Global/Development Education across Europe

Actors, approaches, debates and recent trends

Workshops at IDEAS Edinburgh (Jan 25), Belfast Centre for Global Education ((Jan 26) and IDEA Dublin (Jan 27, 2011). By Johannes Krause, imPuls – Agents for applied utopia

Workshop objective: Participants have become familiar with relevant current European trends in Development Education/Global Education; they have engaged in a reflection on how their own DE/GE work locally and nationally is situated within the European landscape and dynamics; and they have received "European" inspirations for their own work in DE/GE.

Workshop Programme

Introduction
Personal introduction
Understandings of and challenges for DE/GE in this group

Actors and structures of DE/GE in Europe
The European DE/GE landscape of actors: responsibilities, relations, networks, policy making
Opportunities for DE/GE practitioners at European level: funding, networking, learning, policy processes

The concept(s) of DE/GE
Development Education, Global Education, Global Citizenship, Education for Sustainable Development – concepts, understandings, definitions and approaches across Europe
Typology of DE concepts: (a) Development Information, (b) Campaigning/Advocacy, (c) Global Learning

Key issues and debates across Europe
Including Southern perspectives or overcoming the North South divide?
The relationship of DE/GE and development co-operation
Quality, impact & evaluation; learning and sharing learning
Co-ordination of actors, national DE/GE strategies

References
- European Development Education Monitoring Report "DE Watch" – written in 2010 by Johannes Krause on behalf of the European Multistakeholder 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

Facilitator: Johannes Krause (33, Germany) has been involved in Global Education at European level since 2003. He co-ordinated the Global Education Network of Young Europeans (GLEN), worked as facilitator with DEEEP and CONCORD, wrote the European Development Education Monitoring Report "DE Watch" (2010), was part of the DEAR Study team (2010) advising EuropeAid in developing a new Development Education and Awareness Raising strategy, and co-ordinated or consulted several campaigning and education projects. His focus interests are processes facilitating change towards global justice, participatory democracy and non-growth based economy. In 2010 he has co-founded the Berlin based NGO "imPuls – Agents for Applied Utopia".

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Opportunities for Global Education NGOs at European level

Funding opportunities

DG DevCo NSALA Programme (Non-State Actors and Local Authorities in Development):
- 30 mil € overall budget
- 3 years projects, max. 1 mil. € project budget, 75% of project costs paid by EC
- with European (and Southern partners), offer: TRIALOG partnership fair
- 2 stages application procedure, Success rate ca. 20%
- Next Call for Proposals expected in June, project contracts by spring 2012
- Possible changes after the DEAR Study recommendations (from 2012 on): additional mini-grants scheme, scheme for co-ordination/capacity building, stronger efforts to share project outcomes, stronger role of the South, closer relationship EC – beneficiaries, clearer Global Education concept

Other EC opportunities e.g.
- DG Education&Culture – Youth in Action Programme: Youth exchanges, Youth initiatives, Youth democracy projects, Youth in the world, Youth support structures
- DG Education&Culture – Lifelong Learning programme: Grundtvig, Leonardo, Erasmus…
- DG Education&Culture – Europe for Citizens Programme: citizens' projects, support structures
- DG Environment: Life+
- DG Employment, Social Affairs & Equal Opportunities: PROGRESS – Anti-discrimination & diversity
- European Instrument for Democracy and Human Rights (EIDHR)

Further details on European funding opportunities for DE/GE are provided by DEEEP:
http://www.deeep.org/fileadmin/user_upload/downloads/Funding_opportunities/funding_opportunities_2009.pdf

Networking & Learning

Benefits: new partners, good practices, materials, opportunities, ideas, people, influence, more strength through joint action, through e.g. following opportunities:
- NSALA Programme – joint European Global Education projects
- Development Education Summer School
- European Youth Forum – University on Youth and Development (Mollina)
- DARE Forum
- DEEEP mailings, trainings etc.
- Bilateral/multilateral co-operations (e.g. GLEN, Baltic co-operations, Austrian RPP etc.)

Policy making on Global Education

Through e.g.
- DARE Forum
- European Multi-Stakeholder process
- DE/GE Conferences

In order to
- shape GE concepts/aims/approaches, establish quality standards, define relation development co-operation – global education etc.
- lobby the EC: on the NSALA programme, on GE concept & quality standards
- lobby Member States governments (via European channels): on national funding mechanisms, on GE concept & quality standards

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"Global Citizenship Education for Change"

The essence of definitions, concepts and understandings of Development Education, Global Education, Global Citizenship Education etc. across Europe

Understanding the globalised world:

Awareness raising about and education for development provides differentiated knowledge and information, raises awareness of and creates relevant understandings about

- globalisation,
- links between our own lives and those of people throughout the world,
- geographic and multi-factor interdependence,
- power and hegemonic relations,
- global and local development challenges,
- global and local environmental challenges,
- issues of identity and diversity in multicultural contexts,
- issues of peace and conflict resolution.

