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# **Global Citizenship Education in Europe**

*A Comparative Study on Education  
Policies across 10 EU Countries*

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## Authorship

The comparative policy analysis and the conceptual analysis was carried out by Principal Investigator Massimiliano Tarozzi, supported by the research assistant Carla Inguaggiato on behalf of the leader of the research activity, TCIC. Carla Inguaggiato conducted the first thematic analysis of the Country Policy Analysis. Inguaggiato focused on the following sections of report: conceptual and terminology analysis, description of data collected, “A glance outside the 10 partners countries” (based on GS researchers’ policy analysis) and the glossary.

The 10 Country Policy Analysis have been written by the ten researchers involved in the first part of the Global School research activity. In each chapter the name of the authors is referenced in the following way: Helmuth Hartmeyer (AT), Zlatina Siderova (BG), Martina Notovná (CR), Luís García Arrazola and María Álvarez Roy (ES), Clémence Héaulme (FR), Sive O’ Connor (IE), Carla Inguaggiato and Debora Antonucci (IT), Inga Belousa (LV), La Salete Coelho (PT), Helen Lawson (UK).

### Guidelines for publishing Country Policy Analysis

If published, Country Policy Analysis should specify that data have been collected in the framework of the comparative policy analysis on Global Citizenship Education educational policies in 10 EU countries, coordinated by Massimiliano Tarozzi (University of Bologna), for the Training Centre for International Cooperation based in Trento. The research has been conducted within the Global Schools project, co-financed by DEAR programme. It should be indicated that this study broadly aimed at analysing existing educational policies in Europe to ascertain whether, to what extent and how GCE is integrated in formal primary education. Furthermore it should be reported a short abstract of the research.

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## Abstract

The EU-funded project Global Schools' research activity is a comparative qualitative analysis of educational policies of 10 European countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Spain, Portugal, UK) that support the introduction of Global Citizenship Education in primary school curriculum.

The analysis focuses on four main topics: 1) identification of key actors and definition of their roles, 2) conceptual and terminology analysis, 3) levels and modes of implementation of GCE in primary school, and 4) identification of barriers to introducing GCE in the primary school system.

The research has highlighted that political actors, not only governmental ones, play a crucial role in implementing GCE policies, as well as in promoting GCE more generally, and in facilitating links between different actors, which in some countries may otherwise have little institutional coordination with schools.

The conceptual analysis points out that, besides the choice of different wording of GCE national terms, the main topics composing GCE are very similar. The specific terminology often reflects the history, will and political discourse of the organisations promoting GCE in the different countries.

The ways in which GCE has been implemented either in the primary school curriculum or in the school practice in the observed countries can be grouped in three policy clusters:

- 1) Bottom up (AT, LV)/top down (CR, IT-PAT)
- 2) Centralised (FR, CR, PT)/decentralised (IE, UK, ES)
- 3) Through one major teaching subject (ES, FR, IT)/through dissemination in several channels (UK, PT, IE).

The main barriers to policy implementation identified are referred to: attitudes, curriculum, teachers' training, resources and system structures.

## Acronyms

AT: Austria  
BG: Bulgaria  
CICL: Camoes – Institute of Cooperation and Language (PT)  
CIDAC: Centro de Intervencao para o Desenvolvimento Amilcar Cabral (PT)  
CoE: Council of Europe  
CONGDE: Coordinadora de ONGs para el Desarrollo de Espana  
CR: Czech Republic  
DE: Development Education  
DEAR: Development Education and Awareness Raising  
DFE: Department of Education (UK, IE)  
DFID: Department for International Development (UK)  
DEFRA: Department for Environment Food & Rural Affairs (UK)  
DGE: Direcao-Geral da Educacao (PT)  
Educasol: Plateforme francaise d’education au developpement et a la solidarite internationale (FR)  
ES: Spain  
FI: Finland  
EYD: European Year for Development  
EU: European Union  
FR: France  
GCE: Global Citizenship Education  
GENE: Global Education Network Europe  
GL: Global Learning  
IE: Ireland  
IT: Italy  
LAPAS: Latvijas Platforma Attīstības Sadarbībai (LV)  
LOE: Ley Organica de Educacion (ES)  
LV: Latvia  
MFA: Ministry of Foreign Affairs  
ME: Ministry of Education  
OECD: Organisation for Economic Co-operation and Development  
PAT: Provincia Autonoma di Trento (IT)  
PT: Portugal  
SMSC: Social, Moral, Spiritual and Cultural development  
UK: United Kingdom

UN: United Nations

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations Children's Fund

## Global Schools project

Started in 2015, *Global Schools* is a European project delivered in 10 EU countries by 17 partners, led by the Autonomous Province of Trento (PAT, Italy). It is co-funded by the DEAR Programme of the European Commission.

*Global Schools* brings together research, policy and teaching practice and aims at integrating Global Citizenship Education (GCE) as a cross-cutting theme, and approach, to all existing subjects of primary school programmes in the partner countries.

In the long term, it strives for a cultural change in schools and in the society at large, aimed at the emergence of a new generation of world citizens motivated by values of solidarity, equality, justice, inclusion, sustainability and cooperation.

The project works at 3 levels:

- political: it aims at integrating Global Citizenship Education into educational policies and curricula
- practical: it supports teachers' confidence and understanding of global issues, so that they can integrate GCE into their everyday teaching practice
- social: it promotes the EYD and the Agenda 2030 as vehicles to gain the involvement of teachers, parents and the wider community.

[www.globalschools.education](http://www.globalschools.education)



Global Schools is cofounded  
by the DEAR Programme  
of the European Union



CFSI TCIC

Centro Training  
per la Formazione Centre for  
alla Solidarietà International  
Internazionale Cooperation



## 1. Introducing GCE

The current prominence of GCE can be linked to the Global Education First Initiative (GEFI), launched by the secretary of UN Ban Ki-moon in September 2012<sup>1</sup>. The UN Secretary General explicitly prioritises the aim of fostering global citizenship.

Although many scholars suggest that GCE has recently become prominent in Europe and the Americas in government, civil society and educational discourses (Andreotti & Souza, 2012), the global or international perspective in education has a much longer, although non-linear, record; as proved by a number of conferences organized around the theme, accompanied by an increasing amount of academic publications about global education and related topics. Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning. (Banks, 2004; Peters, Britton & Blee, 2008; Richardson & Blades 2006; O'Sullivan and Pashby 2008; Abdi & Shultz 2009, 2011; Dower, 2003). However, the approach toward GCE is different worldwide and the approach taken in Europe and North America is far from a standard that is accepted worldwide. (UNESCO, 2014).

With the UN establishing the global relevance and function of education and the new global scenarios reinforcing the urgency of this shift, many other international educational agencies have further promoted and developed the semantically and epistemologically weak concept of global education. Among them UNESCO, Agenda 21 and the Council of Europe have made fundamental contributions:

1) UNESCO played a vital role in this effort from the early Seventies (UNESCO, 1974) and then again in the mid Nineties (UNESCO, 1995). The recent Incheon declaration to be included by the Assembly of the UN in its post-2015 development goals reaffirmed this commitment.

2) The Agenda 21 document produced after the Rio de Janeiro UN Conference on Environment (Agenda 21, Chapter 36: Promoting Education, Public Awareness and Training, United Nations Conference on Environment & Development, Rio de Janeiro, 3 to 14 June 1992), has been decisive for further developments of GE and for prioritising questions around the global environment and a sustainable future. A number of initiatives, projects and conceptual elaborations were developed during the United Nations Decade of Education for Sustainable Development 2005-2014. This, in turn, followed the Decade of Human Rights Education, therefore promoting and consolidating a significant number of educational projects worldwide.

3) The Council of Europe has also embraced a similar definition of GE. The 2002 Maastricht Global Education Declaration put forward the notion of an: “education that opens people’s eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and Human Rights for all.” (Council of Europe, 2002).

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<sup>1</sup> [www.globaleducationfirst.org](http://www.globaleducationfirst.org) retrieved August, 27<sup>th</sup> 2015

Three key antecedents of GCE can be highlighted, namely *global education* in its different meanings worldwide, Intercultural Education, Development Education and Education for Sustainable Development. These concepts have been established in scholarly debate and in educational practices since well before 2012.

### 1.1 Global education

Global perspectives in education are not a new idea. While the debate about global education has increasingly involved political theorists, activists and scholars throughout the 1990s, its origin can be traced back hundreds of years.

Historically, in Europe, with few exceptions, GE and the use of other people's knowledge, lands and political situations were used as a way of maintaining and justifying their colonial position.

More recently, with the establishment of the supranational institution of the European Union, GE has become a manifold container, encompassing several topics such as: Development Education; Human Rights Education; Education for Sustainability; Education for Peace and Conflict Prevention and Intercultural Education. In 1997, the Council of Europe adopted the Global Education Charter. This was followed, in 2002, by the 1st European Congress on Global Education, which took place in Maastricht. The Congress, elaborated the framework for a European strategy on GE, outlined in the Maastricht Declaration (Forghani-Arani, et al., 2013).

In 2001 the Global Education Network Europe (GENE) was established to facilitate the sharing of policy learning across EU member states. GENE, the network of Ministries and Agencies with national responsibility for Global Education in European countries, adopted a broad definition of GE, taken from the Maastricht Declaration: "Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship."

In Britain, where "world studies" were practised for decades, also to maintain its geopolitical and post-colonial position in the world, global education, better known as "global learning", was conceptually elaborated more in details than elsewhere as demonstrated by the seminal work by Graham Pike and David Selby. *Global Teacher, Global Learner* (1988) by Graham Pike and David Selby, influenced OISE at the University of Toronto, when the authors moved to Canada. In Canada, the inclusion of global issues in education was already well established among political theorists and practitioners, thanks to the activities of the Canadian International Development Agency (CIDA) and the pioneering Alberta Global Education Project.

On a different scale, there are two different discourses underlying the current political approach of GCE: on the one hand, the development on a global scale of the topic of citizenship education, especially in a diverse society (Banks, 2004; Tarozzi, 2008), which in the EU has been intertwined with intercultural education; on the other hand, the

traditions around development education (Su-Ming Khoo, 2011) and education for sustainable development, which includes many of the concepts inherent in environmental education.

## 1.2 Intercultural education

Intercultural education is currently considered by the EU as the official approach to be used in schools for the integration of immigrant students and ethnic minority groups (European Council, 2008). It is a model widely developed in many European documents that creates a regulatory framework which highlights how EU institutions and many member states have opted for a clear political direction about the type of reception, integration and management of cultural differences to be taken in schools. It considers cultural difference as an educational resource rather than a problem to be solved, and prioritizes the development of the cultural identity of students (not only migrant ones). The intercultural approach aims to foster dialogue between cultures as a priority goal to establish social cohesion in multicultural societies. Over the years, this approach has been increasingly developed and widely promoted on the basis of a consistent and coherent set of guidelines, recommendations and norms promoted by various European bodies and many other institutions and supranational organisations at international level, starting with UNESCO. The latter, in 2006 defined intercultural education (outlined within the UNESCO theme human rights education) as follows:

*“The existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect. It presupposes multiculturalism within the society and it promoted a dynamic exchange between cultures at local, regional, national and international level”. (UNESCO, 2006: 17).*

In this vein, intercultural education can be defined as an approach rooted in a dynamic conception of cultures, always seen in mutual synergy aimed at improving and facilitating cultural production and relationships, starting by recognizing diversity, and then promoting dialogue and exchange. Its key concept is *cultural mediation*, seeking to negotiate among cultures viewpoints, assumptions, values, and beliefs (Tarozzi, 1998, 2004).

## 1.3 Development education

Development education emerged in the early 1970s to foster cooperation projects with the global South, and aimed to bridge the gap between a rich North and an “underdeveloped” South. It started to enhance an idea of an education based on a new consciousness centred on solidarity and interdependency among all human beings. This attitude encompasses the knowledge of North/South inequalities and the need to understand other cultures and civilizations. Over the years the same notion of

“development” has been widely criticised, not only because there are different ways or times to reach “development(s)” which should be just and equitable; but also because there is a need to re-establish a concept full of contradictions and conundrums.

There is now a wide awareness around the need to promote policies aimed at endorsing development under criteria different from neo-liberal solely economic developmental indexes. Hence the growing success of the notion of *sustainable development* or *sustainability* which, after the Rio conference in 1992 and the adoption of Agenda 21 has become a globally recognised concept. Since then the two different political and educational discourses, traditionally referring to two different institutional bodies in national states, the Ministry of Education and the Ministry of Foreign Affairs, have recently merged in the common idea of human rights, not only of the individuals but also of people and of the environment. In particular, the notion of the “environment” is no longer considered as a biological objective problem, but is considered a humanistic question, closely related with forms of coexistence and of intersubjective and intercultural relationship. That is why, under the umbrella of sustainability lie mutually interconnected, environmental protection, respect for human rights, education for a planetary citizenship and world peace.

#### 1.4 GCE at a glance

As highlighted above in light of contemporary developments, GE can be considered an important antecedent of GCE. GE aims to build and disseminate global competencies that are informed by several approaches related to human rights, intercultural understandings, development education (international development, economic growth, poverty alleviation, sustainable environment), and future studies (Reimers, 2013; UNESCO 2015). Within this framework, GCE could have a unifying role, what UNESCO defines as a “framing paradigm” (UNESCO, 2014, p.9). Moreover, GCE introduces a special emphasis of the idea of citizenship to make the too abstract notion of GC a bit more concrete and closely related with notions of diversity, equity and social justice.

The call for a global citizenship, beyond the extension of the citizenship’s concept from the national to the global level, has a clear ethical and political value, and by implication educational significance. GCE helps to make sense of and to frame different types of knowledge, abilities and values theoretically and methodologically.

GCE is an educative concept and dimension grounded in the assumption that today people are in the process of learning to live in an international context and interact at a global, though unequal, level. In a world that is increasingly interdependent, GCE promotes a *sense of belonging* to the global community emphasising a shared common humanity among people. But the community of destiny shared by all human beings, also involves the biosphere and natural environment. (Morin, 2014). GCE entails the need to enlarge the educational horizons within which to locate human identity and its belonging to a homeland-earth. Hence the need to also think of citizenship as belonging to an ecological world that relies on a new environmental ethic.

In sum, beyond the ideal call for a global education and the targeting of the symbolic identity of world citizen as educational aim, it is difficult to unambiguously define GCE. Not surprisingly, the launch of GEFI by the UN General Secretary has promoted several activities within this educational approach (UNESCO, 2014)<sup>2</sup>. Terminology is surely an issue (Oxley & Morris, 2013). Different languages and cultural traditions have established and consolidated various terms to define this same educational area promoted over the years by various NGOs worldwide.

Despite its apparent semantic ambiguity and conceptual vagueness, GCE is not as vague as it might seem. In 2015 UNESCO defined global citizenship as: “Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global” (UNESCO, 2015. P. 14; UNESCO, 2014, p. 14).

In general, GCE objectives are related to:

- Invite people in the process of learning to think of themselves as global citizens;
- Promote mutual understanding among individuals and cultures and by implications models of conflict resolution;
- Promote a set of common principles based on the Human Rights regime;
- Promote active participation at every level: local, regional, state, provincial, national, and global.

These goals refer to the idea of participation embodied in a concept of active citizenship stressing the importance of learners’ empowerment and of the transformative, rather than reproductive attitude. Its themes can be related to four main areas (Tawil, 2013):

- Human right issues (children, gender, and culture rights);
- Environmental issues (sustainability, patterns of production and consumption, climate change, biodiversity);
- Social and economic justice (poverty, health and well-being, inequality and discrimination, migrations);
- Intercultural issues (identity, cultural diversity, world heritage, indigenous knowledge systems, peace).

## 1.5 Critiques to GCE

Despite the wide global consensus surrounding the idea of, and the need for, global citizenship education, there have been also criticisms.

*First* it can be argued that GCE, since it is uprooted from real contexts, communities or nations, is an abstract utopia, without an authentic meaning. In other words, it can be a perspective so far removed and unreachable that becomes insignificant for individual development. It is very easy to find a broad consensus around the idea that at some level we are all citizens of the world. But if the GCE is conceived as a utopian dream of a global ethical state in perpetual peace, governed by human rights as new constituent

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<sup>2</sup> Technical consultation of GCE, September 2013, Seoul; international Forum on Global Citizenship Education, Bangkok, December 2013, then published in UNESCO 2014

principles of humanity composed of individuals of equal dignity, fails to accomplish its critical scope. Such empty global utopianism also makes very little sense for the redefinition of individual identity or to empower marginal people, and for the education processes that can favour them. It is therefore essential that GC is always rooted in national citizenships and, from an educational point of view, within local communities; both to make sure that it can give meaning and substance to an empty cosmopolitan utopianism, because communities are the space for acquisition and subjective organisation of knowledge, and to avoid that communities become closed in themselves, and in their traditional conservatism.

*Secondly*, related to the previous point, GCE is blamed for its naïf internationalism, aiming at pursuing a vague “international awareness”, if not even the expression of a masked colonialism (Abdi, Shultz, & Pillay, 2015; Andreotti & de Souza, 2012). Not surprisingly, some scholars observed that it is unclear whether the very notion of “global citizenship” is a metaphor, a paradox, or simply an oxymoron (Davies, 2006). Since it is not a real citizenship, but a fiction, in the end a fancy way to express a contradiction, an oxymoron at best. GCE risks to socially reproducing inequalities and global injustice, losing the critical dimension that enables it to be rooted in social justice. In other words, we advocate a GCE with a strong emancipatory and critical aim, and not a void call for an abstract ethical dimension, claiming the dream of a shared humanity based on the utopistic idea of human rights as global values.

*Thirdly*, GCE was also attacked by a traditional and vaguely conservative perspective (Standish, 2012). According to this standpoint, the attention to the global dimension misses the important reference to communities and nations. In these are traditions, moral values, beliefs where educational processes must be based, without wasting time and money in claiming for global values that do not belong to the nation.

In the current state of crisis of responsibility and political leadership, GCE fills the moral void and take over the national curriculum, imposing a perilous new global rationale for schooling which has degraded traditional education.

*Fourthly*, GCE, by enhancing human rights and global values, can be conceived as a universalistic moral direction, unable to manage diversity, difference and otherness, which are key notion of contemporary social world. This is a very important issue for the purposes of present book. In the following section we will argue, following Appiah, that GCE should be supplemented with diversity.

## 1.6 Post-colonial critique

Special attention should be paid to the above-mentioned post-colonial critique. In fact, the most substantial criticism to the mainstreaming of GCE currently undertaken by governments, organisations, NGOs and schools lies in its implicit “colonial” approach. Related to this, GCE has been criticised for its failure to critique or address neo-liberal agendas and economic growth models. While originally global education (or its antecedent, development education) in most industrialised countries emerged in response to the de-colonization process, GCE risks to be assumed and applied as a new

wave of colonialism, by a-critically embracing a form of neoliberal new global citizenship (Ong, 2004). The sharpest criticism, from a post-colonial view, has been raised by Vanessa de Oliveira Andreotti (Andreotti 2006, 2010, 2011; Andreotti & Souza 2008; Souza & Andreotti; 2009; Andreotti, et al., 2010; Andreotti & Souza, 2012) and others (Abdi, Shultz, & Pillay, 2015; Jefferes, 2012; Odora Hoppers, 2009). Andreotti claims that due to the lack of critical analysis of power relations and global inequalities, GCE often results in educational practices that unintentionally reproduce and reinforce an ethnocentric, ahistorical, paternalistic, approach (Andreotti & Sousa, 2012a). This is particularly serious for the purposes of this research because this unexamined and ethnocentric attitude tends to trivialize cultural differences and to ignore inequality. To avoid such a missionary and superficially benevolent attitude towards difference, post-colonialists stress the need that GCE should challenge global hegemonies and not to take for granted unequal distribution of wealth, power and labour in the world.

Another reason to endorse a radical post-colonial tradition that confronts GCE is the issue of indigenous rights and knowledge, and the need to preserve local languages against the hegemony of English. Lynette Shultz argues that indigenous knowledge systems will be undermined by proposing a GCE that is “racist, imperialist, and paternalistic, all destructive to civilizations’ wellbeing” (Schultz, 2015). Therefore, she claims for a Global Social Justice Framework to provide a decolonial and anticolonial lens on the processes, objectives, and aims of GCE.

To summarise, Vanessa Andreotti has distinguished two forms of global citizenship education, a “soft” form and a “critical” one (Andreotti, 2006). The “soft” model is based on the recognition and enrichment of a common humanity and a global world ethic as a moral point of view. In the “critical” approaches, the core concept is social justice underscoring an ethical premise framed by the regime of human rights. Moreover, nation-state citizenship education is too often conceived as a social reproduction tool or as an effective way to educate to the legacy of a common tradition, history, language, values of a population, which has been traditionally portrayed as culturally homogeneous. Global citizenship education is based on a strong and explicit emancipatory commitment.

As far as ethics is concerned, Tawil (2013) has divided the approaches to the GCE in three main directions encompassing different ethical approaches based on different emphasis:

- 1) Humanistic, based on the principles of common humanity, universality in diversity;
- 2) Environmental, based on the principles of sustainable development;
- 3) Political, based on the principles of social justice and equal rights.

From our perspective, global citizenship education comprises all of these emphases, more so when connected to education for sustainable development. However, it is relevant to the political emphasis as a *framing concept or paradigm that could interrupt inequality*. It addresses the social, civic and especially political function of education. It is conceived of as an ethical and political lens to examine education at all levels and multiple teaching and learning domains.



## 2. Methodology

Since it is very hard to unequivocally define GCE in conceptual and pedagogical terms, comparative research can be a valuable means to delineate the objective of educational policy and practice to foster global citizenship. It allows practitioners, academics and policy makers to understand what historically has been developed within political cultures and traditions of various social and political contexts and from there to search for common and shared perspectives.

Comparative research on public educational policies (Gunter, Hall, and Mills, 2014) is difficult but necessary for two reasons: first of all, a global concept to be understood not only in an abstract and decontextualized way necessarily recalls the comparative dimension; and, secondly, in a globalized world, which has seriously challenged the way to compare education policy (Lingard and Rawolle, 2011), national public policies do not exist in isolation and cannot be disjointed from the global dimension. A comparison that takes into account complex supranational dynamics is mandatory to make sense to the same policies.

There is a wide agreement that policy implementation cannot be seen in a simple and linear technical way, and policy processes are always interactive and multi-layered (Rizvi and Lingard, 2010). However, it was necessary for the sake of project to create, in several European countries, a preliminary review on the main concepts and ways of implementation of educational policies inspired, in various ways, to the GCE. Therefore, this preliminary study aimed at a comparative inquiry on the state of integration of GCE in the curricula of 10 European countries, with a look to other member states and to international and European policies on this matter.

### Education policy

Since the concept of “policy” is controversial and not unequivocally defined in literature (Ball, 1990; Dye, 1992; Bacchi, 2009), it is provided here the definition that was adopted, by researchers of Global Schools project, to inquiry into national education policies on GCE and related concepts. Being aware of the complex nature of this notion, and therefore it is necessary not to oversimplify it. This research describes policy as a political process that has an impact on the integration of GCE in formal primary education system. A policy is considered in a *procedural way* and in particular it was defined it within the research team as follows: a coherent set of decisions or recommendations with a common middle or long-term objective (or objectives) affecting or relevant to the integration of GCE in formal primary education. As a wide-ranging process of implementation of ideas into practices, a policy encompasses also plans, programmes and guidelines.

### Research questions

Given the above, this study broadly aimed at analysing existing educational policies, in Europe to ascertain whether, to what extent and how GCE is integrated in formal primary education.



In particular, these are the specific goals:

- to identify the key documents in each country of the project
- to identify key documents at international/EU level
- to create a conceptual organisation of the notion of GCE
- to create a glossary of relevant terms both in English and in national languages
- to reconstruct the political discourse surrounding the implementation of GCE in 10 EU countries and at EU level
- to compare some general patterns of GCE integration into formal primary education across EU countries.

Ultimately, the objective was to explore two main lines, which constitute an original contribution in the literature on GCE, and in particular:

1. to what extent is GCE integrated into formal primary school and the different political processes to implement it;
2. conceptual analysis of the terms and concepts used in education policy in 10 European countries.

## Sources of data

1. Library research, document analysis. Research tools have been political document analysis (both recommendatory and normative), the policy documents synopsis developed by researchers of the 10 partner countries to critically describe legislative texts, and the Country Policy Analysis developed by the same researches to reconstruct the political discourse surrounding the implementation of GCE;
2. Interviews with key informants. Key informants provide information on political debate surrounding the normative document. In addition, they can identify other documents that had been overlooked by desk research. The choice to interview key informants is related to the definition of policy adopted for this research. In particular two categories of key informants have been interviewed:
  - Policy makers: authors of documents, political executors of the education policy dispositive, people that implement the policy dispositive such as educators, school heads;
  - Practitioners: teachers, educators, education leaders, principals.

A common interview guide was provided to all researchers (Annex 6.2).

## Data analysis

Data have been analysed through thematic analysis (Braun and Clarke, 2006) and conceptual comparative analysis, using some procedures of grounded theory approach (Tarozzi, 2015; Charmaz, 2014). All data has been processed through the software N-vivo.

A “vademecum” (Annex 6.1) containing shared guideline for data collection among the research team has been circulated to all the partners after a training session that took place on July 2nd and 3rd 2015, in Trento.

The Country Policy Analysis was elaborated on the basis of common indicators sent to researchers in every Country (Annex 6.3).

All the research documents have been shared and stored on a web platform accessible by every researcher as users and content provider.

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### 3. Data description

This section of the report aims to describe in detail the data sources that have constituted the main material of analysis for the crafting of the 10 Country Policy Analysis, presented later in the report.

There are three main sources of data:

- policy documents synopsis
- preliminary results
- interviews of key informants

Policy documents analysed by partners have been chosen as they provide guidelines/instructions for the introduction of GCE or embedded thematic areas (peace, human rights, diversity issues, social and economic justice, environment) into formal primary school curricula.

For each of 10 countries involved in the project two typologies of documents have been collected:

- Normative documents such as laws and school curricula
- Recommendatory documents such as guidelines, recommendations.

As indicated above, key informants interviewed belong to these two categories: a) Policy makers, b) Practitioners.

The total number of interviews is 20 - key informant being 10 per category as described in Table 1A and 1B

**Table 1A – Interviews by category**

	practioner	policy maker
Austria	1	1
Bulgaria	0	2
Czech Rep.	1	1
France	1	1
Ireland	2	1
Italy	1	2
Latvia	1	1
Spain	1	0
Portugal	1	2
UK	1	2
Total	10	10

**Table 1B – Interviews by institution**

	Ministry of Education	Ministry of Foreign Affairs	University	Local Authority	Primary school	Lower Secondary school	NGOs
Austria	1		1				
Bulgaria	1			1			
Czech Rep.	1	1					
France			1			1	
Ireland		1	1				
Italy			1	1		1	
Latvia							1
Spain							
Portugal	1	1					1
UK	1				1		1
<b>Total</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>

The role of the key informants' interviews is to inform on political debate surrounding the introduction of GCE into school curricula namely the enabling and hampering factors of the policy framework and educational system and the role of the main actors and to cross-check the completeness of policy documents identified by national researcher.

### Description of policy documents collected

The total number of documents collected by GS partners is 171 documents, on average 17 documents per partner. Table 2 below describes the number of policy documents for each category of documents identified.

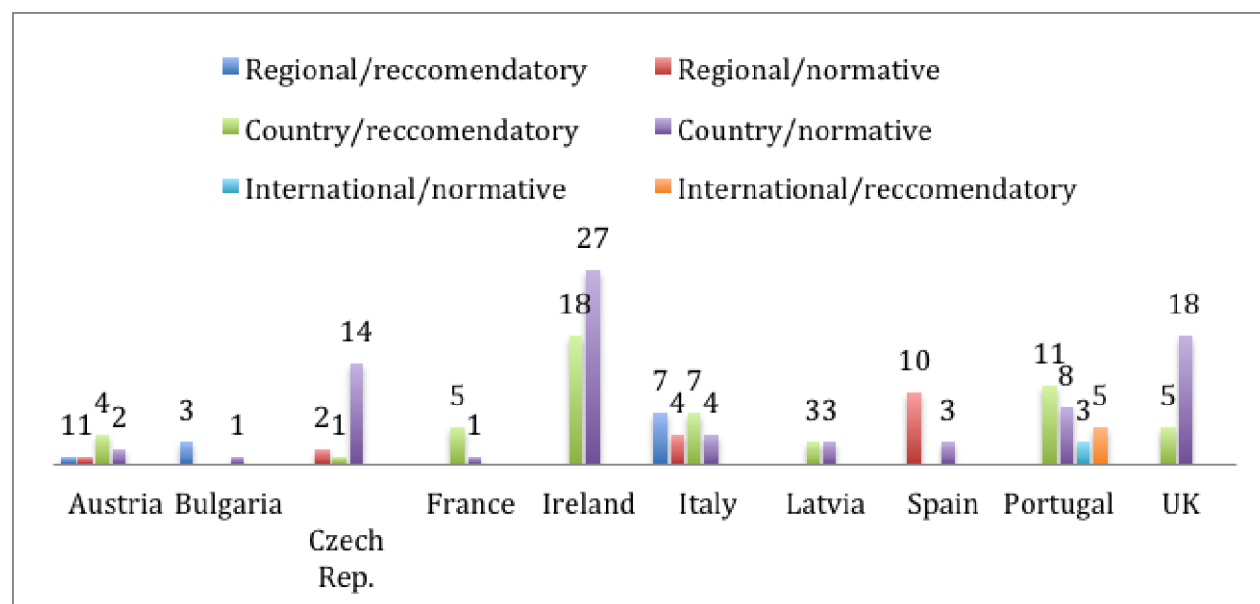
**Table 2 - List of document collected by partner**

	Regional/recommendatory	Regional/normative	Country/recommendatory	Country/normative	International/normative	International/recommendatory	Total
<b>Austria</b>	1	1	4	2			8
<b>Bulgaria</b>	3			1			4
<b>Czech Rep.</b>		2	1	14			17
<b>France</b>			5	1			6
<b>Ireland</b>			18	27			45
<b>Italy</b>	7	4	7	4			22
<b>Latvia</b>			3	3			6
<b>Spain</b>		10		3			13
<b>Portugal</b>			11	8	3	5	27
<b>UK</b>			5	18			23
	11	17	54	81	3	5	171

Most policy documents identified are at country level, being mostly normative (43%) while only minor parts are recommendatory (31,5%). Few countries have identified regional documents. Despite being average values a synthesis of data collected, they are not very meaningful because of the distribution of data represented in chart 1 below. There is a great difference among

countries in terms of numbers of documents identified that reflect the different educational system across the 10 countries represented in the analysis. While in UK, Ireland and Czech Republic the number of normative documents is over 10 in the rest of the countries it is approximately 4.

**Chart 1 - Comparison of number of policy documents**



Considering this skewed distribution of data the analysis focuses on the main policy documents, which researchers have indicated as being the most important in the Country Policy Analysis - in some cases these are the same as the ones, identified. Many are a smaller selection of the larger number of documents identified as presented in table 3.

**Table 3 – Main policy documents**

	Main normative	Main recommendatory	Total
<b>AT</b>	2	1	3
<b>BG</b>	1	3	4
<b>CZ</b>	7	1	8
<b>ES</b>	4	0	4
<b>FR</b>	1	5	6
<b>IE</b>	5	4	9
<b>IT</b>	4	5	9
<b>LV</b>	3	3	6
<b>PT</b>	1	6	7
<b>UK</b>	4	2	6
<b>Total</b>	32	30	62

Table 4 collects the list of the most important main policy documents identified and the issuing body.

