

VISEGRAD REGIONAL SEMINAR ON GLOBAL DEVELOPMENT EDUCATION

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Hotel Iris, Prague, Czech Republic

KEY MESSAGES



České fórum pro rozvojovou spolupráci
Czech Forum for Development Co-operation



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- PMVRO – Slovak NGDO platform, Slovakia

and the North-South Centre of the Council of Europe

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Abbreviations & Acronyms

CiSocH	Civil Society Helpdesk of the European Commission (EuropeAid)
CoE	Council of Europe
CONCORD	European NGO Confederation for Relief and Development
CSOs	Civil Society Organisations
DAC	Development Co-operation Directorate of the OECD
DE	Development Education
DEAR	Development Education and Awareness Raising
EC	the European Commission
EU	the European Union
EU12	The New Member States of the EU accessing the EU on May 1, 2004, i.e. Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, and following accession by Bulgaria and Romania on January 1, 2007.
EU15	The Old Member States of the EU, i.e. Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom
FoRS	Czech Forum for Development Co-operation
GDE	Global Development Education
GE	Global Education
GENE	Global Education Network Europe
HAND	Hungarian Association of NGOs for Development and Humanitarian Aid
MFA	Ministry of Foreign Affairs
MGML	MultiGradeMultiLevel-Methodology of RIVER
MoE	Ministry of Education
NATO	The North Atlantic Treaty Organization
NGDOs	non-profit non-governmental development organisations
NGOs	non-profit non-governmental organisations
NMS	the New Member States of the European Union, see EU12
NSA-LA	Non-state Actors and Local Authorities
NSC	The North-South Centre of the Council of Europe
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
OMS	the Old Member States of the European Union, see EU15
PMVRO	Slovak NGDO platform (Platforma mimovládnych rozvojových organizácií)
RIVER	Rishi Valley Institute for Educational Resources, Krishnamurti Foundation India
V4	Visegrad Group – i.e. the alliance of the Czech Republic, Hungary, Poland, the Slovak Republic

Executive Summary

The Visegrad Regional Seminar on Global Development Education took place in Prague from 24th to 25th March 2011 and brought together more than 70 participants from state authorities and institutions, civil society organisations, pedagogical institutions and other actors from the Visegrad countries (V4) – i.e. Hungary, the Czech Republic, Poland, the Slovak Republic – and also other European countries. The seminar invited diverse stakeholders active in GE to recognize the importance and impact of GE, to share their views on current concepts and perspectives for GE, to exchange information on common challenges and best practices in the Visegrad countries and with other European and foreign experts; to deepen the notion of collaboration and to motivate the key stakeholders to work jointly on the development of strategic structures for GE. The seminar was organised by FoRS – Czech Forum for Development Cooperation in partnership with the NGDO platforms from the Visegrad countries – i.e. HAND from Hungary, PMVRO from the Slovak Republic and Grupa Zagranica from Poland. The seminar was held in co-operation and with the support of the North-South Centre of the Council of Europe, the European Commission and the Ministry of Foreign Affairs of the Czech Republic. Media partners were Rádio Česko and the magazine Nový prostor.

The V4 countries to a certain extent share part of a common history, as well as some values, cultural, intellectual and religious background. Since the end of the Cold War, they have gone through a substantial transformation in economical, societal and political areas. Since the mid 1990s the V4 countries have joined the international community of donors in development cooperation. They have developed their ODA programmes and more or less managed to go through a certain transformation there. In spite of many efforts, public knowledge on global interdependency and development issues has remained weak. Public awareness can be raised only through transparent information on ODA and more targeted approach in bringing the development topics to a different audience. The

development effectiveness, transparency and policy coherence for development are indeed those areas where the V4 countries still have ample room for improvement.

Global Education plays a considerable role in building up the competences and skills of people as active global citizens. The importance of GE has been recognised in all V4 countries, though many challenges have arisen.

The first one lies in building systematic official support for GE and the overall general strategy framework in which GE can be carried out. There is a variety of actors (governmental, civil society, pedagogical, others) more or less involved in GE. The dialogue and cooperation among them is fundamental for making GE engender changes in order to get to a sustainable and responsible globalised society. The Visegrad countries have experienced different stages of these multi-stakeholder processes – some already have a national strategy on GE, some have been struggling at the beginning of the process.

Stable and predictable funding for GE has always been a problem to be tackled. It is more striking in times of overall cuts in public spending and the aftermath of the recent financial crises. GE in V4 is dependent mainly on finances provided within the ODA programmes and these have been struggling with real retrenchment.

The GE community in V4 connects various actors. Their expertise and practical know-how of innovative methods of GE have grown considerably in last decade also thanks to the new financial opportunities coming from funding schemes from the EU. Many educational and awareness raising programmes and materials have been developed, mainly by NGOs. But a wider and long-term impact on society can come through quality formal education and schools. And this is where V4 have been facing many difficulties – be it in incorporating GE into school curricula at every level of education, or in getting engaged and competent teachers to make GE work for children and students.

