; developing research and policy skills.
WorldWide Global Schools (WWGS)	WWGS aims to increase the spread, number and mix of post-primary schools engaging with DE, contribute to increased knowledge and understanding of global justice issues and engage students in active global citizenship. WWGS provides grant funding, educational resources and CPD.
Development and Intercultural Education Project (DICE)	DICE delivers Development Education instruction to primary student teachers on global development issues and provides practical instruction on best approaches to teaching these topics and reference materials for use by teachers in classrooms. DICE has successfully embedded DE in the revised Primary Initial Teacher Education curricula.
SUAS	Suas provides DE in the non-formal sphere of Higher Education Institutions. Programme activities include awareness-raising activities, Global Issues course and volunteering engagement.
Development Education.ie	The Developmenteducation.ie website maintains a central on-line repository to increase access and usage of DE resources. It is used as a reference point for DE practitioners, educators and NGOs.

Irish Aid's Support to Development Education in Ireland:

Development Education Annual Grants Scheme

In addition to its strategic partnerships, Irish Aid supports Development Education partners to implement specific, innovative, results-focussed initiatives that support the achievement of the Development Education objectives and the outcomes through its Development Education Annual Grants. 28 organisations were supported under the 2015 grants totalling €935,000, mainly in the non-formal sector where strategic partnerships are not yet in place in areas of youth, adult and community. The call for annual funding for Development Education initiatives in 2016 was launched in October 2015 and will be ongoing until March 2016.

Irish Aid Workshops and Irish Aid Our World Awards

- Since 2008 the Irish Aid education programme has delivered workshops to over 35,000 primary and post-primary students with their teachers, and to primary student teachers to raise awareness of development issues, with particular emphasis on Ireland's official aid and development programme.
- Since 2004 Irish Aid has operated the 'Our World Irish Aid Awards' programme annually for primary school students to educate them about global development issues in the context of the UN Development Goals and the work of Irish Aid. Annually over 1,000 schools (one third of all primary schools) register to participate. Irish Aid host the Our World Irish Aid Awards National Final in Dublin Castle each year with attendance by the Minister of State at the Department of Foreign Affairs and Trade.

General scope

One of the most recent achievements in field of development education (DE) in Latvia was the publication of the *“Development Education Programmes and Study Materials Guide”*. It was published by the NGO *“Education Development Centre”*. These were the first DE guidelines that could be used by teachers, students and representatives of NGOs working with DE. The practical guide was accompanied by informative materials covering various DE topics that teachers or other stakeholders could use in their work.

The current challenges in Latvian development education were:

- 1) The unofficial guidelines for Latvian development education were due to expire. So far there had not been significant progress in recognizing the role of DE on the side of Ministry of Education and Science (MES) and decision makers in developing a coherent approach for DE in the formal education system. Moreover, Latvian Platform for Development Cooperation (LAPAS) had not made any indications on preparations of new guidelines. The practical guide for educators and other stakeholders as mentioned above was available. However, it is not officially binding, and it is known only by very fourth Latvian school.
- 2) Latvian NGOs are strongly dependent on the financial support of their partners and international organisations. They cannot afford to be the project leaders and implement large-scale projects themselves. Nevertheless, Latvia has quite many NGOs working with GE, despite their limited capacity. They are competing among themselves and decreasing the amount of money they could receive for the projects. In case of collaboration a bigger amount of money would have been available for them.

Meanwhile, in 2015, there were the following opportunities for DE in Latvia:

- 1) Due to the European Year for Development and co-funding through the European Commission, Latvian NGOs had more opportunities to realize their ideas and cover broader audiences.
- 2) In the second half of 2015 *“Education Development Centre”* published the report on performance criteria for development education. This helped to evaluate the practices in schools, and recognize the importance of DE in society.
- 3) The UN agreement on the next global development agenda after 2015, being universal and covering all three dimensions of sustainable development, led to deeper interest from line

ministries, including MES, in DE as one of the main areas that seeks to educate the society on global development, climate change, etc.

Political context

MES is the national coordinator of education policy in Latvia; however, there is no particular division working with DE. MES has neither initiated any programme or initiative in the field of development education. MES has mutually considered integrating DE within all school subjects, but formal procedures have not been taken.

Meanwhile the Ministry of Foreign Affairs (MFA) annually organises the tender contests for co-financing DEAR projects of Latvian NGOs, the main actors in Global Education policy.

The main national documents covering DE are the Development Co-operation Policy Strategy for 2011 – 2015 coordinated by MFA and the unofficial Development Education Guidelines for Latvia for 2008 – 2015 initiated by the LAPAS. The latter is not formally binding. The Development Co-operation Policy Strategy of Latvia indicates DEAR as one of the vital elements in Latvian development cooperation policy, with the emphasis on:

- Public awareness raising on sustainable development and other relevant issues such as human rights, environmental sustainability, conflict resolution etc. and MDGs and Latvian development cooperation as well;
- Promoting a culture of solidarity, tolerance and inclusion;
- Heading towards education for sustainable development as an integral part of the formal and informal education for all age-groups in Latvia;
- Strengthening the capacity of NGOs, local authorities and other actors working in and developing the Global Education sector.

Expected results were public awareness on Latvian development policy, its priorities and its role in achieving the global development goals; growing support within the society towards Latvia's contribution to poverty eradication and sustainable development; more active involvement of society within this policy.

Meanwhile the Development Education Guidelines for Latvia indicated that in the time period of 2008-2015 the main aim for Global Education in Latvia should be the “preparation” (awareness raising, the positive attitude towards development aid, responsible daily actions with positive impact

on global development) of decision makers and society in general on development issues before 2015, when the presidency and EYD2015 was about to take place.

Budgetary matters

Annually the MFA organises the tender contest for co-funding the already on-going projects on development education and awareness rising by Latvian NGOs, local authorities and/or other actors. In 2014, the MFA allocated 25.813 Euro for co-funding six projects (in 2012 – five projects). For 2015 the MFA allocated the same 25.813 Euro. In addition, 125.000 Euro were allocated for national EYD activities (co-financed by both the MFA and the European Commission). The essential part of this amount went to DE activities. The MFA also provided separate support to LAPAS (14.000 Euro in 2015) for their capacity building and participation in activities, and policy planning processes at international level.

In the context of the Latvian EU Presidency, there was announced the tender contest for NGOs allocating max 20.000 Euro per project. In the category “Strengthening EU’s global role” one project on GE received the funding.

There was no other budget line for supporting development education. The non-governmental actors working for development education sector mainly get funding on the basis of their projects supported by international donors, for instance, the European Commission.

Global Education/ Development Education (DE)

Latvian legislation does not define DE as a separate subject in the Latvian school system. However, it is possible to see the bottom-up process. Some schools had included the DE dimension in school planning documents. Moreover, there was a new tendency to integrate DE topics in kindergarten activities.

DE issues were widely integrated within the curriculum of elementary and secondary school subjects. A study showed that Global Education was mostly integrated within geography, history, natural science, politics and economics. The latest studies showed that a number of schools provided development education as an optional study subject. DE had been integrated also within more and more minority school programmes.

Since there is no official legislation for DE at schools, the projects by NGOs are the main source for integrating development education issues within formal education. Among the most visible projects

in 2015 *“Global Dimension in Social Science Subjects”* was implemented by “Education Development Centre” in cooperation with partners from the UK and Estonia. The overall aim of the project was to integrate DE themes across curricula of social science subjects and in the formal education system. The analyses made in the framework of this project were significant to analyse DE dimension in the education system of Latvia and other European countries and developing methodologies for teachers.

Political context

After intensive discussions between Ministry of Education and Science, Ministry of Foreign Affairs and Lithuanian NGOs working in the fields of education and public awareness raising, the working group preparing the project of Lithuanian GE Concept Paper was formed. All stakeholders (representatives of different ministries, NGO's, academic community, education practitioners and etc.) participated in this group. The project of GE Concept Paper was presented on 13 April 2015 at the Conference "Global Education scenario: from concept to actions". It also contributed to the activities of the EYD.

According to the *Lithuanian Development Cooperation Policy Guidelines for 2014-2016* approved by the Ministry of Foreign Affairs, Lithuania aims to support the activities designed to inform and educate the public about the Lithuanian, the EU's and global development cooperation activities, and Lithuania's role in the international development. The focus is devoted on the promotion of the EU's and other international organisations development cooperation policies among the Lithuanian stakeholders seeking to encourage their participation in the international development cooperation projects. Raising public awareness on the objectives and relevance of the national, the EU and the global development policy remained an integral part of Lithuanian development cooperation policy.

In February 2015, a working group, led by the Ministry of Education and Science, began to draft the concept of Global Education of Lithuania. The process involved various stakeholders: Ministries of Education and Science, Foreign Affairs, Environment, Social Security and Labour, governmental institutions such as Education Development Centre, Lithuanian Youth Centre, Vytautas Magnus University, and representatives of the Lithuanian NGO sector. The document aims to define the Global Education goals and tasks, target groups, the role of implementers, education quality and financial matters.

The draft concept of Global Education was presented during the international conference "*Global Education scenario: from concept to action*" held in Vilnius in April 2015. Around 100 participants from various EU member states attended the conference. The discussions focused on the Global Education status in Lithuania and other EU member states. In addition, there was a debate whether schools should include topics such as climate change, poverty reduction and others in their programmes. After the conference, consultations on the concept continued with the civil society

organisations and other relevant stakeholders. The consultation process was expected to be concluded by the end of 2015.

Budgetary matters

Total Lithuanian Official Development Assistance in 2014 accounted to 36.4 million Euro (0.10% of GNI, a slight decrease compared with 2013).

Activities of the EYD2015 were complemented by public awareness projects of Development Cooperation and Democracy Promotion Programme financed annually and coordinated by the Ministry of Foreign Affairs of the Republic of Lithuania.

National Global Education events were carried by the National education strategy financed from general appropriations. Global Education was also financed from municipal budgets at the regional level.

Global Education (GE)

The Baltic Global Education regional seminar “Out of the box: Global Education within holistic everyday realities” was held in Riga on 12-13 May 2014. This seminar intended to assess how GE had been developed in five areas of work covered by the GE Congress recommendations: 1) national strategy development and implementation; 2) curricular reform; 3) continuing professional development of educators; 4) quality support and monitoring; 5) campaigning and outreach. The regional approach of this seminar, which gathered policy-makers and practitioners from Lithuania too, aimed at fostering an increased cooperation between stakeholders for the development of GE national strategies.

Ministry of Education and Science of the Republic of Lithuania coordinated two programmes related to Global Education: Global Education Week (GEW) and Global Action Week (GAW). These actions were organised and implemented at national level by Lithuanian Children and Youth Centre, which invited various education institutions from all over the country to stage initiatives in their regions.