**Table 4 - Main policy documents detailed description**

	<b>Title</b>	<b>Year</b>	<b>Organisation</b>	<b>Organisation category</b>	<b>Typology</b>	<b>Level</b>
<b>AT</b>	Austrian Curriculum For Primary Schools	2014	Ministry of Education	MoE	Normative	Country
<b>AT</b>	Decree On Economic And Consumer Education	2015	Ministry of Education	MoE	Normative	Country
<b>AT</b>	Austrian Strategy Global Learning In The Austrian Education System	2009	Austrian Strategy Group Global Learning	NGO	Recommendatory	Country
<b>BG</b>	Public Education Act	2015	Ministry of Education and Science	MoE	Normative	Country
<b>BG</b>	Strategy For Educational Integration Of The Children And Students From Ethnic Minorities 2015-2020	2015	Ministry of Education and Science	MoE	Recommendatory	Country
<b>BG</b>	Development Education / Global Education Bulgaria	2009	University (Prof. Plamen Valchev)	Uni	Recommendatory	Country
<b>BG</b>	Key Findings And Recommendations From The Country Reports On Global Education	2011	North-South Centre of the Council of Europe	IGA	Recommendatory	Country
<b>CZ</b>	Strategy For Education Policy Of The Czech Republic Until 2020	2014	Ministry of Education	MoE	Normative	Country
<b>CZ</b>	Education Strategy - Long-Term Plan For Education And Development Of The Education System In The Czech Republic 2015-2020	2015	Ministry of Education	MoE	Normative	Country
<b>CZ</b>	Framework Educational Program For Basic Education	2013	Ministry of Education	MoE	Normative	Country
<b>CZ</b>	Development Cooperation Strategy Of The Czech Republic 2010-2017	2010	Ministry of Foreign Affairs	MoFA	Normative	Country
<b>CZ</b>	National Strategy For Global Development Education 2011-2015	2011	Ministry of Foreign Affairs	MoFA	Normative	Country
<b>CZ</b>	Czech Republic Strategy For Education For Sustainable Development	2008	Ministry of Education	MoE	Normative	Country
<b>CZ</b>	Education Towards Thinking In European And Global Context	2011	Institute for Pedagogic Research	MoE	Recommendatory	Country
<b>CZ</b>	Education For Sustainable Development (Action Plan Of The Strategy For Esd For Years	2011	Ministry of Education	MoE	Normative	Country

2011 And 2012)						
<b>ES</b>	Organic Law Of Education 2/2006	2006	Government of Spain	Gov	Normative	Country
<b>ES</b>	Organic Law 8/2013 Of Education Quality Improvement	2013	Government of Spain	Gov	Normative	Country
<b>ES</b>	Royal Decree 126/2014 Establishing The Primary Education Curriculum	2014	Government of Spain	Gov	Normative	Country
<b>ES</b>	Order June 2014 By Adopting The Curriculum Of Primary Education And Authorizing Its Implementation In Schools Of Aragon	2014	Autonomous Region of Aragón	LA	Normative	Regional
<b>FR</b>	Civic And Moral School Curriculum	2015	Ministry of Education	MoE	Normative	Country
<b>FR</b>	Pedagogical Instructions About Development Education And International Solidarity	2009	Ministry of Education	MoE	Recommendatory	Country
<b>FR</b>	Instructions For The Implementation Of Sustainable Development Education In Schools For The Period 2015-2018	2015	Ministry of Education	MoE	Recommendatory	Country
<b>FR</b>	Back To School Recommendations	2015	Ministry of Education	MoE	Recommendatory	Country
<b>FR</b>	Media And Information, Let's Learn!	2015	Ministry of Education	MoE	Recommendatory	Country
<b>FR</b>	Secularism Principle Charter At School	2013	Ministry of Education	MoE	Recommendatory	Country
<b>IE</b>	The Education Act 1998	1998	Government of Ireland	Gov	Normative	Country
<b>IE</b>	Education Welfare Act 2000	2000	Government of Ireland	Gov	Normative	Country
<b>IE</b>	The United Nations Convention On The Rights Of The Child (UNCRC)	1989	UN	IGA	Normative	International
<b>IE</b>	The National Primary Curriculum	1999	National Council for Curriculum and Assessment	MoE	Normative	Country
<b>IE</b>	Department Of Education And Skills (DES) Intercultural Education Strategy 2010-2015	2010	Department of Education	MoE	Normative	Country
<b>IE</b>	The Des National Strategy On Education For Sustainable Development In Ireland 2014-2020	2014	Department of Education	MoE	Recommendatory	Country

<b>IE</b>	Des: The Forum On Patronage And Pluralism	2015	Department of Education	MoE	Recommendatory Country	
<b>IE</b>	Irish Aid : Development Education Strategy	2006	Irish Aid	MoFA	Recommendatory Country	
<b>IE</b>	The Irish Development Education Association: Good Guidelines For Development Education In Schools	2007	The National Youth Council of Ireland: Teachers, students and Practitioners	NGO	Recommendatory Country	
<b>IT</b>	Guidelines For National Curriculum, 2012	2012	Ministry of Education	MoE	Normative	Country
<b>IT</b>	Law 125/2014	2014	Ministry of Foreign Affairs	MoFA	Normative	Country
<b>IT</b>	Law 107/2015	2015	Ministry of Education	MoE	Normative	Country
<b>IT</b>	Nota Prot. N. 30549 Del 21/9/2015	2015	Ministry of Education	MoE	Normative	Country
<b>IT</b>	Call For Proposal For Development Education Activities 2015	2015	Ministry of Foreign Affairs	MoFA	Recommendatory Country	
<b>IT</b>	Guidelines For The Inclusion Of Foreign Students, 2014	2014	Ministry of Education	MoE	Recommendatory Country	
<b>IT</b>	Integration Of Foreign Students In The Italian School , 2015	2015	Ministry of Education	MoE	Recommendatory Country	
<b>IT</b>	Guidelines For Environmental Education And Sustainable Development (2009)	2009	Ministry of Education	MoE	Recommendatory Country	
<b>IT</b>	Charter Of Principles Of Global Citizenship Education (2010)	2010	NGOs	NGO	Recommendatory Country	
<b>LV</b>	Cabinet Of Ministers (CoM) Regulations No.533 "Regulations Regarding The Guidelines For The State Preschool Education"	2012	Ministry of Education and Science	MoE	Normative	Country
<b>LV</b>	Cabinet Of Ministers (CoM) Regulations No.468 "Regulations On The State Basic Education Standard, Standards Of Basic Education Study Subjects And Samples Of Basic Education Programs" (in Force Since 23.08.2014)	2014	Ministry of Education and Science	MoE	Normative	Country
<b>LV</b>	Education Development Guidelines 2014-2020 Of The Republic Of Latvia	2013	Ministry of Education and Science	MoE	Normative	Country
<b>LV</b>	Recommendations On Integration Of Global Education 2015 In The School Agenda		Education Development Centre	NGO	Recommendatory Country	



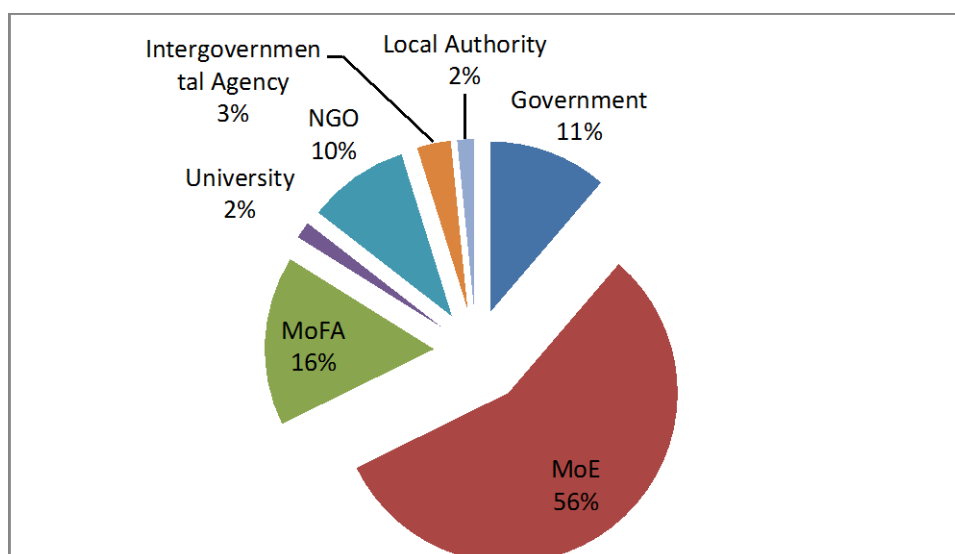
<b>LV</b>	Development/Global Education Guidelines	2010	Education Development Centre	NGO	Recommendatory Country	
<b>LV</b>	Development Education Guidelines 2008-2015	2008	Latvian Platform for Development Cooperation	NGO	Recommendatory Country	
<b>PT</b>	Law N. 139/2012	2012	Ministry of Education	MoE	Normative	Country
<b>PT</b>	Education For Citizenship – Guidelines	2012	DGE	MoE	Recommendatory Country	
<b>PT</b>	National Strategy For Development Education (ENED) – 2010-2015	2009	Camões – Institute for Cooperation and Language	MoFA	Normative	Country
<b>PT</b>	Action Plan Of End 2010-2015	2010	Camões – Institute for Cooperation and Language	MoFA	Normative	Country
<b>PT</b>	Protocol Signed By The Actors Involved In The Implementation Of End 2010-2015	2010	Camões – Institute for Cooperation and Language	MoFA	Normative	Country
<b>PT</b>	Protocol Between Directorate General Of Education And Camões – Institute For Cooperation And Language	2012	Camões – Institute for Cooperation and Language	MoFA	Normative	Country
<b>PT</b>	The Addenda To The Ened And To The Protocol, Extending The Period Of Their Validity Until December 2016	2015	Camões – Institute for Cooperation and Language	MoFA	Normative	Country
<b>UK</b>	The National Curriculum In England	2013	Department for Education	MoE	Normative	Country
<b>UK</b>	Teachers’ Standards Guidance For School Leaders, School Staff And Governing Bodies	2011	Department for Education	MoE	Normative	Country
<b>UK</b>	Handbook For Inspecting Schools In England Under Section 5 Of The Education Act 2005	2015	Ofsted	Gov	Normative	Country
<b>UK</b>	Revised Prevent Duty Guidance: For England And Wales	2015	HM Government	Gov	Normative	Country
<b>UK</b>	Promoting Fundamental British Values As Part Of Smsc In Schools. Departmental Advice For Maintained Schools	2014	Department for Education	MoE	Recommendatory Country	
<b>UK</b>	Citizenship	2015	Department for Education	MoE	Recommendatory Country	

A closer analysis of the main policy document shows that the main institutions that have promoted the documents are the Ministry of Education and the Ministry of Foreign affairs as illustrated by table 5 and chart 2 below.

**Table 5 – Policy documents main promoting bodies**

	Government	ME	MFA	University	NGOs	Intergov. agency	Local authority	Total
<b>AT</b>		2			1			3
<b>BG</b>		2		1		1		4
<b>CZ</b>		6	2					8
<b>ES</b>	3						1	4
<b>FR</b>		6						6
<b>IE</b>	2	4	1		1	1		9
<b>IT</b>		6	2		1			9
<b>LV</b>		3			3			6
<b>PT</b>		2	5					7
<b>UK</b>	2	4						6
<b>Total</b>	7	35	10	1	6	2	1	62

**Chart 2 –Policy documents promoting bodies’ institutions**



### Non-project partners policy documents analysis

In order to glance at the situation of GCE outside the 10 partner countries to the project, key additional policy documents were collected, as represented in table 6, namely: 1) a selection of key policy documents on European level organisations, 2) a selection of key policy document issued by international organisations (mostly UNESCO), 3) some information few other European countries.

**Table 6 - Third countries documents collected**

	Regional/recommendatory	Regional/nonormative	Country/recommendatory	Country/nonormative	International/recommendatory	Total
European	0	0	0	1	9	9
Finland				1		1
Greece						0
Germany	1		1			2
International					9	9
Total	1	0	1	1	9	21

The most important actor at European level is the Council of Europe and there is no normative document at European level on Global Citizenship Education. In total 10 documents have been identified as relevant, the complete list is represented in table 7.

**Table 7 - List of EU policy documents collected**

Title of the document	Organization promoting the policy document	Year of publication
Charter on Education for Democratic Citizenship and Human Rights Education	Council of Europe (Education Committee)	2010
Foreign Language Education in Primary Schools	Council of Europe (Education Committee)	1997
Citizenship Education in Europe	Eurydice/ Education, Audiovisual and Culture Executive Agency	2012
Integrating Migrant Children in European Schools	European Commission's Directorate-General for Education and Culture	2008
Key competences for a changing world: implementation of the education and training 2010 work programme	European Parliament	2010
White paper on intercultural dialogue	Council of Europe (Ministers of Foreign Affairs)	2008
EU manual Human Rights	Council of Europe (Compasito)	2008
Council of Europe Citizenship and HR education GLOBAL EDUCATION GUIDELINES	The Council of Europe	2010
A HANDBOOK FOR EDUCATORS TO UNDERSTAND AND IMPLEMENT GLOBAL EDUCATION	North-South Centre of the Council of Europe	2012
Council of Europe, 2002, the Maastricht declaration	North-South Centre of the Council of Europe	2002

The main organisation that is promoting policy document related to GCE is UNESCO, which has also been the main promoter of the term Global Citizenship education (Table 8).

**Table 8 - List of international policy documents collected**

<b>Title of the document</b>	<b>organization promoting the policy document</b>	<b>year of publication</b>
Global Citizenship Education Preparing learners for the challenges of the 21st century	UNESCO	2014
education for 'global citizenship': a framework for discussion	UNESCO	2013
Outcome document of the Technical Consultation on Global Citizenship Education Global Citizenship Education: An Emerging Perspective	UNESCO	2013
TREASURE WITHIN Report to U N E S C O of the International Commission on Education for the Twenty-first Century	UNESCO	1996
United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme	UNESCO	2005
UNESCO World Conference on Education for Sustainable Development	UNESCO	2009
UNESCO guidelines on intercultural education	UNESCO	
Global Citizenship Education TOPICS AND LEARNING OBJECTIVES	UNESCO	2015
Human Rights Education in Primary and Secondary School Systems: A Self assessment Guide for Governments	UN Human rights: Office of the High Commission	2012

A selection of policy documents were also collected and/or studies that enquire the situation of GCE implementation as represented in table 9.

**Table 9 - Selection of policy documents**

<b>Country</b>	<b>Title of the document</b>	<b>Organization promoting the policy document</b>	<b>Year of publication</b>
BE	Raamadvies over educaties		2009
DE	German Framework for the Learning Area of Global Development	German Conference of Regional Education Ministries and the Federal Ministry for Economic Co-operation and Development	2015
DE	Competence Orientation (in North-Rhine Westfalian Primary Schools)	Ministry for School and Further Education in North- Rhine Westfalia/ NRW	2008
FI	Finnish National Curriculum for Basic Education	Finnish National Board of Education	2014
GR	Basic Organisation of the Education System in Greece	Etwinning	
GR	Intercultural and Multicultural Education Policy in Greece	London School of Economics and The University of Athens	2003

## 4. Results

### 4.1 Case studies

#### 4.1.1 Austria Country Policy Analysis

**Author:** Helmuth Hartmeyer

#### Section 1 - Policy framework analysis

##### 1.1 Key policy documents

Eight documents were analysed. There are three main policy documents.

The main policy document is the *Austrian Curriculum for Primary Schools* ([https://www.bmbf.gv.at/schulen/unterricht/lp/lp\\_vs.html](https://www.bmbf.gv.at/schulen/unterricht/lp/lp_vs.html))

It comprises the overall educational framework and defines the main targets, methodologies that should be applied (such as pupils centred, interactive etc.) and tasks for the single learning areas and (obligatory and voluntary) subjects. It is a key document, as it is statutory for all (public and non-public) primary schools.

The key targets are translated into competencies, among which “world openness” is described as one of them. Intercultural Learning is explicitly mentioned, together with Peace Education, which forms part of Civic Education. However, the global dimension is not mentioned.

The curriculum does not define Global Citizenship Education. However, the general education targets describe primary school as a social space where children, parents and teachers interact. The curriculum particularly mentions intercultural learning as a way to develop a European mindset and openness to the world. In addition, the methodologies allow room for Global Citizenship Education. Teachers are required to create links to the guiding principles of social learning and to civic education including peace education (BMBF (ed.) *Austrian Curriculum for Primary Schools*, pp.18-19). The recommendations for work in the classroom are very detailed and make up four fifths of the text.

In the recommendations for the single subjects the emphasis lies on learning in the local environment and learning outside the classroom. The global dimension is missing. A very serious drawback is the omission of human rights issues, especially of children’s rights.

Less relevant, but worth mentioning is a basic document, the *Decree on Economic and Consumer Education* ([https://www.bmbf.gv.at/ministerium/rs/2015\\_15.html](https://www.bmbf.gv.at/ministerium/rs/2015_15.html)).

The aim of economic and consumer education is to empower pupils to manage their everyday life, which is strongly determined by the economy. Young people require the competences, which enable them to play an active and reflective part in the economy as consumers, employers, employees, taxpayers, recipients of transfer services and voters.

The basic aim is to qualify the pupils for the job market. But this should go hand in hand with a search for orientation and with critical reflection; in order to become economic citizens who master their own life in a responsible way. Young people should be ready to participate in an economically driven environment, be able to use their own judgement and be willing to comply with moral categories.

The basic aim of the decree, together with other guiding principles (statutory regulations) opens doors for Global Citizenship Education (GCE) in the formal Austrian school system. It is a statutory regulation, which explicitly mentions civic education, development education, Global Learning, environment education, health education, media education and entrepreneurship education. There are references to the Agenda 21 process, to the role of the economy in a globalising world and to the need for sustainable production and consumption. All the latter can be seen as indispensable elements of Global Citizenship Education.

The third relevant policy document is the Austrian Strategy *Global Learning in the Austrian education system* ([www.komment.at/media/pdf/pdf63.pdf](http://www.komment.at/media/pdf/pdf63.pdf)).

The development of the strategy goes back to a key recommendation in the Peer Review on Global Education in Austria carried out by the North-South Centre of the Council of Europe/GENE in 2005-2006.

The strategy was developed in a process, which was based on transparency, participation, reflection and documentation. The most important milestones were five experts workshops, among them one with NGOs representatives. The strategy was finally adopted by the Ministry of Education and by the Austrian Development Agency, as the key public policy stakeholders and funders in the field of Global Learning.

The main focus of the strategy are eight recommendations for the in-service training of teachers, for initial teacher training, for school policy and administration, for school development, for projects and materials, for curricula, for pre-school and *kindergarten* and for research and evaluation.

The development of the strategy contributed to the establishment of the multi-stakeholder strategy group and its acceptance among public institutions as well as among NGOs. The inclusion of and feedback from international experts also helped to raise respect for the strategy. Experiences with the development of the strategy could be fed into processes elsewhere in Europe via GENE.

The follow-up work, which was delegated to the Strategy Group, concerning the recommendations turned out to be very time- and energy-consuming and success could only be reached gradually. The best results could be achieved in the areas of teacher training and projects and materials. In 2015, the strategy work was evaluated by KommEnt, which led to the decision that it will be revised and reformed.

Meanwhile strategies for adult education and youth work are being developed.

The research does not include an analysis of text books, which can be described as the “secret curriculum” in schools.

## **1.2 Circumstances of introduction**

All in all, Global Citizenship Education has not yet been introduced in the formal Austrian primary school system, but initiatives of NGOs (seminars for teachers, production of materials, participation in international projects) have led to a growing acceptance of terms like development education and global learning and have in recent years led to the inclusion of Global Learning and Global Citizenship Education courses in initial and further teacher training, e.g. at the Pedagogical Colleges in Lower and Upper Austria, in Styria, the Tyrol and in Vienna.

The work of the Strategy Group Global Learning – through its multi-stakeholder composition – has contributed to support the work of decision-making units in public institutions, especially the Ministry for Education and Women, the Austrian Development Agency and some Pedagogical Colleges.

The interviews emphasised the importance of participatory processes. It takes time for new concepts to be integrated into existing concepts and experiences. In addition, the decisive role of teachers was underlined. (Interviews with Key informant 1 of Federal Ministry of Education and Women's Affairs and Key Informant 2 of Pedagogical College).

### **1.3 Levels and forms of implementation**

One good example for a successful implementation is the Curriculum for Initial Teacher Training for Primary Schools at the College of Education in Upper Austria ([www.ph-ooe.at/ausbildungstudium/lehraemter-allg-paedagogik/paedagoginnenbildung-neu.html](http://www.ph-ooe.at/ausbildungstudium/lehraemter-allg-paedagogik/paedagoginnenbildung-neu.html) retrieved: 21 October 2015).

Initial teacher training is based on new curricula since 2015-2016. They are different in each of the 14 Colleges of Education in Austria. For this research, the curriculum at the College of Education of Upper Austria has been selected as it enlists four obligatory modules, which are concerned with Global Citizenship Education in its wider sense:

- National-ethnic-cultural and linguistic heterogeneity in the context of education (including intercultural learning, migration pedagogy, discrimination and racism)
- Diversity of cultures and religions
- Education for Sustainable Development
- Looking into the future (including migration, interculture, education for sustainable development, global citizenship).

The curriculum at the College of Education in Vienna contains a module on diversity, the College of Education in the Tyrol one on civic education in democratic communities.

The new curricula for initial teacher training at the Austrian Colleges offer some possibilities for the promotion and implementation of Global Citizenship Education. The curriculum at the College of Education in Upper Austria even mentions GCE in its programme.

It will be important to assess after a few years how GCE is translated into the practice of initial teacher training at the Colleges.

The curricula are very relevant documents, because they describe the essential tasks in the bachelor and master courses at the Colleges.

In 2015 to 2016 for the first time, there will be an in-house training course for teachers at the College of Education in the Tyrol. It will be monitored and analysed in the future research work in the course of this project.

### **1.4 Political actors**

The main actors among the many public institutions are the Federal Ministry for Education and Women, whose responsibility lies with curriculum development and the right to decrees, and the Pedagogical Colleges, which are responsible for initial and further in-house training of primary and lower secondary school teachers.

Political parties are also important actors, because decisions taken in Parliament on a federal or in the provinces on a regional level have a direct or indirect influence on school development. Local authorities play a lesser role, but as they are responsible for the schools' infrastructure, they can also exercise some limited influence on the direction of some priorities. So can teachers' unions and parents associations.

The link between the national and the regional level is a very fragile one in Austria. There are constant struggles about competencies and finances, struggles, which are strong barriers against structural and pedagogical reforms, which many see as long overdue in Austria.

NGOs are very important actors. The most relevant ones in the area of Global Citizenship Education are Südwind ([www.suedwind.at](http://www.suedwind.at)), Baobab ([www.baobab.at](http://www.baobab.at)), Welthaus ([www.welthaus.at](http://www.welthaus.at)) and KommEnt ([www.komment.at](http://www.komment.at)). All four are represented in the Austrian Strategy Group Global Learning, which was founded in 2003-2004 and has among other achievements developed a strategy how to better establish Global Learning in the formal education system (2009).

In the area of environmental education Forum Umweltbildung ([www.umweltbildung.at](http://www.umweltbildung.at)), in the area of intercultural dialogue Interkulturelles Zentrum ([www.iiz.or.at](http://www.iiz.or.at)) and in the area of civic education Demokratiezentrum ([www.demokratiezentrum.org](http://www.demokratiezentrum.org)) are to be mentioned.

Probably the most relevant actor is the teacher him- or herself. The responsibility and freedom rests with him or her whether and how to implement Global Citizenship Education in practice.

## **Section 2 - Political discourse analysis**

As mentioned above, Global Citizenship Education (GCE) is not formally embedded in the curriculum. However, the curriculum does provide space for teachers to refer to it and to implement it.

Currently, there are no moves towards a new curriculum for primary schools.

In the Ministry for Education and Women GCE is in the portfolio of the International Section. Thus, it is separated from the Curriculum Section, which makes the inclusion of GCE more difficult. A cooperative approach is required.

The Strategy Group Global Learning has evaluated its strategy as of 2009. It will develop a new one, which will reflect the current debate on GCE. It could also reflect a most recent Austrian publication on "Education and uneven development". (Faschingeder G., Kolland F. (eds.), *Bildung und ungleiche Welt*, Vienna 2015), which throws a critical look at global convergences and divergences in education.

The debate in Austria on Global Citizenship Education/Global Education/Global Learning is basically in line with the general European debate (see GENE, North-South Centre of the Council of Europe, magazines like ZEP in Germany, International Journal of Development Education and Global Learning in the United Kingdom, Synergias in Portugal or curricula developments in Finland.)

### **2.1. Perspectives for further research**

Further research should include a critical analysis and reflection of current developments in the areas of and debates on competencies, on effectiveness, on education standards, on quality



control and on the professionalisation of teachers. All these matters have and will have a great influence on any pedagogical field, therefore on GCE too.

Another area for further research could be an analysis of some highly normative components of and approaches to GCE in the light of an already values-driven curriculum.

### **Section 3 - Conceptual analysis**

There are two definitions prevailing in the current debate on Global Citizenship Education. The one is from the Maastricht Declaration (2002): *European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015*.

*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Global Citizenship.”*

It formed the basis of the Austrian Strategy Global Learning in the formal education system.

The other one is from UNESCO (2014): Global Citizenship Education. Preparing learners for the challenges of the 21st century.

*“GCE is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable.*

*It represents a conceptual shift in that it recognises the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills, and attitudes among learners that can facilitate international cooperation and promote social transformation.*

*GCE applies to a multifaceted approach, employing concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and education for international understanding. As such, it aims to advance their overlapping agendas, which share a common objective to foster a more just, peaceful and sustainable world.”*

It forms at present e.g. the basis of a university course for teacher trainers at Klagenfurt University and a course for primary school teachers at the Pedagogical College in the Tyrol.

#### **3.1 Main term(s) definition**

The most widely used term in the narrower sense of the approach is Global Learning. It goes back to documents and debates in Switzerland and Germany in the early 1990s. In a wider understanding terms like “intercultural learning”, “peace education” and “environment education” are more frequently used in the formal education system, all being part of “civic

education”, which was defined as a binding principle already in 1978. (Hartmeyer H., *Experiencing the World. Global Learning in Austria*, Münster 2008).

The first Austrian publication for teachers on GCE was edited by the Austrian UNESCO Commission in 2015: “GCE. Civic Education for the World Society”.

The authors claim that GCE is a new term, but not a completely new pedagogical approach. It builds on pedagogies like Intercultural Learning, Global Learning, Peace Education or Civic Education, but leads beyond it. GCE directs the perspective of civic education to the World Society; it takes on the ethical values of peace and human rights education, it is connected with Global Learning through a perspective on the “glocal” and combines all three in a concept of political participation in a globalising world.

Values education and life skills education, studies of the causes of conflict and its transformation, critical thinking, empathy, avoiding stereotypes and citizenship play decisive roles in the concept. Citizenship concepts are compared, including the more recent ones like global, cosmopolitan, post-national or transnational citizenship.

At the end of the publication the authors summarise the perspectives of GCE: values (peace, social justice, human rights), critical thinking, historic-critical, political participation. As such, the concept contradicts an understanding of education as education to globalisation: learners are not a humane capital, but independent human beings whose competence to judge and act should be promoted. Betty Reardon’s critical inquiry can work as a good model. Finally, a critical attitude towards European history (colonialism, fascism) is required.

The publication is a very valuable contribution to a better understanding of GCE (its origin, the contextual issues, the practical implications).

### 3.2 Network of terms



Graphic: Network of Terms (Hartmeyer, February 2016)

### **3.3 Methodologies**

The Ministry of Education together with Baobab published a teaching resource for primary schools “Together we discover the world. Global Learning in Primary Schools” (2007).

The theoretical introduction comprises articles on globalisation, identity and global learning. The chapter on didactics reflects globalisation as a challenge for education and analyses the Austrian curriculum for primary schools.

The main part of the map (approximately 120 of the 160 pages) offers methodological impulses for the issues Our World, Children, Food, Cultural Diversity and Peace. This includes texts, photos, maps, working sheets, also e.g. recipes, and last but not least numerous references of books, games, films, internet links and contact points.

Some decades ago, issues of global development were regarded as “too difficult” to be dealt with and understood by pupils at primary school age. This has changed and there is a growing interest from primary school teachers to tackle issues of cultural diversity, migration, other religions, everyday life of children here and elsewhere, global environmental topics, etc.

The map offers numerous and very practical ideas how to go about with these issues and how to introduce them in the classroom.

There is a common understanding among teachers and teacher trainers that GCE asks for participatory and interactive methodologies. There is also some agreement that global issues should address the ways of life, habits and needs of the pupils, should address their own embedment in globality.

### **Section 4 - Concluding remarks**

Historically, GCE goes back to an understanding as part of civic education. In the last 10 to 20 years, Global Learning was the most commonly used term following the term development education, which was the leading term in the 1970s to 1990s.

Interculturality is the most prominent approach to GCE in the curriculum for primary schools and as such intercultural education is the most widely used term in reference to GCE. It is even defined as a binding principle in the curriculum.

NGOs are among the most relevant drivers for establishing GCE in primary education. They especially push for initiatives in teacher training.

#### 4.1.2 Bulgaria Country Policy Analysis

**Author:** Zlatina Siderova

### Section 1 - Policy framework analysis

#### 1.1 Key policy documents

The present section covers the main policy documents regulating and/or covering the area of global/development education (GE/DE) in Bulgaria, both normative and recommendatory ones. In Bulgaria the main normative document, which outlines the statutory requirements for formal education, is the Public Education Act (October 1991, last amended October 2015). This Act sets out the framework, guidance for implementation, structure, management and financing for kindergarten, school and auxiliary units.

The Act regulates the structure, functions and management of the public education system, which includes *kindergartens*, schools and auxiliary units. The Act states that the purpose of education is to:

1. Develop free, moral and enterprising personalities who, as Bulgarian citizens respect the laws, as well as any other individual's rights, culture, language and religion
2. Satisfy any individual interests and needs, and acquisition of broad general knowledge
3. Attain basic scientific concepts and principles for integrating past experience with new knowledge in the different spheres of science and practice
4. Provide a choice of options for training and vocational qualifications in accordance with the students' potential and the schools chosen by them
5. Enhance of the physical resources and the cultural and natural environment of all kindergartens, schools and auxiliary units.

The aim of education is to ensure that both individual and collective needs are met.

The Ministry of Education, Youth and Science manages the public education system. Regional education inspectorates shall be the local subdivisions of the Ministry of Education, Youth and Science in the management and monitoring of the public education system<sup>1</sup>.

A relevant recommendatory document is the Strategy for educational integration of the children and students from ethnic minorities (June 2015) developed by the Ministry of Education and Science. The Strategy is an integral part of the national project for reforming the educational system and for providing a good quality education for all children in the Republic of Bulgaria. The strategic goals set in the document include the right to an equal access to quality education for children and students from ethnic minorities preserving, developing their cultural identity and creating preconditions for their successful socialisation, transforming the cultural diversity into a source of mutual acquaintance and spiritual development and creating an atmosphere of mutual respect, tolerance and understanding, forming a suitable social and psychological climate that will be favourable to the realization of the Strategy. Education is seen as critical to developing values of tolerance and respect for the rights of all individuals, and the knowledge and awareness of different ethnic and religious groups.

Systematic efforts for overcoming the prejudice and the discrimination on ethnic and religious grounds are being put in place. The integration is a process in which children from ethnic minorities and the majority are participating and which engages the whole school network. It is

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<sup>1</sup> Public Education Act, Bulgaria.

necessary to guarantee a balance between the integration of children and students from ethnic minorities in the educational system and in society and the preservation and development of their specific cultural identity. The preservation and development of cultural identity of children and students from ethnic minorities does not differentiate them but it is a precondition for their quality education and for their equal integration in school life and in society. The improvement of social and psychological climate in the out-of-school milieu regarding the education of children and students from ethnic minorities is a powerful accelerator for activating the process of integration through education<sup>2</sup>.

The analysis *Development Education/Global Education* (Plamen Valchev, 2009) is a report prepared for the National Seminar on Global/Development Education which took place in Bulgaria September 25-27, 2009 and which gathered representatives of the national and local authorities, of civil society structures, of the educational community, media. The aims of the report is:

- To present the current state of DE/GE in the context of the reforming educational system
- To explore the foundations of the educational policy toward DE/GE and awareness raising
- To explore the current status of DE/GE education in the formal and non-formal educational systems and the normative foundations for DE/GE in Bulgaria
- To explore the status of the broadly understood social education in Bulgaria and to discover elements of DE/GE presented in the curriculum and in the current state educational requirements
- To investigate the conditions for the introduction of DE/GE in the context of the full membership of Bulgaria in the European union
- To explore the patterns of interaction between the main actors and stakeholders in the field of DE/GE
- To define the dimensions of a policy aimed at the development of a sustainable system for DE/GE.

The Report aimed to provide an analysis of the current state of DE/GE and suggested recommendations for future developments. The Report looked at good practices in schools, extracurricular activities, cooperation with organisations and institutions in the European Union member states. The key conclusions highlight that the state of Development Education in Bulgaria is complex and holds an ambiguous status due to the nature of the social developments of the country itself. Bulgaria is a member of the European Union since 2007. At the same time, Bulgaria still faces some problems and processes that are typical of developing countries and has received an enormous amount of support and aid from the EU to address these difficulties: economic backwardness, restructuring of the ineffective economy, poverty, exclusion of social groups and discrimination, devastation of environment.

Disseminating examples of DE/GE good practice is important because:

- these are new ideas which are still not well known to either the majority of educators or the general public
- there is only limited in-service teacher training

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<sup>2</sup> *Strategy for educational integration of the children and students from ethnic minorities* (June, 2015).

- dissemination of good practices is important for awareness raising and making DE/GE legitimate among teachers, educational managers and educational authorities<sup>3</sup>.

Developments in the field of DE/GE are at first based on the educational normative documents, such as the Strategy for development of education from *Development Education/Global Education* (Plamen Valchev, 2009) on the Educational Law from 1991, on the State educational requirements from 2000.