Ethical foundation and goals

The approaches to develop such understandings are based on values of justice, equality, inclusion, human rights, solidarity, respect for others and for the environment.

Participatory, transformative learning process

The learning process to enable its participants to develop relevant understandings and skills for change requires dynamism and creativity. Its methodologies are active and learner-centred, participatory and facilitative, dialogue-oriented and experiential, they involve a multiplicity of perspectives and aim at the empowerment of the learner.

Developing competencies of critical (self-)reflection

The learning process and the development of understanding relevant to development in a globalised world develops the skills and competencies of the learner, in particular

- to evaluate and reflect his/her place, role and responsibility in his/her community and in the dynamic and changing globalised world,
- to change perspectives and critically scrutinise his/her own attitudes, stereotypes and points of view,
- to form an own opinion, to make autonomous and responsible choices, to participate in decision-making processes,
- to learn how to learn.

Supporting active engagement

Implicitly and explicitly this work addresses and investigates attitudes and behaviours (of ourselves, and of others), in particular those that encourage and discourage responsible and informed action and engagement in a more just and sustainable world.

Active global citizenship

Taken together understandings, skills, values, attitudes and the process of engagement with issues and with learning aim to contribute to active citizenship with local and global dimensions:

- It empowers people to participate in public affairs, strengthens civil society and fosters a living democracy;
- it enhances citizens' active involvement and engagement for social change within their local communities and native societies;
- it promotes a sense of global citizenship and of co-responsibility at the global level of world society.

Source: DEAR Study Annex A, pages 117f

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Sub-concepts of Global Education

	Development Information	Campaigning and Advocacy	Global Learning
Aims	Support for development co-operation	Change in individual behaviour or institutional/corporate policies.	Development of competences of the learner.
Philosophy	Charitable, commercial	Activist, normative	Pedagogic, constructivist
Distinguishing feature	Results-oriented: • aims at increased ODA and private donations for development co-operation • information work done (a) as a matter of accountability for the use of funds, (b) as PR work	Results-oriented: • aims at achieving specific results in terms of changed policies and/or behaviours • a strategic approach towards concrete results	Process-oriented: • focusing on the learner and the learning process • an open learning approach cannot have predetermined results such as a certain behaviour change
Theory of Change	Public support for development co-operation efforts is essential in order to reach the 0.7% target which is crucial for reaching the MDGs and fight poverty.	Enlightened global citizens, critically engaged in campaigning and advocacy, are essential for a living democracy and for bringing about the transformative changes required by today's world.	Developing personal skills and competencies is essential for enabling people to live a meaningful life and to be responsible members and agents of change in their local communities and in the interdependent world society.
Current challenge in the context of development	Securing and increasing ODA levels in times of economic crisis.	Contributing to a critical public debate in order to achieve policy coherence for development.	Bringing together development actors and actors of the Formal Education System in order to effectively integrate quality Global Learning in school practice.

Note: DE/GE experts and practitioners agree that the first approach **"Development Information"** *which in its essence aims at promoting development co-operation* **does not meet the standards and criteria of Development/Global Education**. *It is included in this typology because it used to be, historically, one of the major understandings of DE/GE. Today, development information is perceived to be a task of the communication and PR departments of Ministries and NGOs. Development/Global Education happens as either Campaigning/Advocacy work or as Global Learning.*

Global Education – Key issues and debates in Europe

Issue	Aspects	Examples
GE & the South	Involving Southern perspectives	DEAR Study: good practice • direct North-South contacts • Southern experts • equal Southern partners
	Euro-centrism: Europe as subject, the South as object of GE	Towards global "Citizenship Education for Change"/"People's empowerment"/"Transformative education" programmes?
GE and development	GE as development information (support for aid), advocacy (policy coherence for development) or learning (individual competencies)?	Lithuania: support for aid Norway: critical advocacy UK: learning
	Development vs. post-development (development = Euro-centric, growth-oriented)	Debates within the development community, e.g. CONCORD DARE Forum: DEAR "to the centre" of development or out?
Co-ordination of GE actors	Multistakeholder co-ordination processes; DE/GE strategies	At national level (with support from GENE, NSC, DARE Forum) At European level
	Relationship DE/GE – ESD?	
Quality & evaluation	How to assess the impact of GE?	GE surveys "beyond aid support" How evaluate the "learning"? GENE, DERC…
	Sharing of project outputs, good practices & lessons learnt	DEEEP Summer School DEAR Study: practicioners fora, European GE resource database
Global Learning	Lerner-centred methods, transformative pedagogies Integrating GL into curricula, teachers training	DEAR Study: good practices in EC-financed projects Advanced: UK, AT, (DE, IE)
Campaigning/Advocacy	Strategic, results-oriented approaches towards institutional change Policy Coherence for Development (trade, climate, migration, investment etc.)	DEAR Study: good practices in EC-financed projects Advanced: Norway, some international NGO-networks (Clean Cloths etc.)