Lithuanian Children and Youth Centre organised events, competitions and actions. These events already had involved more than 8000 participants (school children, students, children from pre-school institutions, teachers) from all over the country. Trainings for teachers, conferences, round tables, forums, creative competitions, campaigns, flash mobs were organised for them. All activities were open for participation of all NGOs and schools.

The Global Action Week (GAW) under the initiative of Ministry of Education and Science was organised in April and May. More than 1500 participants attended various activities that focused on the topic “Right to education”. During the event, the “Schools friendship fair” – a platform for sharing best practices and ideas - was organised. Teachers presented their methods, lessons plans, event scenarios and other types of innovative educational tools that could motivate students to learn and make the learning process more interesting and inspiring.

During the GAW, the youth forum “*Global Education: from concept to action*” was held for representatives from youth organisations from Lithuania, Norway, Denmark and Sweden. The discussions focused on the draft concept of the Global Education of Lithuania. The youth organisations formulated their position on the Global Education role in Lithuanian educational system. The position was officially presented to Lithuanian Ministry of Education and Science, Lithuanian Ministry of Foreign Affairs, Lithuanian Ministry of Social Security and Labour, Lithuanian Ministry of Environment and Committee on Education, Science and Culture of the Parliament of the Republic of Lithuania.

Other GAW events were the creative movie workshop “European cinema – culture dialogue” – short movies on topics such as tolerance, families’ relationship, cultural diversity and human rights; the conference “60 second about me” – a public speech workshop; the photo contest “Lesson out of the classroom”, the rap contest „Rap for Education“, the street contest „Vote for Education“, and the graffiti workshop „Vote for Education“.

Political context

Development cooperation remained an important government priority; with strong political and population support for the 1% GNI for ODA target, which was reaffirmed despite difficult economic times.

Budgetary matters

ODA in 2014 was 318 347 927 euros and represented 1,06% of GNI.

MFEA funding for NGO development education activities totalled 1 838 816 euros in 2014. No additional MFEA funding was provided for NGOs for the EU Presidency or for the EYD. NGOs included EYD activities in their requests for MFEA DEAR funding in 2015. They made a good effort in working together to organise joint activities and increase impact. The MFEA obtained a small grant from the EC to organise activities during the EYD. The NGO umbrella organisation obtained a grant from the European Commission for Presidency activities.

Global/Development Education

Cooperation between the Ministry and civil society remained good, with regular dialogue on DE/GE going on in the permanent MFEA-NGO working group and in ad hoc meetings on DE. In 2013, the general terms and conditions were updated to include a selection grid. Definitions for DEAR were revised, as well as those for self-promotion activities and propaganda (which could not be co-financed by the MFEA).

The annual projects were submitted according to these new guidelines, and requests for framework contracts for 2015-2017 as well. The general feedback from NGOs was positive, stating that the revised and more restrictive criteria made them reflect more carefully on their strategies, objectives and how to evaluate results.

The MFEA launched its first evaluation of an NGO DEAR framework contract in Luxembourg, in May 2014. It was finalised in time for the NGO to submit a request for a framework contract including the suggested amendments. The results clearly demonstrated a higher quality and the usefulness of such an exercise. There was a willingness of the NGO to participate in the activity (despite initial apprehension) and there was the consultants' ability to clearly define their role. No projects were

evaluated during 2015 due to the workload related to the Presidency and the European Year for Development. However, two NGOs are being evaluated in 2016. The evaluators will draw conclusions on the individual framework contracts but also on the implementation of DEAR in Luxembourg.

Political context

Current Dutch policy for development cooperation centred around the connection between foreign trade and development cooperation, with a marked focus on social corporate responsibility and policy coherence. The policy also attached importance to national and international security, water, food security, and reproductive health and rights, all of which were considered areas in which the Dutch private sector, civil society organisations and knowledge institutions could add value. Additionally, international public goods also played a major role in Dutch development cooperation policy. International public goods were international issues. These goods affect everyone, and should be available to all.

As anywhere in Europe, the political context in The Netherlands was shaped by important and impactful economic and social international developments. Issues regarding the inflow, facilitation and housing of migrants had been leading in the political debate. These issues did not only drive more organisational discussions such as where to house refugees and the feasibility of solutions regarding the hosting of refugees in the conflict affected regions and neighbouring countries, but touched more principal discussions related to values, freedom and diversity. As with topics such as radicalisation, the educational sector was involved in the debate when it came to awareness raising, (democratic) citizenship and (practical) involvement of pupils, students and educational institutions.

Education

There was a major development going on in the Dutch context for education. Both within primary and secondary education, there had always been government goals set for schools in the obligatory subjects. Globalisation and other worldwide developments indicated the need to have a good look at the relevance of the existing goals. Following that, in 2014, the Ministry of Education decided to start a participatory process of renewing these goals called Education2032 (#Onderwijs2032).

Why Education 2032? A child that attended primary school in 2015 for the first time, would be an 'independent citizen' in the year 2032. While the Dutch debate on education had always focused on form rather than on content, there was now the urgency to think *what* children needed to learn in order to become qualified and involved (global) citizens. Additionally, the revised goals would offer better support for teachers and school management on how to adapt and manage their educational programmes.

Education in 2032 Curriculum reform (#Onderwijs2032)

In 2014 a national brainstorming was initiated by state secretary of education, Sander Dekker, in the form of a platform of educational experts called Platform #Onderwijs2032. This Platform started a national dialogue about the future curriculum in Dutch education. The final aim of this platform was to present advice on the future curriculum based on scientific research, international comparisons and a broad consultation and dialogue in society. The members of the platform were looking for insights into what pupils should learn to be successfully equipped to participate in the society and labour market in the year 2032. There were three leading basic assumptions: the development of knowledge, preparation for society and personal development.

The platform received a lot and a great variety of reactions. Suggestions were received via twitter, Facebook and the Platform's website, in addition to over 280 white papers, scientific reports and reports from meetings all over the country. The Platform members participated in numerous inspirational sessions, brainstorms, education-themed days and festivals to collect information. On 1 October 2015, the Platform presented their basic ideas in a draft advice. After that, in October and November, the Platform discussed these ideas with teachers, students, school leaders, parents, (school) management, employers and (cultural) organisations related to Dutch education. Based on these conversations, the Platform presented its final advice in January 2016.

The importance of attention for Global Education and citizenship education was embedded in several ways in the draft advice (available in Dutch: <http://onsonderwijs2032.nl/advies/>) Introducing its advice, the Platform stated that *'With globalisation, global issues arise in the field of for instance migration and sustainability' (...)* *'It is important that people know how to process new information and use this information in changing circumstances'*. Also, the Platform acknowledges that students *'should learn to deal with freedom and responsibility and to look beyond borders'* and *'learn more about the rule of law, democratic values and human rights'*. Currently, Dutch schools compared to other countries were relatively inactive when it came to citizenship education. The platform advocated a more prominent role for citizenship education in the basic curriculum, and advised the government to create a clearer description of this task - and the concept of citizenship education - for schools.

Global Education

Samsam

In January 2015, Samsam, educational platform on Global Education, children's rights and sustainability, celebrated its 40th anniversary and was still going strong as educational platform for world-wise children in primary school. Starting as a magazine for development education, Samsam developed into a multimedia platform on Global Education. Samsam tells the stories of children around the world, including the Dutch children. In spring Samsam introduced the next step in 'participatory journalism' for children: the Samsam Reporters Club, where small groups of children can work on specific 'missions' and can practise their *21st century skills*.

Faced with changes in global society and Dutch policy, primary schools in the Netherlands seemed to realize that it was in their hands to offer *more* and *better* education around the global dimension of citizenship, Global Education. Samsam, the youth platform for Dutch-speaking children aged 9-13, offered tangible solutions to address global citizenship, child's rights and sustainability to schools. On the website, children could play, watch, learn and search to become real global citizens. For educators (teachers), the Samsam website offered practical possibilities and special form for working with global issues in the classroom. The magazine is closely connected to the website.

Research

From 2015 on, the NCDO research team continued under a new name: Kaleidos Research. Kaleidos Research is, like Samsam, still part of the NCDO foundation.

In November 2015, the yearly research publication '(Dutch) Youth and the world' was presented, featuring data and insights about a variety of sustainable and pro-social behaviours, values and knowledge among Dutch youth aged 12-18. Plans for 2016 from NCDO (Samsam, Kaleidos Research, Oneworld) included in-depth research about children and their world views (publication in spring 2016) and a Kaleidos Research conference (21 January 2016) about innovative ways for peer-to peer (professional) learning and Global Education.

In March/April 2015, a short study on parents' attitudes towards education for global citizenship was published. Also, a bigger research project 'Children and the World' started in spring 2015, providing insights into the attitudes and behaviour related to social and ecological sustainability of children aged 8-12. Following the studies in 2012, 2013 and 2014, the yearly reports 'Dutch people and the world' and 'Dutch adolescents and the world' were also published in 2015.

Samsam, the children's platform about the world, initiated a variety of activities and publications related to important and current global issues for children:

- Samsam school exchange. Pupils in schools from different parts in the Netherlands participated in an exchange, thereby learning about (and from) differences and similarities, diversity and connection.
- Peace out event. During peace week, Samsam organised a festive event for pupils to celebrate and learn about peace and meeting new people.
- Publication of magazine / lessons about safety and conflict, addressing the refugees issue with an article about a girl in Sicily.
- Publication of additional educational material about 'how to talk about refugees in class', which was also usable outside the classroom.
- Publication of a magazine about Girls Rights, featuring an interview with Liliane Ploumen, Dutch minister for Foreign Trade and Development Cooperation.

Political context (and development policy)

The minority coalition government, consisting of the Conservative Party (H) and the Progress Party (Frp), had been governing based on an agreement reached with the Christian Democrat Party (KrF) and the Liberal Party (V) after parliamentary elections in September 2013. Polls showed that the four parties maintained the support of a majority of the voters until the government presented its first budget in October last year, which caused a lengthy controversy between the coalition parties (H and Frp) and their partners (KrF and V) on social and environmental policies and budgets (incl. ODA) before the budget for 2015 was agreed.

Budgetary matters

The government proposed an increase in the development budget (ODA budget) for 2015 that would imply a reduction as a percentage of projected GNI (down to 0.98%), as well as a substantial reduction of the budget for GE/DEAR, from 91 million NOK in 2014 to 60 million NOK (approximately 7 million Euro). However, both proposals were rejected by KrF and V and did not get the support of a majority in parliament. After lengthy deliberations between the two government parties and their partners it was agreed that ODA would be maintained at 1% of projected GNI and funding for GE/DEAR at 91 million NOK in 2015.