The Concept for Development of International Co-operation endorsed by the Council of Ministers in 2007 describes Bulgaria's complex position and highlights Bulgaria's commitment to the EU policy on global poverty:

*"As a state, affected by a complex and difficult economic and social transition under the conditions of a dynamic international environment, Bulgaria is particularly sensitive to the challenges of the global community. Bulgaria has always demonstrated its solidarity with the efforts of the global community to combat hunger and poverty on a global scale and has stated its readiness to offer assistance to the extent of its experience and capacity. Upon its accession to the EU on January 1st 2007, Bulgaria undertook commitments with respect to its involvement in the EU policy on development cooperation, and joint actions vis-à-vis third countries. At a number of thematic forums during its pre-accession period, Bulgaria expressed its readiness to try to contribute financially through ODA to combating poverty: with a targeted contribution of 0.17% of its GNP by 2010 and 0.33% of the GNP by 2015. Bulgarian policy of development cooperation will be focused in sectors in which the country has comparative advantages in providing assistance, expertise and capacity:*

- *Education and training of specialists;*
- *Building and maintaining the infrastructure;*
- *Conducting reforms in the economic, financial, administrative and social spheres, and in health care;*
- *Cultural diversity and tolerance;*
- *Environmental protection and promotion of the sustainable development;*
- *Security and post-conflict reconstruction.*

*Bulgarian policy on co-operation with developing countries is based on the common principles laid down in the Declaration of the UN on Millennium Development Goals and on the European Consensus for Development. The objective of the policy is the raising of public awareness and educational initiatives for development. Bulgarian public should be persuaded that international solidarity and co-operation for development and humanitarian aid in this number serve the interests of the developing and of the developed countries."*

The Bulgarian Strategy for Sustainable Development very clearly defines the scope and role of Development Education. The National Strategy for Sustainable Development contributes to the implementation of a coherent domestic policy in line with EU policies and EU international commitments resulting from the terms of the membership. The challenges are:

- Climate change, rising energy prices and limited opportunities for new energy sources;

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<sup>3</sup> *Development Education/Global Education* (Plamen Valchev, 2009)

- Growing social and regional imbalances;
- Accelerated regional integration in global economic competition, increasing dependence between countries and regions worldwide;
- The impact of enlargement on economic, social and territorial cohesion;
- The impact of an aging population and migration on the labour market, the supply of services of general interest in the housing market; Increasing traffic;
- Overexploitation of ecological resources and biodiversity loss, particularly expansion of urban areas and depopulation of some areas;

The Education for Sustainable Development (EDS) Strategy defines ESD and its objectives:

- To discover the interrelations and interdependencies between economic, social and environmental processes and phenomena;
- To ensure critical engagement with, and greater awareness, of social, economic and environmental processes;
- To support respect and understanding of different cultures and to recognise their contribution;
- To motivate people of all ages to take responsibility for shaping a sustainable future;
- To promote the civil society.

Central to the concept of Education for Sustainable Development are issues such as equality, solidarity, interdependencies between generations, interrelations between rich and poor, interrelations between humans and the natural environment and responsibilities towards ourselves, society and the environment.

The Programme for Education for Sustainable development (2007) defines ESD as:

*“...education for personal and social development, which includes ecological, social (social-political and social-cultural) and economic dimensions of development. It incorporates the environmental, ecological, health, civic, etc. education in a common one. This is education about relationships in our “common home where we all live”.”*

Sustainable development education puts an emphasis on life itself in relationship between nature and culture.

The following offer opportunities for developing ESD in Bulgaria:

- A memorandum for collaboration between the Ministry of Education and Science (MES) and the Ministry of Environment and Water (MEW), signed in the beginning of 2004;
- National Strategy and Action Plan of MEW for the period 2005 – 2014;
- A number of conventions where Bulgaria is an official party – The UN Framework Convention on the Climate Change, UN Biodiversity Convention, The Aarhus Convention for Access to Information etc.;
- The State Educational Inspectorate responsible for textbooks content and school programmes of MES;
- Joint projects of MES, MEW and civic organisations.



## 1.2 Circumstances of introduction

EU and regional context:

GE/DE as a special field in Bulgaria started to develop in the nineties. In the field of formal education mainly the problems has been developed as a part of Human Rights, Civic Education, Geography, Economics, Environmental Education curriculum and to a certain degree some of the content of DE/GE has been incorporated into the National Educational standards. In the field of non-formal education GE/DE problems have been introduced by many international or national projects focused on Human Rights, environmental, problems, interethnic relations, poverty and social justice problems.

By the beginning of 2000, the new impetus had come from the growing interest in the ideas of sustainable development as well as from the emerging role of Bulgaria as a member of the international community – mainly as a part of the EU. Crucial was the support of intergovernmental organisations like UNICEF, UNDP, and UNESCO for focusing the efforts on GE/DE problems.

With institutional support from the EU, DE was established and the first DE projects with Bulgarian participation were realised under the EU calls of proposals in this field.

There are a lot of projects and initiatives that have been realised under the umbrella of DE/GE. However, the country lacks policy development, coordination of different actors, coordination or joint action between the stakeholders. Public awareness of DE/GE is also a problem. It is not possible to raise awareness without pro-active policy on behalf of the state and of the stakeholders, without institutional support (the accession of Bulgaria to the EU implied that the country *“is about to change from a recipient of international aid into a donor of such aid to developing countries, within its experience and capacity.”* COE (2011), *Key Findings and Recommendations from the Country Reports on Global Education*).

## 1.3 Levels and forms of implementation

In Bulgaria DE/GE under Education for Sustainable Development is already part of the educational documents, of policy papers, of the official terminology.

The main points of the educational reform are:

- Establishment of a new legal infrastructure/ in the centre of the reforms – passing a new Law of Education consistent with the new democratic Constitution and with the International Charter of Human Rights;
- Individual/the development of the student’s personality is in the focus of the educational efforts;
- Redefinition of all the interactions between the educational actors and of the role of the educational institutions based on formal democratic principles;
- Development of new educational standards and of a new curriculum based on the new understanding of the essence and role of an Education and on the existing foreign models;
- Postulation of the principle of the continuous opening of the Educational system toward society and the world;
- This opening of the school and the development of the new educational interactions are beginning to be realised at several interconnected levels – interactions with the local community; at regional, national and international level;



- Development of the social sciences as a forefront of the realisation of the new ideas and reforms of education, the renovation of the traditional social sciences/history, geography, economics, psychology, law and ethics/ and incorporation into the system of a whole new package of educational content/DE/GE, Human Rights Education, Education for Democratic Citizenship, Education for Peace and Conflict Resolution, Intercultural Education, Sustainable Development etc.;
- Expanding of the limited in time and space process of formal education to the idea of Long Life Learning;
- Promotion of social inclusion becomes the main objective the education system itself, through the involvement of the main actors of the didactic process. The education becomes the strategic factor for the perspective development and concerns the multilateral and advanced shaping of human factor.

As we can see, the general trend of the educational reforms is toward a globalisation of the processes of education and of the educational content, which is a good foundation for the emerging of a DE/GE as a formal part of the curriculum.

The specialised body for managing the education system is the Ministry of Education and Sciences (MES). Up until to now the MES is the only institution active in the field together with the State Agency for Defence of the Child, which is focused on the problems of Human Rights and on fighting violence. The Ministry of Environment and Waters supports some projects and campaigns (the worldwide campaign “To save the ozone”), sometimes works together with environmental organisations but is passive if we do consider the elaboration of DE/GE and ESD Standards. The MES controls the activities of all kinds of kindergartens, schools, servicing units and degrees of education. It also performs other functions, such as planning, organisation, coordination, etc. The new normative documents of the MES do guarantee a considerable freedom to the schools and to the teachers when they develop their syllabus and curriculum corresponding to the students’ interests; and at the same time to have an effect on specific problems of the local community. All basic educational documents to some degree refer to DE/GE topics. The whole philosophy of the new educational standards and programmes is based on the idea of globalisation of the problems, on the incorporation of all the basic problems into the curriculum.

Since 2000, there is a completely new system of State Educational Standards (SER), which determine the curriculum, the content of textbooks and extracurricular activities. The content of textbooks and the curricula must be approved by the MES and must meet SER. Every textbook is assessed by a reviewer, appointed by the Ministry of Education and Science on yearly basis. Schools do not have the autonomy to determine their own curricula. The topics studied in schools must comply with SER. Teachers can choose which textbooks to use. This includes a choice of teaching methods and textbooks, a choice of content of the lesson in terms to achieve the determined in the school programmes educational objectives and concepts. The SER and curricula do not include development education and global citizenship as separate subjects at school. However, Civic Education is part of the Standard 4 within the cultural and educational field “Social science and citizenship education” as a part of this standard in horizontal topic, in a group of subjects from class I to XII – Native place, Man and Society, History and Civilization,

Geography and Economics, Philosophy, Material cycle (Law, Ethics, Logic, Psychology and Philosophy) and World and personality.

#### **1.4 Political actors**

From the situation in In-Service Teachers Training, we could admit that over the past decade NGOs have played an extraordinary role in the promotion of the idea and in the endorsement of DE/GE in Formal and especially in Non-Formal Education. They promoted new ideas in the field, trained teachers and social activists, translated and implemented educational materials, involved teachers and students in many projects and activities, raised funds for most of the activities.

NGOs have been able to work with state agencies. One area where NGOs could further develop their activity is through advocacy and lobbying the government to include DE/GE in education policy.

Our research showed clearly that the activities of NGOs in the field of Civic Education, Intercultural Education as well as Global and Development Education are somewhat less visible than in the last decade of 20th century. One of the reasons is that the state agencies and educational authorities have more control, more resources and opportunities to influence educational developments, particularly in the field of Social Education. In the last three years, through the European structural funds, the Ministry of Education had more than a thousand schools, community, regional and national projects in fields like intercultural education, gender education, support for the young people from the disadvantaged group, prevention and fight against violence, peaceful conflict resolution, defence of rights of the child, environmental education, and civic education. This is a completely different picture from the late 90s when NGOs were the main agents of change in all these fields.

The next important development is that in all these projects, schools are becoming partners with the participating NGOs and are leading organisations. In fact, we are witnessing many different educational partnerships between institutions of formal education and civil society structures. This process has greater impact on educational developments than the previous model based on the authority of NGOs and often on rather tense relations between NGOs and the state authorities. Of course, these are only the first steps of a long journey. The establishment of the Bulgarian Platform for International Development (BPID) and its interaction with the Ministry of Foreign Affairs in the process of formulation of the Bulgarian policy in the field of international development and the rise of many local coalitions between NGOs and local authorities are somewhat promising signs.

The problem today is how to coordinate the activities of the educational NGOs, how to establish successful ways of co-operation between the NGOs and the local authorities. The NGOs with their capacity to find resources, deliver trainings, organise activities, raise public awareness and support have a big role to play in the future developments.

We have to note that DE/GE does require much more expert knowledge and project participation, which is why the number of the NGOs able fully to participate in the introduction and promotion of its ideas is rather limited. From this point of view, the capacity of Higher Education institutions is much greater given that they have the human resources, expertise in different problem fields, high quality learners and vehicles for dissemination of the projects and of the ideas.

To sum up possible developments in the field of DE/GE are:

- open co-operation between the actors inside and outside the formal educational system;
- activities aiming at empowerment and participation of the students;
- activities and projects with a strong interethnic component;
- building a strong connection between DE/GE and Education for Sustainable Development and Civic Education will facilitate the processes of building democratic and global citizenship among young people.

The establishment of the Bulgarian Platform on International Development (BPID) is one of the most important events in the process of promoting and disseminating the ideas of DE/GE in the field of civil society and in society as a whole. BPID was formally created on 27 January 2009. The process of its establishment lasted about 3 years. After the first conference on EU Development Policies, organised by TRIALOG in Sofia in 2006, the Platform has gone through different phases. After the initial enthusiasm, a group of 10-12 active NGOs continued to work together. This informal network, which included organisations from a variety of backgrounds, participated in different events both at national and international level. 2008 turned out to be crucial for this informal gathering of Bulgarian NGOs. Thanks to a project, financed by the Presidency Fund and run by ECIP Foundation, one of the active participants within the Network, the process of the official establishment of BPID was intensified. The project, entitled *Bulgarian Civil Society Participation in the EU Development Policies*, brought together the energy and experience collected over the years in favour of the future policy of the country in this field. The main objectives of the project were: organisational development of BPID and raised capacity of the platform; training of 50 NGO representatives; public awareness raising in the light of MDGs; promotion of the National Platform; interaction with already established national and international networks. Basic objective of the Platform is the participation of Bulgarian NGOs in the formulation of the policy and in consulting processes concerning the international development, delivering support for the efforts of the NGOs from all over the country, participating in the elaboration of the National Strategy for international development.

The profile of the Platform is rather interesting – involving different NGOs from fields such as social care, education, environment, church organisations, and organisations for local and regional development. The Platform's vision is a world where every individual has equal rights and opportunities in a sustainable environment. The mission of the Platform is to support the sustainable development in the country in a period of transition through participation of the civil society and in co-operation with the institutions, engaged in the promotion of solidarity and effective policies in favour of development. In the field of DE the Platform's objective is for people to be informed and to have permanent access to the education connected with international development and to be able to express and realize their solidarity with people from developing countries. Further objectives are advocacy and awareness raising especially in the field of formal education; education and training for all NGOs, business, media, and trade unions; to support and to work together with media toward awareness raising.

## **Section 2 - Political discourse analysis**

As indicated above during the last few years there has been a certain amount of activity and critical reflection on DE/GE development. There currently exists group of educators who could carry out the educational changes in the field of DE/GE – opened to new ideas, ready for co-operation, reflective and analytical.

There has been an accumulation of both experience and critical reflection on developments in the field of DE/GE. There is a group of activists and professionals who are motivated to further strengthen DE/GE.

### *Strengths*

There are a number positive developments in the DE/GE field:

- The National Strategy for Sustainable Development (2007);
- The National concept for Bulgarian policy in the field of International co- operation has been prepared (2007);
- The Programme for Education for Sustainable Development (2007) adopted by NGOs and representatives of the Ministry of Education and Ministry of Environment and Waters;
- Another very important development is involvement in formal education projects funded by the EU and the opportunity for Bulgarian NGOs and public authorities to participate in all European movement for DE/GE;
- The growing international co-operation between educational institutions at very different levels;
- The work of Agency for Defence the Rights of the Child;
- Introduction of the DE/GE topics into the curriculum;
- Elaboration of educational materials and improvement of school textbooks with elements of DE/GE;
- Many initiatives and activities at school and out school level in co-operation with educational NGOs;
- Introduction of Teacher Training focused on the methodology and DE/GE content;
- Beginning of a concerted work between the MFA, MES and MEW which gives much more guarantees for the successful implementation of the DE/GE programmes and initiatives;
- Extracurricular activities at community level as something very positive and different from the conspicuous models of the out school activities in the past;
- Introduction of new interactive methods which raise the motivation of the students and their engagement and participation in classroom and out school activities;
- The focus of the interdisciplinary character DE/GE and on its connections with the everyday reality and community life;
- Developing partnership between the Government and the NGOs;
- Establishment of a Bulgarian Platform for International Development;
- The presence of Environmental, Human Rights, Community development NGOs who do address DE/GE at community and at schools levels by organising training seminars, media broadcasts, publication of various materials and conducting concrete activities with school students and with adult population;

- The emergence of a school as a community centre for educational projects and initiatives connected with DE/GE.

### *Weaknesses*

The weaknesses are identified below:

- Officially DE/GE is not regarded an education priority;
- There is no clear support for different projects and initiatives in the field;
- DE/GE projects are more like side effects under the different calls for proposals run by the Ministry of Education;
- DE/GE is missing clear focus and there are not clear state requirements in the field;
- There are not enough systemic attempts to conceptualise DE/GE, to clarify the notions, to define the scope of the content; to revisit whole structure of Social Education curriculum from this new point of view;
- There is a strange dichotomy, which hinders the elaboration of a clear DE/GE concept. Inside the country, the focus is on Education for Sustainable Development and internationally the focus is on Global problems. This dichotomy stops the elaboration of an holistic concept and strategy on DE/GE under which the local and global problems will be interconnected;
- More often than not international developments and even international co- operation in the field are out of sight;
- Legislative ambiguities in the Educational Laws;
- Education is extremely centralised and programmes are outdated, which constitutes a serious obstacle to the incorporation of DE/GE at school level or by individual teachers;
- The qualification of teachers is inadequate while teacher qualification in general on matters of DE/GE presents a number of difficulties;
- Lack of clarity of the messages from the Government (local-national-global);
- Inadequate preparation of educational leaders in districts and schools for dealing with DE/GE problems;
- Problems connected with the need of massive extension of teachers' training in DE/GE;
- Lack of interdisciplinary training courses (lack of practical teaching methods; lack of implementation methods; lack of trainers; lack of financial and material resources);
- Use of conservative pedagogical approaches which in this field are often counterproductive;
- Teachers' values which are very often limited to their rather local experience;
- Little motivation for the teachers to be involved in DE/GE development - time pressure affects the students as well as the teachers;
- Lack of practical activities in the current courses or lessons, which activities are crucial for the success;
- The curriculum is overloaded and does not provide students with real life skills;
- The educational materials and practical guides are inappropriate from point of view of practicality, learners' age, experience;
- Shortage of school financial resources;
- Lack of coordination between the responsible institutions;
- Little media coverage;

- Need of stronger advocacy campaigns in favour of more important place for DE/GE problems in the curriculum;
- NGOs carry out their activity mainly in the capital and in some big cities and not in rural areas;
- Weak co-operation with Higher School institutions (university students should be encouraged to do their practice in schools);
- Not sustainable co-operation of educational institutions with the local authorities.

### *Threats*

The threats identified help us to better understand the context in which the processes of DE/GE take shape. Most of the threats identified are not under the control of the educational actors but nevertheless they have to be taken into consideration when developing educational strategies.

- A permanent process of reorganisation and of reforming of the education system; the endless transition period in the education system which puts in danger every new attempt to introduce something new into the system or into the curriculum;
- Public awareness, its participation in decision-making and information about Environment as well as about DE/GE has not reached the desired level;
- The concepts of DE/GE in the school curriculum are not adequate in volume and extension;
- Our school is still overloaded and centralised, and does not generate opportunities to undertake projects focusing on DE/GE or other practical activities, necessary in this kind of education;
- Ministry of Foreign Affairs, Ministry of Environment and Waters, Ministry of Labour and Social Policy and Ministry of Education and Science need to increase their institutional power and educational professional capacities in order to become authentic and equal partners in such multifaceted social and educational initiatives like introduction and promotion of DE/GE;
- The reform of the educational materials is not supported by changes in mentalities of the main actors in the field;
- There is a general sense of isolation from the global processes and distrust of the attempts to reintroduce the concepts and ideas of social solidarity at every level in society and in the educational field;
- Ministry of Foreign affairs plays its leading role in the field of international development and education for development rather unwillingly and Ministry of Education and Science is not able to play the coordinating role outside the narrow field of formal education;
- The current economic crisis.

### *Opportunities*

The external opportunities do define the favourable context in which the introduction and endorsement of the DE/GE is taking place. The Bulgarian membership of the EU has changed many developments in the field of education and introduces the topic of Global Problems from a new, more globalised point of view and in a new context. Through European membership, Bulgaria has to assume its role as a real member of the global world and its responsibilities in the EU's international development policy. The EU structural funds give more opportunities to the introduction of DE/GE and even make these developments mandatory for the country and for

society. EU membership brings new patterns of international co-operation at all levels – interstate, interregional, even interschool and interpersonal. Other opportunities are Bulgaria's participation in peace missions abroad, migration, and development of Lifelong Learning. Decentralisation in education creates better time- related opportunities available to teachers and students, which could be utilised by NGOs in districts for the achievement of environmental activities in the schools.

### **Section 3 - Conceptual analysis**

#### **3.1 Main term (s) definition**

One good summary of the commonly established understanding of the meaning of GE in Bulgaria is:

*“Глобалното образование е образователна перспектива, възникнала от факта, че съвременните хора живеят и взаимодействат в един все по- глобализиращ свят. Теми като справедлива търговия, устойчивост и бедност заемат централно място. Концепцията се фокусира върху връзките между политиката и социалните отношения и се опитва да провокира про- активна чувствителност към структурните прилики, неравенството и несправедливостта в различна част на света.”<sup>4</sup>*

Stating that “Глобалното образование” (Global Education) is an educational perspective originating from the fact that contemporary people live and interact in a more globalised world. Therefore, topics such as fair trade, sustainability and poverty are in the focus. The concept is based on the mutual relations among politics and social relations and aims to provoke a more active sensitivity towards the structural similarities, inequality and injustice in different parts of the world (<http://www.glob-edu.net/bg/global-education/>).

Within the programme of study of civic education, it is aimed at promoting knowledge and stand for human rights, in accordance with the democratic law. The purposes of the civic education are set to shed light on different social spheres and to build civic skills, familiarisation with the values and the laws of the democratic state, knowledge about the structure and activities of the state and supranational unions, orientation in regional and global processes.

Although both subject areas cover topics that are relevant to GE/DE, key elements are missing. These include: critical thinking, studying the relationships and interdependencies in the global world; acquiring values and skills that relate not only to the exercise of civil rights within the nation state, but also to a proactive human and civil position on issues affecting the world and people in it. Study plans cover specific themes of DE: Sustainable Development; global citizenship; problems of poverty; international cooperation. So defined, regardless of the crosscutting topics that cover GE/DE, there are missing key features of the both educational topics.

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<sup>4</sup> Global Education is an educational perspective originating from the fact that contemporary people live and interact in a more globalised world. So topics such as fair trade, sustainability and poverty are in the focus. The concept is based on the mutual relations among politics and social relations and aims to provoke a more active sensitivity towards the structure as similarities, inequality and injustice in different parts of the world ([www.glob-edu.net/bg/global-education/](http://www.glob-edu.net/bg/global-education/)).



Sustainable development in the SER and the curricula is put in the context of environmental protection. Environmental protection is the only component of the sustainable development, seen as a single educational standard. This is the only component of the DE, emphasised in the curricula and taught in more detail. Within the SER, environmental issues are considered as part of the conservation of the natural resources, without connections with the other components of sustainable development as the concept is defined in the Final Document of the 2005 UN World Summit - economic and social development. The development components such information, participation and integrations according to Agenda 21 are neither considered.

The concepts of resource limitation and their renewables are presented in V grade.<sup>5</sup> The topic is part of the subject “Geography and economics” under Standard 4 “Natural resource scarcity, the need for rational use and protection of the environment”. The concepts “limited and renewable resources” are part of the theme “Earth Natural Resources”. The expected results are knowledge and understanding of natural resources and their use, differentiation of the types of the natural resources and ability to express opinion about the need for their wise use.

Links are not made to sustainable development, responsible consumption or DE topics. Pupils in initial and middle grades<sup>6</sup> are not taught DE related topics. The relationship between environmental protection and sustainable development is introduced in IX grade<sup>7</sup>.

At the elementary level, Civic Education is focused on the national state: the connection of Bulgaria as part of the Balkans and Europe. In junior high school concepts such as “citizen of the world” and basic economic processes are introduced in curricula and SER.

The issues of development and solidarity are not included. The concept of “global citizenship” and Bulgaria’s involvement in global problem solving is not introduced until XII. The term “global citizenship” is explained as part of a lesson “World and personality”, and the necessary knowledge and skills for active participation and engagement are poorly represented in curricula. Civic education is focused on building a national and European identity and knowledge of the national state and the European Union. There is minimal teaching of skills for active participation and the exercise of civil rights.

Poverty: the problems of developing countries are presented while studying the continents and oceans in the classes of Geography and economics, VI and VII grades<sup>8</sup>. The curricula targets the formation and development of geographic culture and regional knowledge. The problems of poverty and development are included in the study of the continents Asia, Africa and South America. Topics are introduced through the prism of natural resources, the level of economic development and demographic processes in the countries in South America and Africa. In the curricula, however, the connections with development policies and commitments are not exposed; no matter they form an important part of the GE/DE.

In compliance with SER, the content is divided into so-called Socio-Cultural Educational Fields. In the current curriculum, the state educational standards concerning development and global problems are concentrated in the cultural educational field Social Sciences and Civic Education,

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<sup>5</sup> 11 years old

<sup>6</sup> 6-9 10-13 years old

<sup>7</sup> 15 years old

<sup>8</sup> The so-called “middle” school in Bulgaria.



which includes: Native Land Man and Society, History and Civilization, Geography and Economics, Philosophy, World and Personality..

History should develop an understanding of the modern world where the students live; geography and economics have to support students in getting acquainted with the spatial dimensions of the most important problems of the world today; and philosophy should present the human rights to the students and will create opportunities for them to understand and to elaborate world view about the man and the world. The key notions are: man, society, democracy, nature, civil society, human rights, civilization, conflict, sustainable development, global problems, integration, and demographic processes.

Civic Education is a crucial part of the new curriculum. *“It supports the development of the young person as a citizen who has to acquire the basic universal values, and to orient himself/herself in the global and regional problems of the dynamically changing modern world”.*

We could underline that still these standards are not very coherent and consistent, that they are not reflecting fully the modern developments in DE/GE, that they are not introducing everywhere the idea of Education for Sustainable Development, that they have to include Millennium Development Goals and New European Strategies and Policies in the field of International development. There is no general agreement over the validity of the standards neither the general audience is sufficiently informed about their existence. Nevertheless, we could confirm that the first and most fundamental step for the promotion and for the establishment of DE/GE is realised.

#### *Educational materials*

It could be qualified as a normal development that at this stage the materials on DE/GE are rather rare. The interdisciplinary character of the new subject field and the newly developed educational standards do require manuals in many subjects to be re-written and special educational materials to be prepared.

This is a difficult task for educational systems lacking financial resources but as well having not enough prepared curriculum developers in the field of DE/GE. In Bulgaria under the interdisciplinary and cross-curricular approach, we could find DE/GE chapters in Biology, Chemistry, Geography and Economics, History, Philosophy. Still there is not a comprehensive environmental manual in the field of general education. The lack of educational materials is as well a problem. Open Education Centre developed Education for Sustainable Development Manual for primary, secondary and high school with the financial support of UNDP in 1999 and a Global Education manual for high schools under a GRUNDTVIG Uniting Humanity Project with partners from UK, Sweden, Netherlands.

The Borrowed Nature association translated into Bulgarian and adapted the Green Package with the support of Regional Environmental Centre in Budapest a manual which primarily deals with environmental problems but which manual was the first multimedia product in the field. We could underline that all these attempts are not built into the official educational policy and most of educational materials and the manuals mentioned are well known only to a small group of teachers. There are still not manuals for the different educational stages on Human Rights, Civic Education, Conflict Resolution, Intercultural Education, neither educational materials devoted to

the Millennium Development Goals. Still most of the educational materials available are produced by civic organisations or are translations mainly from English.

#### **Section 4 - Concluding remarks**

There is clear motivation for and commitment to the inclusion of DE/GE topics as part of the curriculum. However, the challenges are how to incorporate DE/GE into existing subjects, and how to do so in an interdisciplinary way. This process still shows resistance and contradictions, there are not enough educational materials and the standards elaborated are inconsistent. Furthermore, teachers are not enough prepared for their new responsibilities.

For a new subject field like DE/GE Teacher Training is critical. The need for Initial and In-service Training is growing with the years. This happens in a context of a growing financial crisis and insufficient funds for training and from the other side of growing demands for training from different categories of teachers. Therefore, the group of teachers who wants to receive training in DE/GE has to compete for very scarce resources with the other subject specialists.

A further problem connected with teacher training is the lack of well-trained specialists in the field, lack of trainers or methodologists, lack of the accepted programmes for the training. Teacher training is provided by NGOs trainers who as a rule are not skilled in pedagogy. At the same time teacher training is not a part of the programmes of the traditional teachers training institutions. The interdisciplinary approach in the field as well poses some problems. We saw that very different teachers coming from Biology, Chemistry, Geography, Economics, Philosophy, Law, and Foreign Languages teach DE/GE.

There is no training strategy on DE/GE. Consequently, specialists in DE/GE are not prepared either at Initial Training level, neither at In-Service Training level. In the field of Initial Training the Open Education centre together with Bourgas Free University introduced five module training courses on Global Education and Education for Sustainable development but these are the only structured long lasting efforts in the field.

Usually DE/GE are taught as short-term courses, which could serve only as an introduction into the field and could not be substitute for a structured training process. Global and developmental problems are taught as part of the university curriculum in many higher education settings but usually in the context of another subject or course – like International Economy, Human Rights, Intercultural communication, Democracy, Global Environmental problems, International Politics, Demography but nowhere there is a special course or MA on DE/GE.

There is still neither an officially published Programme of the Ministry of Education and Science referring to the DE/GE Training neither there is a unified approach and agreement in the field. We have to mention that most of the DE/GE seminars are being organised in the big cities rather than in the rural settlements and isolated areas in the country. This fact creates preconditions for unequal attendance rate between the different categories of teachers, does not improve teachers' qualifications, and furthermore does not put into practice new teaching methods and approaches.

A promising development is the revision of traditional subjects such as Biology, Chemistry, Geography, and Economics from the point of view of DE/GE and Education for Sustainable Development.

### 4.1.3 Czech Republic Country Policy Analysis

**Author:** Martina Novotna

## Section 1 - Policy framework analysis

### 1.1 Key policy documents

When defining Global Citizenship Education (GCE) in Czech Republic, we need to start, in a broader sense, with the Strategy for Education Policy of the Czech Republic until 2020 (adopted 2014) that redefined and prioritised strategic goals stated in the previous strategy from 2001<sup>9</sup>. Under the Vision section, the meaning of education is elaborated, one of the points being: *“development of active citizenship creating precondition for solidarity society, sustainable development and democratic governance”*. Although this point is not further developed anywhere in the text, and three defined educational priorities concern areas such as reducing inequalities in education, supporting high-quality education and teachers, and managing the education system effectively; this sentence is often referred to by numerous documents or initiatives supporting GCE<sup>10</sup>.

The need for a clear definition of expected levels of knowledge and attitudes for active citizenship and sustainable development<sup>11</sup> is also stressed in one of the implementing tools of the Education Strategy - Long-term Plan for Education and Development of the Education System in the Czech Republic 2015-2020 (adopted 2015), which is compulsory for all regions<sup>12</sup> and their educational plans. Above all, one whole section is devoted to the sustainable development that covers many issues interlinking with GCE issues.

Framework Educational Programme for Basic<sup>13</sup> Education (2005, revised 2007 and 2013) is a document that set obligatory curricular frameworks for “basic” schools, for both its levels - primary and secondary. These general frameworks were consequently detailed on a school level in so-called School Educational Programme that was prepared by each school as a sign of their increasing autonomy<sup>14</sup>. It brought to the Czech educational system several novelties, the most important from the point of view of the research being a designation of so-called crosscutting issues that should be taught across all subjects. Almost all crosscutting issues (Multicultural education, Environmental education, Democracy education, Media education, and Personal and Social education) cover some part of GCE, with one being solely devoted to it: Education towards Thinking in European and Global Context. Besides that, different aspects of GCE are naturally taught in different subjects that are part of broader categories called educational areas. GCE is therefore taught in the educational area Man and his World on a primary level, in the

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<sup>9</sup> *National Programme for the Development of Education in the Czech Republic*, White paper, 2001.

<sup>10</sup> For ex. *Global Development Education, Why it is necessary for Czech Society and Sustainable Development*, Policy Paper, Czech Forum for Development Cooperation (FORS), 2015.

<sup>11</sup> In basic schools.

<sup>12</sup> A draft version of the *Long-term Plan for Education and Development of the School System in Moravian-Silesian region from 2016*, which is a target region of the Czech Global Schools project, reflects it and states Sustainable Development as one of important areas.

<sup>13</sup> “Basic education” was taken as an official translation from the Ministry of Education website. Usually for basic schools a term “primary education” is used, but it does not correspond to the fact that basic school is comprised from two levels – primary and secondary.

<sup>14</sup> Both Framework Educational Programme and School Educational Programme were stipulated in the National Programme for Education System Development (so called White paper) in 2001 and in the School Law in No.561/2004.

educational area Man and Nature (geography), and in the educational area Man and Society (history, education for citizenship) on a secondary level.

Importance of Global Development Education (or GDE, a term widely used in the Czech environment for GCE – see below) has been widely promoted within the area of development cooperation, coordinated by the Ministry of Foreign Affairs. In the Development Cooperation Strategy of the Czech Republic 2010-2017 (2010), GDE is stated as an important means of awareness raising about developing countries and development cooperation. A specific grant programme called Global Development Education and Awareness has been in work since 2004<sup>15</sup>. The Ministry of Foreign Affairs was also an initiator of the National Strategy for Global Development Education 2011-2015 (2011), a key document that defines thoroughly all aspects of GDE, including sub-thematic areas, and set strategic goals to be fulfilled within the area of GDE. In detail, it defines general goals of GDE, including development of specific skills, attitudes and values; main areas of GDE (globalisation and interdependencies, human rights, global problems such as conflict and peace, literacy, poverty etc., and humanitarian aid and development cooperation); main principles of GDE (such as solidarity, sustainability, openness and critical thinking, etc.); target groups (student and teachers of all levels, sector of non-formal education), main actors of GDE and their role (state ministries – MFA, ME, MEnv, thematic councils and education and research institutions, Czech school inspection and NGOs).