Executive Summary

In this context, the Visegrad Regional Seminar on Global Education brought up some interesting observations, which could act as practical recommendations for actors in V4 countries, but also beyond their borders. They were as follows:

At the level of **national strategy** for Global Education:

- Make efforts to work as a multi-stakeholder group – get together a committed and professional team consisting of all stakeholders.
- Proper timing is very important so that the GE strategy can link with other national educational strategies and reforms.
- It takes time to prepare the strategy – so it is advisable to follow the current paradigms and other factors that influence development cooperation and GE so that the strategy responds the actual challenges and needs.
- Take advantage of new opportunities coming with shifts in the attitudes of some donors – e.g. the EC focus on complementarity among the EU member states and the funding opportunities within the coming call for proposals.
- Find political leadership to support your efforts in getting the national strategy and making it work.
- Seek support and synergy within the Visegrad countries – e.g. other V4 countries could support Hungary in getting its multi-stakeholder process on track and develop the national GE strategy.
- Having the national strategy adopted does not finish the work – its implementation is something to be taken care of!

At the level of **GE concepts** and understanding the terminology:

- The GE community in the V4 and in the other EU member States seems to have more or less the same expectations from GE – i.e. GE is not

to promote aid, but to create a better world where people can live in a sustainable way, be able to have a critical view of development and feel responsible for the globe. The ways how to reach that are only seen within different formats, systems and tools.

- Still it is advisable to make clear the terms and content used under GE/DE and its objectives in your country.

At the level of **practical implications** for GE:

- There is a huge variety of GE programmes and materials used in practice in the V4 countries. It would be advisable to try to sort out these resources and share them among the interested stakeholders in V4 and beyond.
- Encourage your GE community to undergo simple but effective peer reviews¹ of their work in GE at the level of a country, but also within V4 as a region.
- Develop, adopt and implement own quality standards for GE actions (inspiration can be got from the workshop from this seminar).
- Explore multi-grade-multi-level methodology of learning such as RIVER and find ways to use its elements or entire method in your projects and the work with teachers and pupils ("let children/teachers/others be drivers in the seat").
- Explore the recommendations for critical thinking and global learning and become more skilled as educators but also as learners ("The voyage of discovering consists not in seeing new landscape, but in having new eyes" – Marcel Proust)

¹ Peer review is a generic term for a process of evaluation involving qualified individuals within the relevant field. Peer review methods are employed to maintain standards, improve performance and provide credibility.

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Introduction – Objectives and Methodology

The Visegrad Regional Seminar on Global Development Education was held in the framework of the ongoing national and regional consultation process for the development of policies, structure and good practises on the global education in the New Member States of the EU (NMS), which is facilitated by the North-South Centre of the Council of Europe. The sub-regional Visegrad seminar followed after the national seminars being held in 2009 and 2010 in each of the Visegrad countries (and other NMS). The sub-regional seminar for Baltic countries was held in April 2010 while the sub-regional seminar for the South East Europe/Mediterranean region is foreseen for the second semester of 2011. All seminars are laying elements for producing national and sub-regional reports on the state of global education. They will in the end contribute to the upcoming pan-European conference to be organised on the occasion of the 10th anniversary of the Maastricht conference in 2012. The results will among others serve as a basis for identifying new programmes and priorities for the European institutions in supporting national and European actors active in the field of Global Education.

The Visegrad Regional Seminar aimed at bringing the current global debate into a sub-regional context and helping to clarify the understanding of the GE concepts in V4. The seminar invited the key stakeholders in GE to get more engaged in shaping GE, in developing coherent strategic frameworks for global education and in support for GE in general.

The seminar intended to contribute to the following objectives:

- To exchange and jointly discuss existing perspectives on concepts of GE and to reach a better understanding of the concept;
- To identify common challenges in the Visegrad countries and exchange information on best practices with GE experts from the V4 region, other European countries/institution as well as with experts from the global South;
- To provide the space and opportunities to develop joint action and collaboration within and beyond the Visegrad countries;
- To promote GE as an integral part of education as well as of development cooperation in the Visegrad countries;
- To elaborate on recommendations for furthering GE in the V4 countries.

The seminar was structured in order to follow its objectives. It covered theoretical conception on Global Education as well as policy and strategy debates and some practical implications for teachers and other educators. The context in the V4 countries ran through the seminar as a crosscutting issue. Different methodologies were applied and comported with the different scopes of the seminar – there were presentations, as well as practical workshops, open space and a workshop fair for sharing the gained knowledge.