Global Education of NGOs (DEAR – Development Education and Awareness Raising)

Results of GE/DEAR 2011-2013

In accordance with the agreement between Norad and the RORG-secretariat, the secretariat had produced annual reports on GE/DEAR in Norway for 2011 and 2012, and in October 2014 it presented, for the first time, a report on the results of GE/DEAR programmes and projects funded by Norad 2011-2013. The report was based on a systematic review of the reports of the NGOs to Norad in May/June 2014, reporting on the results of their activities in the 3-year period 2011-2013 (planned/expected results as well as not-planned/expected). Each NGO was also asked to point out the 2-3 results they regarded as the best or most important results. The report of the RORG-secretariat was divided in three parts: 1) a discussion of the question: What results do we want? (based on goals formulated by Norad in accordance with directions given by the parliament, as well as views expressed in the critical debate in Norway on GE/DEAR in recent years), 2) an overview of reported results within “folkeopplysning” (GE/DEAR towards different target groups and the general

public) and 3) an overview of reported results of GE/DEAR more linked to advocacy and critical debate on key issues of policy coherence for development. The report concluded that the NGOs had reported a wide range of relevant results and outlined these key results (short- and long-term):

- Critical debate and increased knowledge on key North/South-issues;
- Strengthened role for the NGOs as watchdogs and advocates on issues related to development policy;
- Contact and cooperation with development actors in the South, making relevant knowledge of views and perspectives in the South available for Norwegian target groups;
- Increased understanding in the general public that development policy is more than aid;
- A shift from a development policy dominated by an aid-mind set towards a development policy focused on policy coherence for development;
- Reaching out to broad layers of the population through support for a broad diversity of NGOs carrying out GE/DEAR towards their own members and key target groups, as well as the general public and political stakeholders;
- Reaching out in particular to children and young people through activities in school and towards the formal educational system, GE/DEAR through the Norwegian Children and Youth Council and their member organisations, as well as specific organisations run by and for children and youth;
- Reaching out broadly, as well as to key decision makers, within The Church of Norway and Christian groups through support for GE/DEAR within the Church of Norway and The Christian Council of Norway and a wide diversity of Christian and Christian-based NGOs;
- Promoting political participation and critical debate on development policy issues in – and through participation from – a wide diversity of organisations and groups representing different ideological and religious perspectives as well as competence on a variety of key development issues;
- Influencing Norwegian and international development policies on a number of issues that have been welcomed in a positive way by key politicians from all Norwegian political parties and important international actors and
- Influencing Norwegian actors, institutions and consumers in a way that has changed attitudes and practice based on global environmental and development considerations.

The report found that the results were in accordance with goals set by the parliament and made recommendations for future development of GE/DEAR in Norway funded by Norad.

Government budget for 2015

As for the budget for 2015 the government proposed substantial cuts in funding and stated that “the saved funds will be used to support civil society information work where freedom of speech is under pressure”. In addition, the government wanted to reorganise the funding and stated that: 1) funding would be provided for projects that were expected to give long-term development impact, 2) grants would not be given for secretariats and for seminars for the members of NGOs and 3) activities should contribute to enhanced policy coherence for development and to a larger extent be directly linked to development assistance at country level.

After intensive NGO-mobilisation all these proposals were rejected by parliament. In a joint note from the standing committee on foreign affairs and defence in parliament it was referred to the agreement reached between the two government parties and their partner parties and stated that:

“This means that the grant for GE/DEAR through NGOs will be increased to 91 million NOK in 2015, so that the scope and means will be maintained as in 2014. The Committee also notes that there is a need for a review and revision of the rules for the support scheme and assumes that this work is carried out in natural consultation with the organisations during 2015.”

The review and revision were still in progress at the end of 2015, therefore the implications it might have for GE/DEAR in Norway, as well as the future of the RORG-network, after 2015 could not be foreseen.

Reframing the message

The RORG-secretariat, in cooperation with the Norwegian Development Network, was looking at the experience of “Reframing the Message”, an EU-supported training and communication project, as a possible key tool for enhancing GE/DEAR with development NGOs in the future. The project had been implemented by three organisations in three European countries: Wilde Ganzen (the Netherlands), Divoké Husy (the Czech Republic) and CISU – Civil Society in Development (Denmark). The three organisations’ joint application was approved by the EU in autumn 2012.

Formal sector

A public committee appointed by the Ministry of Education (The Ludvigsen Committee) to assess the extent to which schools covered the competencies students would need in the future published a partial report in autumn 2014 and launched their final report and recommendations in summer

2015. Although concepts like “Global Citizen” and “Global Education” were absent, a number of aspects of relevance to GE were mentioned in the partial report and following proposals from the Labour Party a key issue in the public debate was the need for “critical thinking”.

Political and economic context

A presidential election in two rounds was held in Poland on 10 and 24 May 2015. The election was won by Mr. Andrzej Duda supported by the Law and Justice (Prawo i Sprawiedliwość) with 51.5% of the votes.

On 25 October 2015 parliamentary elections were held. The elections were won by the Law and Justice which formed a one-party cabinet with Mrs. Beata Szydło as Prime Minister.

Budgetary matters and development cooperation legal framework

In 2015, Poland provided PLN 1.659 billion (EUR 396.82 million⁹) for Official Development Assistance (ODA). About 77% of those funds - PLN 1.284 billion (Euro 307.02 million) - were distributed in the framework of multilateral cooperation. The remaining PLN 375 million was spent on bilateral cooperation. The total value of Polish development cooperation in 2015 amounted to 0.1% of Poland's Gross National Income (GNI).

Global Education (GE) activities in Poland were supported with PLN 3,141,610 (EUR 751,204). Additional PLN 639,732 (EUR 152,969) was spent on information and promotion of the Polish aid program.

GE in Poland as part of the broader development cooperation policy is regulated by the Development Cooperation Act, which was adopted on 16 September 2011 and entered into force on 1 January 2012. In the Development Cooperation Act GE is defined as *“educational activities (...) in order to increase awareness and understanding for global problems and interdependence between countries”*. It is implemented on the basis of the Multiannual Development Cooperation Programme (MDCP), covering a period no shorter than 4 years and the Development Cooperation Plan (DCP) for each budget year.

A new Multiannual Cooperation Programme (MDCP) for 2016-2020 was approved by the Council of Ministers on 6th October 2015. It encompasses the principles, aims and priorities for the years 2016-2020. Thematic priorities of Polish development cooperation focus on supporting good governance, democracy and human rights, human capital, entrepreneurship and private sector, sustainable agriculture and rural development and environment protection. These priorities are implemented in

⁹ OECD average rate 2015 (4.1821)

line with the Sustainable Development Goals adopted in 2015 at the UN Conference on Sustainable Development by United Nations General Assembly. As regards geographic priorities in the years 2016-2020 Polish aid will be implemented principally in the Eastern Partnership (Belarus, Ukraine, Georgia and Moldova) and selected countries of Africa, Asia and the Middle East (Ethiopia, Kenya, Tanzania, Senegal, Myanmar and Palestine). The MDCP covers also the Global Education issues.

Global Education

The process of cross-sector dialogue was continued. The meetings were organized twice a year and brought together representatives of the Ministry of Foreign Affairs, the Ministry of National Education, the Ministry of Environment, the Centre for Education Development and the Zagranica Group (Non-Governmental Development Organizations' (NGDO) platform). The latest meeting, held in June 2015, was dedicated to the European Year for Development 2015 issues.

The first evaluation of GE programme of the Ministry of Foreign Affairs was conducted in 2013. It focused on the long term results and systemic approach to GE, especially projects aiming to foster GE presence in the school curriculum and improving teachers' abilities to introduce the subject to students. The evaluation exercise covered projects which were implemented between 2010 and 2012. On its basis a short catalogue of good practices was produced and subsequently published on the www.polskapomoc.gov.pl website and a number of provisions concerning project quality were introduced to the call for proposals requirements.

Global Education call for proposals

As in the previous years, the Ministry of Foreign Affairs in cooperation with the Ministry of National Education and the Ministry of Science and Higher Education conducted a joint call for proposals regarding GE projects for all eligible actors, i.e. NGOs, universities, research institutes, and local and regional authorities. In 2015, 14 projects proposals received funding. The call for proposals consisted of four tasks with a total budget of PLN 1,479,757, (EUR 353,831). In 2015, four two-year projects were continued within the framework of education initiatives in GE field (PLN 1,120,243, approx. EUR 267,866).

In-service teacher training

In regard to the current challenges for GE in Poland, there was a continued development of a cascade system of vocational teacher training. Since 2007 the Centre for Education Development, on behalf of the Ministry of National Education together with local and regional teacher training centres

responsible for in-service teacher training in Poland, had been engaged in global education projects, supported by the Ministry of Foreign Affairs. In 2011-2014 the Centre for Education Development¹⁰ implemented a project, with a view to enhance competencies of teachers in GE and encouraging school pupils to design and implement their own GE projects in all 16 voivodships (regions) of Poland. In 2015 the Centre implemented a project including: trainings for the network of 48 regional GE coordinators preparing them to multiply their knowledge and capacities in regional-level contests, trainings for 1,520 teachers implementing educational activities on four educational levels, a blended learning course “GE in school programmes” on basic and advanced level for 400 teachers, 32 meetings with Polish aid volunteers, 16 regional conferences promoting objectives of EYD2015. Additionally, the Centre organised a competition “Global School as the school of Development” for the best educational project.

¹⁰On behalf of the Ministry of National Education, the Centre for Education Development, local and regional teacher training centers are responsible for in-service teacher training in Poland

Political context

The legislative elections were held on 4 October 2015. The Socialist Party (PS), the Communist Party (PCP), the Greens and the Left Bloc (new left) won 122 seats out of the total 230 in parliament and they represent almost two thirds of the voting electorate. The leader of PS (Group of the Progressive Alliance of Socialists and Democrats in the European Parliament), António Costa, formed a parliamentary alliance with the other parties on the left and toppled the conservative government on 10 November. He was chosen as the new Prime Minister of Portugal by the President on 24 November and assumed office on 26 November.

Strategic issues

National Strategy for Development Education (2010-2015)

According to the 2014 monitoring report, around 50 Portuguese civil society organisations and public institutions carried out 41 Development Education (DE) projects, 59 DE activities within non-DE projects and 27 single activities out of any kind of projects. The 2015 monitoring report will be launched in May 2016.

The annual edition of the Development Education Day 2015 occurred on 28 April under the theme “Evaluation in the context of Development Education”. Arnfinn Nygaard (GENE), Jan van Ongevalle (HIVA, KU Leuven University) and Adélie Miguel Sierra (University of Liège) were guest speakers at the conference.

The National Strategy for Development Education was prolonged until December 2016. The Development Education National Strategy Group started the process in order to select the team to work on the final evaluation of the National Strategy, which will take place in the first semester of 2016. In the second semester of 2016, it is going to take place a participative process to draft the new Strategy, taking into consideration the conclusions and recommendations of the final evaluation.

OECD DAC Peer Review 2015

The final report refers to DE and to GENE: *Portugal has been praised for its good work in awareness-raising for development - Portugal has its own National Strategy on Development Education 2010-*

2015, which aims to integrate development and global citizenship into Portugal's formal and informal education system. Portugal's leadership in development education is the result of years of engagement with different actors from government and civil society, and dedicated funding to support development education NGOs from Camões – Institute for Cooperation and Language. Portugal's activities in this area have been peer reviewed and praised by different international bodies such as the Global Education Network Europe and the European Commission.