Thanks to this document, a crosscutting issue of “Education towards Thinking in European and Global Context” as the only crosscutting issue has a detailed methodological support from the state, represented especially in a form of Thematic Areas of the Global Development Education for Basic Schools (2015)<sup>16</sup>, but also previously published Recommended Expected Results, the latter intended for all crosscutting issues. In the school year 2015-2016, global and development, issues were listed, for the first time, among main tasks of the Czech School Inspection.

Official documents that cannot be omitted are those concerning “Ecological Education and Awareness”(please see section 3 for identification of the term) and Sustainable Development. Ecological activities have been historically deeply rooted in the Czech environment, dating back to late communist times when they were closely connected with anti-communist independent movement. Recently, environmental issues, especially those concerning sustainable development have been more and more interlinked with GCE issues<sup>17</sup>. The Czech Republic Strategy for Education for Sustainable Development (2008) enlarges the notion of SD as being solely environmental concept towards the notion of environmental, social and economic interlinks. The Action Plan of the Strategy for years 2011 and 2012 (adopted 2011, prolonged until 2015) defines key concepts of education for sustainable development in the CR - Development of citizen participation and volunteering, Relation to local place, Sustainable consumerism and production and Reducing social tensions. It further states a need for implementation of modern teaching forms.

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<sup>15</sup> Administered by the Czech Development Agency.

<sup>16</sup> Published by the National Institute for Education that was created in 2011, by merging three research pedagogical institutes, one of them being Institute for Pedagogical Research as stated in the guiding forms of individual documents in the project intra-system.

<sup>17</sup> The basis of conceptual convergence between GCE and environmental issues can be dated back to 2000, when The State Programme of the Environmental Education and Awareness was published.

## **1.2 Circumstances of introduction**

There are two routes of the introduction of GCE in formal primary school system in the Czech Republic. The first one is linked to the realisation of humanitarian aid and development cooperation and the second is connected to transition from communism to democracy and its impact on the educational system. Alternatively, we can also add the third – environmental – route.

Within the “development cooperation” route, two sub-routes can be distinguished, governmental and non-governmental. The tradition of the first one was launched at the end of the 1950s in former Czechoslovakia. Development aid (as it was then called) had different forms such as direct help or professional and technical assistance and was only targeted at the socialist countries, as it was realized in a highly ideological context. One of the good things that was preserved from this period, however, was the establishment of good relationships with certain countries. After the fall of communism in 1989 any kind of development aid was reduced, but in the mid-90s, in connection with an entrance of the Czech Republic to different international organisation such as OECD, it was renewed and progressively enlarged and thematically and territorially conceptualised (Foreign Development Cooperation Strategy 2002-2007 and Foreign Development Cooperation Strategy 2010-2017).

The Ministry of Foreign Affairs has long realised the importance of public support for foreign development cooperation activities. Therefore, already in the first FDC Strategy from 2002 an important role is dedicated to the global development education and awareness raising, stressed again in the following Strategy. MFA has then become the main sponsor of GDE activities, namely from the year 2004 when a special grant programme for this area was established. It has also become an initiator, in line with the recommendation of the GENE report, of the creation of the National Strategy for Global Development Education 2011-2015. As it has been already stated, thanks to the Strategy, a crosscutting issue “Thinking in European and Global Context” has, as the only crosscutting issue, a detailed, though very recent, methodological support.

Simultaneously, since the early 1990s, humanitarian activities of newly emerging Czech non-governmental organisations have started to develop as an autonomous answer to conflicts that started to appear elsewhere in post-communist space, especially in former Yugoslavia and the former Soviet Union. This geographical space was well known for Czechs as well as for other post-communist country inhabitants. Emerging NGOs were successful not only in enlarging and spreading their activities, but also in gaining public opinion in favour of humanitarian aid, and, along with other actors lately, in favour of development cooperation into which humanitarian activities often turned. The poll realised by NMS Market Research and published in April 2014 by the Czech Forum for Development Cooperation showed a great support for the Czech foreign development cooperation (75%) and, also, for teaching about global development issues at the Czech schools (85%).

Non-governmental organisations soon realised the importance of raising awareness of their work and what the situation in the countries they worked in looked like. They started to spread information through media, but also, as they gained experience, wanted to go deeper and started to prepare various activities for schools – publications, meetings, courses, projects. It corresponded with an increasing demand on the part of many teachers who were more or less let alone in 1990s to cope with a new political situation. New stimuli, new information, new

issues came up every day in a free life, and it was in a deep contrary to the life in schools where communist, totalitarian curriculum was still in use. This bottom-up tendency met finally, at the turn of century, the top-down effort of different ministries to support changes in schools.

This is where the second route of introduction of GCE into formal curricular system can be found. In 2001 the National Programme for the Development of Education (so-called White Paper) was published by the Ministry of Education, in which a need for change of schools was asserted and new educational goals and strategies were stated. The new School Law in 2004 outlined the changes, and in 2005, the Framework Educational Programme for Basic Schools came into the force that presumed creation of so-called crosscutting issues, including Education towards Thinking in a European and Global Context. Consequently, first schools prepared their School Educational Programmes and started to teach accordingly in September 2007.

In respect of recent developments in the global development education field, where the term “sustainable development” is being progressively more and more understood as an umbrella term for GDE and environmental education; also an environmental root needs to be mentioned. It is closely linked to autonomous ecological activities in communist times, one of the then first manifestations of societal autonomy, that set strong ecological/environmental tradition, reflected, beside others, in the overall support of Ministries of Environment for environmental education and sustainable development and a very strong network of environmental centres.

### **1.3 Levels and forms of implementation**

The introduction of GCE into formal primary education in the form of a crosscutting issue called Education towards Thinking in European and Global Context, as well as reflections in other crosscutting issues, has only a short tradition. Basic schools started to teach progressively according to the new curricular document (Framework Educational Programme) in 2007, starting at the first grade (the beginning of a primary level) and sixth grade (the beginning of a secondary level). It is therefore relatively new and there is not a lot of space left for change.

It was not until 2011 that the first methodological support from the state was published, in a form of “Recommended Expected Results - Methodological support for teaching of crosscutting issues”. It contained one change – a shift from focusing on European towards a global context. The European level was excessively stressed in respect to the then political situation, the entry of the Czech Republic to the European Union in 2004. In the Recommended Expected Results, as well as in further methodological materials concentrating on defining thematic areas (Thematic Areas of the Global Development Education for Basic Schools) that were published in 2015, the shift was stressed and recommended.

For the concerns of the financial support of GCE from the State, the Ministry of Foreign Affairs has traditionally been the largest promoter and sponsor of GCE, through its special grant programme called Global Development Education and Awareness, implemented within the overall framework of Foreign Development Cooperation. In recent years the amount of around 15 thousand CZK per year was allocated to different stakeholders (2012 – 12,7mil.CZK, 2013 – 16mil.CZK, 2014 – 14,9mil.CZK, 2015 – approximately 15 thousand CZK)<sup>18</sup>. Furthermore, the MoFA co-finance GCE projects sponsored by the European Union – since 2014 within a thematic

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<sup>18</sup> Source: *Global Development Education, Why is it important for Czech society and sustainable development*, Policy paper, Czech Forum for Development Cooperation, 2015



programme called Multi-Annual Indicative Programme 2014-2020 for Civil Society Organisations and Local Authorities.

A few projects covering some aspects of GCE were funded from the EU Operational Programme “Education for Competitiveness” operating between 2007 and 2013, under the Priority Axis “Basic education”<sup>19</sup>. In the EU Operational Programme Research, Development and Education for the period 2014-2020, that is currently in progress, there is one Priority Axis, out of four, concentrating on equal access to high-quality pre-school, primary and secondary education, and, in regard to the research object, sustainable development is one of its crosscutting principles, with a stress on environmental aspect, and also active citizenship. The Ministry of Education runs a grant programme for education in languages of national minorities and multicultural education that has contained, since 2015, a sub-section “We are discovering Europe and the World”. A few successful projects cover some aspects of GCE, but are mainly targeted on multiculturalism<sup>20</sup>. Another grant programme of the Ministry of Education called “Support of non-profit non-governmental organisations acting in an area of pre-school education, basic education, higher education and basic art school education” has as one of the priorities for year 2016 a support for development of citizen competencies. The Ministry of Environment supports several environmental educational activities, also targeted for basic schools, through many different programmes<sup>21</sup>.

#### **1.4 Political actors**

##### *Ministry of Foreign Affairs*

It is the main promoter and sponsor of GDE activities within the framework of Humanitarian Aid and Development Cooperation Awareness. It is the organiser of the work group for Global Development Education.

##### *Ministry of Education, Youth and Sports*

ME is responsible for the overall Education Strategy, there included issues connected with GCE, mainly in the form of a so-called crosscutting issue “Education towards Thinking in European and Global Context”. A sponsor of some GCE projects within a larger framework of support for good-quality education, multicultural education or, very recently, active citizenship. It co-ordinates, together with the Ministry of Environment, an area of Education for Sustainable Development.

##### *Ministry of Environment*

The Ministry of Environment supports Sustainable Development and Environmental Education. It sponsors numeral environmental education activities. Together with ME it co-ordinates an area of Education for Sustainable Development.

##### *National Institute for Education*

Research Institute of ME. NIE publishes methodological materials for Education towards Thinking in European and Global Context“.

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<sup>19</sup> The list of all outcomes of this Operational Programme is available at: <https://database.op-vk.cz/>

<sup>20</sup> The list of winning projects of this Grant Programme for year 2015 is available at:

<http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/vyhlaseni-poradi-uspesnosti-projektu-v-dotacnim-programu-na-4>

<sup>21</sup> For ex. Project Eco-school is funded through the Revolving fund “Schools as example for sustainable development”, <http://www.ekoskola.cz/>

### *Institute for Further Education*

Educational Institute of ME. IFE provides further education for teachers, there included GDE. In 2015 it organised an Open Day for Global Education Week in all of its regional branches all over the CR.

### *Czech Development Agency*

CDA implements tasks in the framework of the development cooperation agenda of the Czech Republic. It administers and oversees various projects, including GDE projects.

### *Committee for Education for Sustainable Development (by Government of the CR)*

The Committee ensures the interconnection of different educational initiatives based on SD principles and their implementation in the CR educational system. Members are different ministry representatives, regional authorities' representatives and NGOs representatives.

### *GDE Working Group*

Envisaged and created on the basis of the National Strategy for GDE. It coordinates interdepartmental and other actors' activities connected to the Strategy and its implementation.

### *Universities*

They educate future teachers, create materials and participate in various activities, such as research or reviewing of materials.

### *Non-Governmental Organisations*

Providers of information on content and modern methodologies, but also participate in programme-setting level. Czech NGOs dealing with GDE are organised within the Global Development Education and Awareness Work Group of the Czech Forum for Development Cooperation (FORS). NGOs participated in preparation for many official materials, including the National Strategy for Global Development Education 2011-2015. In 2015, FORS published a policy paper called Global Development Education – Why it is necessary for Czech society and Sustainable Development in 2015.

### *Regional Authorities*

Regional Authorities are delegated to govern the education area in regions. They work out regional plans for Education and Development of the School System.

### *Local Authorities*

They are delegated to govern the education area in communities, and they are also partly autonomous. They are founders of basic schools. They appoint and dismiss directors and provide funds (through state budget redistribution) for schools.

## **Section 2 - Political discourse analyses**

### **2.1 Teachers' attitudes towards teaching of a crosscutting issue "Education towards thinking in a European and Global context" (EtTEGC)**

The National Education Reform that changed previously rigidly stated curricula and moved schools to bigger autonomy was not welcomed unanimously by all schools. Some saw it as an opportunity, others did not approve of it. All schools were forced to create their own school education programme, including incorporation of all crosscutting issues. For what concerns EtTEGC, practice shows that crosscutting issues are often only taught formally, or reduced to local ecological problems, without taking into account a global context, nor local-global interconnections.



Research in 2009 found that of all the crosscutting issues, EtTEGC is regarded by teachers as the most difficult to teach. Even though detailed methodological support was created by the State, it seems that many teachers do not know it exists. There are teachers, at both primary and secondary levels of basic schools, who naturally include different issues of the contemporary world into their teaching, use a variety of pedagogical approaches, and include texts from children literature, projects, films etc. Others do not feel comfortable with teaching a global context, and for teachers on primary levels these issues are often unnecessary. They think it is more appropriate to focus on helping children understand local conditions. Unfortunately, there exists no research that would reveal numbers of above-mentioned groups.

The main obstacles to teaching GDE issues have been determined as the following: difficulty in evaluating that teachers are not trained for (concerning primarily shift in attitudes), uncertainty of teachers in how to grasp the individual concepts of GDE, and pressure on the part of different actors regarding a demand for clear and expected results. Practise shows a tendency for teachers to reduce GDE to its individual components, such as local ecological issues or global issues without stressing local-global interconnections.

## **2.2 Contemporary context of national strategy for Global Development Education**

Validity of the National Strategy for GDE was between 2011 and 2015. In 2013 a mid-evaluation was done and in 2015 a working group envisaged by the Strategy was re-activated in connection to the 2015 European Year of Development, a year of coming in terms with Millennium Development Goals. The working group is co-ordinated by the Ministry of Foreign Affairs, namely by the Department of Development Cooperation. The evaluation report was written in 2015 and a conference called “Do we understand today’s world” devoted to GDE was organised by the Ministry of Foreign Affairs in cooperation with the Ministry of Education, Czech Development Agency, National Institute for Further Education, National Institute for Education and FORS. Meanwhile, an action plan as a means of follow-up of the Strategy is being prepared that aims to detail the goals of the Strategy and harmonising them with Millennium Development Goals.

In addition to the GDE working group, substantial work has been recently carried out by the Committee for Education for Sustainable Development, a body that was moved from the Ministry of Environment under the authority of Government. It is also a body where representatives of different ministries as well as NGOs and universities cooperate. Its impact is, besides others, visible in the incorporation of sustainable development and active citizenship among the main goals of education as stated in the Strategy for the Education Policy until 2020.

## **Section 3 - Conceptual analysis**

### **3.1 Main term (s) definition**

In the Czech Republic the most widely used term is “Global Development Education”. It is a term mainly promoted by the Ministry of Foreign Affairs and used by non-governmental organisations. There is a webpage run by an NGO and called straight “global development education” (<http://www.globalnirozvojovevzdelavani.cz/>). While MFA tends to stress “development” inside the term because GDE is *de facto* a part of development cooperation agenda, the NGOs sector do debate on the selection of the best term. A representative from the Czech Forum for Development Cooperation, an umbrella organisation for Czech development cooperation NGOs,

participated earlier in a discussion inside CONCORD (European NGO Confederation for Relief and Development) focused on whether the term “global education” or “development education” should be used, that ended up without a solution.

The most important actor – Ministry of Education – uses the term “Education toward thinking in European and global context” in its official documents. In methodological materials, published by MoE sponsored research institute, it was recommended to use a term in a short version, with a stress on global context, i.e. Education towards thinking in a Global Context. However, schools tend to use the original name or its abbreviation. There has been some indication that the term might change in the future, in connection with the expected revision of the Framework Educational Programme (expected not earlier than 2017/2018).

Recently, terms such as Active Citizenship and Sustainable Development have been increasingly in use in relation to GDE, such as in the Strategy for Education Policy in the Czech Republic until 2020, where they are mentioned among the main goals of education. A continuous support for citizenship education has recently been adopted in February 2016. The term sustainable education is widely used by the Ministry of Environment and in relevant official documents also by the Ministry of Education, such as in the CR Strategy for Education for Sustainable Development 2008-2015. This term is also reflected in regional educational strategies and actual EU operational programmes. Recently the term “sustainable development” has been understood more and more as an umbrella term for global development education and environmental education, although it has not been so far reflected in any official documents.

Ecological Education and Awareness should also be mentioned here, as its Czech abbreviation (EVVO) is widely known and used by Czech schools. Its content is mainly ecological and thus form only a part of what is otherwise understood under sustainable development.

*Global development education* (as stated in the National Strategy for Global Development Education for the period 2011 -2015)

Global development education is a lifelong educational process that supports people in understanding the differences and similarities between the lives of people in developing and developed countries, thus promoting public knowledge of economic, social, political, environmental and cultural processes that influence them. It develops skills and supports the adoption of values and beliefs that increase the willingness and ability of people to take an active part in tackling local and global issues. Global development education leads people to accept responsibility for creating a world where all people may live with dignity.

*Education for Sustainable Development* (as stated in the CR Strategy for Education for Sustainable Development)

ESD is a pre-requisite for adopting such ways of thinking, decision-making and behaviour of individuals that lead to sustainable acting in personal, work and citizen’s life. Education for Sustainable Development focuses above all on:

- understanding the interconnections and interdependencies of economic, social and environmental views of development on local, national and global levels;
- perceiving of SD as a holistic and systematical approach, that leads to an economically prosperous society, and respects social and environmental links and limits;

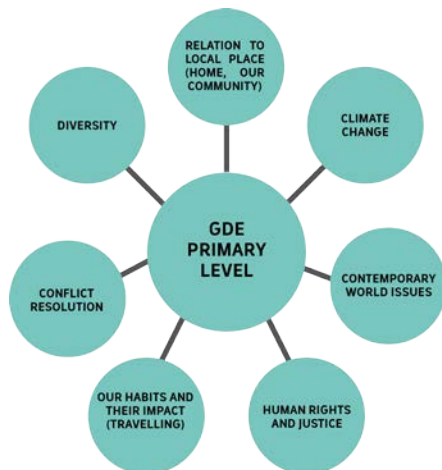
- development of competencies (knowledge, skills and attitudes) that enable democratic and free decision-making on behalf of personal and public interests in accordance with the law and principles of SD.

### 3.2 Network of terms

It is difficult to assign weight to individual concepts of GDE as they have been only generally named in one official material (The National Strategy for Global Development Education 2011-2015) and detailed, very recently, in one methodological material (Thematical Areas of the Global Development Education for Basic Schools, 2015).

GDE Concepts as designed in the methodological material are called Thematical Areas of the Global Development Education for Basic Schools:

**Picture 1 - Global development education on the primary level of basic schools**



**Picture 2 - Global development education on secondary level of basic schools**



### Picture 3 - Concepts of sustainable development

As described in the Action Plan of the Strategy for Education for Sustainable Development for years 2011 and 2012 (prolonged until 2015). It is presumed that in the following years other issues will be selected.



### Picture 4 - Overall situation of GDE

Based on the National Strategy for Global Development Education 2011-2015. Terms in red colour were added (deduced) on the basis of the Strategy for Education Policy of the Czech Republic until 2020. Sustainable development has become an umbrella term for GDE and environmental education. Global issues comprise also of environmental issues.



### Section 4 - Concluding remarks

Global Citizenship Education is in the Czech context is embodied in a Global Development Education concept for which a specific National Strategy exists. GDE is promoted primarily by the Ministry of Foreign Affairs, but also supported by the Ministry of Education. In the basic schools comprising of levels 1 to 9, GDE is taught in different subjects, but explicitly stated in a compulsory crosscutting issue called Education towards Thinking in European and Global

Context. The existence of different crosscutting issues reflecting a reality of life, there included EtTEGC, has resulted from the National Education Reform that started at the turn of centuries and was aimed at changing an old-fashioned curricula preserved from the communist times. This crosscutting issue has a methodological support from the Ministry of Education's sponsored Institutes.

Recently, an understanding of GDE issues stressing local-global interconnections has been shifted towards an umbrella concept for different types of current and global environmental, social, economical and political issue that of sustainable development. It has been promoted above all by the Ministry of Environment and many different actors from different fields have found this concept as an appropriate field for cooperation. The shift was reflected in several documents such as in the Education for Sustainable Development Strategy or in the newest National Education Policy Strategy that mentions sustainable development and active citizenship among the main goals of today's education.

### **Czech – English Glossary**

Globální rozvojové vzdělávání/Global Development Education

Výchova k myšlení v evropských a globálních souvislostech/Education towards Thinking in European and Global Context

Vzdělávání k udržitelnému rozvoji/Education for Sustainable Development

Aktivní občanství/Active Citizenship

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#### 4.1.4 Spain Country Policy Analysis

**Author:** Luis García Arrazola and María Álvarez Roy

### Section 1 - Analysis of the policy framework

#### 1.1 Key policy documents

It is important to emphasise that the education competencies in Spain are divided between the Central Government (Spanish State) and the Autonomous Communities (Regions).

Article 149.1.30 of the Spanish Constitution of 1978 establishes the competence of the State in relation to basic standards for the implementation of its Article 27 of the Spanish Constitution, which establishes the right to education, in order to ensure the compliance with the obligations of public authorities in this matter.

The reform of the Statute of Autonomy of the Aragon region in 2007 recognises, in its Article 73, to the autonomous community shared competence in teaching in all its extension, levels and degrees, modalities and specialties, which in any case, includes the organisation of teaching sector and the teaching and educational activities, its programming, inspection and evaluation; the establishment of criteria for admission to publicly funded centres to ensure a balanced and compensatory educational network; promoting and supporting the study; the training and retraining of teachers; the guarantee of quality of the education system, and the management, coordination and decentralisation of the university system of Aragon with compliance with the principle of university autonomy Aragon.

In Aragon and in Spain there are no policy documents that specifically integrate Education for Global Citizenship in the curriculum of primary education. However, there are NGOs documents, especially of the National Confederation of Development NGOs from Spain (CONGDE) that refer to Education for Global Citizenship, but to date, they have not been assumed by the national and regional education authorities.

At the level of the Spanish State, we have the following documents:

#### *Organic Law 2/2006 on Education (LOE)*

In this law, the principles and purposes of education are developed, such as the development of personality, respect for rights and freedoms, equal opportunities, education is conceived as a permanent lifelong learning.

Teaching is structured in the following way: a) Childhood education b) Primary education c) Obligatory Secondary education d) Secondary School e) Vocational College f) Language Education g) Artistic Education h) Sports studies i) Adult Education j) University education.

The law organises and defines the curriculum and the distribution of competences between the different public administrations, with particular emphasis on attention to diversity, the evaluation of basic skills and concern for education for citizenship in a global context.

The work of teachers and teacher training is also developed, as well as the organisation of educational centres.

Evaluation of the education system and the funding of it is also analysed.

The main problems in its implementation have been:

- the financing of it;
- the lack of consensus among the educational community for its approval;



- the different development in each of the autonomous regions, since the government of Spain has general authority in education, The Autonomous Communities developed it and they are the ones managing the education.

It is noteworthy that in the Regulation on Primary Education developed by this the new subject Education for Citizenship and Human Rights was created. (Regulation repealed actually).

### *Organic Law 8/2013 of Education Quality Improvement (LOMCE)*

The LOMCE modifies the LOE in the following aspects:

Centralisation: more control of the Ministry of Education of Spain, so the Autonomous Communities can only decide the content and schedules of specific subjects (physical education, art, music ...) and the co-official languages. The central government decides on the basic subjects (Spanish Language, Mathematics, Science or Foreign Language).

Primacy of Spanish language over the other co-official languages.

Increased importance of the Catholic religion in the Curricular, disappearing the subject of Education for Citizenship and Human Rights.

Enhanced role of director and loss of importance of School Councils.

Teaching hours are increased and the ratio of students per classroom has raised to 10%

The main problems in its application has been:

- the financing of it;
- rejection of all political parties, except the government of Spain;
- rejection of all trade unions and the education community for approval and implementation;
- increase in importance the subject of religion;
- disappearance of the subject of Citizenship and Human Rights.

### *Royal Decree 126/2014 establishing the primary education curriculum*

This Royal Decree is to establish the basic curriculum of primary education. Its application is in all schools of Spain.

The competencies of curriculum are as follows:

1. Linguistic communication
2. Mathematical competence and basic competences in science and technology
3. Digital competence
4. Learning to learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Awareness and cultural expressions.

The stage of Primary Education includes six academic courses, which are usually studied between six and twelve years old, and they are organised in areas that they will have a global and inclusive character.

In primary education, the subjects are grouped into three blocks, basic subjects, specific subjects, and subjects of free autonomic configuration.

Basic Subjects:

- a) Natural Sciences
- b) Social Sciences

- c) Spanish Language and Literature
- d) Mathematics
- e) First Foreign Language.

Specific subjects:

- a) Physical Education
- b) Religion or Social and Civic Values
- c) Artistic Education and Second Foreign Language.

The most prominent features are:

- increased academic workload in language and mathematics, reducing teaching hours in the subjects of Physical Education and Arts Education;
- the subject of "Education for Citizenship and Human Rights" has been removed and been replaced by the subject "social and civic values" for those students who do not study religion;
- loss of autonomy of teachers because the standards establish what must be taught and evaluated;
- impose Religion in an implicit way.

In Aragon the most important document is:

*Order June 2014 adopting the curriculum of primary education and authorizing its implementation in schools of Aragon*

In this Order, within the framework of its competencies, in the constituent elements of the curriculum are specified: the objectives of stage, key competencies, content, pedagogical methods, criteria for evaluate the degree of acquisition of key competencies and the achievement of the objectives and evaluable learning standards, for its application in Aragon, which have been defined in the Royal Decree 126/2014, of 28 February.

This Order is used for teachers to develop curriculum content in teaching programs and teaching practice, taking into consideration the needs and characteristics of students, as well as guidelines and decisions on adaptation and specification of objectives and curriculum content for educational intervention, that are included in the Curricular Project Stage of each school.

This order establishes and regulates the implementation of the curriculum of primary education for Aragon and its contextualisation.

The most prominent features are:

- it has been made without the participation of the educational community and it is a copy of the state curriculum;
- it propounds a teaching based only on the evaluation;
- the change in the evaluation system in a short period of time meant chaos at schools because teachers must dedicate many hours to administrative tasks for evaluation;
- many of the learning standards are not concrete or measurable, apart from being very numerous (e.g.: 5th grade teacher will have to evaluate more than 500 standards);
- the new government of Aragon has been consolidated in June 2015, and it has changed the evaluation standards, making them less burdensome and easier.

## **1.2 Circumstances of introduction**

Education for Global Citizenship (GCE) is not introduced in the curriculum of primary education in Spain neither in Aragon. The only reference is the subject “Social and Civic Values” meant for students who do not attend the subject of religion.

The Education Law 2006 adopted by the Government of the Socialist Party, introduced in the curriculum a subject for students in grades 5th and 6th primary called “Education for Citizenship and Human Rights”. The aim of this subject is to encourage students to reflect on the meaning citizenship and be aware of the importance of human rights, to participate in group decisions, use dialogue and debate, create situations to develop basic skills, use cooperative work, listening, argumentation, and critical evaluation. The content were: citizenship, personality development, civic and ethical values, rights and responsibilities, equality between men and women, the situation of women, coexistence, conflict, we are equal and different, immigration, multiculturalism, conflict resolution, mediation, democracy, the Spanish Constitution, public services, environmental issues, global warming, NGOs, the UN, the Millennium Declaration, etc. This subject was adapted to the Spanish and global reality and it cover topics such as sexual identity, bullying, immigration, racism, refugees, etc.

In 2011, with the arrival of the Popular Party to the Government of Spain, this subject in the curriculum of primary education was eliminated, because of the pressure/influence from the Spanish Catholic Church, who criticized the secular nature of this subject.

Actually, many of the issues related to the GCE are covered in schools by committed teachers and with the collaboration of NGOs that are involved in the GCE.

## **1.3 Levels and forms of implementation**

In Spanish and Aragonese legislation, GCE is not on the curriculum, nor is it evaluated, so we can say that Education for Global Citizenship is not integrated in Primary Education in Spain.

Organic Law 8/2013 of education quality improvement (LOMCE) and Royal Decree that regulates the curriculum of Primary Education of Spain, removed the previous subject called “Education for Citizenship and Human Rights” and they introduced a new subject called “Social and Civic values” for 5th and 6th grade for students who do not study the subject of religion. On that subject the following modules are taught: the identity and dignity of the person (self-concept, self-control, responsibility, initiative), understanding and respect in interpersonal relations (communication, dialogue, social relations, respect), coexistence and social values (conflict resolution, coexistence, rights and duties of the person, social values, respect for the environment, road safety, health and technology).

This course is more focused on the individual, removing important issues such as secularism and sexual identity, and forgetting the social and global significance of our actions.

On the subject “Social Sciences” of 6th Primary Education, one of its contents is sustainable development and responsible consumption.

In Spain, educational skills are divided between different regions, there are autonomous communities that have developed more interest in these issues, but always keeping in mind that the curricula for primary education are the same for all Spanish territories and the Autonomous communities can only develop specific aspects thereof that must be in accordance with its historical, geographical and cultural characteristics.

## **1.4 Political actors**

### **1.4.1 Role of NGOs**

Non-Governmental Development Organisations have spent many years working on these issues, the CONGDE (NGO Coordinator Development of Spain) in its document on *Positioning on the importance of education for development and the role of the NGOs in the construction of the global citizenship* (February 2014). Link <http://www.congde.org/contenidos/documento-ciudadania-global.html>

This document states the following:

*“The role of the NGOs in the construction of a global citizenship is based on the potential that they have to mobilise society, articulate with other social groups in the “global civil society” to achieve greater understanding of the public on development issues and influence in making decisions of all the agents of development.”*

The role of the NGOs in this respect promotes opportunities for reflection, dialogue, learning and advocacy; they are also facilitators and agents of transformation, all from a networking that exceeds the NGOs sector.

Aragon reality is that the coordination between NGOs and the Department of Education of the Government of Aragon to introduce Global Citizenship Education in Primary Education has not been relevant to date.

In the Aragonese area there are other entities such as OXFAM-INTERMON, UNICEF and Research Seminar Foundation for Peace that contribute to the introduction of this subject in school and in society.

### **1.4.2 Role of local and regional authorities**

In Aragon, the Autonomous Region in which the province of Zaragoza is situated, we can emphasise the existence of CAREI - Aragonese Resource Centre for Inclusive Education. Decree 281/2002 created the Aragonese Resource Centre. This initiative of the Department of Education, Culture and Sports of the Government of Aragon operated from 2002 to 2003. On December 12, 2013, it changed its specific name to the Aragonese Resource Centre for Inclusive Education. UNESCO defines inclusive education as

*“A programme to answer the diversity of students increasing their participation and reducing exclusion in and out of education process. It is associated with the presence, participation and achievement of all students, with special emphasis on those who, for different reasons are excluded or at risk of being marginalized.”*

In the CAREI a number of organisations work including intercultural mediation programmes and reinforcement of Spanish for non-Spanish-speaking students.

With the support of the Department of Education (Government of Aragon) Aragon region could realise activities in school related to Education for Global Citizenship if it has.

Public entities of local and regional levels of Aragon promote grants to NGOs for the implementation of activities of Education for Development, among which it is important to note the Government of Aragon, Zaragoza City Council and the Diputación Provincial de Zaragoza.

#### **1.4.3 Links and relations between the national and international levels**

Every state legislation follows the guidelines from treaties and international agreements signed by Spain.

Organic Law 8/2013 of Education Quality Improvement (LOMCE), includes in its preamble the Recommendation 12 of the Committee of Ministers of the Council of Europe to Member States concerning Education for Democratic Citizenship, dated 16 October 2002. This recognises that education for democratic citizenship is essential to promote a free, tolerant and just society and contributes to safeguarding the values and principles of freedom, pluralism, human rights and the rule of law, are the foundations of democracy.

Furthermore, this Law also includes the Strategy of the European Union for an intelligent growth, sustainable and inclusive that has set for 2020 five ambitious objectives on employment, innovation, education, social integration, as well as climate and energy and quantified educational objectives to be achieved by the European Union to improve education levels.

#### **1.4.4 Links and relationships between national and regional/local levels**

In Spain local authorities (Autonomous Communities) have competence in the education management while respect the basic guidelines established by the Government of the Nation. These ones can develop the national curriculum and adapt it to the reality of the region, and also can design and develop programs in the schools of the region.

The last 4 years down the line of the Government of Spain has been re-centralisation of educational competences, leaving less leeway to the Autonomous Communities.

### **Section 2 - Analysis of political discourse**

Current issues such as globalisation, multiculturalism, refugees, the environment, sexism, etc., are present in the social, political and media debate but they have not been integrated in schools, mainly because of ideological differences.

Education laws in Spain have changed according to the political party that governs at each moment, so the changes to include Citizenship Education in Primary Education in the Education law 2006 (LOE) were repealed by the Education law 2013 (LOMCE).

The distribution of competences between the state and regional levels, represents an approximation and adaptation of education to each regional reality, being easier to introduce activities associated with the GCE, but it also implies a different development in each Autonomous Community.

In Spain, Education for Global Citizenship is not included in the curriculum of primary education. Only the subject “Social and Civic Values” and some topics in the subject “Social Sciences” are related to the GCE.

NGOs are those that have the most clear and convincing discourse about the need to include Education for Global Citizenship in schools in order to respond to the challenges of contemporary society.

## **Section 3 - Conceptual Analysis**

### **3.1 Main term (s) definition**

The two key terms currently used to define Education for Global Citizenship are:

A) Education for Development and Global Citizenship (EpDCG) and

B) Education for Citizenship and Human Rights

The term Education Development and Global Citizenship is used by NGOs and is included in the document *Positioning on the importance of education for development and the role of the NGOs in building global citizenship* February 2014.