Group photo of the participants
of the Visegrad Regional Seminar

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Context of GE in the Visegrad Countries

The Visegrad Group (or also V4 countries) is an alliance of four Central European countries – the Czech Republic, Hungary, Poland and Slovakia². The V4 countries to a certain extent share part of a common history, as well as an intellectual, cultural and religious background. The Visegrad Group was formed at a meeting of their presidents in 1991 by signing the Visegrad Declaration. The V4 group aims at effective, functionally complementary and mutually reinforcing cooperation and coordination within existing European and transatlantic institutions. The activities are also aimed at strengthening stability in the Central European region³. All four countries are currently members of NATO and since 2004 also members of the European Union.

The V4 countries have provided development assistance to a certain extent since the 1970's. Communist ideology and the interests of the Soviet Union heavily influenced the forms as well as the geographical focus of the aid provided. After the end of the Cold War in the late 1980s, the V4 countries went through a thorough transformation in economic, political, societal and other areas. At that time, the V4 countries became recipients of financial as well as technical assistance from the international community. It was only in the mid 1990s when some development programmes were launched again and the V4 countries gradually became donors in international development. The new position of the V4 countries has also been affirmed by their successive accession to the OECD⁴. The V4 countries have committed to providing aid to developing countries and to fighting global poverty and they have accepted other international commitments related to aid volumes and aid effectiveness. The ODA systems

in V4 countries have undergone some critical transformation in the legal and policy framework for ODA – e.g. the Czech Republic and Slovakia have formally finalized this by adopting the new Act on Development Cooperation.

There has been **low general awareness by the public of a wider context of development cooperation and global interdependency in the V4 countries** (and the EU12 generally). The public in V4 are usually highly responsive to acute humanitarian crises worldwide and support humanitarian actions of their states and CSOs by donations. Around 89% of the public in V4 also considers helping people in developing countries as very important or fairly important⁵. Though, public opinion polls in V4 countries have indicated low involvement in development and low awareness on topics such as extreme poverty, the existence and importance of long-term development cooperation and international development issues in general. A majority of people are generally in favour of "reducing poverty" as the key issue for development cooperation, however they lack information on what their country has been actually doing in this area and what the development cooperation programmes have been achieving⁶. A wider expert debate on the merit and actual paradigms shaping development cooperation is also lacking since political parties, opinion leaders, parliamentarians and governmental officials have shown low interest in and awareness of the global issues. In spite of existing efforts, there still is ample room for increased transparency of the ODA and information with regard to wide as well as expert public opinion and increased intervention to strengthen the overall support for a real engagement in global issues in V4 countries.

² Initially the Visegrad Group comprised of only three countries – Czechoslovakia, Poland and Hungary. After the disintegration of Czechoslovakia in 1993, the group enlarged to four members, as both the Czech Republic and the Slovak Republic are members of V4 group.

³ Taken from the website of the Visegrad Group – www.visegradgroup.eu.

⁴ First by the Czech Republic in 1995, followed by Hungary in May 1996, Poland in November 1996 and the Slovak Republic in 2000 – taken from OECD website. See http://www.oecd.org/pages/0,3417,en_36734052_36761800_1_1_1_1,00.html.

⁵ See Eurobarometer „Europeans, development aid and the Millennium Development Goals”, 2010. Available at http://ec.europa.eu/public_opinion/archives/ebs/ebs_352_en.pdf

⁶ E.g. see Public opinion poll carried out by the Czech Ministry of Foreign Affairs in 2008. Available at http://www.fors.cz/assets/files/V50_zaverecna_zprava_final.doc in Czech language.

Context of GE in the Visegrad Countries

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The understanding of what Global Education comprises and how it interrelates with aid provision has undergone some fundamental changes in the last few years. A number of diverse concepts and definitions have evolved and its use differs according to stakeholders and the countries they take place in. The GE communities in each of the Visegrad countries use different definitions as well. The Maastricht Global Education Declaration (2002) states: *Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship*⁷.

The primary aim of development education has originally been to mainly promote foreign development cooperation and development projects in public. This has been the situation also in the Visegrad countries. The geographical focus followed this distinction – development education and raising public awareness has been implemented in the North, while development projects in the global South. However, education leading towards global citizenship has been emphasized recently also in the Visegrad countries. The V4 GE actors recognize that GE should encompass all citizens and reflect the continuing globalisation and increasing interdependency of societies. GE promotes values such as solidarity, tolerance, human rights and democracy.

The engagement of the V4 countries in development cooperation has grown progressively since the late 1990s. The **first projects in V4 countries focusing on increasing awareness of the public** about aid started to be implemented mainly by NGOs around 2002-3 since they wanted to in-

crease public knowledge and support for a more active involvement in international development. The financial support provided by the V4 governments for these projects from public budgets differed. The Czech Republic launched a special long-term funding for development education projects of non-profit organizations within its aid programme in 2005. Other V4 countries also supported development education projects, but mainly through their general ODA programmes or other budget lines (e.g. the Polish Aid Volunteering Programme). In Hungary, the long-term and predictable financing for GE seems still to be a big challenge.