Policy-making issues

Development Education co-financing scheme

In the framework of the 2015 Development Education call for proposals, Camões – Institute for Cooperation and Language (*Camões – Instituto da Cooperação e da Língua*) co-financed 13 projects of 6 NGOs with 0.4 million Euro. This included 4 new projects. The call for 2016 was opened in September 2015. The budget for 2016 rose to 0.55 million Euro.

Development Education Guidelines for pre-school education, basic education and secondary education

Following the signing of a Protocol between Camões – Institute for Cooperation and Language (*Camões – Instituto da Cooperação e da Língua*) and Directorate General for Education (*Direção-Geral da Educação*) and the signing of a subsequent implementing Protocol and a Programme of Activities, involving Camões, DG Education, CIDAC – the Amílcar Cabral Centre for Intervention on Development (*CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral*) and Gonçalo da Silveira Foundation (*Fundação Gonçalo da Silveira*), these four organisations elaborated a Proposal Guiding Document for pre-school education, basic education and secondary education, with the collaboration of a senior researcher.

This Proposal Guiding Document has been elaborated in the Portuguese curricular framework and according to the Citizenship Education Guidelines. The document intends to be a supporting instrument in the approach of Development Education as one of the Citizenship Education dimensions. In different themes related to DE it defines general goals and descriptors (including knowledge, skills, values, attitudes and behaviours) regarding the children and students' learning from preschool to upper secondary education.

Funding-issues

ODA, Camoes's budget and Development Education's budget

According to preliminary data for 2015, Portuguese ODA represented 0.16% of Gross National Income (GNI). Regarding development cooperation, the budget of Camões – Institute for Cooperation and Language was around 16.3 million Euro, allocating approximately 0.6 million Euro to Development Education.

Other General Issues

Synergias – Educational dialogues for social change

The no. 2 of the digital journal *Synergias – Educational dialogues for social change* was launched in September and it includes an article of Liisa Jääskeläinen: “*The Curriculum Reform of Basic Education Gives Strong Mandate to Global Educators in Finland*”. *Synergias* is a specialized scientific magazine with peer-review, using 3 languages (Portuguese, English and Spanish) that aims to establish itself as an international discussion and conceptual, methodological and practices reflection platform in DE, Global Citizenship Education and Global Education.

Political context

Eight years after its accession into the European Union Romania reaffirmed its commitments as an international donor of official development assistance (ODA) and its contribution to the European Union's external policy of development and cooperation.

The Ministry of Foreign Affairs (MFA), which is the national coordinator of Romania's development cooperation policy, supports the European Union's efforts in combating poverty and creating an enabling environment for security and prosperity worldwide. In order to ensure policy coherence and coordination with all stakeholders involved in the international development cooperation policy, the Romanian MFA initiated an internal process to review the national legislation in this field. Thus, the new law on the international development cooperation is expected to enhance the institutional capacity and to smooth financing process for development projects abroad.

In 2015, the MFA continued to support the process of drafting a communication, public awareness and development education strategy and the organisation of activities in view of increasing visibility and awareness in Romania's development assistance. At the inauguration of the European Year for Development, a study of the European Commission on Europeans and development issues, showed that 87% of the Romanian citizens had a strong attachment to the ODA and believed that combating poverty in the world should remain one of the main priorities of their government (54%) and of the European Union (84%). However, many Romanian citizens had a lack of knowledge concerning the recipient countries or regions of the Romanian ODA (55%) and of the European Union's ODA (59%). In this context, every activity of information and communication about the development assistance policy is *per se* an activity of development education for Romanians of all ages.

Budgetary matters

Development cooperation projects which propose activities of communication, information, public awareness and development education are supported through the MFA. The projects are selected during a general public call, annually. Besides, 10% of the MFA's budget for ODA is directly allocated for activities of communication, public awareness and DE.

In 2015, several development education projects were implemented by NGOs, with the financial support of the Romanian MFA, among which the organisation of a summer development camp dedicated to the "Romanian Development Days", a public awareness campaign about volunteering in

the international development cooperation, technical assistance for civic education good practices in Egypt, teachers training and learning activities for Palestinian schoolchildren. At the MFA's impulse, another project of a summer development camp involving high school children was implemented in collaboration with the Ministry of Education, aiming at introducing development education issues as an informal way of learning in Romanian schools.

Political context

The Ministry of Foreign and European Affairs (MFEA) in cooperation with Slovak Agency for International Development Cooperation (SAIDC) continued its preparations of the new Act on the ODA of the Slovak Republic. The new Act will come into force in 2016.

The process of the evaluation of the selected development education projects and their impact under the MFEA leadership was ongoing and completed in the margins of the year 2015.

Due to permanent personal replacements at the Ministry of Education, Science, Research and Sport (4 ministers within four years) and strong personal fluctuation at the MFEA, there was still no progress in the preparing of the new Global/development education strategy.

Budgetary matters

The call for project proposals in the field of development education was announced at the end of February 2015 by SAIDC, with the deadline on 17 April 2015. The maximal duration of an individual project was 25 months with the budget not exceeding 35.000 Euro per project. The total financial allocation for development education projects in 2015 was increased to 130.000 Euro (compared to 100.000 Euro in 2014). The call for proposals focused mainly on the integration of GE objectives, principles and topics in educational programmes in universities following the recommendations of the GENE Global Education Peer Review.

The call for project proposals for EC co-financed projects followed the same procedures and conditions. The total financial allocation for this call was 90.000 Euro (compared to 50.000 Euro in 2014). The aims of the co-financing were to support Slovak organisations in receiving financial means from EC grant schemes, build up implementation capacities of Slovak organisations, increase Slovakian participation in European development cooperation and connect and complement Slovak development assistance with the EC activities and goals.

Global Education

There were 8 projects under implementation since 2013. The most important outputs of these projects were publications for integrating GE into the educational system, the creation of new lectures at university level or the enrichment of already well-established lectures on dimensions of

GE, newly-trained lecturers, increased awareness on GE topics among students and an active effort of the organisations involved in GE projects in obtaining accreditation for courses dealing with GE and development cooperation. 7 new projects were approved with their main focus on the integration of GE objectives, principles and topics in educational programmes of universities. A new capacity building project (50.000 Euro) was implemented by the Slovak NGDO Platform focused on building capacities of the development stakeholders in the context of the international development agenda beyond 2015 and the preparation for the Slovak Presidency in the Council of Europe.

2 new EC-co-financing projects were approved, one focusing on mobilizing youth to take actions in favour of globally responsible ways of eating and the other one engaging the national media and policy makers to better inform the public about global interdependences and challenges of the post-2015 development framework.

General information

The International Development Cooperation Act (adopted in 2006) provides a legal basis for development cooperation of the Republic of Slovenia. Strategic directions and priorities are defined in the 'Resolution on International Development Cooperation', which is the mid-term strategic document adopted by the parliament. The implementation action plans provide a framework for concrete programmes and financial distribution.

The Ministry of Foreign Affairs is the national coordinator for international development cooperation in the Republic of Slovenia. In 2015, Slovenia's ODA was 0.15 % of its GNI, approx. 57 million Euro, whereby bi-lateral programmes made up for 39% and multilateral contributions for 61 % of the total budget.

Global Education

The Resolution on International Development Cooperation recognises development and Global Education as an important component of development policy. The Ministry of Foreign Affairs (MFA) supports activities that promote understanding and awareness about development challenges and policies, as well as projects that foster critical thinking, reflection on global solidarity and global citizenship.

Global Education is often associated with sustainable development education which is widespread amongst schools. Schools include topics related to Global Education as optional contents in the current school curriculum (pre-school, primary and secondary education, education as well as university programmes). Global Education projects are mostly implemented by NGOs, which also offer seminars for teachers. The response of schools differs and there is no systematic approach to Global Education.

Political context

Spanish society has a trajectory of solidarity through cooperation, and there is a clear commitment to maintain this goal despite the consequences of the deep economic and financial crisis Spain is undergoing. The Central Government implemented budget reductions that affected all Ministries and regional administrations. Cuts in Development Cooperation were among the highest.

The current context in 2015 was characterized by uncertainty on:

- The further development of the economic and financial crisis both at a national and international level.
- General elections to be held at the end of 2015.

Work was done under the guidelines proposed by Master Plan IV for the Spanish Cooperation. In March 2014, The Spanish Agency for International Cooperation approved its Strategic Plan for the next four years. The plan was valid till 2016. In 2015 the administration was working on a new Plan for the period 2017-2020.

The Plan stated eight Strategic Orientations. Number 8 referred to global citizenship, public awareness, co-responsibility and improving communication with citizenship in cooperation, development and the work of the Agency. It included among other initiatives, the implementation of an Action Plan on Global Education. A national consensus was reached on what Development Education (DE) is. All national agents (ministries, NGOs and private sector) endorsed 2 main policy documents: National Strategy for DE and Master Plan IV. In 2015 the National Strategy paper for DE was assessed with participation of an international committee.

3 new Covenants were to be implemented in the 2015-2018 period. The total budget was 3 million Euro. They would be implemented by NGOs and multilateral organisations: UNICEF, VSF-Justicia alimentaria global, Interred, Entreculturas, Alboan, and Oxfam-Intermon.

5 projects with a total budget of 496.758 Euro were to be implemented through NGOs.

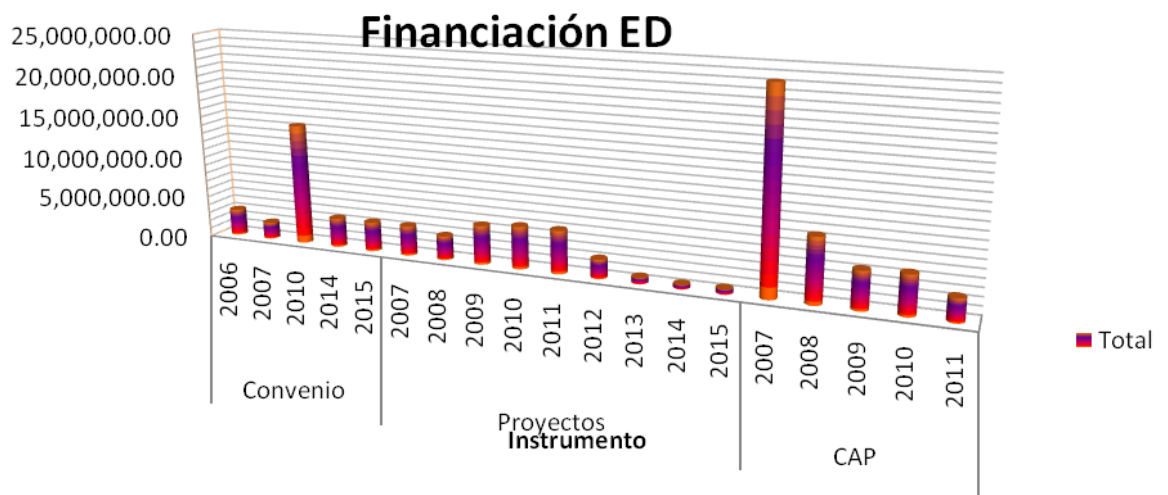
In March 2015 a new call for proposals both for projects and covenants was issued. The total budget was 500.000 Euro.