The term Education for Citizenship and Human Rights is proposed by the Ministry of Education of Spain in the Education Law 2006 (LOE) to create that subject, now it is suppressed, but this term remains in the educational community when we talk about Education for Global Citizenship.

The main differences between the two terms are that the audience of the first term are the NGOs in Spain and their work in the area of Education for Development and the second term is used exclusively at school level taking the form of a subject for elementary students. These different audiences make that the terms that encompass them will be differ from each other.

If we consider that we are trying to integrate Education for Global Citizenship in primary education, the term most commonly used and widely accepted in education would be B) Education for Citizenship and Human Rights, because the term Education for Development it is not used in education and is more associated with the work of the NGOs.

It is important to emphasise that the Education Law that currently governs in Spain does not include Education for Citizenship and Human Rights, however the educational community has really taken the colloquial term of “Education for Citizenship” or just “Citizenship” when they refer to the various terms it encompasses.

### **3.2 Main related terms**

A) Education for Development and Global Citizenship (EpDCG)

Related terms are: Human Rights, Rights of Children Environment, Sustainable Development, Responsible Consumption, Fair Trade, Interculturalism, Immigration, Diversity, Culture of Peace, Conflict Resolution, Refugees, Citizenship, Participation, Gender and economic and social Sustainability B) Education for Citizenship and Human Rights

The terms included in this definition are divided in three blocks:

B.1.) With respect to individual and interpersonal and social relations: Autonomy and individual responsibility, coexistence, conflict resolution, respect, empathy, human dignity, freedom, human rights, child rights, inequality between men and women.

B.2.) With respect to community living: Respect, tolerance, civic values, solidarity, justice, cooperation, peace, participation, rights and obligations, social, cultural and religious diversity.

B.3.) With respect to living in society: social coexistence, democratic rules, public services, environment, peace and security, citizen collaboration.

### **3.3 Definition of national term**

A) Education for Development and Global Citizenship (EpDCG):

Education for Development and Global Citizenship is a continuous process aimed, through knowledge, attitudes and values, to promote active, committed and responsible citizen with the

justice system, peace and sustainability that promotes respect and appreciate the diversity, that defends and respects individual and collective human rights, gender equality and appreciate the dialogue, participation, co-responsibility and commitment to a just, equitable and caring society. (The definition is made from the document positioning of the CONGDE about importance of Education for Development and the role of the NGOs in the construction of global citizenship and the International Manifest *Educate for global citizenship* of CIDAD, Inizjamed, OXFAM and UCODEP).

Education for Citizenship and Human Rights is a learning responsible citizenship that includes aspects related to knowledge, participation and exercise of rights and civic responsibilities, it requires a long learning process that begins when affective relationships are established, social habits are acquired and techniques are learned to develop critical thinking, which facilitate the assimilation of the values on which democratic society is based, in order to form responsible, participatory and supportive future citizens. Citizenship Education contributes to the development of salient aspects of various competencies, mainly social and civic competence. (Definition developed from the LOE and legislation that develops it).

### 3.4 Network of terms



To construct networks of terms we have used the following procedures:



For definition A) Education for Development and Global Citizenship (EpDCG), we have analysed the documents developed by Non-Governmental Organisations (CONGDE, FAS, etc.)

For definition B) Education for Citizenship and Human Rights the documents that have been analysed are of political character and of educational legislation relating to different laws of the Spanish Government.

### **3.5 Methodologies**

The methodologies used are focused on developing skills and habits that contribute to the acquisition of social and civic competence, giving priority to the learning of principles and rules of life in society. The methodology is designed to those students that are able to respond to problems.

It gives importance to social coexistence, dialogue, argumentation, empathy by recreating situations of everyday life and conflict situations.

### **Section 4 - Concluding remarks**

Global Citizenship Education (GCE) is not included in the official documents of curricular character of primary education in Spain, nor in Aragon. The only reference to it can be found in the subject “Social and Civic Values” for students who do not study the subject of religion, as well as a small part of the subject of “Social Sciences” because it covers topics related to sustainable development.

GCE in schools is included in specific programmes about values, diversity, inclusion, etc., the “awareness raising” of teachers and the activities are carried out by Non-Governmental Development Organisations.

In Spain, there is no political consensus at an educational level, which means that whenever there is a change of government the education law is reformed or repealed. In Spain from 2006 to 2012 there was a subject in primary education called “Education for Citizenship and Human Rights” that included most of the terms included in the CGE.

The term “Education for Development and Global Citizenship” is the most used by Spanish NGOs, however in educational spheres the term most commonly used is “Education for Citizenship and Human Rights”.

At present, it is possible to include GCE in schools, but this depends entirely on the wishes of each school. Ensuring effective integration of GCE in the curriculum of primary education requires a legislative change that contemplates it in terms of content, methodology and evaluation associated with basic competences. It is necessary for GCE to be fully integrated into the curricula of primary school because only subjects that are assessed are taught.

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#### 4.1.5 France Country Policy Analysis

**Author:** Clémence Héaulme

##### **Acronyms:**

GCE: global citizenship education

MCE: moral and civic education

CISE: citizenship and international solidarity education

DE/AR: development education/awareness raising

ESD: education for a sustainable development

SD: sustainable development

### **Section 1 - Policy framework analysis**

#### **1.1 Key policy documents**

*Pedagogical instructions about Development Education and Awareness Raising (DE/AR), October 2009 for rectors of French academies, state schools inspectors, directors of academic services of the National Education, headmasters, primary and secondary teachers*

DE/AR aims to inform young people about global imbalances and raise awareness about poverty and inequalities. It is a part of sustainable development education and contributes to the understanding of environmental, economic, social and cultural global interdependence.

It is based on fundamental knowledge taught in primary and in general, technological or professional secondary schools.

DE/AR aims to explain existing links between social, environmental and economic issues. DE/AR is also based on concrete actions set up with partners (like project linked to international cooperation).

This document lists partners and organisations that have skills in DE/AR: the French platform for DE/AR (Educasol), the French centres network about DE/AR (Ritimo), the French committee for child rights (UNICEF). This document encourages teachers to join networks of associated schools (UNESCO) and to participate in solidarity campaigns (AlimenTerre, International Solidarity Week, Ethique sur l'étiquette, Demain le monde).

DE/AR is included in ESD. There are academic coordinators in charge of Education for Sustainable Development.

*Civic and moral education curriculum, primary and secondary schools (6-15 years old), June 2015*

Previously a subject existed, called "Social and Civic Education". This has now been replaced by this new curriculum called "Moral and Civic Education". These changes entered into force in September 2015. Moral and Civic Education is implemented in a secular framework and focuses on the principles and values needed to promote communal life in a democratic society. It refers to the programme for the rebuilding of the school of the Republic (launched by the Ministry of Education in 2013) and to the principles and values of the Universal Declaration of Human Rights, the International Convention on Children's Rights and the French Constitution.

Its purpose is to develop the capacity to live together and it associates the training of future citizens and the development of their critical reasoning. Pupils acquire a conscience enabling them to understand, respect and share the humanist values of solidarity, respect and

responsibility. This subject is thus ideal to work with students on DE/GL issues. Teachers are encouraged to cover issues related to discrimination, gender equality, respect, solidarity, intercultural issues, cooperation, solidarity, sustainable development, democracy, secularism principles.

*Media and information education (media literacy), let's learn! (August 2015)*

As mentioned above, this document aims to inform teaching staff about how to include media information into their lessons and give them examples of projects and activities.

There is no direct link to global learning, but by examining the referential of competences, one realises that this is subjacent. Media information aims to work on students' attitudes, so that they are more open-minded, open to the world and to others, so that they have a better understanding of others and are capable of being critical about information circulated in the media. Freedom of press is also an important issue.

The document mentions that it is important to work with students on foreign media thematic and on international issues, which according to the document, is an excellent way to create young "citizens of the world".

In France there are a number of specialised newspapers for young people. The most renowned ones are the "Petit quotidien" (for 6 to 10 years old) and "Mon quotidien" (for 10 to 14 years old). These newspapers often cover international subjects and are frequently used by teachers. Some TV channels also exist for children such as Arte Junior.

*Instructions about implementation of Sustainable Development Education in French schools from 2015 to 2018, February 2015*

Development of Education for Sustainable Development is part of the national strategy for ecological transition.

EDS has to be an interdisciplinary teaching. Pupils and teachers are seen as a good way to encourage ecological transition.

ESD has to be integrated into every subject of the common core of knowledge. ESD is linked to many topics such as Development Education and awareness raising, health education, art education. ESD is a part of the initial and on-going training of teachers. Many pedagogical resources are available. ESD has to be concrete with school-based projects. Schools are encouraged to develop 3ED label in the whole school.

Concrete actions are going to be encouraged in schools from 2015: creation of nature corners, nomination of delegated pupils as responsible for SD, nature school trips, call for proposals "keys for a SD", simulations of round-table and debates about climate-change.

Each academy has to create an academic committee in charge of ESD, managed by an academic coordinator. In each school, the headmaster has to name a teacher who is a coordinator for ESD. Schools have to disseminate information about their ESD projects.

*Laicism/laïcité (secularism) principles charter at school (September 2013)*

Two versions exist: one for adults and one for students.

This document is a reminder about the importance of secularism principles and the French motto. Schools' roles are to disseminate the values of the French Republic. This charter has to be

displayed in every school in the entrance hall or passing places. This secularism principle is a positive value: it does not decrease freedom but the principle serves to allow our emancipation. The Head Teacher and teaching team's role is to make this charter concrete at school. This charter can inspire the school's pedagogical school project. It is written with accessible vocabulary with the aim of global understanding. Secularism principles and rules are linked to the French motto. They aim to guarantee freedom, equality and fraternity for all.

The local authority and headmaster have to display the symbols of the Republic in front of the school entrance (flag and motto).

The beginning of this document presents the Republic's principles: the Republic is secular, democratic and social. State and religion are separated since 1905.

The second part explains the secularism principles at schools and their concrete implementation at school (religious freedom, general interest, common and shared culture, freedom of expression, teachers' neutrality).

According to the French Ministry of National Education, DE/AR is included in SDE (in the social pillar).

#### *Back to school recommendations 2015 (June 2015)*

This is a general document that tackles numerous subjects (equal access to education for all, languages, teacher training, and reforms of the education system...) and gives priorities for the new school year. Following the events of January 2015, there is a significant focus on citizenship in this year's recommendations in chapter II - guaranteeing equality and developing citizenship.

In this part, the Minister insists on the importance of implementing projects in schools, encouraging the respect and dignity of others and fighting inequalities and racism. Schools are encouraged to take part in the International Day of the Elimination of Racial Discriminations (21st of March) and the special week organised in France around this event (Week of Education against Racism and Anti-Semitism).

Projects opening to students to Europe and the world will also be encouraged: experiencing new cultures, learning from others, being inspired by other people's/cultures and experiences...

It is also mentioned that for each student to succeed, schools must create an atmosphere of respect of others and respect of gender equality.

Sustainable development education is also a big priority, with the approach of the COP 21 in Paris in December 2015: inclusion of interdependencies between the environment, climate, biosphere, society, economy and culture. Debates will be organised in schools during the autumn (role-play of international negotiations).

### **1.2 Circumstances of introduction**

GCE does not exist in the French curriculum. There is a recommendatory document, edited in 2009, which talks about development education and awareness raising: but it is just a recommendation and not a curriculum or an official programme.

In France, the subject, which is the closest to CGE, is "Moral and Civic Education" (enseignement moral et civique).

Moral and Civic Education has existed since 1882. It was implemented during the 3<sup>rd</sup> French republic. It was called "Moral and Civic Instruction", until 1940. From 1945 to 1968, it was called

Moral and Civic Education. From 1968 to 1985, it disappeared: it was indicated that teachers had to teach this in other fields of education. But only a few teachers did it. In 1985, “Civic Education” came back without “moral”. The Minister who promoted it, Jean-Pierre Chevènement, was really engaged in Republican values and very patriotic.

In 2008, when Nicolas Sarkozy was President, “Moral and Civic Instruction” was implemented again. Since September 2015, there is a new curriculum for moral and civic teaching. This programme has become more important since the terrorists attacks in Paris in 2015. The trend before 2015 was to develop these topics; it will be strengthened in the future.

The curriculum for “Moral and Civic Education” is voluntarily broad, and covers a number of subjects and issues, of which a number are linked to GSE (racism, sexism, xenophobia, homophobia, prejudice, solidarity, tolerance, European and national citizenship, critical thinking...). This means that teachers can choose in which way they want to study the curriculum with their students. It can be done in a very academic way, for example by doing case studies, setting up school-based projects.

### **1.3 Levels and forms of implementation**

Citizenship and international solidarity education is not a part of the curriculum but there are recommendatory documents to encourage implementing these kind of activities.

Between 2004 and 2006, Educasol, the French platform of GCE, worked with 4 Ministries (agriculture, education, foreign affairs, youth ...) on citizenship education. The National Education Ministry asked Educasol to write the framework in an official bulletin.

In 2007, this common work ended because of the general public policy review: the objective was to simplify state charges and to decrease public expenses. This is why work on the curriculum with different partners has been limited. There were official bulletins published in June 2008 and in October 2009 (Pedagogical instructions about Development Education and Awareness Raising). However, these were solely recommendatory documents: these documents suggested teachers talk about GCE in addition to the official and obligatory curriculum. After 2009, the official bulletin and pedagogical instructions have merged. Instructions linked to GCE were included in education for a sustainable development. A tiny part in that document was devoted to GCE. The latest instructions about Education for Sustainable Development were published in February 2015.

Since September 2015, Moral and Civic Education is compulsory topic in primary and secondary school.

Education for a Sustainable development is included in the curriculum.

Some values and topics presented in the Moral and Civic Education curricula (cooperation, intercultural issues, gender equality, equality, solidarity) are part of GCE. But the Moral and Civic Education (MCE) curriculum is not the same as CGE. CGE has an international dimension, which is not essential in MCE.

GCE and MCE are very close in terms of pedagogical approach. They are organised in three distinct stages: knowledge → understanding → action. The learning process is very close in those two teachings.

## **1.4 Political actors**

### **1.4.1 Role of NGOs**

NGOs began to talk about development education after WW2. NGOs wanted to raise money, by showing depressing pictures. The goal was not to explain problems or inequality but to give information about sub-development.

During the 70's, DE was always the extension of activities implemented in the "South".

During the 80's, new problems appeared: the debt crisis, the food crisis, the increase of migratory movement. NGOs carried on the work with depressing pictures to shock the general public and encourage them to donate. But DE was taken into account by French state.

In the 90's, NGOs began to develop collective groups to share DE experiences.

Since 2000, DE aims to inform about the whole world and to develop citizen mobilisation. Educasol, the French platform for DE was created in 2004. Since 2005, DE is a professional activity. Some NGOs and Local authorities have created jobs especially for it. NGOs are very involved in the development of GCE in primary education: they lead actions and activities in schools or develop pedagogical tools that teachers can use.

In 2014, after a study was conducted into DE organisations, the French platform for DE, Educasol, decided to choose a new term for DE: the term used since this date is citizenship and international solidarity education. This debate began because the term "development" in "development education" was extremely controversial: which development? Economic development? Social development? What is good or bad development?

### **1.4.2 Role of political leaders/ institutions/ social movements/political parties**

Several partners exist in France to work with teachers on GCE:

- EDUCASOL is the French platform for GCE: Educasol regroups a number of French NGOs, which work in this area (30 organisations). It is a way to share documentation, pedagogical tools and good practices;
- Ritimo is the French information network centre for GCE. It is composed of 90 resource and documentation centres in France;
- UNICEF France is the French committee for child rights;
- Alimen'Terre is a solidarity campaign based on issues linked to food sustainability around the world;

A number of other campaigns exist such as "la Semaine de la Solidarité Internationale", "Une seule Planète" etc.

In 1981, the associative world began to develop actions linked to citizenship education. There were meetings and seminars with teachers and civil society organisations. That was the beginning of the movement: teachers wanted to talk about developing countries, social and economic justice. Nevertheless, they did not have a framework. There was not political wish.

There is an official bulletin, published by the Ministry of National Education, which mentions citizenship education. However, we cannot consider that official bulletins are political support.

Between 2004 and 2006, there was political support: Educasol offered to the Ministry of National Education, the Ministry of Agriculture, the Ministry for Youth and the Ministry of Foreign Affair to meet and discuss about citizenship education. That was the first time that four ministries and a non-governmental organisation worked together on an educational project. Educasol wrote the

official bulletin (after the writing, there were discussions with the ministries). These five partners co-signed the official bulletin.

Before 2007, there was a “flash letter/flash news” sent by the Ministry of National Education to every teacher in September each year. It contained the orientations for the whole year. From 2004 to 2006, Educasol was mentioned in this letter, with Ritimo, Alimen’Terre and other organisations, which could help teachers to implement citizenship education projects.

In 2007, when Nicolas Sarkozy was President, the state began a general public policy review. Activities to promote citizenship and development education were stopped. In October 2009, there was an official bulletin about DE/AR. After that, there was a merger of official bulletins and pedagogical recommendations and a merger of Sustainable Development Education and issues linked to GCE. When a pedagogical recommendation about these topics was published, there was only a small part about GCE.

Educasol is the French leader for the promotion of GCE. It continues to promote it, but today it considers it is a failure. Educasol wanted to avoid the disappearance of GCE the merger with another topic, such as Sustainable development. Unfortunately this is what has happened now. The official bulletin, when it was devoted to GCE, permitted to give legitimacy to the implementation of GCE activities in school.

### **1.4.3 Role of local authorities**

In France, local authorities are not responsible for school-based activities. School based activities depend on the ministry on National Education. Local authorities can choose to encourage GCE activities by funding NGOs or schools, which decide to implement GCE.

The municipality is responsible for the schools’ building, non-teaching staff, day care and the canteen. National Education is responsible for teachers and the curriculum.

The municipality can organise projects with the academy, if they fit in the curriculum.

In 2014, there was a reform of primary schools schedules. Pupils do not have to go to school after 3.00pm, on average (it depends on the city). After 3.00pm, they can participate in extra-curricular activities. Those activities vary. This is a good opportunity for NGOs to develop GCE. Local authorities (municipalities) are responsible for the implementation of these activities. They can choose to promote a particular topic. In Lille, some extra-curricular activities are linked to GCE.

### **1.4.4 Link between national and supranational level**

There are no links between the Ministry of National Education and the European level (Concord or DARE forum for example). The French Ministry of National Education is never represented at European conferences or events about citizenship education, even though they are notified and invited by Educasol. When there was the vote for the European Declaration about Citizenship Education in 2012, the Ministry of National Education did not come even though French MEPs were there and voted for it.

Some French schools participate in Erasmus+ programmes: school-based exchanges between schools from different European countries.

The French Minister of Education participated in a meeting of European ministers of education in March in Paris 2015. European ministers wrote a commitment text which states that they



decided to promote education and citizenship. This document named “Accords de Paris” has no official value, but it proves that there is a real wish to promote citizenship education.

#### **1.4.5 Link between local and national entities**

The local entity which is responsible for education is the Academy (one Academy per French Region, on average). Academies receive instructions from the Ministry of National Education. This ministry defines priorities and informs the academies. The Rector of the Academy is responsible for the implementation of those priorities in his Academy.

### **Section 2 - Political discourse analyses**

#### *Obstacles*

There are obstacles, which limit the development of GCE: for teachers, it is principally financial resources. It could be the role of municipalities to financially help teachers to implement GCE. In some municipalities there is a budget line dedicated to this kind of activities, but some municipalities have let down schools for extra-curricular activities.

Parents could be another obstacle in certain cases. Sometimes, some parents’ behaviour does not correspond to the values that are promoted at school. When the school is in a mixed social environment, parents could be more opened to these issues. It could be easier for teachers to talk about GCE and to be supported by parents.

#### *MCE development*

Currently, MCE is developing significantly: there is a real politic wish to develop this thematic. Until this year, MCE was a part (in terms of schedule) of history and geography teaching. Since September 2015, MCE will be an independent part of the French curriculum. This year (2015-2016), there is a huge job for teachers and headmasters on sharing and capitalising on the MCE curriculum and to implement activities.

#### *Nowadays, is there a political support to GCE activities?*

The State is opportunist about GCE. After the terrorists’ attacks in 2015, Educasol was invited by the Ministry of National Education, Ministry of Youth, Ministry of Foreign Affairs, French Agency for Development. Finally, nothing concrete has happened yet.

However, ten French projects have been selected for the European Year of Development. One of them is implemented by a consortium composed of Educasol and the French organisation for youth and volunteers (France Volontaire). The project topic was citizen participation and commitment. The choice to support this topic was very original and unexpected. It could be considered as a support from the State to citizenship education programmes.

In 2015, the French Agency for Development (Agence Française de Développement) was engaged for the whole year with “Coordination Sud” (French platform for NGOs), to increase the public funds devoted to public interest and citizenship education programmes. It means that French Agency for Development considers that GCE is interesting and they know that these programmes are difficult to finance. Support for the French Agency for Development to GCE is more important since the publication of the French cartography of GCE actors, in 2013.



According to Educasol, this support is not enough. It is not a support of the Ministry of National Education.

### **Section 3 - Conceptual analysis**

#### **3.1 Main term(s) definition**

In France, the term “Education à la Citoyenneté et à la Solidarité Internationale” (ECI) is the most widely used term. It means citizenship and international solidarity education. It is the term used by Educasol and most actors of this area, since 2014.

The Ministry of National Education uses another term: “Education au Développement et à la Solidarité Internationale”, development and international solidarity education. For the Ministry, this education is part of Sustainable Development Education (Education au Développement Durable).

The closest pedagogical subject to GCE is MCE. This discipline is effective since September 2015 in French schools.

The main terms related to citizenship and international solidarity education are:

Freedom; respect; sustainable development; equality; solidarity; environmental; economic; social and cultural interdependences on a global scale.

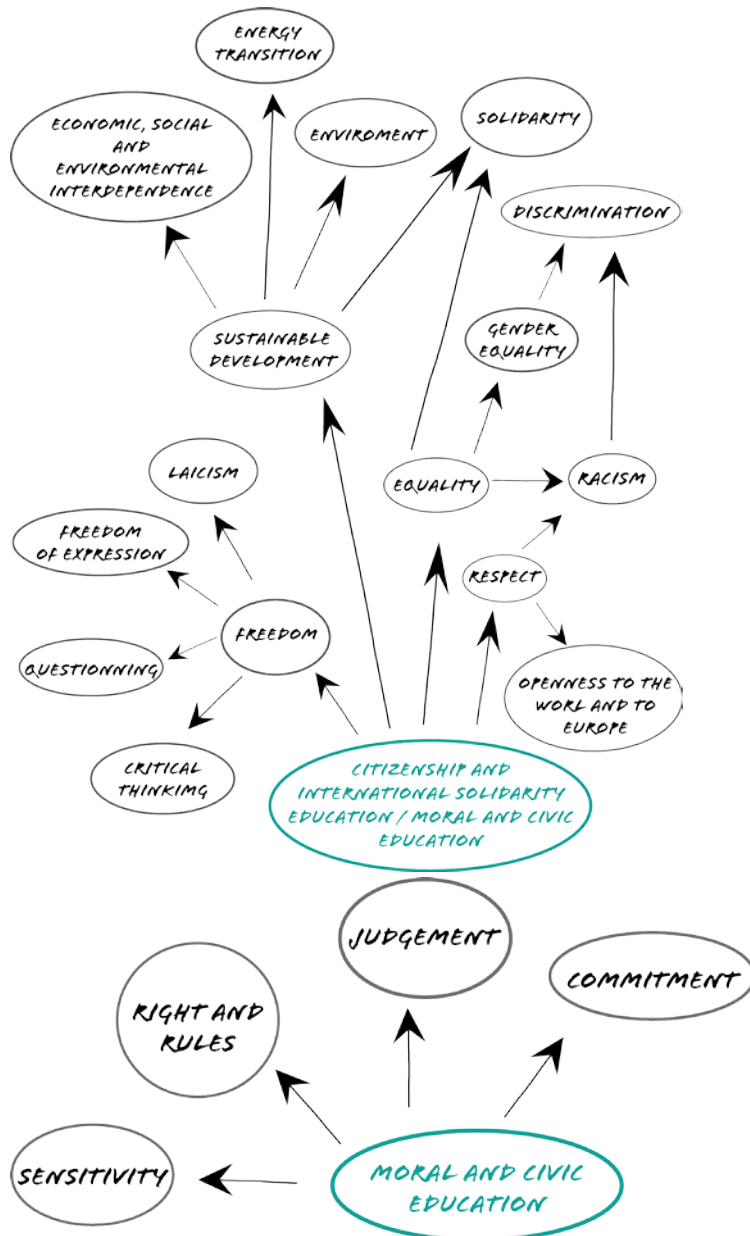
The main terms related to moral and civic education are:

Civic education, ethics, citizenship, respect, intercultural issues and diversity, racism, cooperation, gender equality, equality, fraternity, solidarity, sustainable development, democracy, secularism principle/laicism, tolerance, freedom.

Moral and Civic Education aims to couple in one subject the training of future citizens and the training of their critical reasoning. Thus, pupils have a moral conscience, which brings them to understand, to respect and to share humanist values: solidarity, respect and responsibility.

Citizenship and international solidarity education is a social and politic approach. It aims to develop individual and collective contributions to build a fair, supportive and sustainable world. CISE is a lifelong pedagogical process.

### 3.2 Network of terms



We listed every key term quoted in the policy documents analysed. Some terms are mentioned several times: we wrote those terms at first, in the centre of the network. Other terms less mentioned have been written around. There are links between different terms that are stated by connections (main term as sustainable development and annex terms as environment or solidarity). Moreover, there is a link between solidarity and equality: that is why we added a connection between those terms.

For the second network, we decided to present the methodology used in Moral and Civic Education.

### 3.3 Methodologies

The Moral and Civic Education curriculum is organised with four approaches: sensitivity (self and others), rights and rules (principles to live together), judgement (think by one's self and with others), commitment (act individually and collectively).

The MCE curriculum promotes pedagogical activities and practices: debates, morals dilemmas, pupils' councils, role play games. These methods are based on real-life scenarios or simulations, which aim to discuss issues or dilemmas. The goal is to offer the possibility for pupils to build their own moral judgement.

For example, debating is a democratic practice. It aims to develop moral judgement and citizenship for pupils. This is the heart of citizenship education.

Another method is moral dilemmas. It proposes two solutions to pupils. None of those two solutions is right or fair. The goal is to develop pupils' moral autonomy and increase their capacity to judge by themselves. This practice is based on empathic discussion and mutual listening.

Philosophic discussions aim to think about concepts, without taking decisions or actions.

Pupils' councils are consultative organisms. They are place to discuss, to exchange with every member of the schools. Participants are permitted to express themselves freely, to suggest new rules, to settle conflicts or to take decision about school-life.

The last pedagogical method proposed is the technique of clear messages. It aims to discuss and to settled conflicts with responsibility, mutual respect and autonomy building.

MCE is linked to others academic disciplines; it is not a topic like grammar or geography. MCE supports teachers to link civic topics with others lessons.

Citizenship and international solidarity education in France is based on active pedagogy: role-playing, experiment, discussions, debates to develop sensitivity and concern. It has to be interdisciplinary.

The main question/dilemma is that there are two main terms to describe GCE in France: the term used by NGOs to describe GCE, in France, is "citizenship and international solidarity education". National Education does not recognise this term. The nearest academic discipline is Moral and Civic Education. As we have seen in the previous part, MCE and CISE have a lot of common topics and main terms. The difference between those two terms is the "international dimension."

#### **Section 4 - Concluding remarks**

GCE is not mandatory; teachers receive recommendations that they are free to take into account on not. Thus, at the French level, there is no text, which obliges teachers to implement actions in this area. There is an informative document.

There is a mandatory programme of moral and civic education for primary schools: some areas in this curriculum are linked to GCE but the French term used to talk about GCE (development education and international solidarity) is not quoted in the programme. However, this appears like the best option to talk about RE/AR activities.

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#### 4.1.6 Ireland Country Policy Analysis

**Author:** Sive O' Connor

##### **Acronyms:**

CHRCE: Centre for Human Rights and Citizenship Education

CNS: Community National Schools

COE: Council of Europe

CPD: Continuous Professional Development

DE: Development Education

DES: Department of Education and Skills

DICE: Development and Intercultural Education

ERB: Education about Religions and Beliefs and Ethics

ESD: Education for Sustainable Development

ETB: Education and Training Board

EU: European Union

GCE: Global Citizenship Education

GENE: Global Education Network Europe

HRE: Human Rights Education

ICE: Intercultural Education

IDEA: Irish Development Education Association

INTO: Irish National Teachers Organisation

IPPN: Irish Primary Principal's Network

ITE: Initial Teacher Education

NCCA: National Council for Curriculum and Assessment

NGO: Non-governmental Organisation

NYCI: National Youth Council of Ireland

PDST: Professional Development Services for Teachers

PE: Physical Education

SESE: Social Environmental and Scientific Education

SPHE: Social Personal and Health Education

TCIC: Training Centre for International Cooperation

#### **Section 1 - Policy Framework Analysis**

##### **1.1 Key policy documents**

The aim of section one is to analyse existing educational policies, strategies and school curricula in the Irish primary education system. These documents have been divided into two main parts: Normative documents and recommendatory documents. In doing so, this section will examine the content of policy documents and how this affects the action of the formal primary school sector in the introduction of Global Citizenship Education in teaching and learning in the primary classroom.

##### **Normative documents**

These documents indicate norms to be implemented in the primary education system.

### *The Education Act 1998*

The Education Act 1998 provides a rationale for the education system and focuses on a few main principles. The key principles of the Education Act 1998 are:

- The obligation to provide for the education of every person in the state;
- Inclusivity and equality of access, with emphasis on ensuring provision for persons with disabilities or other special educational needs;
- The rights of parents to send their children to a school of their choice;
- Ensuring the education system is accountable to students, their parents and the State for education provided;
- Respect for diversity including respect for diverse values, beliefs, languages and traditions in Irish society;
- Requires the education system to be conducted in a spirit of partnership between schools, patrons, students, parents, teachers and the community. ( Government of Ireland, 1998).

Importantly, in relation to GCE, the emphasis on the role of the school *“to ensure that the education needs of all students are identified and provided for and to promote the moral, spiritual, social and personal development of students”* provide space for GCE integration.

### *Education Welfare Act 2000*

This Act aims to provide a comprehensive, national system which will ensure that all children of school-going age attend school and if they fail to do so, will receive a certain minimum education otherwise.

Furthermore, it aims to provide for the entitlement of every child in the State to a certain minimum education, and for that purpose, to provide for the registration of children receiving education in places other than recognised schools, the compulsory attendance of certain children at recognised schools, the establishment of a body to be known as the National Educational Welfare Board. (NEWB), (Government of Ireland, 2000). This NEWB ensures that each child attends a recognised school or receives a certain minimum education and assist in the formulation and implementation of policies and objectives of the Government concerning education. (Government of Ireland, 2000)

### *The United Nations Convention on the Rights of the Child (UNCRC)*

In November 1989, the United National General Assembly adopted the Convention on the Rights of the Child. The CRC is the most widely accepted human rights treaty in history. The UNCRC sees the rights of the child as necessary for the full and harmonious development of the child’s personality and inheres to the dignity of the child. (Children’s Rights Alliance, 2010). In addition, it has outlined four general principles pertaining to the rights of a child:

- That all the rights guaranteed by the Convention must be available to all children without discrimination of any kind (Article 2);
- That the best interests of the child must be a primary consideration in all actions concerning children (Article 3);
- That every child has the right to life, survival and development (Article 6);
- That the child’s view must be considered and taken into account in all matter affecting him or her (Article 12).

Ireland committed to promote children's rights when it signed up to the United Nations Convention on the Right of the Child in 1992. The Children's Rights Alliances uses the Convention as a framework to change Ireland's laws, policies and services so that all children are protected, nurtured and empowered. As a result of ratification of the UN Convention on the Rights of the Child in 1992, Ireland has made some significant progress in realising the rights and needs of children. This is evident by, the publication of the national Children's Strategy (2000), the establishment of the National Children's Advisory Council (2001), the appointment of Ireland's first Ombudsman for Children (2004), and the development and strengthening of child participation and consultation mechanisms, including Dáil na nÓg (youth parliament) and the Comhairle na nÓg (local youth council). (Children's Rights Alliance, 2010).

### *The National Primary Curriculum*

All public schools follow a compulsory centralised national curriculum and the National Council prepares these documents for Curriculum and Assessment, (NCCA). The latest revised curriculum, launched in 1999, was the first complete revision of the curriculum since 1971. While the curriculum was being revised a National Convention on Education took place, which was followed by the White Paper on Education, Charting our Education Future (1995) and the passing of the Education Act (1998). These events led to a consensus on the importance of a number of issues in primary education. These included, developing a sense of Irish identity, the European and global dimensions of modern living, pluralism, a respect for diversity and the importance of tolerance and inclusion and the role of the curriculum in establishing patterns of lifelong learning. The revised curriculum is designed to nurture the child in all dimensions of his or her life: spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical (NCCA, 1999).