After the accession of all V4 countries to the EU in 2004, the **new co-financing and joint project opportunities at EU level** opened for V4 implementing organisations. The EU has been strongly supporting the integration of the EU candidate countries into the EU development structures. The EU also encouraged capacity building and experience sharing between the Old Member States (OMS or EU15) and the New Member States (NMS or also EU12) within development co-operation and development education. Among others, the TRIALOG project has been playing a very important role in coordination, networking, advocacy and capacity building for CSOs in the new member states⁸. It was for the first time in 2006, when the European Commission assigned a special envelope of funds from the NGO budget line for Development Education and Awareness Raising actions in Europe for priority actions taking place in the NMS. NGOs from NMS could apply under different (i.e. softer) eligibility criteria and with a smaller size of projects. Thanks to joint projects at the EU level, the NGOs from NMS (and V4 among them) could be building up their capacities, gaining new expertise and increasing their professional profiles also in development education and raising public awareness.

⁷ Definition taken from the Global Education Guidelines - Concepts and Methodologies on Global Education for Educators and Policy Makers, developed by the Global Education Week Network in coordination with the North-South Centre of Council of Europe, see <http://www.coe.int/t/dg4/nscentre/GE/GEE-Guidelines/GGuidelines-web.pdf>

⁸ The very first TRIALOG project was launched already in 2000. Currently TRIALOG phase IV has been going on – see <http://www.trialog.or.at>

Context of GE in the Visegrad Countries

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There has been a diverse and **vivid GE community of stakeholders** in the V4 countries. Ministries of foreign affairs are those responsible for the overall coordination of the ODA, while the development agencies take care of the implementation. Ministries of education play an important role in respect to GE. In all V4 the NGDOs organise and network themselves within the established NGDO platforms. The V4 platforms are all members of CONCORD and thus being integrated in the CSOs structures at EU and global levels. The NGDO platforms' working groups on DEAR have been active in experience sharing, advocacy and GE-related policy shaping. There are also other non-development NGOs active in GE – mainly working with youth, environmental centres and other civic associations. The state pedagogical institutes and methodology centres, primary, secondary schools and universities play key roles for GE in the formal sector.

National strategies for global education are a new phenomenon in the V4 countries. The national strategies on Global Education are to set objectives for GE, clarify the concepts and integrate GE into school curricula as well as non-formal educational structures. The strategic processes looking into the creation of more comprehensive structures and national strategies for global education have appeared in V4 countries only around 2006-7. It can be seen as a response to various international initiatives – mainly arising from the recommendations and commitments regarding global education framed within the Maastricht Declaration on Global Education (2002)⁹ and the European Consensus on Development Education (2008)¹⁰. In most of the V4 countries, the multi-stakeholder initiatives comprising ministries of foreign affairs and education, non-governmental organisations, schools, pedagogic institutions, universities and some other actors have been established. The progress of each of the V4 countries in this area differs widely – e.g. the process in

the Czech Republic was successfully completed after two years by formal approval of the National GE strategy in March 2011, while in Hungary the work is at the very beginning and is struggling against fundamental political obstacles. In Poland, the specific national GE strategy is missing, but the process can lean on strong interest from the side of the educational authorities (mainly Ministry of National Education) and Global Education is likely to be introduced in the framework of the new programme basis of general education.

The European Commission, the North South Centre of the Council of Europe and Global Education Network Europe have been supporting the multi-stakeholder processes greatly.

Global Education in the V4 countries has been facing **principal challenges**. These concern not only those connected with the complexity of multi-stakeholder processes on getting national global education strategy, but also serious financial constraints arising from the recent financial crises and cuts in state development budgets. The GE actors have been facing severe difficulties with raising funds for Global Education projects, since there has been a real threat of shifting funding originally allocated for global education activities to projects carried out in the global South.

⁹ The Maastricht Declaration on GE can be found at <http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf>

¹⁰ For the European Consensus on Development see http://ec.europa.eu/europeaid/what/development-policies/european-consensus/index_en.htm

Introduction to the Organizer and Partners

Hosting organisation:

FoRS – Czech Forum for Development Co-operation (FoRS) is a platform of the Czech non-governmental non-profit organizations (NGOs) and other non-profit institutions, involved in development cooperation, development education and humanitarian assistance. FoRS represents more than 50 organizations, which share the common interest of pursuing more relevance and effectiveness of both Czech and international development cooperation and enhancing its positive impact on people living in developing and transforming countries. FoRS has been strongly focusing on GE on the national level. More than two thirds of FoRS members are active in this area and therefore formed working groups: "Global Development Education" for formal education in primary and secondary schools, "Public Awareness" for non-formal education, and "Development Studies" for formal education at universities. With respect to public awareness, FoRS has acted as a partner in the campaign Czech Against Poverty that has been running since 2005 and is the most widely known campaign related to development cooperation in the Czech Republic. FoRS also contributed to the development of the national GE strategy in 2009-2010.