Budgetary matters

Budget reductions in Development Cooperation as of 2012 affected negatively especially the DE budget. However, multi-annual commitments were respected, and the funds were used in a more creative way to safeguard the implemented programmes from extinction.

The Agency finances directly partnership agreements and projects with various social organisations. In the year 2015 projects were financed at the total amount of 600.000 Euro, and partnership agreements at a total of 3.5 million Euro. Current agreements were implemented in the 2014-2017 period with follow-up meetings after the first year of implementation. The Agency also financed 41 partnership agreements not exclusively on DE but with a DE component, carried out by NGOs and other agents of cooperation. The work concentrated on maximizing the quality of this DE component in order to better contribute to reach the specific DE goals. Most actions had to do with non-formal and informal DE interventions.

Most activities developed within the formal area of DE fall into the Teachers for Development Programme, and there is no official budget at the beginning of the year. Each programme has to be negotiated first. This means a certain degree of uncertainty for the future.



	Convenio					Proyectos										CAP				
	2006	2007	2010	2014	2015	2007	2008	2009	2010	2011	2012	2013	2014	2015	2007	2008	2009	2010	2011	
Total	3,17	2,00	14,4	3,50	3,50	3,53	2,86	4,62	5,04	5,08	2,25	725,	496,	600,	23,3	7,56	4,44	4,62	2,67	

- *Convenios, partnership agreements* are multi-annual long term interventions (4 years) and with no budgetary limit (from 1 million to 3.5 million Euro).
- *Proyectos*, are projects from short to medium term (max 18 months) and with a budget allocation of less than 900.000 Euro.

- CAP is a financial instrument that was no longer in place for DE, since 2011.

Global Education

The Spanish Agency for International Cooperation and Development (AECID) considers Development Education (DE) as an ongoing (formal, non-formal and informal) educational process, aimed at promoting global citizenship, through knowledge, attitudes and values that can generate a culture of solidarity committed to the fight against poverty and exclusion and to the promotion of sustainable human development.

Spanish cooperation focuses in DE on four dimensions: Awareness-raising, Education/Training, Research, and Political Impact and Social Mobilisation. They are interconnected and can be promoted by public or private agents or institutions.

It is important to observe the shift in priorities from Master Plan III for the Spanish Cooperation (2009-12) to Master Plan IV (2013-16). In fact, the 2009–2012 Third Master Plan for Spanish Cooperation considered DE a strategic field, as a channel for contributing to enabling citizens to respond to the challenges posed by the globalisation process. Thus, it helps Spanish citizens to expand their vision of the world. The 2013-2016 Fourth Master Plan for Spanish Cooperation sees DE as a transversal issue and focuses on the support of the Spanish society to development cooperation and solidarity. It stresses too the need for actor's coordination improvement especially among central and regional government, NGO and private sector. The emphasis is made on issues like communication, visibility of Development Cooperation, accountability or evaluation.

A good practice

The DE department focused on working closely with regional and local educational administrations, and the Ministry of Education, for the purpose of bringing the programmes to school teachers, as well as NGOs and other organisations.

An example of good practice, related to the successful cooperation between two different administrations (AECID and Ministry of Education), was the "Teachers for Development" Programme. It was put in place in 2009. This programme included:

- DE National Award – Vicente Ferrer". It was granted to state schools that worked on global citizenship in their curriculum and practices.

- Annual National Meeting of DE teachers. The aim was to create a network. It took place in different countries where the Spanish Cooperation works and included visits to development projects (Bolivia, Colombia, Guatemala and Morocco).
- E-learning programme with DE Spanish experts and directed to teachers. This is a formal course with a Ministry of Education Diploma.
- Publications: works on good practices and teaching materials
- Summer course.

The DE Teachers Network currently gathered 105 educational centres with over 210 committed teachers.

Key challenge for DE in our country/organisation

- During 2015 an external evaluation of the Spanish DE Strategy took place. Terms of Reference were elaborated, an Assessment Committee created and its members selected (3 experts associated with GENE).
- The DE department was very much involved in EYD2015. It was carrying out a school programme with five regional governments and several NGOs, reaching 5.000 students. AECID promoted the involvement and commitment of young people through a film forum, regional working days with young people speaking and teacher training.
- Finally, an important challenge for the last four years was to maintain the level of activities taking into account the budget cuts that the Agency had suffered.
- Most of the DE work in non-formal and informal DE is carried out by NGOs. For 2015 to 2018 there is a budget allocation of 3 million Euro for covenants and projects. This figure could be increased with the approval of new projects in the coming years.

SWEDEN

Swedish Council for Higher Education is a government agency that, among other things, works to improve the quality of education by providing opportunities for people to participate in international exchange and cooperation. The Global School is a programme at The Swedish Council for Higher Education, supported by The Swedish International Development Cooperation Agency (SIDA).

The Global School's ideological base is located in the global. Issues of poverty and allocation, human rights, democracy, power and conflicts are obvious areas to work with. In Sweden there is no national strategy on how to connect Global Education (GE) and Education for Sustainable Development (ESD), or rather incorporate ESD into GE. It has become a task for The Global School. In its work on learning for global sustainable development during the UN Decade of Education for Sustainable Development, The Global School has helped to create educational bridges between the groups of people that are parallel involved in global issues and environmental issues. In the training for teachers and other educational professionals throughout Sweden, The Global School is working on issues and methods to develop learning environments that handle sustainable development in a global context.

The Global School provides free seminars in learning for global sustainable development and intercultural understanding. It offers activities and services that would contribute to learning, school improvement, an interest in working in a global context through knowledge and understanding of global issues, meetings with people and cultures, active methods and techniques. The goal is to strengthen the school's ability to educate young people to take responsibility for sustainable development in a multicultural society and prepare them to function in a global context. This is done through internationalisation by integrating global perspectives in learning, enabling increased quality and effectiveness of school mainly through teacher in service training and teacher education activities. Other goals are to spread knowledge how to combat poverty, promoting human rights and democracy and trying to connect GE and ESD. There is also the mission within the national school curricula.

Political context

In Sweden there was now a Social democratic government after eight years in opposition, in coalition with the Green Party. Unfortunately, a weak government had to manage the opposition's budget.

The migration situation in Sweden was critical. Due to the xenophobic tendencies in society there was a political will and a need within the school to work with the human rights and migration. These issues from a teacher's perspective merge perfectly with Global Education.

Budgetary matters

As the local authorities/communes together with private schools are the main actors in running and financing primary and secondary education in Sweden, many of the decisions regarding the quantity and quality of GE lie on the local level.

Local initiatives to promote solidarity and exchange with developing countries have since long been a part of Swedish teaching tradition. It's not possible to generalize and give a full picture, but many of the "global teachers" say it has become more difficult to conduct exchange programme within the curricula from 2011. Financing is not the only obstacle.

Migration work is financed by the aid budget that also finances the exchange programmes, like for example The Global School. The future of the budget is uncertain. The migration official asked the Swedish government for an extra 29 million SEK for 2016. That will affect The Global School programme.

Global Education

One of the main concerns of the Global School during 2012-14 was to follow and meet the need from teachers to be able to implement GE in the new curricula.

One task was the implementation of the UNESCO Global Action Programme (GAP). The Global School, the Swedish National Commission for UNESCO, WWF Sweden and SWEDESD - International Centre for Education for Sustainable Development at Uppsala University, started in 2014 a process to formulate the Swedish recommendations for education and learning for sustainable development in order to support the Swedish delegation, before and during the World Conference in Japan, and to provide a basis for accelerating and improving education and education for sustainable development in Sweden. The recommendations are in two main groups - one that focuses on work in Sweden, and one that focuses on Sweden's work internationally:

- Recommendations to increase and improve policy and practice for education for sustainable development in Sweden.

- Recommendations to strengthen the Swedish involvement in international work on learning and education for sustainable development.

Further discussions about GAP took place with Swedish Council for Higher Education together with other organisations, trying to find an action plan and a focal point for the work with GAP in Sweden.

In May 7-8 The Global School and SIDA had its annual national GE conference for the seventh year in a row. The conference is for people from the field of education and contains lectures, seminars, workshops and other participatory activities. The conference themes are: Educating for sustainable development among conflicts and crises. In 2015 the focus was on the new SDGs and how Sweden could contribute in crisis and conflicts. This conference was also linked to EYD2015 as well as to several of The Global School's seminars and activities.

Sweden would like to take a lead in the new SDGs. There are talks about how they could be integrated into the curricula and at the agency level how the different authorities must cooperate in order to implement them.

Political Context

In 2013, for the first time, the UK government achieved the target to contribute 0.7% of UK national income to international development. The UK subsequently passed legislation that would ensure that this target was met year on year. This commitment to the 0.7% target for aid spending reflected a consensus between the majority of UK political parties and went hand-in-hand with a commitment to greater transparency and a renewed focus on results and achieving development outcomes.

The general election in the UK in May 2015 returned a Conservative Government and political continuity for DFID with a returning Secretary of State. The priority areas remained girls and women; leading in emergencies and economic development, however, there was also an increased focus on youth – both as beneficiaries of the work but also as agents of change and as advocates.

Following the election DFID undertook major reviews of much of its work. This included a Bilateral Aid Review, Multilateral Aid Review, and a Review of the work with Civil Society. These reviews will shape much of the DFID business plan as DFID continues to support development education work through the formal education sector. The increased focus on youth and the universality of the Global Goals further increased the relevance of the development education and active citizenship work.

In 2015, DFID continued to fund two main development education programmes:

Connecting Classrooms (jointly funded with the British Council) which supports schools in the UK to form partnerships with schools in developing countries and also invests in teacher training both in the UK and overseas. This was given three-years further funding in June.

The Global Learning Programme, which runs as a separate programme in each UK country and seeks to ensure that children growing up in the UK should have the chance to learn about the world around them, the facts of poverty and underdevelopment and about the potential to build a freer and more prosperous world.

Budgetary Matters

Connecting Classrooms was given a further three years funding in June 2015, following the conclusion of the second iteration of the scheme. The 2012 – 2015 programme exceeded almost all targets, with over 5,000 schools involved in sustainable partnerships across over fifty countries and

some 28.000 teachers and 9.500 school leaders receiving training. Overall the programme reached over five million students.

DFID and the British council will each contribute £ 17 million over the next three years.