The new curriculum is set out in 23 documents consisting of 11 curriculum statements and 11 teacher guidelines plus a Primary Curriculum introduction. More specifically, the aims of this new curriculum are to ensure all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential and prepare them to meet the challenges of a modern world. Furthermore, the focus is placed strongly on the child as learner and encourages a variety of teaching methodologies. The revised curriculum also aims to foster many key skills in the student including, communication, problem solving, critical thinking, inquiry, investigation and analysis and social and personal awareness. (NCCA, 1999).

The curriculum is divided into the following key areas: Language, Mathematics, Social, Environment and Scientific Education, Arts Education (Visual, Music and Drama), Physical Education and Social, Personal and Health Education. It is important to highlight that the current curriculum provides many opportunities to explore and integrate themes relating to Global citizenship Education into teaching and learning in the primary classroom.

To further explore that, some of the main themes of exploration in the curriculum for Social Personal and Health Education (SPHE) in relation to GCE are citizenship, equality, cultural appreciation and social justice. The subject seeks to help students maintain supportive relationships and become active and responsible citizens. The curriculum aims to develop in children a sense of belonging to a local and wider communities and a sense of responsibility. (Ruane,B., Horgan, K., Cremin P., 1999). It aims to explore environments from a local, national,



European and global perspective to highlight the interdependent nature of the world. (NCCA, 1999).

In addition, the three subjects History, Geography and Science were combined together in the revision to form Social, Environmental and Scientific Education (SESE). This was a new element to the curriculum and provides some major opportunities in the curriculum for GCE. Firstly, it emphasises the exploration and understanding of the natural, human, social and cultural dimension of all environments (NCCA,1999). Secondly, it focuses on the development of open, critical and responsible attitudes in students (NCCA,1999). Each of the areas under SESE has an important role to play in allowing the students to understand the natural, human, social and cultural environments in which they live (NCCA, 1999).

To illustrate, in the curriculum for History, some of the predominant themes in relation to GCE are intercultural education and global identity (Ruane.B, et al.,1999 ) (e.g Life in the 18<sup>th</sup> and 19<sup>th</sup> century: pre-colonial lifestyles, biography and story-telling).

Likewise, in the curriculum for Geography, some of the predominant themes in relation to GCE are global perspectives, interdependence and diversity (Ruane.B, et al.,1999) (e.g People and other lands strand, trade and development strand).

Similarly, in the curriculum for Science, some of the predominant themes in relation to GCE are sustainable development, interdependence and environmental care (Ruane.B, et al.,1999).(e.g Caring for the environment strand, science and the environment strand).

There are also various opportunities to recognise GCE topics through the subject areas of The Arts, PE, Maths, English, Irish and Modern Languages. GCE topics can be integrated in a cross curricular manner and can find spaces in any of the subject areas. In fact, the Primary Curriculum allows for a school's overall programme to implement GCE throughout the curriculum and the school (Ruane.B, et al.,1999).

In addition, the NCCA (National Council for Curriculum Assessment) are currently in consultation on the proposal for a curriculum in Education about Religions and Beliefs (ERB) and Ethics. The consultation on the proposals for this new curriculum is on-going and will continue into spring 2016. They are engaging with a range of audiences including: teachers, schools, parents, children, educational partners, patrons, children's advocacy groups and other members of the general public. The main objective of this new subject area seeks to involve children in learning about and understanding the lives, values and traditions of friends, classmates and members of the wider community. Education about Religions and Beliefs will aim to expand children's knowledge and understanding about the cultural heritage of the major forms of religion, belief traditions and worldviews embraced by mankind. Ethics Education will include the formation and promotion of a personal commitment to the dignity and freedom of all human beings and the importance of human rights and place of justice within society (NCCA, 2015).

### *Faith documents*

Religion as a subject has traditionally been accorded the highest priority in terms of time allocation in Irish primary education. Religious education is the responsibility of the different school patron bodies and while the State provides for free primary education, schools are established by patron bodies who define the ethos of the school. The vast majority (96%) of primary schools in Ireland are owned and run under the patronage of religious denominations



and approximately 90% of these schools are owned and under the patronage of the Catholic Church. In recent years, documents published by the Department of Education, including the Forum on Patronage and Pluralism and The Survey on Diversity of Patronage, have stressed the need to adapt the delivery of religion to ensure that there is respect for all the different traditions and religions from which pupils come (DES, 2015).

The following are examples of documents relating to faith education in various forms of primary schools.

Religious Education in Catholic School is currently being reviewed with a revised curriculum being proposed in the document The Catholic Preschool and Primary Religious Education Curriculum for Ireland 2015, created by The Irish Episcopal Conference. This curriculum includes an emphasis on developing inter-religious literacy and allowing students to identify their own religious identity while also identifying the religious or cultural identity of others. It has identified various principles of good inter religious learning including that all children in all Catholic schools have the right to learn about diverse faith. (IPPN, 2015)

In 2001 The Follow me programme was launched. It is prepared by The Church of Ireland, Methodist Church and Presbyterian Church. The programme facilitates the integration of religious education with the rest of the school's curriculum.

The aims of the Follow Me programme are to enable children:

- to develop a knowledge and understanding of beliefs, worship and witness of the Christian faith, and in particular of the Church of Ireland and other principal reformed traditions;
- to explore the biblical witness to God as Father, Son and Holy Spirit;
- to develop their own religious beliefs, values and practices through a process of personal search and discovery;
- to develop an awareness of and a sensitivity towards those of other faiths and none (The Board of Education, 2016).

Multi-denominational schools in Ireland are represented predominantly by The Educate Together schools. These schools follow an Ethical Education Curriculum called "The Learn Together" curriculum. The programme is divided into four strands "Moral and Spiritual Development", "Justice and Equality", "Belief Systems" and "Ethics and the Environment". The educational aim of this work is to model positive information about world faiths in a respectful atmosphere which highlights rights and responsibilities (Educate Together, 2005).

Community National Schools are a new model of primary education in Ireland. These schools follow a programme called "Goodness me, Goodness you". This is a multi-faith programme which offers various methodologies and lessons to cater for students of faith and non-faith in the school body (CNS, 2015).

### **Recommendatory documents**

These documents give indications or guidelines towards the introduction of GCE themes in the primary school.

#### *Department of Education and Skills (DES) Intercultural Education Strategy 2010-2015*

The Department of Education in Ireland have produced several documents in relation to Intercultural Education in Irish schools. The most prominent of these in recent times is the

Intercultural Education Strategy, 2010-2015. The Intercultural Strategy is based on the principles of equality, non-discrimination, understanding and respect for diversity. This strategy defines intercultural education as:

*“It is education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches us all” (DES, 2010).*

In particular, this strategy works with the curriculum in the context of a growing cultural and ethnic diversity in a way that will maximise and enrich learning for all children. It also aims to facilitate schools and teachers in creating an inclusive culture and environment in their schools (DES, 2010).

Accompanying this strategy is a set of guidelines for teachers named Intercultural Education: *Every teacher has a role*. This document aims to assist schools in the practicalities of implementing intercultural education such as school planning, curriculum audits, approaches and methodologies and language and assessment.

#### *The DES National Strategy on Education for Sustainable Development in Ireland 2014-2020*

This strategy provides vast opportunity to promote and integrate many elements of GCE into the education system. The development of the strategy was informed by a public consultation process that was facilitated by the DES, and by key messages from relevant policy documents and research literature, both national and international. Important policy documents included the United Nations Economic Commission for Europe (UNECE) Strategy for Education for Sustainable Development (UNECE, 2005, 2009), the EU Council conclusions on Education for Sustainable Development 2010, and UNESCO’s Education for Sustainable Development – The Global Action Programme after 2014. This strategy has also been informed by previous work that was undertaken in this area by the DES, supported by ECO-UNESCO, in 2007 (DES, 2014).

Importantly, a key objective of this strategy at primary level is to provide learners with the knowledge, dispositions, skills and values that will motivate and empower them to become active citizens and take measures to live more sustainably (DES, 2014). The strategy defines sustainable development as *“development which meets the needs of the present without compromising the ability of future generations to meet their own needs.”*

The focus on education for sustainable development is explained in the document as

*“Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organisations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people’s mindsets and in so doing enable them to make our world safer, healthier and more prosperous, thereby improving the quality of life.”*

Consequently, a whole institution approach is one of the characteristics of effective ESD. It involves the adoption of sustainable development principles by an educational institution as a whole, including students, parents, teachers, managers and other staff as well as outreach to

local communities. The implementation and development of this strategy is currently being monitored.

#### *DES: The Forum on Patronage and Pluralism*

The Forum on Patronage and Pluralism published in 2014 recommends various steps be taken to ensure a greater diversity of patronage become available in the primary school system. The document explores the need for the education system to cater for a significantly more diverse population nowadays than the population that they traditionally served. The forum recognises the significant efforts made by many schools to welcome this more diverse population. In fact, it states that the system is adapting to this change with an increase in the number of schools under non-religious patrons and the increase in multi-denominational schools established. The paper is primarily concerned with the inclusion of pupils from different religions, beliefs and traditions and stresses the need to encourage diversity and tolerance of other faiths and beliefs in the education system (DES, 2014).

#### *Irish Aid: Development Education strategy*

Promoting development education within the primary school curriculum is a particular focus of the work of Irish Aid, a division of the Department of Foreign Affairs and Trade. The White Paper on Irish Aid in 2006 sets out the Government's intention that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just world (Irish Aid, 2006). In particular, Irish Aid has a main objective to raise awareness and understanding of development issues through support for high-quality development education projects and direct delivery of workshops (Irish Aid, 2007). Irish Aid have increased focus on initial and continuous professional development of primary teachers, including its support for colleges of education through the Development and Intercultural Education (DICE) project and through funding to development education organisations working with primary schools.

#### *The Irish Development Education Association: Good Guidelines for Development Education in Schools*

The Irish Development Education Association (IDEA) have published Good Guidelines for Development Education in Schools. This association is a national platform for organisations and individuals engaged in the provision, promotion and advancement of development education in Ireland. Indeed, the document sets out the context for development education in Irish schools and described how development education can be integrated into both current and proposed curriculum in the formal education. IDEA outlines development education as

*"supporting people in understanding, and in acting to transform social, cultural, political and economic structures which affect their lives and others at a personal, community, national and international levels." (IDEA, 2013).*

The document outlines the opportunities to integrate development education across the primary curriculum to enable the learner to come to an understanding of the world through the

acquisition of knowledge, concepts, skills and attitudes and the ability to think critically (IDEA, 2013).

### **1.2 Circumstances of introduction**

Ireland's evolving status within Europe and internationally continues to create new demands on education. Accordingly, a broadly based curriculum that takes into account an inclusive understanding of knowledge as well as recognising children's capacity to learn will best prepare students for life. As a consequence, curriculum changes and implementation can never be viewed as static. Change is an integral part of the process creating the need to keep developments under review (INTO, 1996).

#### *Immigration and diversity*

One of the most prominent issues to address in Irish schools is the context of a growing cultural and ethnic diversity in Irish society. Hence, the debate about cultural diversity is still a relatively new topic in Ireland. Immigration has posed a number of challenges for Irish schools and the impact of increased ethnic, cultural and linguistic diversity on conceptions of citizenship and national identity has brought about renewal and evaluation of the curriculum to respond to this (ESRI, 2009).

In the 1990's Ireland's economic performance improved, and the numbers and composition of the immigrant population began to change dramatically from around 2000. As a result, this diversity is becoming increasingly evident in the make-up of an Irish primary classroom with a recent survey indicating that children of immigrants account for 10% of the primary school population. This diversity, however, is not equally distributed throughout the country with some schools in particular regions/areas having a much higher proportion of immigrant children than in others. The distribution of diversity faces its own challenges with vast differences between the population break down from the highest proportion of 20% in cities to 8% in rural regional locations (OECD, 2009).

Analysing immigrant incorporation and educational responses is still in a relatively new stage in the Irish Education system and the role of schools and curricula in developing citizenship and global identity is still being explored.

With respect to this, the issue of diversity in education has been addressed in many consultations covering three principal areas: The development of the Intercultural Education Strategy, The EU Green Paper: Migration and Mobility: challenges and opportunities for EU education systems and The OECD Thematic Review of Migrant Education (EU, 2008). Evaluation of these documents and policies aims to ensure all children, irrespective of background, have access to high quality education system that is inclusive and respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership between schools, patrons, students. Parents, teachers and other school staff and the community served by the school (Education Act, 1998).

#### *Environment*

The increasing emphasis on environmental awareness nationally and internationally is reflected in its increasing coverage in the education system. In particular, the work of An Taisce is notable

in preserving and protecting Ireland's national heritage. Its Environmental Education Unit is responsible for developing and operating some of Ireland's most popular and successful environmental and sustainability programmes. Initiatives such as The Green School programme have become increasingly commonplace in the school environment and take priority as a whole school objective in many schools (An Taisce, 2015).

### *Patronage*

Currently in Ireland the majority of primary schools are owned by religious communities. Primary schools in Ireland are for the most part privately owned but state funded. Subsequently, the major religious denominations and the Department of Education play complementary roles in the provision and organising of primary schooling. Most primary schools are denominational in their intake and management and their location and organisation is typically parish based. However, there is a growing need to encourage diversity and tolerance of other faiths and beliefs in the education system. Ireland still holds a Catholic dominated education system which raises important questions about equality, inclusion and diversity across the education system (DES, 2014).

To this end, The Forum on Patronage and Pluralism was updated in 2014 and the following recommendations were included: Future patronage arrangements, diversity of patronage, Irish language provision and promoting inclusion of diversity in existing schools. The document indicated that Irish society is moving towards a more pluralist primary school system, respecting the rights of all citizens. It also notes a more informed public awareness of the issue than in recent years (DES, 2014).

## **Historical circumstances effecting introduction of GCE into primary education**

### *History of Education*

The Irish Education Act was passed in 1892 which intended to make education free and mandatory for students between the age of six and fourteen. In the middle of the nineteenth century, the influence of churches particularly Roman Catholic Church on the education system greatly increased. Moreover, this influence continued and led to an increase in denominational education throughout late nineteenth and early twentieth century (O Buachalla, 1988). A unique feature of the Irish education system, particularly in urban areas was the number of religious orders involved in running and staffing schools.

Once Ireland gained its independence, the Minister for Education at the time introduced a new education policy. This policy was brought in on the basis of state-aid as opposed to state control. Furthermore, Article 42 in the 1937 Constitution included the following provisions in relation to education:

- The parents hold the responsibility "to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children" (Article 42.1);
- In the Constitution, the government distanced themselves from interfering with decision made by parents, stating "the state will show due regards for the rights of parents, especially in the matter of religious and moral formation." (Article 42.3.1).

The 1960's was an era of unprecedented economic and social change and cultural nationalism ceased to be the dominant ideology. Arising from those changes, and the influence of reports

such as Investment in Education (1965) and the OECD Report, Curriculum Improvement and Education Development (1966) and the introduction of free post primary education brought on the need for reappraisal of the primary curriculum (INTO, 1996).

What is more, in 1971, a new curriculum, *Curaclam na Bunscoile*, was officially introduced in Irish Primary Schools. It was intended to be child centred in all aspects and to cater for the full and harmonious development of the child by recognising individual differences and catering for them (INTO, 1996).

Following this, the passing of the Education Act of 1998 has given more power to teachers to decide school's curriculum. The law sets out some key principles of the education system, some of which include promoting the moral, spiritual, social and personal development of students. It highlights the obligation of the department of education to provide for the education of every person in the state. Moreover, it promotes inclusivity and equality of access and respect for diversity including respect for diverse values, beliefs, languages and traditions in Irish society (Government of Ireland, 1998).

Similarly, a new curriculum was introduced in primary school in Sept 1999, designed to nurture the child in all dimensions of his or her life: spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical (NCCA, 1999).

As an overview, education in Ireland is compulsory from 6 to 16 or until students have completed three years of post-primary education. Primary schools accept children on or after their fourth birthday. The typical primary school enrolls pupils by age into eight year classes, ranging from junior infants to sixth class. The vast majority of schools are state funded. The curriculum followed is a child centred one and it allows for flexibility in timetabling and teaching methods (DES, 2004).

There are currently over 455,000 children in first level education in Ireland (CSO, 2013). The general aims of primary education are:

- To enable the child to live a full life as a child and to realise his or her potential as a unique individual;
- To enable the child to develop as a social being through living and co-operating with other and so contribute to the good of society;
- To prepare the child for the continuum of learning.

On the whole, the primary curriculum provides an extensive learning experience and encourages a variety of approaches to teaching and learning to cater for the different needs of individual children (DES, 2004).

### **1.3 Levels and forms of implementation**

#### ***Key moments of change in implementing GCE into formal primary school***

##### ***Aistear***

Aistear is the curriculum framework for children from birth to six years in Ireland. It was launched in 2009 and it provides information for adults to help them plan for and provide enjoyable and challenging learning experiences for children. Significantly, Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured.



Notably, in relation to GCE this document specifies two particular themes in relation to GCE. They are equality and citizenship.

*Equality and Diversity:* Promoting equality is about creating a fairer society in which everyone can participate equally with the opportunity to fulfil his/her potential. Diversity is about welcoming and valuing individual and group differences, and understanding and celebrating difference as part of life.

*Citizenship:* Children are citizens with rights and responsibilities. They have opinions that are worth listening to, and have the right to be involved in making decisions about matters, which affect them. In this way, they have a right to experience democracy. From this experience they learn that, as well as having rights, they also have a responsibility to respect and help others, and to care for their environment (NCCA, 2009).

#### *The 1999 revised curriculum*

Since the last major revision of the curriculum in 1971, there has been a combination of educational, economic, social and cultural developments in Irish society. As a result, the 1999 revised curriculum incorporates new content and new approaches and methodologies. In particular, it responds to changing needs in society particularly in the areas of science and technology, social, personal and health education and citizenship (NCCA, 1999).

#### *ITE: Initial Teacher Education*

St Patricks College is the largest primary teacher training college in Ireland with a current student enrolment of approx. 2500 undergraduate and postgraduate students. Based in the college is the Centre for Human Rights and Citizenship, which aims to develop a democratic, participative, and inclusive approach to education, based on the principles of freedom, equality, global justice and peace. Furthermore, the centre works with and supports schools, as model communities, in building a culture of respect for human rights, for diversity and for the environment (St.Patricks College, 2016).

The Centre oversees a range of citizenship education courses in the College, which include undergraduate, and postgraduate courses. In addition, the Centre works with other colleagues from the Education Department, to integrate citizenship education themes across other subjects. In the first year of study, trainee teacher participate in the *Teacher as Person module*. The purpose of this course is to encourage students to reflect on, to develop and to consider, the concept of identity. Key themes addressed in the course include: identity as a learner, identity as a teacher, the relationships between identity and wider society and culture.

Additionally, in their third year of study all students must participate in the “Global Teacher” course, which explores the theory and practice of intercultural, development, human rights and citizenship education. “Global Teacher” extends understanding of key global citizenship concepts and supports their inclusion in classroom teaching content and pedagogy. All sessions use active methodologies appropriate for exploring global and justice issues in Primary schools.

#### *DICE:*

The DICE Project promotes the integration of development education and intercultural education across all relevant areas of the Primary School Curriculum. The aim of the project is to support students graduating from teacher education programmes to have good knowledge and understanding of development education and intercultural education and to be motivated and equipped with the pedagogic skills to teach DE and ICE effectively. The project, which is funded

by Irish Aid, also works in conjunction with their Development Education Unit to deliver compulsory modules to all undergraduate students in the 4 primary teacher-training colleges in Ireland.

There is no dedicated subject space for GCE within the primary school curriculum and it is not formally embedded as a subject in the national curriculum at primary level in Ireland. However, various sections of the curriculum facilitate exploration and integration of many themes relating to Global citizenship Education.

## **1.4 Main actors**

### **1.4.1 The role of NGOs**

From the early 1970s missionaries returning to Ireland set up NGOs like Concern and Trócaire. From the outset, a major part of their work was taken up here with establishing Development Education in schools. Gradually, the State took a greater interest in the integration of development education in the curriculum and it currently has a policy of partnership with NGOs who assist in this task (Kirwan, 2012).

Many initiatives to introduce GCE lessons and activities in primary school are developed and implemented by NGOs including resources, lessons, activities and support material is available incorporating themes such as: development education, sustainability and climate change, intercultural education and human rights. Moreover, many organisations also have programmes where they work with teachers and students and offer support to teachers who want to promote Development Education in their schools.

In fact, NGOs have specific appointed Education Officers to promote and encourage the introduction and integration of GCE in the primary school system.

Many NGOs work with funding from Irish Aid and as a result, the majority of NGOs working in education for development in Ireland have a strong relationship with Irish Aid. Irish Aid provides funding to support Development Education across formal (primary and post-primary schools) and non-formal (adult, youth and community) sectors. This funding is administered through an Annual Development Education Grant call and through Strategic Partnerships with organisations engaged in promoting understanding of and engagement with global development and justice issues. In 2015, 28 organisations were approved for funding under the annual grant call. The total allocation amounted to €935,000 (Irish Aid, 2015).

Some of the main NGOs involved in promoting GCE in Irish primary schools are:

Trócaire: Trócaire was set up in 1973 as a charity to express the concern of the Irish Catholic Church for the suffering of people living in the world's poorest regions. Trócaire's Development Education team provides support for educators in the formal and informal education sectors, school workshops, and a range of resources to explore and critically examine global justice and human rights issues.

Concern: Concern was founded in 1968, as a response to the famine in the Nigerian province of Biafra. Concern has been dedicated to reducing suffering and fighting hunger and poverty. Concern Worldwide has a range of classroom resources and activities to get students thinking and learning about global issues.



Goal: This NGO was established in 1977 as a response to the work on the streets of Calcutta. Its Development Education Unit offers resources, workshops, talks and fundraising activities to any schools willing to get involved around Ireland.

Amnesty Ireland: runs a programme called Rights Sparks, which provides free continuous professional development (CPD) opportunities in human rights education and development education. The aim of the Rights Sparks is to allow primary teachers with practical classroom experience to share their invaluable skills with other teachers. CPD workshops introduce teachers to a range of HRE and DE methodologies and resources, which can be integrated across the curriculum and encourage the development of skills like literacy and working with others.

Dóchas: Dóchas is the Irish Association of Non-Governmental Development Organisations. It is an umbrella group of 58 international developments, humanitarian and global justice organisations that share a commitment to tackling poverty and inequality in the world.

An Taisce: Green schools. Green-Schools is an international environmental education programme, environmental management system and award scheme that promotes whole school action towards a sustainable environment through the implementation of the Seven Step methodology.

In particular, the programme has worked to promote and encourage a whole school approach to environmental awareness and care across many schools in Ireland.

Over 3,800 primary, secondary and special schools in Ireland (more than 93% of all Irish schools) are currently participating in the programme and 3139 schools have been awarded the Green Flag (An Taisce, 2015).

The programme is co-ordinated by the Environmental Education Unit of An Taisce in partnership with Local Authorities throughout the country. Notably, one of the main factors in the success of the Irish Green Schools programme is the partnership between the Environmental Unit and the financial and time contribution of Local Authorities. Most of the Local Authorities (City and County Councils) have an Environmental Awareness Officer. These officers provide valuable on the ground support to schools undertaking the programme (Green-Schools Ireland, 2016).

IDEA: Irish Development Education Association. IDEA was established in 2004 as a member based organisation to support and increase capacity development of organisations working in Development Education. It has played a key role in coordinating stakeholders working in this field. IDEA organises events and training and works to raise the profile of Development Education in formal and non-formal education as well as in the policy sphere. They promote learning and good practice in development education in a wide variety of context including through the school communities in Ireland. They achieve this by acting as a representative voice of Ireland's development education sector and by encouraging shared learning and improving standards of practice within the development education sector. Their mission statement is

*"Our vision is of an equal just and sustainable world where empathy, solidarity and active citizenship are fostered and people are empowered to analyse and challenge the root causes of injustice, poverty and inequality" (IDEA, 2015)*

### 1.4.2 The role of the State

#### Irish Aid: Dept of Foreign Affairs

Irish Aid is the Irish Government's programme for overseas development and is managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade. In Ireland, the beginnings of development education came primarily from missionaries, returned development workers and activists or campaigners. Consequently, the Irish state began to increase its involvement and investment in the sector from the mid-1970s onwards (Irish Aid, 2011).

During the 1990s, state agencies became more heavily involved in development education both as funders and deliverers of development education as well as in the direct provision of development education in the form of workshop facilitation, training and curriculum resource development mainly through the work of the Irish Aid Development Education Unit (Irish Aid 2011). In 2006, the objectives of Irish Aid in relation to Development Education were clearly laid out in the White Paper on Irish Aid. Furthermore, the paper recognised the "crucial role" of development education in enlarging public understanding of development issues and underlying causes of global development challenges' and emphasised the importance of working in partnership with civil society (Irish Aid, 2006).

Another major development at governmental level in this decade was Irish Aid's involvement in setting up and developing the Global Education Network Europe (GENE). According to their mission statement, GENE is the *"European network of ministries, agencies and other national bodies responsible for support, funding and policy-making in the field of Global Education"*. Importantly, Irish Aid has been actively involved in this intergovernmental structure at European level.

In 2007, a principal Development Education Strategy was launched Promoting Public Engagement for Development, 2007–2011. The plan makes an explicit commitment to promote development education through the provision of *"high-quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners."* (Irish Aid, 2006).

Similarly, the Irish Aid Development Education Unit offer workshops for both primary and secondary students across Ireland. These workshops deal with issues such as global poverty and hunger, food security, the aid process, and the human environment. Also, Irish Aid runs the Our World Awards which aims to increase awareness among students of the UN goals and Ireland's role in helping to achieve these goals. To date, over 1000 primary schools have taken part in this competition.

#### DICE: (Development and Intercultural Education)

In teacher training, modules and courses on GCE are offered, and in some cases are compulsory, for trainee teachers as part of their studies. The DICE project: Development and Intercultural Education within initial Teacher Education, was set up to promote the integration of development education and intercultural education across all relevant areas of the Primary School Curriculum. The project commenced with a pilot phase in 2003 and has continued in phases to present day and approx. 6000 student teachers have completed modules in development education since 2010. The project has helped to raise awareness of development education throughout teacher training colleges and has strengthened the relationship between

key stakeholder in co-ordinating development and intercultural education project operates in the five main institutions for initial primary teacher training in Ireland (DICE, 2014).

The DICE Project is a national strategic educational initiative, funded by Irish Aid. Indeed, its vision is of a supportive and enabling environment within Irish primary schools where teaching of good quality development education and intercultural education is taking place, thereby enabling pupils to learn effectively and understand their role as global citizens living in a diverse society and contributing to a just and sustainable world (DICE, 2014). In particular, the project provides support to five institutions involved in Initial Teacher Education (ITE) at primary level to utilise, develop and further extend staff capacity and expertise in integrating development education and intercultural education into existing ITE programmes. The project is implemented by the 5 initial teacher education colleges in Ireland; Church of Ireland College of Education; Marino Institute of Education; Mary Immaculate College, Limerick; St Patrick's College, Drumcondra; and the Froebel Department of Early Childhood and Primary Education, Maynooth University.

#### DES: Department of Education and Skills

Firstly, a renewed curriculum in 1999 focusing on integration as a key to embedding GCE more cohesively into formal education is a major opportunity for GCE promotion. Themes such as diversity, active citizenship, equality are highlighted in the curriculum (NCCA, 1999).

Secondly, in relation to specific strategies around GCE there have been some specific areas promoted and encouraged by the Department of Education.

Notably, in 2010, The Minister for Education and Skills and the Minister of State for Equality, Integration and Human Rights launched The Intercultural Education Strategy (2010-2015).

This Intercultural Education Strategy aims to ensure that:

- All students experience an education that “respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership”;
- All education providers are assisted with ensuring that inclusion and integration within an intercultural learning environment become the norm (DES, 2010).

The launch of the Education for Sustainable Development was a major opportunity for the DES to promote GCE in education.

Importantly, in 2014 The Minister for Education and Skills, Ruairí Quinn, published the National Strategy on Education for Sustainable Development, 2014-2020, Ireland's first such strategy. Education for sustainable development fosters and strengthens the capacity of individuals to make judgements and choices in favour of sustainable development. The Strategy aims *“to ensure that learners are equipped with the relevant knowledge, and the key dispositions, skills and values to motivate and empower them to become informed citizens acting for a more sustainable future”* (DES, 2014).

Lastly, currently under review and in consultation with the NCCA (National Council for Curriculum Assessment) is the proposal for a new subject, Education about Religion and Beliefs (ERB): The main objective of this subject area is to enable students to know about and to understand the rich cultural heritage of forms of religion and beliefs which have been embraced by humankind. The idea of the module is to not focus on nurturing a belief or practice system of any religion, as is traditionally done in the Irish system but to have an informed awareness of the main theist and non-theist beliefs and of key aspects of their cultural manifestations. It also aims to foster a respect for adherence of such religions and beliefs. The core content of the subject is human

rights, justice and fairness, critical evaluation and analysis and dealing with a climate of change. (NCCA, 2015). This new subject is still in consultation until Spring 2016.

### **1.4.3 The link between national and supranational**

#### The Council of Europe

The Council of Europe, founded in 1949, is a regional intergovernmental organisation whose stated goal is to promote human rights, democracy and the rule of law in its 47 member states, covering 820 million citizens. The central role of the Council of Europe's Youth Department has been in fighting injustice and combating discrimination. The Council has 47 member states and has made intercultural learning a top priority in its dialogue.

The Council of Europe's Intercultural Learning document emphasises the importance of intercultural learning in dealing with everyday social and political realities in Europe. It outlines principles of intercultural learning and these include: openness to others, active respect for difference, active tolerance, validation of all cultures, equality of opportunity and anti-discrimination (CoE, 2012).

The Council of Europe's Charter for Democratic Citizenship and Human Rights Education outlines objectives and principles for member states in the framing of their policies, legislation and practice. The aim of these objectives is to show states how to provide the opportunity for democratic citizenship and human rights education in their systems. It advises that

*"teaching and learning practices should follow and promote democratic and human rights values and principles in the governance of educational institutions and should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders."* (CoE, 2010).

#### Global Education Network Europe (GENE)

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 – in solidarity with people globally – will have access to quality Global Education.

In November 2015, The Minister of State for Development and Trade Promotion, Sean Sherlock launched the National Report on Global Education in Ireland. This report contained recommendations for strengthening Development Education in Ireland and informed Irish Aids Development Education Strategy. It also acknowledged the history, traditions, experience and skills evident in Development Education in Ireland. The Minister referred to the value of the report,

*"I am confident that the GENE Report will help us to enhance and strengthen Development Education in the future and to build the capacity of the Development Education community in Ireland."*

The report examines Global Education and Development Education in the context of Irish institutional, development cooperation, funding public awareness and educational bodies and also outlines the roles of key ministries, agencies and national coordinating bodies. Moreover, it

analyses the two previous Irish Aid strategies for Development Education and considers the development of a third strategy. This third strategy shows opportunities and possibilities for integration Development Education into the formal and non-formal education system (GENE, 2015).

The report recommends that in the rapidly changing contexts of the world, Development Education Strategy should provide renewed vision and strengthen the aims of integrating and mainstreaming quality Development Education at formal and non-formal education at all levels to ensure all full and equal access to Development Education to all people in Ireland. Importantly, the report also recommends greater strategic cooperation between DES and Irish Aid for the integration of DE at all levels (GENE, 2015).

#### United Nations (UN):

The UN Human Rights Education in Primary Schools System explains the importance and stresses the responsibility of the education system to provide human rights education in curricula and school systems. It defines human rights education as

*“education, training and information aimed at building a universal culture of human rights through knowledge, imparting of skill and moulding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within societies and among nations.”*

The guide is designed to provide practical guidelines to national education authorities in order to plan and conduct a self-assessment to determine the degree of integration of human rights education into the school system and what additional actions and changes are required to ensure human rights education is fully integrated into policy and practice (UN, 2012).

The UN Global Education First Initiative founded by the UN Secretary General, Ban-Ki Moon, aims to ensure quality, relevant and transformative education for everyone. It sets out the importance of fostering global citizenship in education and cultivates a sense of community and active participation in society (UN, 2012).

## **Section 2 - Political discourse analysis**

To gain an insight into the political, cultural and social climate surrounding GCE in Ireland, three key informants were interviewed. These informants were chosen to represent key stakeholders either in the primary education system or in GCE promotion in Ireland. They are

- Key informant 1: Practitioner for promotion of GCE with a Government Programme
- Key informant 2: Vice-Principal of a primary school
- Key informant 3: Dean of Education in a teacher training college.

## 2.1 Current promotion of GCE in primary education

GCE, as previously stated, is not formally embedded as a specific subject in the primary curriculum, however many documents have been identified that assist in its promotion and development in the primary classroom.

Firstly, within the curriculum, GCE is not formally stated in its own space. However, elements of it are strongly represented across many subject areas. For instance, GCE themes are represented most predominantly in the subjects Geography, SPHE, Science and Social, Environmental and Scientific Education. There are also strong opportunities to integrate themes running throughout all subjects and to develop a cross curricular approach.