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Partners:

Hungarian Association of NGOs for Development and Humanitarian Aid (HAND) is a platform of 20 member NGOs that aims at contributing to the formulation of an effective, transparent and sustainable development co-operation policy and becoming a co-operative partner of the Hungarian governmental bodies. A working group on global education within HAND was established in 2007.

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Zagranica Group (Grupa Zagranica) is an association of almost 50 Polish NGOs working abroad in cooperation with and for the benefit of foreign partners. All the members of the platform are allied by the will of acting together in order to create better conditions in Poland and Europe for developing supportive activities for the countries in need. The Group undertakes actions in these fields, in which close cooperation and common position are indispensable for producing a change in the system and reaching the goals necessary from the point of view of the member organisations. Zagranica Group has led a project on cross-sectorial co-operation on GE with the aim of agreeing on a common understanding and concept of GE.

Contact person: Jan Bazyl, Director, janek.bazyl@zagranica.org.pl

Slovak NGDO platform (PMVRO) is an association of 30 NGOs, which deal mainly with foreign development and humanitarian aid. PMVRO is one of the direct actors in the area of foreign development and humanitarian aid, co-operation and policy of the Slovak republic, of the EU and also other institutions focused on development in economically less developed countries. The NGDO Platform is also the implementation unit which carries out development education projects supported by SlovakAid. Between 2007 and 2008, a working group for DE was established within the platform. In 2010 two working groups led by PMVRO worked on the draft of the national GE strategy, one focused on elementary schools and one on universities. The final material is currently in the annotation proceedings of the large GE working group led by MFA and the national strategy should be approved by MoE and MFA by summer 2011.

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Introduction to the Organizer and Partners

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The North-South Centre of the Council of Europe, officially named the European Centre for Global Interdependence and Solidarity, is a Partial Agreement of the Council of Europe. It has 22 member states: Azerbaijan, Cape-Verde, Cyprus, Finland, Germany, Greece, the Holy See, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Montenegro, Morocco, Norway, Portugal, San Marino, Serbia, Slovenia, Spain, and Sweden. On the basis of Resolution (89) 14, adopted by the Committee of Ministers of the Council of Europe on 16th of November 1989, the European Centre for Global Interdependence and Solidarity opened in Lisbon in 1990. The mandate of the North-South Centre of the Council of Europe is to provide a framework for European co-operation designed to heighten public awareness of global interdependence issues and to promote policies of solidarity complying with the Council of Europe's aims and principles, respect for human rights, democracy and social cohesion. The North-South Centre's work is based on three principles: dialogue, partnership and solidarity. Governments, parliaments, local and regional authorities and civil society organisations constitute the partners in the quadrilogue approach and are involved in the Centre's activities. The Centre carries out studies and organises debates, workshops and training courses. It acts as a catalyst by facilitating meetings between actors from different horizons and countries, working on issues of common interest and encouraging the formation of networks.

The North-South Centre's activities involve two lines of action:

- raising European awareness of issues of global interdependence and solidarity through education and youth programmes;
- promoting North-South solidarity policies in conformity with the goals and principles of the Council of Europe through dialogue between Europe, the Southern Mediterranean countries and Africa.

The new NSC statutory resolution, voted in 5 May 2011, confirms the role of the NSC as an interface between the Council of Europe and countries in neighbouring regions, by offering them a platform

for structured cooperation at different levels (governments, parliamentarians, local and regional authorities, civil society) in the fields of education, youth, and intercultural dialogue, and with an increased focus on the promotion of Council of Europe principles and values beyond the European continent.

In the field of Global Education, the NSC has been supporting educators to comprehend and implement global education initiatives through the creation of reference documents and pedagogical tools such as the ***Global Education Charter*** (1997) and the ***Global Education Guidelines*** (2008) and by recommending strategies such as the ***Maastricht Declaration: an European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015*** (2002). The NSC has been reinforcing its global education policy-making facet while initiating in 2008 a recommendation process – ***recommendation for Education for Global Interdependence and Solidarity: building a global citizenship based on human rights and responsibilities, adopted by the CoE committee of Ministers in 5 May 2011***.

In parallel, the North-South Centre has developed since 2000 a networking mechanism for practitioners from Council of Europe member states to share strategies and practices for increased and improved global education. This networking approach is supported by the ***Global Education Week***, an Europe-wide annual awareness-raising kick-off event to encourage global education practice in formal and non-formal educational settings. The Global Education Week is coordinated with the assistance of the ***Global Education Week Network*** coordinators from CoE member States and supported by an interactive webpage and an ***electronic newsletter***.

The introduction of the ***Global Education Guidelines***, a ***pedagogical handbook*** for educators to understand and implement global education, complemented with the global education ***on-line training course***, offered three times a year since 2009 (Spring, Summer and Autumn), unquestionably reinforced the capacity-building dimension of NSC Global Education programme.