The Global Learning Programme (GLP) is delivered by separate contractors in each UK nation, in order to reflect devolved education policy. The contractors for the GLP in England, Scotland Wales and Northern Ireland are Pearson, IDEAS, CfBT Wales and the Centre for Global Education respectively. The total value of the GLP is £ 20.9 million.

Development Education

Connecting Classrooms aims to create sustainable partnerships between schools around the world. These partnerships will help pupils learn about global issues and develop the skills needed to work in a global economy.

DFID contributed £17 million over three years to Connecting Classrooms [*BC contribution was £ 25 million*] between 2012 and 2015. The next phase of the programme, which was launched in June 2015, focuses on improving the teaching of six core skills which are universally recognised as being critical to education systems around the world. This will provide opportunity for the British Council locally to identify with policy makers the most relevant core skills to their priorities. This programme aims to see 45.000 teachers around the world with improved understanding of how to support the development of a chosen key skills area identified as being of particular need in their school.

Global Learning Programme - background:

Following a review of DFID's development awareness and education programmes in 2009 it was agreed that funding to help schools deliver development education should be brought under a single programme. To ensure DFID support was consistent with education policy, separate projects are funded in each UK nation.

The aim was that development education becomes embedded at whole school, curriculum and classroom level within 50% of schools at Key Stages 2 and 3. The GLP helps pupils develop the skills needed to work in a global economy through learning about key themes of development education such as:

- knowledge of developing countries, their economies, histories and human geography;
- knowledge of the basic elements of globalisation; and

- knowledge of different ways to achieve global poverty reduction and the arguments around the merits of these different approaches.

The project will deliver four key outputs:

- School management teams use development education to support school improvement and enhance the overall performance of their school as part of the wider curriculum.
- Teachers in England's can easily locate the right resources to use to improve their use of development education to add to their subject teaching.
- School networks incorporate development education into continuous professional development programmes for teachers and senior management teams.
- Development education practitioners have evidence of which approaches successfully achieve learning outcomes for students at Key Stages 2 and 3.

So far over 4.000 school participated, with over 17.000 teachers receiving training.

Business cases, annual reports, project completion reports and external evaluations of these programmes are published on DFID's 'Development Tracker' website. (<http://devtracker.dfid.gov.uk>)

6. European Year for Development 2015

The year 2015 seemed like a perfect time for the European Commission to launch its first ever themed international year – the European Year for Development. The Millennium Development Goals had reached their conclusion and the post-2015 framework had been agreed (the Sustainable Development Goals). A new agreement on Financing for Development had been signed and in December, the Paris Agreement, a new universal treaty on climate change, was adopted by 195 states (COP 21).

The European Year for Development wanted to inform citizens across Europe about EU development cooperation in order to foster direct involvement, critical thinking and an active interest among Europeans. It also aimed to raise awareness of the mutual benefits of EU development cooperation, achieve policy coherence for development and create a sense of joint responsibility and solidarity. The common motto was “Our World, Our Dignity, Our Future”. There were 12 thematic months:

- | | |
|--|--|
| 1. Europe in the World | 7. Children and Youth |
| 2. Education | 8. Humanitarian Aid |
| 3. Women and Girls | 9. Demography and Migration |
| 4. Health | 10. Food Security |
| 5. Peace and Security | 11. Sustainable Development and Climate Action |
| 6. Sustainable Green Growth, Decent Jobs, Businesses | 12. Human Rights and Governance. |

The main target groups were policy makers, young people, schools and universities, civil society organisations and the broader public. Flagship events, member state and civil society campaigns, media work (including social media), a central website (www.Europa.eu/eyd2015), a newsletter and educational toolkits all contributed to reach the aims of the year. 25 member states, all EU institutions, 30 international and 120 civil society organisations and several private sector companies established partnerships to strengthen the campaign.

Among the numerous Development Education and Awareness Raising activities were photo exhibitions and competitions, film and music festivals, writing competitions, development summer camps, interactive exhibitions and people’s and teachers’ fora.

What legacy did the EYD leave behind? Its objectives were to inform EU citizens about aid results, to foster involvement and critical thinking, and to raise awareness of the benefits of EU aid. As indicated

above, this was attempted through a plethora of programmes, projects and initiatives across Europe, including

- 25 work programmes in EU member states;
- 3,828 local activities reaching almost 2 million people;
- 20 new partnerships with the private sector; and
- 3,914 published articles mentioning EYD2015.¹¹

In terms of public opinion among EU citizens, almost one in five (18%) were aware that 2015 was the European Year for Development before it started, and at the end of 2015, that number had gone up by six percentage points, which is a significant increase. However, most Europeans felt equally informed about development aid as they did in 2014 (61%) with support remaining high across Europe.¹²

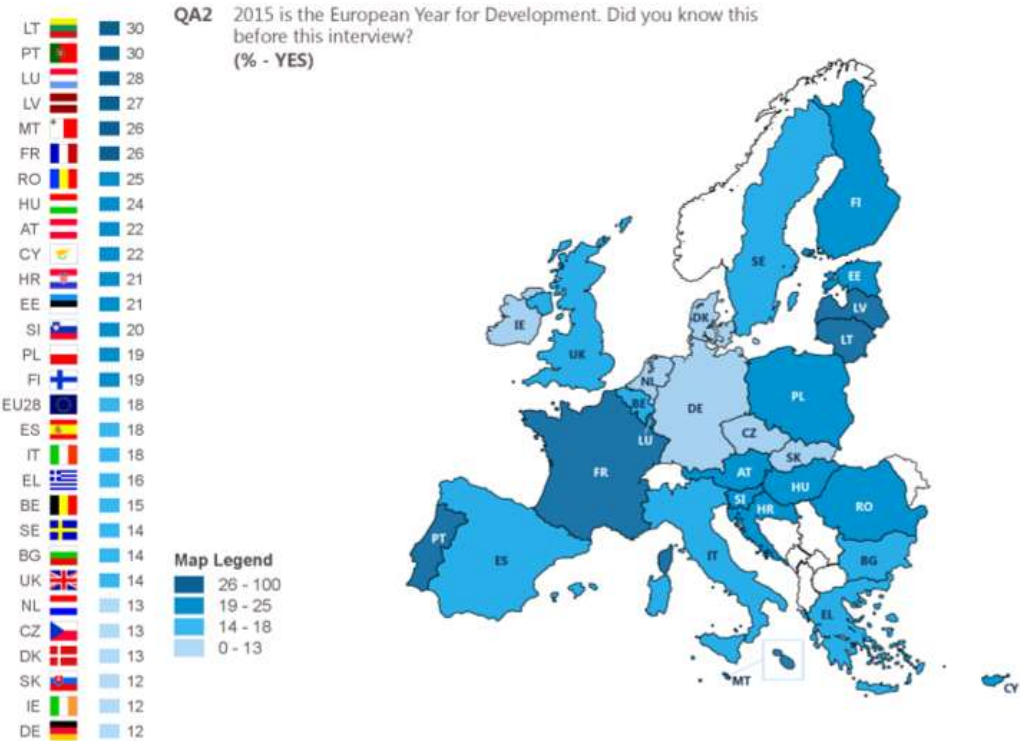


Image: Awareness of the European Year for Development among Europeans. Source: The European year for development - Citizens' view on development, cooperation and aid, Special Eurobarometer 441, European Commission 2016.

¹¹ EYD2015 at a Glance, European Commission 2016
https://europa.eu/eyd2015/sites/default/files/toolkit/infographic-2015-eyd-at-a-glance_en.pdf
¹² The European year for development - Citizens's view on development, cooperation and aid, Special Eurobarometer 441, European Commission 2016
http://bookshop.europa.eu/is-bin/INTERSHOP.enfinity/WFS/EU-Bookshop-Site/en_GB/-/EUR/ViewPublication-Start?PublicationKey=MN0216175

Activities in some EU member states

Austria

The Austrian Ministry of Foreign Affairs (MFA) was the national contact point for the European Year for Development 2015. It established a steering committee consisting of a great variety of public and private stakeholders. The Austrian Development Agency (ADA) was the national body supporting the MFA, with responsibility for implementing the public programme of this special year. ADA's activities included the national EYD website (which included information on latest events, presented stories, offered downloads and contained an online event calendar) as well as social media, newsletters, distribution of information material, a German issue of "World's Best News", media co-operation (e.g. a trailer on TV) and events. The Austrian strategy was to create a common umbrella for the communication of all EYD2015 activities.

The EYD was officially launched in January in Vienna. Neven Mimica, European Commissioner for International Cooperation and Development, and Sebastian Kurz, Austrian Minister for Europe, Integration and Foreign Affairs, were present.

Belgium

The Belgian Directorate General for Development Cooperation and Humanitarian Assistance (DGD) was appointed as the national coordinating body for all activities organised under the framework of the European Year for Development 2015. The action was mainly to build on existing activities and events, in particular to use the regular call for project proposals to stimulate activities. The objective was to aim at a broad audience and, more particularly, people who were not yet interested in development cooperation issues.

Cyprus

The launching event of the European Year of Development was a press conference that took place on 12 March 2015 at the Ministry of Foreign Affairs. The Permanent Secretaries of the Ministry of Foreign Affairs and the Ministry of Education and Culture addressed the launch event followed by the Head of the European Commission Representation in Cyprus, a representative from the European Parliament Office in Cyprus and the Cyprus Island wide Development NGO Platform (*CYINDEP*). A recorded message from the European Commissioner for Humanitarian Aid and Crisis Management, Mr C. Stylianides was also played during the press conference.

Czech Republic

The Czech Republic applied for the European Commission's grant within the European Year for Development 2015. The umbrella topic of the Czech national programme was interconnecting initiatives in the non-governmental, the private and the public sectors in the area of official development cooperation. A variety of educational and awareness-raising activities, as well as a political dialogue for the public and key stakeholders from the non-governmental, private and state sectors, took place.

Within these activities, the Ministry of Foreign Affairs in cooperation with the Ministry of Education, Youth and Sports, the National Institute for Education, the National Institute for Further Education and the Czech Development Agency prepared a national GE conference focusing on raising awareness about GE among regional authorities, school directors and teachers. The conference took place in November 2015.

Denmark

Denmark received 130.000 Euro for EYD2015. The support was administered by the association of CSOs in Denmark, Globalt Fokus (Global Focus of Denmark). The National Programme for Denmark's EYD2015 was built around three pillars: the first was to mobilize and engage, the second was to create awareness and the third to foster debate and dialogue. These pillars were both connected and interdependent.

Three capacity-building workshops were held from 1 October 2014 to 30 June 2015. The participants were selected from the network of youth departments of the Danish development organisations. The workshops focused on the use of social media in campaigns, developed a strategy around using the My World survey as a way to engage and involved young people in development issues. The target was that at least 10.000 young people were actively involved in the EYD2015.