*“The curriculum on the whole and the philosophy underpinning the curriculum is very supportive of Global Citizenship Education” (Key informant 3).*

Secondly, a recent department policy with the potential to have a valuable effect on GCE in primary education is the Department of Education’s National Strategy on Education for Sustainable Development 2014-2020. All three stakeholders agree that the strategy has been positively received and if implemented correctly could be very effective as it aims to provide education for sustainable development instead of education about sustainable development so its implementation should be practical and should yield real results.

*“I think the most recent Education for Sustainable Development has the potential to be a good support as well in the area but it does stand and fall by its implementation because it’s one thing to have a policy it’s another thing to implement it” (Key informant 3).*

Lastly, Irish Aid policies have held importance on GCE in primary school in the non-formal sector. The Development Education Strategy (2007-2011), currently under review, aimed to

*“ensure that development education reaches a wide audience in Ireland by increasing the provision of high-quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners”.*

One of the main priorities of this strategy was to strengthen the links between the Department of Education and Science and its agencies including the NCCA, as well as with other Government departments and state agencies which hold responsibility for issues relating to education, sustainable development and citizenship. Therefore, a collaborative and cohesive working relationship between the DES and Irish Aid would seem to be an ideal and advisable situation to aim for.

*“At the launch for GENE we had the Minister for Education and the Minister for Development, they were both there so that means they are working together looking at putting development in the primary school so I think it’s a really interesting time to see how things develop and change” (Key informant 1).*



## 2.2 Limitations in promoting GCE

The extent of how the revised dimensions to the curriculum and policy development have been implemented and what impact it has had on classroom practice has been criticised. Some structures have been put in place to support the implementation but this has not fully translated to a common everyday classroom practice.

*“If you look at the roll out of the 1999 curriculum, you had other structures put in place to support teachers but it’s not sufficient to just have one or two workshops in an area in order to roll it out, you need to engage with teachers in their schools and classrooms.” (Key informant 3).*

The main barriers mentioned in embedding GCE across the primary curriculum can be set to three reasons: curriculum, attitudes and the system structure.

Firstly, the primary curriculum is a vast document and methodologies have worked traditionally around specific subjects. In relation to assessment, teachers therefore might struggle with finding ways of assessing GCE topics and it may be seen as something that will increase their workload. In addition, the school system and expectations of teachers is changing to adapt to different needs in society. As a result, teachers may view GCE methodologies as quite participatory and this perhaps does not fit so easily into a traditional pedagogical system. It does require specific training and resource development which does not seem to be a principal priority of the Department of Education.

*“It’s very different than grading a test on a particular topic, so that could be one thing that might be hard for teachers, how to quantify or measure it. Sometimes I know with teachers they might find it hard to find ways of assessing it like a project, it puts more work on the teacher to do it so it depends on the teacher. Teachers that are committed do it really really well and other teachers feel they are not prepared to do it” (Key informant 1).*

Also GCE does not have its own space within the curriculum and as a result may be seen as a lesser priority.

*“SSE. School self-evaluation in my opinion is taking priority in lots of schools. There is a lot of pressure and workload that goes with it so apart from the areas of priority, that being, literacy, numeracy and our school has chosen Gaeilge, everything else takes a back seat really” (Key informant 2).*

Secondly, teacher’s attitudes greatly affect the integration of GCE in the classroom. Consequently, teachers may be of the opinion that their workload is already packed with various elements and any additions to that may be ignored or rejected by teachers. It is also important to highlight that teachers may feel they lack the knowledge or understanding themselves of GCE topics, which can be quite complex, and so will avoid dealing with them in a classroom.

*“I really think there is a lack of knowledge amongst teacher in tackling a lot of issues surrounding GCE. These topics are quite complex and I would want to be sure of the information myself before*



*covering it in class. In some cases I think teachers don't know how to cover certain topics and so will just avoid them" (Key informant 2).*

Also, currently as the curriculum remains quite fluid in terms of coverage the extent to which GCE is covered in a classroom can rely very much on the class teacher or principal own interests. It is not commonplace in today's primary schools that the majority of teachers have a special interest in GCE topics. Therefore, teachers need to be encouraged to incorporate GCE into their lessons, which is something that needs proper resourcing.

*"There is some fantastic practice out there it's just trying to get that to become the norm as opposed to maybe the exception or certainly the minority. Until you have recognition of GCE as a national priority in education and that is a policy decision. When it becomes a requirement and something that gets commented on in whole school evaluation, then it becomes something that schools prioritise in their planning and so on" (Key informant 3).*

Finally, the current structure of the education system does not greatly benefit the introduction of GCE as a subject. Time constraints and an overloaded curriculum mean certain areas are not prioritised solely on the basis of not been included in inspection or evaluation reports. There seems to be an attitude of pressure on teachers to cover everything, to get it all done and the response "when will I get time for that?" is commonplace among many teachers across the country.

*"There are always issues that are felt important to include in primary school teaching and different groups in society will want certain issues prioritised over others but we only have so much time and we have to prioritise the curriculum subjects in our planning as well" (Key informant 2).*

It is important to highlight that integration is necessary in tackling these issues and developing space for GCE. GCE does not need its own space, as such, it is in its nature a very cross curricular area. Moreover, real integration, if done effectively, is a way of embedding GCE into the primary curriculum without much change to curriculum or extra pressure on teachers. This does however, need resourcing and real planning to have an effective outcome.

*"I think it's all about how we plan and how the different areas of the curriculum speak to each other so focus on integration. If you say you are going to integrate Global Citizenship Education across all of your subjects you'd really want to be sure that it is not being done at a superficial level" (Key informant 3).*

Overall, structural constraints as well as constraints on staff time and an overcrowded curriculum, limit the degree to which critical engagement with GCE topics is possible. Teachers often feel unprepared to tackle global issues in their classroom and lack confidence in their own ability or understanding of GCE issues.

It seems the foundations are there in policy but it needs more resourcing and developing in practice.

*“So I think the curriculum is a very rich document and even though it’s being revised we still have not unlocked its full potential” (Key informant 3).*

### **2.3 Opportunities in promoting GCE**

In general, it seems to be quite an interesting time for GCE in education with certain clear opportunities presenting themselves. Some of these opportunities are in the form of policy formation and others relate to the changing structure and needs of the Irish society.

Initially, one major opportunity to embed and promote GCE in the primary classroom is through the current Dept of Education ESD strategy. This, along with the every growing participation in the Green Schools programme presents major breaks for GCE to be prioritised in the primary system.

*“We certainly have a responsibility to do what we can for the environment, so it has to be a high priority within development education with a focus on the global justice element as well as on the local” (Key informant 1).*

This opportunity can be further enhanced through a change in prioritisation among society in general. GCE themes around climate justice and global citizenship are becoming topics of mainstream conversation in the public domain. If these themes become more principal themes in political debate and strategy, not only in the Department of Education but also in the general government body then this would further these opportunities in the primary system.

*“Every sector has to wake up to this as a global priority but it definitely has to be a national priority in terms of education because if you don’t have it there then I would be a bit pessimistic about the prospect of changing hearts and minds in society” (Key informant 3).*

If the themes present in the ESD strategy can be transferred across the general public through education then it will enhance the effectiveness of its objectives. The policy is there and its aims and objectives are quite impressive, however it is how it is implemented that will determine its real impact.

*“I think that whatever chance we have of doing it if we take on board seriously the need to resource the implementation of any strategy, you have no chance of doing it if you don’t resource it, it has to be resourced” (Key informant 3).*

Another point to consider is the changing nature of Irish society and the increase in immigration and this has focused a lot of attention on the need of Irish education system to deal with diversity. Notably, themes around intercultural education have appeared more in documents, including ethos and curriculum documents as a result. This has presented an opportunity to embed GCE themes in the primary education. To this end, topical issues in society always present

an increased opportunity for teachers to address issues in the classroom. Irish society is changing and many issues around equality and diversity have emerged as issues that need to be critically examined in society and this has been reflected in the education system.

*“Now is the perfect time in Ireland to push GCE because the country has become a melting pot, with different people from many different places coming to live here, so it’s a perfect time” (Key informant 1).*

Importantly, the current evaluation and revision of the national curriculum represents opportunity for real discussion and consultation around embedding GCE across primary education. At the moment, when changes are being made to the curriculum presents an ideal time to push the need to prioritise GCE and promote its integration in primary school education.

*“So there is quite a lot of activity at curriculum level so this is the time to have that conversation and make really strong representations for Global Citizenship Education in those spaces” (Key informant 3).*

Similarly, the Department of Foreign affairs holds an important role in the promotion of global citizenship education through the work of the development education unit. This unit offers informative workshops directed at primary school students as well as creating high quality resources that it can distribute to classroom teachers.

It is also important to highlight the establishment of the DICE project, funded by Irish Aid which has helped to develop and further extend development education and intercultural education into initial teacher training. In relation to many primary teaching programmes, there has been an increased emphasis on GCE topics supported by the work of DICE.

*“It’s not that we have achieved the perfect training programme in this area but we certainly have come a long way to achieving a very strong programme in relation to global citizenship. This wouldn’t have been possible without the support of Irish Aid through the DICE project because that is what really enabled us structurally to do it and I think it would have been a much longer process in happening and also wouldn’t have had the same impact across all of the student body as we simply wouldn’t have had the resources to do it, so that was really important” (Key informant 3).*

Furthermore, there are currently many NGOs working in the primary system with primary school students and teachers to promote and assist the teaching and learning of GCE.

*“I think you can create spaces externally to the system so people in NGOs can create spaces by creating high quality resources that speak across the curriculum and so on, to enable and help facilitate teachers to strengthen their practice in relation to Global Citizenship Education” (Key informant 3).*

Importantly, it is noted a seeming disconnect between the work of NGOs and the Department of Education. It is evident that, at times there seems to be a bigger push from NGOs to promote GCE in primary schools than from the Government. The main issue with this is the distance from the curriculum as The Department of Education and NCCA are responsible for curriculum design and development so without a direct relationship it is more difficult to have a direct impact on subject development.

*“I wouldn’t imagine the relationship(between DES and NGOs) is very strong, I’m not saying it’s not there but the relationship with Irish Aid would be much stronger and one of the things that always surprised me, because Irish Aid have been so supportive of our work and so supportive of development education, but one of the things we have discussed in the past in the context of DICE and the representative of DES is why is there not a stronger DES voice in this area” (Key informant 3).*

Finally, there is also emerging space for co- ordination and cohesion between the various actors promoting GCE. Clearly, past experience would show a very separate relationship between government bodies involved in GCE promotion and curriculum development. There is also a chance to strengthen the relationship between NGOs and the Department of education in methods and importance of GCE integration.

*“I think opportunities for co-ordination and collaboration are good. We are not isolated anymore, we are all connected” (Key informant 1).*

## **2.4 The most important themes in GCE**

There is no one clear or definite explanation of GCE in curriculum or state documents as the term is appearing as a relatively new term in Irish education. However, explorations of GCE show similar topics and issues emerging as important.

One of these is on the issue of climate justice and sustainability.

*“Climate justice is so important and the way and how that is going to affect us. If you think about climate justice it incorporates poverty, war, conflict, human rights so it takes in a lot of other topics” (Key informant 1).*

*“I think the Global Citizenship includes our stewardship of the earth and of the ecology and the environments that, in any case, support the survival of humanity. I do think that it is imperative that Global Citizenship Education, Global Justice Education, Climate Justice Education becomes a national priority because of the current context, climate change is not going away” (Key informant 3).*

*“I also think Climate Change is really important as it is something students need to be aware of and actually take action against it. We are part of the Green school programme so in this we look at environmental care as a whole school approach and students enjoy being part of that community” (Key informant 2).*

In addition, other areas of importance revolve around the human environment and tolerance of others with a focus on diversity and the integration of difference in society.

*“For me personally, I would think Equality and Human Rights would be very important to Global Citizenship. I think Migrant Education is also very important at the moment but I think it depends on your location” (Key informant 2).*

*“I would think in today’s classroom it is looking at multi-faith teachings and respect for all cultures, religion and beliefs” (Key informant 3).*

Understandings of interdependence and the global system also emerge as important themes to embed in GCE.

*“I would try and tell students that we are all part of the same system, we are all working together and learning from each other. So that’s how I would see it, that we are all a part of the same global system, where we work together, we all have our differences and challenges but we are all human and should work together” (Key informant 1).*

Furthermore, developing skills around critical analysis and interpretation are also seen as crucial to GCE and if developed correctly lead to a deeper understanding of GCE. It seems the skill of critically evaluating and questioning perceptions is also pivotal in GCE teachings.

*“It is about knowledge and understanding of the processes over time, that have created an unequal world. It about having the dispositions and attitudes, coming from a western context, that allow children to recognise how the west is implicated in that inequality” (Key informant 3).*

*“It also includes aspects of understanding diversity and aspects of intercultural understanding. It also looks at the kinds of huge problems that are emerging around migration and refugees and being able to critically interrogate those and engage with discourse around these issues with evidence rather than responding to media or public outcry” (Key informant 3).*

## **2.5 The current state of GCE delivery in primary schools**

When analysing the knowledge amongst primary schools, the view amongst practitioners and those involved in primary education seems to be of similar persuasion that it is an ideal time in today’s society, to embed skills and knowledge of GCE. The nature of the age of primary school students would suggest them better able to empathise with GCE issues. By contrast, when students move to secondary education the focus is primarily revolved around results and there is lesser space to engage students in GCE topics.

*“At this age it is great because there empathy is much greater than ours in a lot of ways because adults can be jaded.” (Key informant 1).*

One of the main concerns around student’s knowledge is their ability to critically analyse information they receive. Importantly, in a world where young people now have more and more

access to information, developing the skill of critical evaluation or interpretation should be paramount in education priority.

*“They are reliant on what they hear around them which at times is maybe not the right information. They aren’t used to critically examining these areas and just take what they hear as true or right” (Key informant 2).*

Another issue emerging in the delivering of GCE in the primary classroom is its distribution. The extent of coverage on GCE topics depends a lot on the teachers own personal interest. For instance, if the interest is there, plenty of resources are available, however, if the interest is not there then it is difficult for the resources to reach the teacher.

*“There are good kinds of resources that I have mentioned but the extent to which they are disseminated through the system wouldn’t be that extensive in terms of coverage. I think it’s patchy, it’s not that it’s not there but it’s not the majority” (Key informant 3).*

It is a common thinking amongst informants that now is a very interesting time for developments in the area of GCE. Currently, the teacher is the most important element in the delivery of GCE and ensuring that teachers are comfortable and willing to deal with GCE topics needs to be a priority in educational planning.

*“I think a great thing would be to have more training for them. It doesn’t have to be formal but somewhere they could go for information and ideas if they wanted to do a lesson plan on a certain topic. So more support to teachers so they feel more secure and obviously it was specifically in the curriculum that would help to formalise it” (Key informant 3).*

In addition, the ongoing struggle of an over-crowded curriculum seems a difficult area to balance in current educational planning and development in schools. For this reason, the curriculum can still appear very subject specific with emphasis placed on certain areas within that. However, the principal advantage of embedding GCE in education is its flexibility in terms of integration across various subject strands. This needs to be promoted and teachers need to be aware that GCE is not another separate subject they need to incorporate into their over-packed planning diaries, on the contrary, it is something that can be very easily incorporated on a cross curricular basis into teaching and learning.

*“In my point of view, at the moment, most teachers are preoccupied on literacy and numeracy as that’s what’s coming from the Department. If we were made aware of ways to maybe do more topics in GCE that were readily available, clear and easy to use then I think more teachers would address it. But that needs training and practice. I do think though with the changes to the religion curriculum and more of a multi-faith emphasis that there might be scope for more promoting of this area in the classroom in the future. So I would advise if you want GCE to be promoted more you need to get the interest of the teacher at the top of the classroom, that’s how to have the most impact” (Key informant 2).*

It seems imperative to the future integration of GCE into the primary system that it needs to take a more formal role within the planning of teaching and learning in the primary classroom. Furthermore, there needs to be an increased representation for GCE at curriculum development level and more weight placed on GCE delivery in school self- evaluation and whole school evaluation. This would give GCE a set place in the aims and objectives of a teaching plan and lead to a more widespread integration across the primary system. Importantly, the Teaching Council is also another body that could highlight the importance of GCE training particularly with NQTs. The Teaching Council is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching. It acts in the interests of the public good while upholding and enhancing standards in the teaching profession.

*“We are now entering a period of curriculum reform and renewal, so this is the time to have that conversation and make really strong representations for Global Citizenship Education in those spaces, I’d say the same for the Teaching Council, I’d hope that the next set of guidelines issued by them would name GCE as a priority in Initial Teacher Education” (Key informant 3).*

### **Section 3 - Conceptual analysis**

#### **3.1 Main term(s) definition**

The main terms evident across policies and document in relation to GCE in Irish primary schools are Development Education, Intercultural Education and Environmental Awareness.

Development Education is the most commonplace term used and the most broadly understood term. It is traditionally associated with the developing world and issues around poverty, inequality and injustice. (Irish Aid, 2015)

Global Citizenship Education is emerging as a new term in some documents but it is not a term traditionally or historically used. It is beginning to emerge primarily in academic documents at third and postgraduate level. There is not yet one standard definition of Global Citizenship Education relating to primary teaching or the primary curriculum. It does not yet appear as a strand in curriculum or state documents. The DICE project refers to the emergence of the term in their Development and Intercultural Education Review (2005). They state:

*“Global citizenship is about recognising our responsibilities towards each other and the wider world. It is about being aware of the need to tackle injustice and inequality and having the willingness and ability to do so. It is about valuing what is positive in the world, envisioning a future for the world, and taking action to sustain/achieve it in the future. It is about believing that people can make a difference, and it underpins both development education and intercultural education”.*

In relation to the three most commonly used terms for GCE in Ireland, there are many themes that emerge under each term.

Development Education is the most common term used by Irish Aid and many NGOs in documents in relation to GCE. Development Education is traditionally associated with understanding global development and justice issues. Historically, development education was



the most prominent theme used in this area of education and it revolved mainly around investigating and exploring issues in developing countries. Development Education is defined by Irish Aid as

*Development education aims to deepen understanding of global poverty and encourage people towards action for a more just and equal world. As such, it can build support for efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level (Irish Aid, 2007).*

This incorporates themes such as: Poverty, Food security, Sustainability, Climate Justice, Human rights, Peace and Conflict, Economics of Development, Aid, Interdependence, Migration, Democracy and Governance and Cultural awareness.

Intercultural Education is used as a common term in many Department of Education documents. Changes to the make-up of the Irish population have led to this term becoming a priority in education.

The use of the term is very frequent in Department of Education documents, Educate Together documents, Religion themed documents, DICE documents and many NGO documents. Intercultural Education is defined by the National Council for Curriculum and Assessment (NCCA) as

*“Education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches us all. It is education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built” (NCCA, 2005).*

This incorporates themes such as: Equality, Diversity, Immigration, Discrimination, Racism, Conflict, Religious diversity, Ethnic diversity, Cultural diversity, Cultural Appreciation, Respect and Tolerance Inclusion and integration.

Environmental Awareness has emerged as a common term in education. Moreover, the term itself has become an international priority and so is reflected in its increasing use throughout the primary curriculum. The term is used frequently in curriculum documents, Department of Education strategies and Green Schools documents. Environmental awareness and care is outlined in the NCCA curriculum document as:

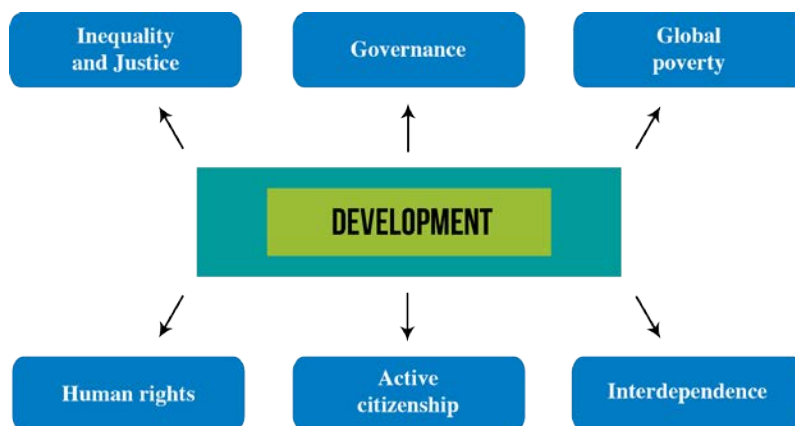
*“Pupils should develop a broad and balanced view of the environment. They should appreciate the ways in which science and technology can help people to use the Earth’s resources for the social, cultural and economic benefits of humanity. Environmental education through science will enable pupils to understand the interdependence of all life. It will help them to understand the positive and negative repercussions of human action on local and global environments. Pupils will develop and apply scientific knowledge and skills in protecting, conserving and improving their environments. They will appreciate that they can apply their scientific and technological knowledge and methods of working in promoting positive and responsible attitudes to the use of*

*the Earth's resources and in contributing actively to human development and to the shaping of the environment of the future" (NCCA, 1999).*

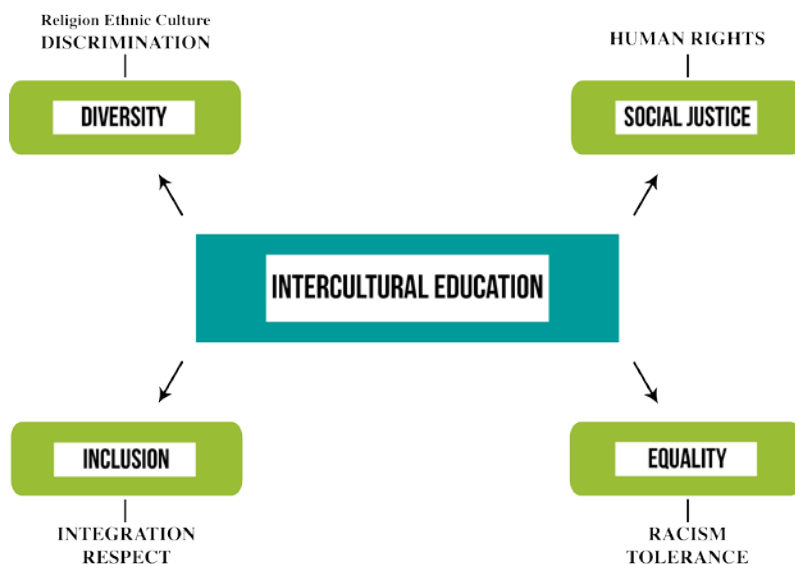
It incorporates themes such as: Heritage of land, air, water, flora and fauna, Interdependence, Climate change, Climate justice, Sustainable Development, Recycling, Bio diversity, Global citizenship, Active citizenship, Social change.

### 3.2 Network of terms

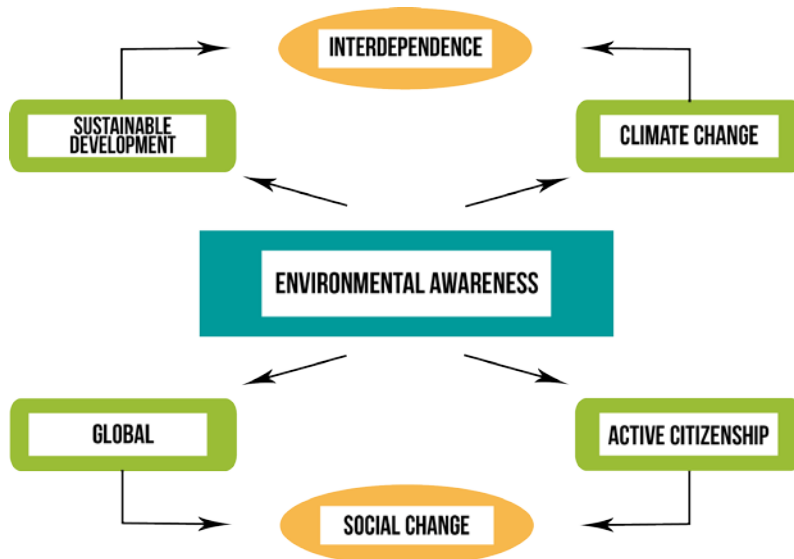
#### Main themes under development education



#### Main themes under intercultural education



### Main themes under environmental awareness



### Section 4 - Concluding remarks

Global Citizenship Education is not formally embedded as a subject in primary school education. There is, however space and opportunity to integrate it throughout the curriculum in various subject strands and at various levels. Traditionally, development education is the most understood and prominent approach to GCE in the primary school. In recent years, Intercultural Education has also taken position as an important element of GCE to be explored in the classroom. Also emerging in importance is the area of environmental awareness and care, which incorporate a vast amount of GCE topics.

The primary school curriculum lends itself well to the integration of GCE and encourages a cross curricular approach to its delivery. Across the curriculum there is also an underlying emphasis of promoting in students the knowledge, skills and attitudes necessary to allow them actively participate in the development of themselves, their local community and also their global community. Furthermore, the curriculum encourages active and participatory teaching and learning methodologies to allow for increased involvement of students in their own skill development. On the other hand, there is no national normative document that directly integrates Global Citizenship Education in the school curricula.

It is important to note that NGOs have played a prominent role in the promotion of GCE in the primary school along with a significant contribution from the state organisation Irish Aid in supporting GCE delivery and training to teachers, trainee teachers and students, in particular through the work of the DICE project.

It is clear that the integration of GCE in the primary curriculum depends largely on the teacher. Currently, as the system is quite fluid, it is at the teacher's discretion the extent to which GCE is covered in the classroom. As a result, the promotion of GCE is still irregular and not in the mainstream. For this reason, GCE in primary education requires a more systematic approach in the field of teachers' training and educational policy, combined with a stronger state coordination and a move towards monitoring and evaluation GCE topics in DES reports and inspections.

Recently, the Education for Sustainable Development Strategy published by the DES has given vast opportunity and occasion to prioritise GCE in primary teachings. In addition, there are many areas of the education system currently under review, which presents major opportunity to put discourse around GCE into education planning and development.

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#### 4.1.7 Italy Country Policy Analysis

**Authors:** Carla Inguaggiato and Debora Antonucci

### Section 1 - Policy framework analysis

#### 1.1 Key policy documents

In Italy there are no national documents that expressly integrate Global Citizenship Education (GCE) in the primary school curricula, therefore the Italian key policy documents analysed are partially, but not completely related to Global Citizenship Education.

We have identified four normative and six recommendatory documents that have contributed to creating the conditions to embed Global Citizenship Education in the curriculum (*Guidelines for National Curriculum, 2012, Law 125/2014, Law 107/2015, Nota Prot. n. 30549 del 21/9/2015, Call for proposal for Development education activities 2015*) or that are about the themes related to Global Citizenship Education and allow describing the conceptual framework in which GCE is placed (*Guidelines for the inclusion of foreign students, 2014, Guidelines about environmental education and Development Education, 2009, Charter of Values about Global Citizenship Education, 2010 Integration of Foreign Students and Interculture in the Italian School, 2007, Integration of Foreign Students in the Italian School, 2015*).

The only document completely dedicated to Global Citizenship Education is *Charter of principles of Global Citizenship Education*, it is recommendatory and written not by a national authority, but by the GCE Italian Platform of AOI (Association of Italian Organisations of Cooperation and International Solidarity). This document is important as it also provides a definition of Global Citizenship Education in Italy, which is shared among a large group of Italian NGOs.

The key policy documents are three normative documents (*Guidelines for National Curriculum, 2012, Law 107/2015, Law 125/2014*) and three recommendatory (*Guidelines for the inclusion and integration of foreign students, 2014, Guidelines for Environmental Education and Sustainable Development, 2009 and Charter of principles of Global Citizenship Education, 2010*).

In the next paragraph, we will briefly summarize the main contents of the most important policy documents starting from the most important in terms of impact on the teachers' practices.

#### Main normative policy documents

##### *Guidelines for national curriculum (2012)*

The first parts of the document define the role of school in the new scenario: school acts in a microcosm that reproduces the global world. Interculture is the way through which students develop an aware and open identity. The school must create a new kind of citizenship: local, national, European and global.

Students have to define the spatial and temporal coordinates of a general framework thanks to their education both in science and in the humanities, considering all the interdependencies among local and global, because anything that happens in the world influences the life of each person, each person is responsible for the future of humankind. That is why the development of connections is more important than the amount of knowledge itself. The Italian school adopts the European key competences, among them the social and civic ones.

At the end of the 1<sup>st</sup> cycle of education a student has to be able to use what they learned in order to understand him/herself and others, to recognise and appreciate different identities, cultural



and religious traditions through dialogue, mutual listening and respect, to make informed choices, to respect shared rules and to cooperate to build the common good.

History and Geography are particularly important to develop active citizenship competences.

#### *Law 107/2015 ("The good school")*

The school reform contains many important innovations, but it does not introduce GCE in the curriculum. However, this law is important as some of the innovations promoted can create the conditions to embed global citizenship education. In relation to this the most important innovations are: 1) the enhancement of training and staff in the schools, 2) the evaluation of teachers and principals, 3) in-service- training becomes compulsory.

With the enhancement of the training offer and staff autonomy, schools are called to make their own choices for the achievement of specific objectives including active citizenship; development of responsible behaviour for the protection of environmental and cultural heritage: strengthening of laboratory methods and activities. To support schools in their enhanced training offer, an additional number of teachers will be supplied to them thanks to the special plan for recruitment.

For the evaluation of teachers and principals, a fund of 200 million a year is set up for the promotion of merit. Both teachers and head teachers will be evaluated.

40 million euro per year will be invested for the training of teachers that becomes structural and based on national priorities.

#### *Law 125/2014 "General Rules Governing International Development Cooperation"*

This document defines development cooperation as an integral part of the Italian foreign policy and specifies its goals: a) eradication of poverty improving the living conditions of populations and promoting sustainable development; b) protection of human rights and the principles of democracy; c) prevention of conflict.

*"Italy promotes education, awareness and the participation of all citizens in international solidarity, international cooperation and sustainable development."* (Law 125/2014, article 1, paragraph 4)

### **Main recommendatory policy documents**

#### *Guidelines for the inclusion and integration of foreign students (2014)*

This document analyses how the Italian school has afforded integration of foreign students from the point of view of the rules and the practices. The intercultural approach is shown as the cultural answer of the Italian school to integration (see C. M. 24/2006). Interculture is considered important both for foreign students and for the Italian ones because it is necessary to educate to promote active citizenship.

The document defines the concept of citizenship as the ability to be active citizens able to exercise rights and to respect the duties of the cohort that they are part of and in whose development they participate. It defines the concept of reception as the set of obligations and the measures by which the relationship between the student, his family and the school is formalised.

The document also gives some operative indications both on pre-service and in-service training. The regional school offices, school networks, local authorities and other interested subjects have to promote training on this issue.

#### *Integration of Foreign Students in the Italian School, (2015)*

This document, attached to Law 107/2015 called “Different from whom?” gives a new and wider concept of citizenship, called “con-citizenship”, in the sense that it should be: *“linked to the national context, but also open to a world that is increasingly big, interdependent and interconnected”* (p.1).

It also contains important guidelines about the integration of foreign students at school regarding the number of students in classes and schools, L2 laboratories, the definition of rules clear, consistent and prescriptive on how to insert and evaluate newcomers, the adaptation of curriculum and assessment for pupils of recent immigration, the support to foreign students in the school choice, the enhancement of linguistic diversity, the information and participation of families, the promotion of intercultural education.

#### *Guidelines for Environmental Education and Sustainable Development (2009)*

Environmental education and sustainable development are included in the subject “Citizenship and Constitution”; they contribute to the formation of a citizen that is active and responsible towards the environment where he/she lives and towards the entire planet. Environmental education and sustainable development are based on educational situations centred on tasks for the development of skills, so they involve not only knowledge and abilities, but also competences. They require active methods that support teamwork and cooperative learning, tasks of reality that refer to the local territory, and promote not only information, but first of all the awareness raising of pupils and a change in their attitude and behaviour.

#### *Charter of principles of Global Citizenship Education (2010)*

This document written by the platform of Italian NGOs for GCE states that development education must be reconsidered from the perspective of GCE in order to improve human life. It focuses on human rights, the common good and sustainability.

The document defines the principles of GCE and how to implement them: to make people protagonists of their growth and awareness; to understand the connections between the major problem; to promote mutual learning, cooperation and cultural exchange; to train active citizens; to promote the integration of knowledge and methodologies, to build new knowledge; to influence the economic, social and environmental policies at national and international level, so that they are based on respect for human rights and therefore more sustainable and just. In order to achieve these objectives it is necessary to create a community (local, regional, national or global) that learns, shares and changes itself for the solution of common problems.

### **1.2 Circumstances of introduction**

The main historical circumstances that in Italy had an effect on the introduction of GCE in formal primary school system have been: a) the increase in number of foreign students, b) role of NGOs

in promoting the GCE related activities in the school, c) crucial changes in the world scenario, d) the introduction of new technologies.