6

Key Messages from the Programme of the Visegrad Regional Seminar

First, the participants got the essence of **GE concepts and their perspectives in the globalised world in a keynote speech by Johannes Krause¹¹**. Some rather provoking statements and propositions outlined there encouraged other speakers to refer to them in further debates. That is why they are worth mentioning at this place as well. The four basic terms used in Global Education were brought in – i.e. Development Education, Global Education, Education for Sustainable Development and Global Citizenship Education. Later the historical sub-concepts of GE were outlined – i.e. GE as a tool for promoting of aid, a concept of advocacy and campaigning for pursuing changes in the aid system and in the Northern societies, and Global Learning as a response to the need for profound long-term and learning processes. The key message was that the promotion of aid could not be regarded as DE/GE. Still the reality is different due to the fact that GE is embedded in development cooperation and financially dependent on ODA funding. Global Education is about promoting global justice and sustainability by empowering citizens. Being embedded in the aid industry is often not helpful for reaching the goals of GE. Mr. Krause gave one main proposition – i.e. that the very idea of development and development co-operation is not very useful anymore in the world of today. The arguments he underlined for that were that 1) Development is out-dated, 2) Development co-operation is irrelevant, 3) Development assistance is paternalistic and 4) Development destroys the planet. Mr. Krause continued by outlining two opposite perspectives for GE – a) repositioning Global Education from the margins of the development sector to its centre and to redefine development policies as instruments of empowerment, justice, transition towards sustainability; or b) moving GE from the development sector entirely, let it emancipate itself and become independent. In the end, Mr. Krause explained what such a re-conceptualisation of Global Education as something independent from aid would mean. He concluded by

sharing key findings from Norway, which could be summed up in one sentence that “the more people know about development co-operation the less they support it.”

The following presentation by Tobias Troll showed a slightly different view on GE perspectives. The main message was that development needs Global Education and Awareness Raising, as development needs global civil society and new paradigms (such as a human rights based approach or policy coherence for development and development effectiveness). GE can contribute to these paradigms by empowering people, critical aid assessment and public mobilisation. The European multi-stakeholder process on Development Education was introduced as well and other speakers referred to that several times later on.

The information on the European Commission funding structures and calls for proposals within the **Non-state Actors and Local Authorities (NSA-LA) Thematic Programme** took the attention of the participants. The key information was that the next call would be expected in October 2011, it would likely include pool funding for years 2011 and 2012. Some innovations are expected from the EC. The main emphasis will be put on complementarity with other member states, multi-country approach and priority given to partnership between the EU12 and the EU15. Ring-fencing for EU12 Member States will be preserved.

Perspectives for GE were discussed more and confronted among the guests (e.g. representatives of the CSOs and the EC, consultants and practitioners) from the V4 and the EU level **in the panel discussion**. The panellists generally found agreement on many issues. Among others it was mentioned that the simple common objective for GE was to make the world a better place for living. GE should go beyond the borders of developed countries to developing countries and ensure a sustainable engagement of the public and

¹¹ The full transcript of speeches and presentations given at the Visegrad Regional Seminar can be found at <http://www.fors.cz/en/development-education/visegrad-regional-seminar-on-global-development-education>

Key Messages from the Programme of the Visegrad Regional Seminar

citizens in creating that better world, stressing their rights and responsibilities. Another agreement was that the promotion of aid was not really part of GE and NGOs should avoid it. They also admitted that GE was producing a critical view on development, and that the criticism comes with the awareness – the more one can understand, the more one is able to criticize. The crucial role of school curricula was highlighted – it is important that citizens gain the skills and competences for their lives as consumers, labourers, voters etc., but not only for being competitive in the world, but also to act as a “world citizen”. Media as an important agent for influencing public opinion and key information messenger was brought forward. The change in thinking in people’s minds needs to happen in general – be it at the grass-root level (with teachers, pupils) and at the system level (with state). This is where the multi-stakeholder approach should be taken to. The debate also brought up the appeal that GE should reach out to the masses. Development is the ultimate story for people to be told. It is a challenge for the sector to find these stories, bring them to the schools, to media, to people. The collaboration with schools is key for that and the schools should be encouraged to be active in local problems, so that they can see that local problems are connected to global problems.

The panellists had also different points to various issues, but these say more of the diverse professional and country backgrounds they were coming from.

After the presentation of the view of GENE on national strategies on Global Education, the participants could get a **comparative overview on the state of preparation (or adoption) of the national strategies on Global Education in each of the V4 countries**. Substantial differences among the V4 countries appeared obvious.