The World's Best News targeted its campaign, communication and dialogue at mainly new groups. A one week information campaign focusing on the new global sustainable development goals (SDGs) was held and should reach about 2 million Danes. Globalt Fokus cooperated with Danida to arrange a two day conference entitled "Danida Development Days" at the end of May 2015. The activities included a platform for dialogue that added to the development of new ways of thinking and perceiving EU Development Cooperation.

Estonia

The main event of EYD2015 in Estonia was an open air family festival at the main square of Tallinn called Maailmapäev – the World Day. It took place in May and was also the most important Global Education event during EYD2015 in Estonia.

A one month media campaign was organised to bring development cooperation and development issues closer to the people. It was focused on the topic of consumption to make people think about how consumption was related to developing countries and global challenges.

The NGO Mondo held lots of activities and events during EYD2015. These were mainly organised through a new EU funded (DEAR) project called Media4Development, which Mondo was leading. One of the partners in the Media4Development project was Estonian National Broadcasting (ERR). They prepared 12 documentaries on development issues as well as clips to be shown on ETV (Estonian Television). ERR also made a new internet portal <http://err.ee/l/maailm> specialising on Global Education.

Finland

The activities related to EYD were coordinated jointly by the MFA's Unit for Development Communications and Kehys – the Finnish NGDO Platform to the EU. The aim of EYD was to raise awareness about the results of Finland's and the EU's development cooperation especially among young people. Two artists who are very appreciated by the young public, Diandra and Hossni Boudali, were nominated as the Ambassadors of EYD in Finland.

The EYD was launched in Finland on 4 February by Minister Paatero and Rilli Lappalainen, the Secretary General of Kehys. Other activities included a video contest for schools, a social media campaign called "I want a world, where...", and events organised in schools related to EYD and development issues in general. The closing event took place on 3 December.

France

In the context of its national labour programme, France chose to support 6 projects:

1. The organisation of a call for proposals for education for citizenship and international solidarity and the selection of ten projects for financing;

2. Web communication dedicated to the European Year for Development through the site <http://www.development2015.fr/>;
3. An interactive exhibition “Born Somewhere” managed by Agence Française de Développement (AFD);
4. Exhibition and lectures at the University “Drastic Action” led by AFD;
5. A TEDx event, “Change of Climate”, organised on 21 October on climate issues;
6. An approach of European actions in the Overseas Territories.

All activities were important ways to raise public awareness and highlight European Union actions. The activities were led by numerous actors, notably civil society.

In the context of the call for proposals (Activity 1), the European Commission provided a contribution of 230.000 Euro. The approved co-financing ranged from 10.000 to 40.000 Euro. Legally established associations, the only ones eligible for this call for proposals, had to provide co-financing of 30% for the planned action. To have their projects selected, the associations had to submit a proposal aiming to strengthen the visibility of European themes, to support development and international solidarity and to promote the active interest of citizens and young people through communication actions.

Germany

EYD2015 focused on reaching the following aims:

1. Informing and spreading awareness about development cooperation carried out by the EU.
2. Supporting active engagement for and critical examination of development cooperation in the context of policy-making and implementation.
3. Spreading awareness for development cooperation in the context of a common responsibility in a globalized world and of policy coherence and an efficient and sustainable use of funding resources.

The impact of the EYD2015 was discussed in a closing meeting in 2016 and brought up the following tasks: an improvement of communication with EU-institutions, reaching out to new target groups, the establishment of new and in some cases transnational co-operation, intensification of discussion about policy-areas addressed by the EU. Rural areas were also listed as a challenge. The EYD2015 facilitated access to EU-funding resources for small NGOs, leaving the bureaucratic burden comparable low. In Germany further funding of successful EYD projects is considered via Engagement Global.

During 2014 the activities for the EYD2015 National Work Programme were developed in collaboration between the MFA, other line ministries, NGOs (including LAPAS), academics and representatives of the private sector. LAPAS was the national EYD beneficiary in Latvia.

In the context of development education, the following EYD activities should be mentioned:

- Interactive materials and a workshop for Latvian parliamentarians and government representatives on the main principles and tendencies in global development;
- Strengthening global development within institutions of higher education institutions by a) organising an essay competition, where students did the research related to development cooperation in general or to EU or Latvia's development cooperation policy; b) developing a free access open course on development cooperation that included both readings and video resources (lectures, interviews) and served as a platform for teaching development cooperation in Latvia in the future;
- Raising awareness on development cooperation policy, corporate social responsibility, sustainable consumption and production among the private sector;
- Events aiming to educate people on global development issues, e.g. movie months, contests etc.

As the Presidency of the Council of the European Union, Latvia had the honour to host the Official Launch of the European Year for Development 2015 in Riga on 9 January. The opening was attended by the Commissioner for International Cooperation and Development Neven Mimica, Latvian Minister for Foreign Affairs Edgars Rinkēvičs, the former president of Latvia Vaira Vīķe-Freiberga, and other high representatives from EU institutions, partner countries, international organisations, civil society and academia.

The panel sessions during the opening highlighted the opportunities of EYD and the importance of good governance and effective, inclusive and accountable institutions as a linchpin for achieving a sustainable and inclusive development for all. At the end of the event the Kapuscinski lecture was held by Homi Kharas, a Senior Fellow at the Brookings Institution. The theme of the lecture was *"Transitioning from 'the Developing World' to 'a Developing World'"*. Civil society was highly engaged within the Opening Launch. During the panel sessions representatives of NGOs highlighted their EYD2015 activities. In addition, LAPAS and its volunteers welcomed people to write down their commitments on how they would promote sustainable development. People with their commitments were photographed, and the pictures were put in twitter by using hashtag #EYD2015.

Lithuania

The implementing entities of the EYD2015 in Lithuania were the Ministry of Foreign Affairs as National Coordinator and National Beneficiary with affiliated partners: the Ministry of Education and Science, the Ministry of Environment, and the Ministry of Agriculture.

Officially EYD2015 in Lithuania was opened on 9 December 2014 at a conference organised by the Ministry of Foreign Affairs. The opening speech was delivered by the European Commissioner for Health and Food Safety Mr. Vytenis Andriukaitis.

With the announcement of the EYD2015, awareness-raising activities in Lithuania were increased substantially. The target audiences were educational institutions, private and nongovernmental sector, as well as the general public.

Seven EYD2015 projects were implemented by Lithuanian NGOs. The focus was on interactive activities with the public, especially youth, using various communication and information tools. The main activities were as follows:

- Involvement in development activities (contests of knowledge and quizzes on development cooperation issues on TV and radio);
- Essay contests on development for pupils and students;
- Training for teachers on development cooperation subjects;
- Contest for best photo and photo exhibition on development;
- Role of media (training courses on development issues for regional media representatives; discussions and debates on development issues for media, state institutions and NGOs representatives; interviews and articles about Lithuania's development cooperation activities in Georgia, Ukraine and Moldova);
- Promotional campaigns (broadcasting of EYD2015 video on TV and in public transport; advertisement of EYD2015 posters in public places as well as public transport);
- EYD2015 goodwill ambassadors (promotion of Lithuanian and EU development cooperation policies and activities in the regions aiming to foster discussions with the public on various development cooperation issues);
- Dissemination of information on development (distribution of more than 200 Global Education packages for regional schools and libraries including books, textbooks, brochures, CDs, DVDs and other material on development cooperation).

In June, the Lithuanian Youth Centre initiated the *'Global Youth festival'*, dedicated to EYD. The festival aimed to encourage youth to discuss European identity, responsibilities to the environment as well as to engage them in development cooperation activities. Various workshops, youth meetings and creative sessions were arranged. The special space was dedicated to non-governmental organisations involved in development cooperation activities with the aim to provide direct contact for youth with Lithuanian NGOs.

The official EYD2015 closing event took place on 15 December at the Ministry of Foreign Affairs. All the stakeholders involved in the EYD activities in Lithuania were invited to attend, to present and to share their experiences and best practices. During the event, the legacy of EYD2015 and continuity of Global Education initiatives were discussed as well.

Luxembourg

In the context of the preparations for the Presidency of the Council and for the European Year for Development, the MFEA and NGOs, and many new stakeholders prepared a fully-fledged programme for 2015 with particular emphasis on high level events during the presidency.

Poland

Poland participated actively in the celebration of the EYD2015. Various activities were planned to fulfil the EYD2015 objectives. To raise awareness among the youth, the EYD 2015 objectives were incorporated in the annual call for proposals on global education. A set of activities for the forthcoming school year 2015/2016 was prepared by the Centre of Education Development, which included artwork and other competitions for children. The artwork competition was part of the larger project organised jointly by the Visegrad countries (Czech Republic, Hungary, Slovakia and Poland), which consisted of a photo competition for adults and an artwork competition for school children. The theme of the competition for schoolchildren was: "How they imagine what developing countries would look like after 2030". Part of the competition for adults was dedicated to development cooperation presented in photos. Attention was drawn to the elderly too. The grant competition for NGOs had a component dedicated to activities for seniors such as lectures and meetings with volunteers who participated in development cooperation projects. Among the key actions were:

- A photo exhibition presenting Polish aid projects 2012-2015 – 56 large-scale pictures were presented in the open-air gallery of Łazienki Królewskie (Royal Łazienki Museum in Warsaw) in September 2015. The photo exhibition will be also presented in other locations in Poland in 2016;

- A round of public meetings organised by the network of 17 Regional Centres of International Debate with participation of volunteers and experts; projection of short films documenting aid projects, exhibitions of photos from the projects;
- Development Cooperation Day – Global Education Town – the main event within the EYD2015 celebrations in Poland took place on 27 September in Warsaw. The Town’s sections – cinema, school, hospital, women’s club, local newspaper office, sports centre, farm, tax haven, banana plantation, and orchard – gave visitors the occasion to familiarize themselves with global problems. Visitors also had a chance to discover how rescue teams act in the face of natural disasters and took part in language workshops, film screenings, various competitions and games. During the event members of a number of non-governmental organisations were able to present their activities in the field of humanitarian aid and development assistance. The event was supported by one of the nationwide TV channels. Interviews with volunteers and experts were aired along with live coverage of Global Education Town’s attractions. The nationwide coverage drew public attention to the subject of development assistance with an estimated number of 2 million viewers;
- Photo contest (joint activity of V4 countries) - third edition of the national photo contest “Lens on development”, which is organised every two years by the MFA. The aim of the contest is to make Poles more conscious of the problems of the developing world. The contest was followed by the exhibition of winning photos;
- Film festival “Global development in cinema” – sixth edition of the international documentary film festival presenting global dependencies, problems and challenges.

Portugal

Main events:

Event	Description
Opening ceremony – 14 February	It took place in the city council of Porto. Jorge Sampaio, former President of Portugal, was the guest speaker. The Mayor of Oporto, the National Ambassador for European Year for Development (EYD) and the Secretary of State for Cooperation and Foreign Affairs attended the ceremony.
Outdoor exhibition – May to December	It was intended, with this exhibition, to raise public awareness of development issues. Images exhibited were provided by NGOs, Portuguese photographers and the News Agency Lusa. Some of the pictures were also from projects supported by the Portuguese Cooperation and the EU. This exhibition opened on Europe’s Day. It was attended by the European Commissioner Carlos Moedas and subsequently it went to Porto and Faro.