The Czech Republic was proud to present the brand new National Strategy on GE being adopted in March 2011. The process of its creation took two years and involved all the key stakeholders in GE in the Czech Republic. Some interesting

lessons learned came out from that experience. First of all it is important to get together a committed and professional team consisting of all stakeholders (but limiting a factor could be if it is only a few informed people). Proper timing is very important so that the GE Strategy could link with other national educational strategies and reforms. Finally, it was advised to get influential individuals from ministries, NGOs and other institutions to get on supporting the process.

Hungary on the contrary has been struggling with many obstacles laying mainly at the lack of political will and commitments from the governmental side. The national GE strategy is missing, as the process could not even get started due to the lack of dialogue and consensus on common strategy among the stakeholders. However the actors within the CSOs community are getting encouraged to start the process from the bottom and elaborate their own strategy.

In Poland, they do not have any particular national strategy on GE, but the process of cross-sector dialogue is based on a series of regular consultative meetings and strong interest from the Ministry of National Education. The overall aim is to elaborate on common priorities and reach consensus on GE in Poland. They also can share some good practice in DEAR projects and activities.

In Slovakia, the multi-stakeholder consultations on content of the National Strategy on GE have been established, though the strategy as such has not been adopted yet. GE is considered as an integral part of the ODA in the Mid-term Strategy for Official Development Assistance of the Slovak Republic for 2009 – 2013 only. In 2011, the Slovaks are undergoing the process of GENE Peer Review and its results are expected to move the things forward as well. The inclusion of GE within formal and non-formal education is planned by 2015.

The participants later split into the **three parallel workshops**. Their topics differed considerably and participants could take up new skills and knowledge.

Key Messages from the Programme of the Visegrad Regional Seminar

The first workshop introduced the **RIVER projects from India as an inspiring multi-grade multi-level methodology (MGML) for Global Education practice**. The key lessons learnt from the MGML could be outlined as follows:

- Work with all key stakeholders and create a platform of collaborators – teachers, heads of schools, curricula designers, state officers – to create a strategy for the school and teachers on how to develop multi-grade multi-level methodology for Global Education.
- Organise workshops where the design of a class will be developed with all school stakeholders.
- Have “your” group of teachers – ensure their ownership in developing the learning methods and transform the teachers into educators so that they feel the self-esteem of being the creators of the education and their teaching materials.
- Use the existing curricula and existing materials – there are a lot of them, teachers only do not know how to use them. Organise the materials from simple to complex through gradation of teaching materials.
- Create a group to analyse methodologically how to place this RIVER approach into various other projects/events to get a practical outcome for us as trainers and practitioners. Combine resource centres to work out milestones for GE.
- Give the incubation time to pilot the method in a few schools. Work with alternative schools that already are using different ways of teaching.
- Work with different perspectives and more flexibility.
- Try to identify committed people in the institutions to support your ideas. Organise a joint V4 study visit to University of Regensburg or to Rishi Valley including somebody from state institutions.
- Keep the evidence of the progress and success in learning, record every step, so that the decision makers, heads of schools and other collaborators can see that the concept works, let the people test it.



Key Messages from the Programme of the Visegrad Regional Seminar

The second workshop elaborated on **different concepts of GE and developed quality standards to be implemented in Global Education**; The participants developed a Global Education quality matrix based on the outcomes of the DEAR Study, experience of the workshop participants and OECD-DAC evaluation criteria – i.e. Facilitative, empowering methods, Ownership of stakeholders, Overcoming Eurocentrism („Southern perspectives“), Diversity, Partnership, Organisational learning and Criteria specific for Global Learning (applies to activities that aim at individual learners' development) and Criteria specific for Campaigning/Advocacy (applies to activities that aim at concrete changes in policies/decisions/behaviours), and general DAC evaluation criteria such as Relevance, Efficiency, Effectiveness, Impact and Sustainability. The matrix was not meant as a finalised framework, but rather as the first draft of quality criteria, related aspects/questions to look at, examples of good practice and conclusions for the policy level. At the end, the way how quality standards could be implemented into the Global Education project cycle was drafted.

The third workshop focused on a **practical development of the critical thinking of learners and educators in GE**. The group did many participatory activities and processes of getting through different concepts of learning. Some interesting thoughts came out:

- In the process of global learning, we should begin with the learning NOT the global. In order to understand my learners I need to think more about learning. Having an open mind and being able to learn is an important premise to be a leader in learning.
- The straight route from Knowing to Acting is not always the best one. We often tend to create this shortcut in Global Education and we should be aware of the link between the Knowing, Feeling, Choosing and Acting, because the process of learning is not linear.
- Teaching global learning means letting go, taking risks, dealing with uncertainty and handling controversial issues.
- We – as educators – need to create a safe space for the learners.