<p>Development week – 13 to 17 May</p>	<p>It took place mainly in Lisbon. It was organised by the Portuguese Platform of NGOs, at a central and multi-use space in partnership with the Municipality of Lisbon. During this week, different activities took place.</p> <p>a) Workshops - Themes: New concepts of ODA; New partnerships for Development; Development Actors; Effective Development Aid: from Busan to nowadays; From the end of the MDGs to the definition of the SDGs; Human Rights, Development and post-2015 Agenda;</p> <p>b) Debate meetings;</p> <p>c) Documentaries and films;</p> <p>d) Cultural activities;</p> <p>e) Exhibitions: “What would you take with you if you had one minute to run away”; “25 years of Development Cooperation”; “The Alphabet of Development”, among others to be identified;</p> <p>f) Special edition of the magazine of the Portuguese NGOs Platform;</p> <p>g) Book fair and book launches: books about Development, book launches and talks with the authors;</p> <p>h) Workshop about artistic expressions and competition.</p>
<p>World's Best News Day – 11 September</p>	<p>Volunteers handed out the newspaper World's Best News in Lisbon, Faro, Vila Real Santo António, Funchal, Braga, Vila Verde, Mértola, Aveiro, Elvas and Porto. 26 schools from all over the country also participated. In Lisbon, the event was based on a partnership with the Local Municipality and the EYD National Ambassador participated. The event was broadcast live by a national radio station and national TV (RTP1) reported on the event. The coordinators also built a partnership with a national newspaper (Diário de Notícias).</p>
<p><i>Conexão Lusófona</i> Festival</p>	<p>The 4th Edition of the <i>Conexão Lusófona</i> Festival had a partnership with the EYD. This festival seeks to promote dialogue between generations and contribute to greater involvement of civil society in the development of the Portuguese-speaking world, assuming that culture plays a key role in the development of a collective identity and using the Lusophone as a shared cultural value.</p>
<p>Action 2015 - Light the Way Event</p>	<p>It took place on 24 September, in Lisbon, together with thousands around the world calling on leaders to light the way to a better future for people and planet. This event was co-organised with the Portuguese NGO IMVF and the Lisbon Council.</p>
<p>Session Demography and Migrations</p>	<p>In this session the speakers debated the September theme: Demography and Migrations. As main speakers, the session had representatives from the Institute of Geography and Spatial Planning, the Portuguese Refugee Council and the International Organisation for Migration (IOM).</p>
<p>Conference: Is Global Development Achievable?</p>	<p>The conference "Is Global Development Achievable?" brought together 330 participants in Lisbon to discuss the challenges of Global Development and in particular the implementation of the new Sustainable Development Goals. This activity was implemented in partnership with ECDPM, the NGO IMVF and UNRIC (UN).</p>

Fish Forward Project	The national presentation of a project launched during the EYD, co-financed by the EU, for more environmental, social and economic sustainability in fish and seafood consumption.
Conference Challenges of Globalisation and Development	The Conference "Portugal and the World: Challenges of globalisation and development", organised by the Francisco Manuel dos Santos Foundation had as main objective to debate questions like: What is the geostrategic position of Portugal in the globalized world? How we are challenged by events occurring elsewhere in the world?
"Relembrar um passado bem presente"	This initiative, built on the EYD celebration, 'Relembrar um passado, bem presente', included screening the documentary 'No Pintcha, Let's Push' ', followed by a debate about humanitarian aid and development cooperation.
EYD Journalism Award Conference	A journalism award was launched, aimed to reward journalists in the areas of Human Rights, Democracy and Development issues. This activity was implemented in partnership with the NGDO <i>Corações com Coroa</i> . 68 applications were received and 3 of them received an award. Several Portuguese personalities and different media were present in the journalism award conference. Jorge Sampaio, former President of Portugal, was the guest speaker. 350 participants attended the event, including several schools.
National Network of European Clubs of Schools	The theme of the annual competition was the EYD. 140 schools received money from the Directorate General for Education to implement activities connected to EYD. The national conference of the Network took place on November 14. The best practices were shared with teachers from all over the country
Rethinking development, reinventing cooperation	This meeting, organised by NGO FEC, took place on November 19. It aimed to boost the thought of civil society, NGOs, citizens and governments on building a sustainable future with a dynamic, robust and relevant civil society.
Conference: Global Challenges and changes in relations with Europe	The main purpose of the conference, organised by NGO Portugal-África Foundation, was to discuss the global challenges and development in Africa, and to discuss the role of external actors and changes in Europe.
Conference: Development Education and the future	The conference took place on 28 November in the Calouste Gulbenkian Foundation and it was organised by the NGDO. It was devoted to promoting the debate on Development Education and the future and to present the "Planeta Vida" project case study.
6th Regional Meeting of Environmental Volunteering for Water	The event included one seminar entitled "Change for the better - the new global agenda for development", aiming to contribute to the reflection on the major challenges of this new agenda, combined with the implementation and promotion of the 17 SDGs globally and locally, involving public institutions and civil society.
Exhibition from the EU to the	It showcased 12 digitally modified posters which represented the different areas of intervention of the EYD. The exhibition was opened by the representative of

World	the European Parliament Information Office in Portugal and by the representative of the Representation of the European Commission.
Erasmus + Conference	This conference aimed to debate the internationalisation of the Portuguese Education Sector, sharing some best practices in Portuguese Universities.
Closing ceremony 15 December	It took place in the city council of Lisbon. The closing ceremony intended to present to the different partners and EYD target groups the work done throughout the year, focusing on the impact of the different activities, as well as the national communication campaign. The Secretary of State for Cooperation and Foreign Affairs, the National Ambassador for EYD and the Mayor of Lisbon attended the event. The writer and professor José Tolentino Mendonça was the guest speaker. During this ceremony, two Portuguese NGOs were awarded development research awards. During the ceremony a presentation was shown with images of the activities done throughout the year.

Romania

The EYD2015 in Romania aimed at engaging all development stakeholders and fostering their active interest and participation in development cooperation policy. The main stakeholders and multipliers involved were NGOs, federations and associations in the field of development (also being the strategic partners of the MFA in the implementation of development policy and projects), policy research centres, school entities (primary and secondary schools, high schools, universities), line ministries, local authorities and the media. The activities involved citizens and stakeholders in debates about Romania's assistance to its partner countries at its Eastern borders and other developing countries experiencing a transition process to a pluralistic democracy and market economy similar to Romania's experience over 20 years ago.

For the preparation of public opinion and awareness raising about the EYD2015, a public call for project proposals was launched in summer 2014, targeting NGOs. Six micro-grants were allocated for the implementation of projects covering communication activities and development education.

The launch of the EYD2015 in Romania took place on 17 February. The event was opened by the Romanian minister of Foreign Affairs at the National Library in Bucharest, with the participation of national development actors and Romanian NGOs. The EYD work also included an online and offline media campaign, a selection of EYD Ambassadors, side-events targeting film, music and sport events, conferences involving Romanian NGOs, youth organisations, media outlets, schools and universities.

The EYD 2015 official opening ceremony in the Slovak Republic was held at the Ministry of Foreign and European Affairs on 28 January. Three EYD 2015 ambassadors for the Slovak Republic were appointed (one from the NGO sector, two from the media). Their main responsibility was to promote the idea of EYD 2015 in order to raise public awareness on EYD and development cooperation in general, to strengthen the impact of events aimed at EYD and attend various events related to development cooperation organised in 2015.

Some EYD 2015 Activities in Slovakia with GE aspects:

- High school writing competition – EUSTORY: aimed at high school students and their history teachers to produce individual semi-academic work by the students through writing an essay from the perspective of development cooperation.
- Primary schools art competition – “Our world, our dignity, our future” (March – June): the aim was to bring 3 particular topics (climate change, food security, decent work) to primary school classrooms in a playful way and to involve teachers through providing additional educational materials, encouraging them to include the topics as themes of the competition.
- European day and Bratislavský Majáles (May): A public discussion on development issues with the participation of the MFA, NGOs and international guests, presentation stands of NGOs and GE materials, and interactive games and workshops.
- Pohoda music festival – big and small Europa tent (July): public debates, workshops, presentation of GE materials, booklets, quizzes, magazines, screening of One World festival movies, interactive GE games.
- Development week:

Development day - special event for presentation of NGOs promoting responsible, sustainable lifestyles, global justice and human rights. Public debate, presence of the EYD ambassadors, film screenings, interactive games and workshops, music concert and announcement of Art and Photography competition winners.

International Conference: Democracy and Development - One day event dedicated to academic and expert presentations, debates and round tables.

One of the discussion panels was: Impact of Global Citizenship Education Interventions

Global Education Week - discussions and workshops, the aim was to bring GE topics to the regions outside of Bratislava.

- Film/Movie festival One World (November): Film screening of the newest documentaries approaching their respective topics from GE perspective, accompanied by public discussions led by EYD ambassadors.
- SlovakAid photography exhibition (October - November) - placed in the building of the Slovak National Theatre focused on the bilateral projects of the Slovak development cooperation.

Slovenia

One of the key priorities during the EYD2015 was to increase understanding and raise awareness about development issues among children and youth. Discussions about development issues were brought in at various levels of the education system and Global Education was included in a number of events. Joint projects with education institutions should encourage closer cooperation in the future and provide solid foundations for a more comprehensive and meaningful inclusion of such topics.

The Ministry of Education advised all kindergartens and primary schools in Slovenia to include activities related to EYD2015 into their work plans for the school year 2014/15. Teachers were asked to include development topics in the framework of regular lessons, extra-curricular activities, activity days, etc. and to incorporate them into their work as they saw fit.

EYD2015 and Global Education were presented at annual teachers' conferences, various workshops and other regular professional development and trainings for educators. Global Education was also presented at some traditional and well established education related events such as "Cultural Bazaar", "Week of life-long learning", annual conferences of educators, and at the annual event of the Centre for Mobility and European Educational and Training Programmes.

Various NGOs carried out events, workshops, and other activities. Youth Assemblies were run in the 2014/15 school year and included issues of sustainable development. Didactic materials prepared by NGOs were collected and offered online and other materials were updated. Exchange of lessons learned and good practice were promoted at all levels.

A competition for student works took place during the academic year 2014/2015. University staff were encouraged to include development topics in their courses and debates. Lectures were organised to relate to global developments and discussions, especially to debates around the post-2015 framework.

Spain

The programme “Our World, Our Dignity, Our Future” was developed within the EYD2015. The purpose of its activities was to give schools and high schools the opportunity to start working on DE/GE through awareness raising projects, and with a strong component of teacher training. There was cooperation with different local and regional administrations and over 110 educational centres were engaged.

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