- In order to be good educators, we need to change from egocentric to worldcentric view. At the same time, we need the time to think.
- We need to find a frame for learning (such as MDGs, Children's Rights or inventing a new frame) and plan our learning.
- Recommendations which can make us more confident in global learning:
 - » Use your own best judgement at all times
 - » Celebrate and share successes – focus on the 'bright spots'
 - » Know when to act, know when to ask
 - » Know where to look for help and for what you want help with
 - » Know that it can go wrong and that that is OK
 - » Remember to keep learning, reflect on what you know

Participants also elaborated a list of characteristics of what kind of learner they wanted and of what kind of environment they want to work in. They also set their ambitions and hopes for GE, what could be the enabling factors and limiting factors in order to achieve those.

The Visegrad regional seminar also offered an open space for active engagement of the participants themselves and it was up to them which topic they wanted to share with others. The presentations showed a large variety of expertise and professional profile of the participants. First, the key findings from regional and national seminars were presented. Later the participants could learn about opportunities for funding offered by Open Society Foundations. They could see some good practice in GE in Hungary or get an insight into a project in Central Asia and the South Caucasus. At the end, a very simple and practical way of doing peer reviews in GE from Norway was tried out.

At the end of the programme, a workshop fair took place. The participants could circulate among the stands with presentations and learn about the key processes and knowledge gained in all the three workshops.

References and Links to Relevant Resources

Presentations from the Visegrad Regional Seminar on GDE:

<http://www.fors.cz/en/development-education/visegrad-regional-seminar-on-global-development-education>

Websites on key GE documents and concepts:

- The Maastricht Declaration on Global Education: <http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf>
- The European Consensus on Development: The contribution of development education & awareness raising: http://ec.europa.eu/development/icenter/repository/DE_Consensus-eductation_temp_EN.pdf
- Global Education Guidelines – Concepts and Methodologies on Global Education for Educators and Policy Makers, developed by the Global Education Week Network in coordination with the North-South Centre of Council of Europe: <http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf>
- Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity: http://www.coe.int/t/dg4/nscentre/About_NSC/1113d07_1.x6.pdf

Studies on GE in the EU and public opinion polls:

- European Development Education Monitoring Report “DE Watch” – written on behalf of the European Multi-stakeholder Steering Group for Development Education: <http://www.deeep.org/dewatch.html>
- Study on the Experience and Actions of the Main European Actors in the Field of Development Education and Awareness Raising “DEAR Study” – written in 2010 by Agnes Rajacic, Alessio Surian, Harm-Jan Fricke, Pete Davis and Johannes Krause on behalf of the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
- Eurobarometer „Europeans, development aid and the Millennium Development Goals”, 2010: http://ec.europa.eu/public_opinion/archives/ebs/ebs_352_en.pdf
- The Czech public opinion poll carried out by the Czech Ministry of Foreign Affairs in 2008: http://www.rozvojovka.cz/download/pdf/pdfs_159.pdf (Czech language only)
- The Slovak public opinion poll carried out by Pontis Foundation in 2009: <http://www.nadaciapontis.sk/14435> (Slovak language only)

EU funding opportunities:

- Civil Society Helpdesk of the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Main_Page
- Forecast for Calls for Proposals available on CiSoCh: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Call_for_proposals#Ongoing_2C_forecast_and_statistics
- Ongoing Calls for Proposals available on EuropeAid website: <http://ec.europa.eu/europeaid/work/funding/>

Website with the National Strategy on GE:

The Czech National Strategy for Global Development Education 2011 – 2015, the Ministry of Foreign Affairs of the Czech Republic: http://www.mzv.cz/public/c1/55/ed/612334_522532_Narodni_strategie_globalnho_rozvojoveho_vzdelavani_pro_obdobu_2011___2015.pdf (Czech language, the English will be available at http://www.mzv.cz/jnp/en/foreign_relations/development_cooperation_and_humanitarian/general_information/index.html)

References and Links to Relevant Resources

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Websites useful for practitioners:

- Our Global Future: How can education meet the challenge of change? Young People's Experiences of Global Learning, An Ipsos MORI Research Study on behalf of DEA (2008): http://clients.squareeye.com/uploads/dea/documents/ipsos_MORI.pdf
- OSDE – Open Spaces for Dialogue and Enquiry Methodology: <http://www.osdemethodology.org.uk/>; <http://www.youtube.com/watch?v=RCAonWD6pwk>
- Lifeworld Learning – website of a cooperative of educators producing innovative resources, courses and projects to inspire critical learning, the UK: <http://www.lifeworldlearning.co.uk/>
- Learning to read the World Through Other Eyes – The educational initiative Through Other Eyes (TOE): <http://www.throughothereyes.org.uk/about.php>
- The Time2Think Organisation – a group of Independent Trainers, Speakers and Consultants devoted to improving creativity, awareness, innovation, competitiveness and productivity: <http://www.time-2think.org/home.htm>
- Worldmapper – a collection of nearly 700 world maps, where territories are re-sized on each map according to the subject of interest: <http://www.worldmapper.org/>
- Gapminder World of the World's most important trends (Wealth and Health of Nations, CO2 emissions, Child mortality etc.): <http://www.gapminder.org/>