From 2001/02 to 2013/14 the number of foreign students present in the Italian school has quadrupled. It has increased from 196,414 pupils in the school year 2001/2002 (2.2% of the total population) to 802,844 of the school year 2013/2014 (9% of the total). The proportion of the foreign students born in Italy is growing. In 2013/2014 foreign students increased by 2.1% over the previous year, those born in Italy had an increase of 11.8%. Pupils with non-Italian citizenship born in Italy now represent 51.7% of all pupils that are migrants' children. (Foreign Students in educational school system school year 2013/2014, October 2014, Statistical service, 31/7/2014).

NGOs have made a great contribution to the diffusion of development education and to the awareness of issues related to GCE by bringing their experiences of international cooperation to the classroom in the school. They have also organised and promoted teachers' training courses often with the help and support of local authorities and they have developed educational resources. They have also played an important role in advocating for the introduction of GCE in the school curriculum.

During the last decades, crucial changes have characterised the world scenario: global interdependence (between ecosystems, markets, geopolitical areas, cultures, people etc.) and the structural economic crisis and economic crisis. As an effect of these historical circumstances the international cooperation world has changed and has started to talk about co-development and global partnership.

*"The global economic crisis has finally broken definitively the distinctions between "first" and "second" or "third" world, between "North" and "South", making it clear from the start that poverty and wealth, in all their forms, are present everywhere and we live on a planet with limited resources, characterized by enormous waste and pollution and unsustainable consumption. In this scenario, the traditional paradigm of "development" (that arose in a context where the growth appeared to linear and infinite resources, albeit unevenly distributed) has failed." (News of Info-cooperazione, 2013)*

New technologies have encouraged connections among people reducing distances and easing access to information, making it more direct and simple. These technologies have also made it easier to understand global interdependencies and interconnections.

### **1.3 Levels and forms of implementation**

GCE education is not formally included in primary school curricula. Three main indicators can demonstrate this situation:

- It is not binding for teachers to introduce GCE in their teaching activities;
- There are no specific financial resources/instruments allocated to introduce GCE into the primary school curriculum or to train in-service teachers;
- There are no monitoring and evaluation tools to assess the introduction of GCE into the primary school curricula.

However, a series of instruments have been created to enable the necessary conditions for its introduction. In the next section, we will briefly describe the main actions, which have been

taken, that can facilitate the introduction of GCE in the curricula. They can be classified in five main categories, listed according to the impact that they have had on facilitating the introduction of GCE.

- a) Didactic and organisational practices;
- b) Introduction of topics, which are GCE related themes;
- c) The presence of intercultural education in the pre-service training;
- d) Compulsory in-service training;
- e) Possibility to enhance the school staff to promote the introduction of GCE related subjects namely active citizenship.

#### **a) Didactic and organisational practices embedded in the curriculum**

##### *Introduction of Citizenship Education as cross-disciplinary subject*

The concept and the presence of Citizenship Education have a long history in Italy. It was introduced in the history curriculum, then Law 53/2003 and Dpr 59/2004 defined it as “Education for Civil Cohabitation” with 6 different areas (Citizenship, Road Safety, Health, Environment, Food and Affective Educations). The Guidelines for the curriculum of 2007 (Fioroni Reform) introduced education to active and responsible citizenship (planetary but linked to the values of national tradition) and to an awareness of the great problems of the human condition (including environmental ones). This is a general purpose of the entire education system, affecting all disciplines and it refers to the “Key competences for lifelong learning” Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006. Law 169/2008 introduced “Citizenship and Constitution” as an independent and compulsory subject (<http://eur-lex.europa.eu/legal-content/EN/AUTO/?uri=celex:32006H0962>).

In The National Curriculum (2012) the definition of “Citizenship and Constitution” in the introduction is a milestone in the embedding of Global Citizenship Education in the first cycle of learning:

*“The education system needs to train people to be able to consciously participate in the construction of community wide and composite, at national, European and international level”(p.10); “the school intended as the education community, also open to the wider human and civil community, capable of including the local, national, European and global perspectives” (p.18). “Citizenship Education is promoted through meaningful experiences that help students learn the concrete care of themselves, others and the environment and that foster cooperation and solidarity” (p. 30).*

Law 107/2015 indicates active citizenship among the priorities to be pursued by the schools in their training offer *“through the enhancement of intercultural education and peace, respect for differences and dialogue between cultures, the support of the assumption of responsibility as well as “solidarity” and the care of the common good and the awareness of rights and duties; enhancement of training in law, economic and financial field and education to self entrepreneurship”(p.6 Law 107/2015).*

### *Presence of GCE related topics and definition of citizenship present in the National Curriculum (2012)*

Some of the GCE related topics and methodological approach are cited in the National Curriculum (2012) as part of some disciplines such as “Citizenship Education” and Geography and History but it is a first step not always coherent. The main subjects in which GCE topics can be introduced are in the education to citizenship which gradually has shifted towards a more international perspective rather than a very national perspective. In geography and history curriculum there are some references to issues related to GCE (active citizenship, intercultural education, from local to global approach, interdependence) and to GCE themes, but they are completely absent in the curriculum of other subjects.

There is a sort of disconnection between the premise and the curricula of the several subjects, the concepts of “interconnection”, “interdependence” and the planetary vision are only sometimes stressed. Moreover, the use of words referred to GCE is always slightly different (planetary, global, international, worldwide). Law 107/2015 refers to active citizenship and some of the issues related to GCE, but the global perspective is not underlined.

### *Competence based learning approach present in the National Curriculum.*

The National Curriculum articulates the competences that a student must have at the end of the first cycle of instruction. The definition of the competences is the one given in the Recommendation 2006/962/EC of European Parliament and of the Council of 18 December 2006 for lifelong learning on key competences. Besides these competences, the curriculum indicates those that a student has to acquire in each subject and underlines the fact that the competence-based approach must be preferred to the content-based one.

## **b) Introduction of topics, which are GCE, related themes**

### *Intercultural education*

The first time intercultural education appears in the educational policy documents in Italy is 1989-90 (Law n.39/1990 and Circolare Ministeriale n.301 8/9/1989, Circolare n.246 del 15/07/1989) that aim at introducing intercultural education into Italian school system.

Intercultural education has mainly been driven by the increasing presence of foreign students and it allowed the development of several tools to favour the integration of new foreign students into the Italian educational school system. An essential document is “The Italian Way to Intercultural Education and the Integration of Foreign Pupils” (2007) that promotes intercultural education as the cultural answer of the Italian school to the integration of foreign students. This concept has been reaffirmed in all the documents related to the Integration of Foreign Pupils that followed the Italian Way, but also in the National Curriculum and in Law 107/2015. In particular in the national curriculum it is stated that

*“The inter-culture is not only about the presence of foreigners in the classroom, but a more general attitude to the world and the reality the students live (Cerini, “Le ‘nuove’ indicazioni per il primo ciclo”).*

Inter-culture is also mentioned in reference to teachers’ pre-service training.

### *Environmental education*

In Law 53/2003 and Dpr 59/2004 environmental education is among those ones that contribute to foster “Education for Civil Cohabitation”, in the Guidelines for the curriculum of 2007 (Fioroni Reform) it is cross curricular as the citizenship education. In Gelmini Reform (2008) and in particular in the Guidelines about environmental education and Development Education (2009) Environmental education and sustainable development are included in the subject “Citizenship and Constitution”. The National Curriculum underlines the necessity to

*“spread awareness that the great problems of the human condition (environmental degradation, climate chaos, energy crises, the unequal distribution of resources, health and illness, the meeting and the comparison of cultures and religions, the bioethical dilemmas, the search for a new quality of life) can be addressed and resolved through close cooperation not only between nations, but also between disciplines and between cultures”.*

Environmental education facilitates the identification of the relations between the local and the global and the acquisition of the concepts of interconnection and interdependence.

### *Development education*

Development education has been introduced with Law n. 49/1987 on development cooperation that states that among cooperation activities are also included the promotion of development education in the framework of the school system. European Community in regulation 1658/1998 in art. 2 states that public awareness should be raised among other objectives to highlight the interdependence of the Member States and the developing countries and seek to mobilise support for more equitable North-South relations.

NGOs have promoted both the introduction of development education into school activities and supported the training of in-service teachers.

In 2014 a Declaration of Intent was created between the Italian Ministry for Education and the Ministry of Foreign Affairs for the International Cooperation School Week.

### **c) Pre-service of primary school teachers**

In the curriculum of primary school teachers’ pre-training a course of intercultural pedagogy is included. Among the competences to be developed by future primary school teachers it is indicated that they should possess interpersonal and management skills in order to make each child work effectively in the class, facilitating the coexistence of different cultures and religions DPR 249/2010 (art 6).

It is important to stress that the ability of teachers to activate critical thinking and respect for diversity among students is strongly connected with GCE approach. It is possible to argue that if teachers are trained in intercultural pedagogy they have more tools and assets to be able to effectively use the GCE approach in their teaching practice.

### **d) Compulsory in-service training**

Law 107/2015 “The Good School” has made in-service training for primary school teachers compulsory. This is a condition necessary to foster the introduction of GCE in primary school;

teachers must be trained to afford new challenges, to use different methodologies, to adopt a *global* perspective. However, this condition is not sufficient, because the Ministry has not indicated GCE as a priority in teachers' training and has not financed any courses about global learning as it is happening for the use of new technologies.

#### **e) Enhanced School Organic**

Schools have the possibility to acquire additional human resources to implement their autonomy including areas related to GCE (Law 107/2015 art 1 comma 7, lett. d and the related Ministerial Circular Nota Prot. n. 30549 of 21/9/2015). The increase in the number of teachers supplied to schools has been supported by a special plan of definitive hiring of teachers assigned to each institution school (from 3 to 10 teachers) to strengthen the training offer and supply teachers to cover up to 10 days. Theoretically, this can create the conditions for the embedding of GCE in the training offer of those schools that have chosen to enhance the humanistic, socio-economic and legality area, but actually the conditions for the embedding of GCE could actually be ineffective, because the schools cannot choose the subject qualifications of the additional staff. The teachers hired in this first phase are those that have been working in schools as temporary teachers and whose working position must be regularised. So there could be a gap between the school requests and the staff they get, at least in this first phase.

#### **1.4 Political actors**

The main actors that in Italy have played a role in promoting GCE are the NGOs and the Ministry of Foreign Affairs.

The Ministry of Education played an important role in the promotion of intercultural education. An Inter-ministerial Committee for Development Cooperation is constituted and the Ministry for education is part of it. State administrations, universities and public authorities are considered among the subjects of the system of development cooperation (Law 125/2014).

Also the Ministry of Environment played a role, in particular in 2009 when a declaration of intent was signed between the Ministry of Education and Ministry of Environment focusing of the subject "school, environment and legality" where in art.1 states that:

*"the two ministries in respect of their roles and their own specific institutional competences consider environmental and sustainable development education inside the teaching of "Citizenship and Constitution" as interdisciplinary and transversal topic, a learning area determined by the intersection between several disciplines for specificities of contents and interdisciplinary connections".*

Furthermore, the Ministry of Environment developed educational resources that allow teachers to more easily insert environmental education for sustainable development into various disciplines of teaching being for primary school sciences, geography, history, art and image and technology.



#### **1.4.1 Role of NGOs**

The NGOs have played a very strong role in the introduction of GCE as they have developed several actions to enable the embedding of GCE and its historical antecedents into the educational school system. In Italy associative life is very active and dynamic with a very high number of organisations based in Italian regions and towns. There are regional NGO platforms and regional DE working groups and NGOs have a lot of experience in creating networks among several stakeholders related to educational policies such as universities, trade unions, Local Authorities (OICS, 2012).

The main NGOs activities have been:

1. Lobby at national level in reference to the Ministry of Foreign Affairs to get funding and the recognition of activities in Development Education;
2. Advocacy and awareness raising role;
3. Development of educational resources;
4. In-service teachers training provision;
5. Workshops, courses and partnership in general with schools;
6. Creation and management of regional and national platforms for coordination on GCE;
7. Promoting of the shift from the term “development education” to GCE in the NGOs’ discourse.

The Charter of Values about Global Citizenship (2010), written by a group of Italian NGOs, has drawn attention to the necessity to go beyond the concept of development education in favour of that of GCE. The document underlines the crisis of the concept of “development” and suggests the transition from Development Education to Global Citizenship Education in the new scenario where the traditional paradigm of “development” (linear and infinite, albeit unevenly distributed) has failed.

It is important to stress that despite NGOs efforts there is not a strong coordination between NGOs and the Italian Foreign Ministry.

#### **1.4.2 Role of political actors**

The most important ministerial institution which has played a role in promoting the path towards what we now define as Global Citizenship Education is “National Observatory on the Integration of Foreign Pupils and Intercultural Education” but its role has been quite fragmentary and weak. This organisation was first introduced during Prodi government in 1996/1997 but with the end of the government mandate it was no longer active. This institution was again in force in 2007 but again, it was soon forgotten with the ministry of Education Gelmini. The most recent document produced in 2015 by this National observatory has been “Different from whom?” which defines the concept of “con-citizenship” which has several common points with GCE concept.

One of the key informants interviewed claims that it has been difficult to introduce structural interventions in the educational school system concerning global citizenship education due to the instability of Italian governments. Such interventions would have effects only in the long run and unstable governments look for interventions that have short term effects. The history of the National Observatory for Interculture can be interpreted as signal of a weak governance system.

### **1.4.3 Role of local authorities**

The role of local authorities in promoting development education in Italy has been very strong (DE-Watch report 2010, p. 16). Two very important factors have contributed to this situation; on the one hand the lack of national policy in this domain (DE-Watch report 2010, p. 16) and on the other hand the constitutional reform of regional system (Italian Constitution, Title V – REGIONS, PROVINCES- MUNICIPALITIES) has strengthened the role of local authorities and made them more autonomous from the central state in several domains including development cooperation. In Italy there are 20 regions (corresponding to second NUTS administrative level) and five of those have a broader degree of autonomy as granted by the Italian constitution (art. 116 Italian Constitution). It is important to outline that there is a higher level of autonomy for what concerns development cooperation activities while for what concern the educational system the degree of autonomy is much lower except for the Trentino Alto-Adige region.

The education system in Italy is organised according to the subsidiary principle and autonomy of schools. The State has exclusive competence on general issues on education, on minimum standards to be guaranteed throughout the country and on Regions' competences. Regions have exclusive competence on vocational education and training. Schools are autonomous as for didactic, organisation and research and development activities. (Italian education system overview, p.1, Eurydice, April 2013)

Trentino-Alto Adige region is one of the 5 regions with special status. It is composed of two autonomous provinces Trento and Bozen. Trento province possesses a special form of autonomy with wide legislative and administrative powers in many important fields including the education system (Decree of the President of the Republic No 670 of 31 August 1972 authorising of the standardised text of constitutional laws concerning the special arrangements for Trentino-Alto Adige). Since the Nineties, Italian local authorities have taken action to decentralise cooperation. Most Italian regions and both autonomous provinces, in their law on development cooperation, have a specific article which refers to the necessity to implement development education awareness raising activities and have allocated funds to finance such development education activities (p.29-30 OICS, 2012).

The combination between the autonomy of schools for didactic, organisation and research and development activities, and differences in terms of activism in the development cooperation field of local authorities, is very often translated into a significant difference between school practices among Italian regions. The regions where there is a strong decentralised cooperation are also the regions where the development education activities are stronger.

In 2007 the "European consensus on development education" was published, the result of the joint work of EU parliament, European Commission, member states and representatives of civil society. This document provides the first strategic framework on DEAR (Development Education and Awareness Raising). The creation of a European budget line inside the Development Cooperation Instrument (DCI) to finance Non-state actors to support DEAR activities has strengthened the role of local authorities by enabling access to EU funds to finance their activities. Italian local authorities have been extremely active in participating in these EU grants as testified by the high number of contracted projects (45%) that had Italian lead applicants in the period between 2005-2009 (DEAR study, 2010 p. 16). In particular in the EC Call for Proposal

NSALA 2008: 7 DEAR projects implemented by Local Authorities out of 8 EU-wide were led by an Italian LAs and 9 out of 14 concept notes from LAs came from Italy) (TRIALOG) (p. 53, DE Watch). The autonomous Province of Trento has been very active in the field of intercultural and development education as the territory is characterised by a significant presence of small associations promoting international solidarity.

The main differences of Trento province from the rest of Italy are the stronger implementation of vertical curricula along with the presence of learning areas with specific competences to be developed by students that create a more binding framework for teachers introducing GCE into their teaching activities.

Education to citizenship is included into learning area “History with education to citizenship, geography” but it is stressed that several dimensions refer to education to citizenship especially what concern the development of values and behaviours is cross-disciplinary therefore there are shared responsibilities among the entire class council. It is necessary to combine disciplinary and cross-disciplinary levels.

Citizenship Education is integrated in a transversal manner with learning area history with geography. Objectives to successfully teach citizenship education are: respect of the other, equilibrium between identity and otherness, respect of diversity and respect of common living rules. The concept of responsible citizenship has three core objectives: development of political culture, development of critical thinking and active participation of pupils.

At the end of primary schools, students’ competences are tested in order to certify their ability to understand the core elements of the relationship with others and of education to citizenship in the cultural, social, political and economical sphere. Students should have the necessary tools for critical understanding of the main social, economic, religious and political phenomena that characterise the contemporary world also in relationship with local traditions and different cultures.

Interculture is embedded into school approach and a very detailed and careful protocol has been developed to support the early steps of integration of new foreign students.

The promotion of peace and a human rights culture is supported by the Trentino Forum for Peace and Human Rights, a permanent institution, which is strongly embedded into a political organisation such as Province of Trento Council. The Forum favours the introduction in school curricula the study of problems of peace and human rights, promote the creation of educational resources on peace, international solidarity and human rights for every order of schools and private and public associations.

#### **1.4.4 Link between local and national entities**

Despite the presence of very active local authorities in the field of development education, the lack of national coordination and high fragmentation of the educational interventions across the various Italian regions have not allowed Italian local authorities to have an impact on national and European policy on development education.

We can therefore claim that there is not a strong link between national and local entities on the implementation of GCE activities in the school also because of the policy of decentralisation and school autonomy, which allows schools to have different practices across the country.

The link between local and national entities is mainly given by Ministerial documents, which provides guidelines for the implementation of common activities such as the agreement between the Ministry of Foreign Affairs and the Ministry of Education for the institution of a week for sustainable development.

#### **1.4.5 Link between national and supranational level**

In Italy, non-binding international guidelines on educational policies to include GCE into the curriculum have little or no effect on educational policy practices. The most important effect of the international level is the participation of Italian local authorities and NGOs in EU funded projects. The participation in such project further than strengthening the connections of Italian organisation with EU institutions has also an important effect on the use of terms and language which is defined at EU level such as Global learning or global citizenship education.

### **Section 2 – Political discourse analysis**

The GCE political discourse in Italy has two main roots, one related to development education and one related to intercultural education.

For the first we can observe that the NGOs and Ministries' discourse have been very much influenced in their definition by international inputs and in fact some NGOs also started to promote a GCE definition:

*“GCE is defined as an education that makes of the relationship - between people, experiences, cultures, issues - the method and the object of its action in order to improve human life. It focuses on human rights, the common good and sustainability”.*

An interesting aspect of the Italian political discourse surrounding the other root of GCE (intercultural education) is its connection with discourse of inclusion. One of the key informants interviewed, which has contributed to writing of National Curriculum, claims that the laws about inclusion of people with disabilities in years 60s and 70s prepared the ground for the intercultural education as an answer to the increasing number of foreign students in the Italian school and the need to include these new foreign students into the Italian educational system.

*“Right from the beginning, the Italian school system, in line with its tradition of inclusion (gender and social differences, special educational needs), has opted for introducing foreign students in mainstream schools and classes to avoid the creation of two separate learning environments, in contrast with policies adopted by other countries. This is the practical implementation of the general principle of a universal approach, as well as the recognition of the positive impact of peer socialisation and daily contact with diversity.” (Italian way of Interculture, 2007, p.3).*

However, while for students with special educational needs a series of policies have been implemented to foster their integration including pre-training service and specific financial resources, the policy implemented to foster the inclusion of foreign students has stopped at a more superficial level and has never become structural.

The policies to foster inclusion of foreign students have been very much related to the presence of government that is able to support this approach. As Italian governments have been highly unstable, the implementation of supportive policies have not been continuous.

The other theme, which emerges, is the identification of teachers' training among the obstacles to GCE insertion. This aspect is referred both in the policy maker and teachers' interviews:

*"The introduction of GCE requires a change in teaching, the overcoming of a content-based teaching that is very common in the Italian school. The cause of this limit is not in the curriculum but in the teachers' training, especially pre-service training. Only 10 years ago the degree became compulsory to teach in primary school." (Key informant 1 – policy maker).*

*"All of the school curriculum, not only that of primary school is not completely adequate, but it is mostly focused on contents, it does not take into consideration the competency-based curricula which is very much at centre of the discussion these days but that according to my opinion did not break through the ideas of Italian teachers as they are very much linked to their previous long term experiences based on the previous model. Curriculum should be, in my opinion, revised not only through fundamental documents such as national indications but also through more prescriptive documents, otherwise they will be only words in the wind" (Key informant 2 – teacher).*

### **Section 3 - Conceptual analysis**

#### **3.1 Main term(s) definitions**

In Italy there are two terms that historically have been the most noticeable approaches to GCE development education (*educazione allo sviluppo*) and intercultural education (*educazione interculturale*). Interculturalism has focussed specific attention on the integration of foreign students while development education has more been linked to the action of NGOs. Therefore two paths have been created, one related to development education supported by Ministry of Foreign Affairs, which financially supports with grants the introduction of development education into school system and one related to interculture supported by Ministry of Education.

To identify the most widely used and broadly accepted term used in your country to define what we called GCE, we should take into consideration both terms as none of the two alone represent the overall concepts, issues and didactic approaches covered by GCE. Development education falls short in the definition of development and it has an "us and them" approach: "us" (western world) and "them" (rest of the world) but includes all of the aspects related to inequality and social and economic justice. Intercultural education instead has a more neutral approach but in the Italian context is very much connected to the integration of foreign students.

Intercultural education or interculture (*intercultura*) and development education (*educazione allo sviluppo*) are therefore the most fitting terms to refer to GCE in Italy.

"Interculture", analysing policy documents identified, is also the most frequent keyword. For development education "development cooperation" is the most cited term, however we can state that the expression "development education" is the most frequently used as it is used in the call for proposals both at national and local level to finance development education activities in the schools.

There are two reasons why development education might not be the most frequent term in the policy documents analysed: first, in the Ministry of Foreign Affairs' documents there is an on-going shift towards education for GCE through the action of NGOs and second in the Ministry of Education the term development education is not very much used.

The methodology used to produce a network of terms which are used most frequently is as follows; we have identified the key words indicated in policy documents analysed, put together all the related words and produced a frequency table.

The results of the analysis show that the main terms related to the two core concepts above are the following:

- Interculture (*intercultura*): migration (*migrazioni*); integration and settling in (*integrazione e inserimento*); students of foreign origin (*alunni con origine straniera*); inclusion (*inclusione*); diversity (*diversità*).
- Development education (*educazione allo sviluppo*): development cooperation (*cooperazione allo sviluppo*); human rights (*diritti umani*); solidarity (*solidarietà*).

The word sustainability is also among the terms referred by policy documents although it is not one of the most frequent.

Citizenship (*cittadinanza*) and active citizenship is a very frequent and very important word, which is referred to both core terms. It is very relevant as it is present in of the most important policy document for educational policy produced by Ministry of Education but also in the policy documents produced by the Ministry of Foreign Affairs. It is also the only term that in the current policy framework brings together the topics of interculture, development, sustainability, human rights and sustainability.

### **Development education (*Educazione allo sviluppo*)**

Law 125/2014 states the development cooperation as an integral part of the Italian foreign policy and specifies its goals: a) eradication of poverty and reduction of inequality, improving the living conditions of populations and promoting sustainable development; b) protection of human rights, equal opportunities and the principles of democracy; c) prevention of conflicts, support to the processes of pacification.

*"Italy promotes education, awareness and participation of all citizens to international solidarity, international cooperation and sustainable development"* (Law 125/2014 art. 1)

### **Interculture (*intercultura*)**

*"Interculture is currently the model that allows all pupils to recognise each others identity"* (National Curricula, 2012, p.5)

*"L'intercultura è già oggi il modello che permette a tutti i bambini e ragazzi il riconoscimento reciproco e dell'identità di ciascuno."* (p.5 Indicazioni Nazionali, 2012)

*"Italian schools choose to adopt the intercultural perspective – that is to say the promotion of dialogue and of confrontation between cultures – for every student and at every school level: teaching, pedagogy, subject matters, relationships, classroom life. To choose the intercultural standpoint means, therefore, not to be limited to mere strategies for immigrant pupils' integration, nor to compensatory special measures. It means, on the contrary, to assume diversity*



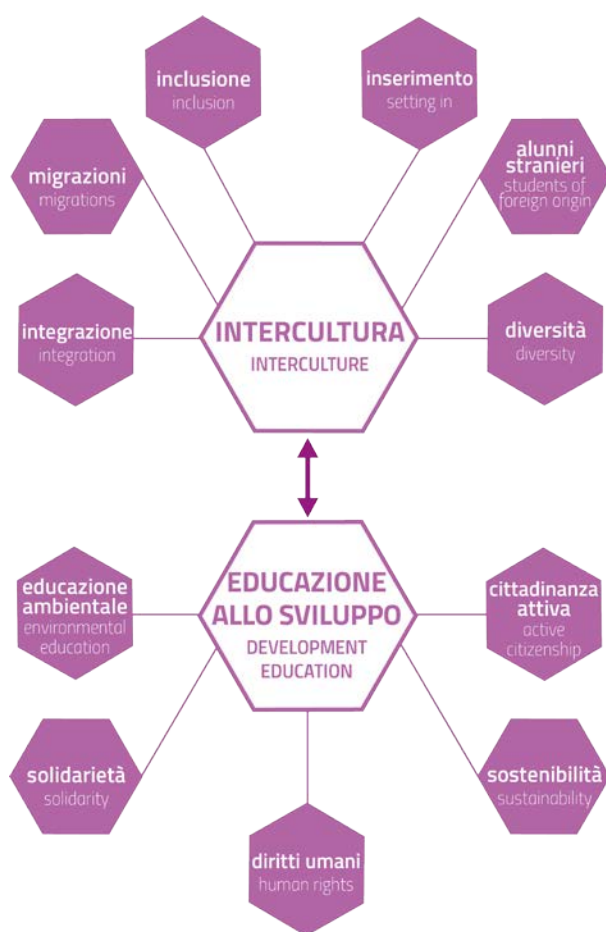
*within pluralism as a paradigm of the school identity itself, and as an occasion to open up the entire system to all the differences (origin, gender, social level, school history)” (The Italian Way to Intercultural Education and the Integration of Foreign Pupils, 2007, pp. 8-9).*

### **Citizenship (*cittadinanza*) - Definitions**

*“Our school should form Italian citizens that are at same time citizens of Europe and the world. The most important problems that nowadays affect our continent and whole humanity cannot be addressed and solved inside our traditional and national boundaries, but only through the comprehension of being part of big common traditions, of a common European and world community of destiny. In order to allow students to acquire such comprehension it is necessary that the school helps them in connecting the multiple cultural experiences emerged in the different spaces and times of European and human history” (National Curriculum for the First Years of Instruction, 2012, p.8).*

*“Citizenship education should be promoted through relevant experiences that allow to learn the concrete taking care of self and others and of the environment and that favour forms of solidarity and cooperation” (National Curriculum for the First Years of Instruction, p. 26.)*

### **3.2 Network of terms**



### **3.3 Main methodologies used to introduce GCE in teaching**

The policy documents that more define the methodologies indicated to introduce GCE are: The National Curriculum for the first years of instruction (2012), the Charter of Values about Global



Citizenship Education (2010), Guidelines about environmental education and Development Education (2009), Intermón Oxfam et al, (2009).

- Competence based approach: students use their knowledge and skills in order to respond to requests of a high level of complexity and that involve complex actions;
- Active: they have to promote knowledge and skills, but also competences with task based activities;
- Interactive: the student has to be protagonist of the process and has to give his /her contribute through discussions and debates;
- Critical: they should promote critical thinking and the student's autonomy;
- Cooperative and participatory: students work together to perform specific tasks in a small group;
- With a socio-emotional approach: to promote values and attitudes and responsibilities to create relational capacities and to foster good relationships;
- Personalised: student-centred strategies;
- Problem-based: students learn through engagement in a real problem;
- With an interdisciplinary approach: to examine an issue applying methodology and language from more than one discipline in order to overcome the fragmentation of knowledge and to promote a holistic vision of the problem.

#### **Section 4 - Concluding remarks**

GCE education is not formally inserted in primary school curricula. There are five main indicators as follows:

- It is not binding for teachers to introduce GCE in their teaching activities;
- There are no specific financial resources/instruments allocated to introduce GCE in primary school curriculum and training in-service teachers;
- There are no means of monitoring and evaluation of the introduction of GCE into primary school curricula;
- The pre-service training on GCE issues is limited to intercultural education;
- Only some of the themes related to GCE are normed and there is no national document that expressly integrates Global Citizenship Education in the school curricula or is explicitly dedicated to GCE.

However, several steps have been taken towards an integration of GCE approach into teaching practices. National Curriculum is one of the most important documents as it defines the multiple dimensions of citizenship that must be national, but also European and global and it underlines the necessity to consider the interdependencies between global and local in the education of the global citizen. It also underlines the importance of intercultural education and the necessity to foster a competence-based approach and a more active methodology that are all elements linked to GCE. The global approach is prevalent merely in the introduction of the document and only partially present in some subjects' curricula (History and Geography) that are more prescriptive than the introduction.

The expression Global Citizenship Education is starting to be adopted by NGOs (Charter of Values about Global Citizenship in 2010) and similar expressions are used in the National Curriculum and in the national Call for Proposal for Development Education Activities.

NGOs, with the support of local authorities, have played a determinant role in the introduction of GCE as they have fostered several actions to favour the embedding of GCE and the themes historically linked to GCE into educational school system.

The introduction of GCE in the school curricula depends on factors that are variable, such as how sensible teachers are towards the GCE issues and approaches, the interest of each school to interact with the outside world, how active local authorities and NGOs are in the field of development cooperation and how actively NGOs collaborate with schools. The regions where there is a strong decentralised cooperation policy are also the regions where GCE activities are stronger. The in-service training on the GCE themes has been in charge of NGOs and it has not been compulsory until 2014.

To conclude, the introduction of GCE is still irregular and it requires a more systematic approach in the field of teachers' training and educational policy, combined with a stronger national coordination of all the political actors and a serious process of monitoring and evaluation.

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OICS (Interregional observatory on Development Cooperation) – System of Italian regions for development education and forms of communication of development cooperation activities, 2012

#### 4.1.8 Latvia Country Policy Analysis

**Author:** Inga Belousa

##### **Acronyms**

CONCORD – European NGO confederation for relief and development (CONFederation for COoperation of Relief and Development NGOs)

CSO – civil society organisation

DARE – Development Awareness Raising and Education Forum

DC – development cooperation

DEWG – Development Education Working Group in LAPAS

Dolt – Baltic Regional Conference on GDE, Riga, Latvia, April 29-30, 2010

EC – European Commission

GCE – global citizenship education

GDE – global /development education

GE – global education

MDGs – Millennium Development Goals

MoES – Ministry of Education and Science

MoFA – Ministry of Foreign Affairs

NGO – non-governmental organisation

OECD DAC – Organisation for Economic Co-operation and Development, Development Assistance Committee

SDGs – Sustainable Development Goals

TRIALOG – project to strengthen civil society organisations (CSOs) in the enlarged EU for active engagement in global development.

#### **Section 1 - Policy framework analysis**

##### **1.1 Key policy documents**

The key normative documents that influence the implementation of GE at preschool and primary school level in Latvia are: *Regulations Regarding the Guidelines for the State Preschool Education* (Cabinet of Ministers of the Republic of Latvia, 2012), *Education Development Guidelines 2014-2020 of the Republic of Latvia* (Cabinet of Ministers of the Republic of Latvia, 2014a), and *Regulations on the state basic education standard, standards of basic education study subjects and samples of basic education programmes* (Cabinet of Ministers of the Republic of Latvia, 2014b).

The *Regulations Regarding the Guidelines for the State Preschool Education* (Cabinet of Ministers of the Republic of Latvia, 2012) outline the goals and objectives of the preschool curriculum, methodological foundations of the education process, the expected results, and the evaluation principles of preschool education and sample education programmes congruent with national pre-school education guidelines.

The goal of the preschool curriculum is to ensure children are prepared for primary school. The curriculum is comprehensive and balanced in order that children's developmental needs are met, and that children begin to acquire the knowledge, skills and attitudes necessary for responsible citizenship, at both the public and private level.

The objectives of the preschool curriculum are to contribute to the development of children's:

- physical abilities and acquisition of movements;
- self-awareness, awareness of one's own abilities and interests, feelings and choice;
- cognitive abilities and curiosity, communication and cooperation skills;
- positive attitude towards oneself, others, environment and Latvian state;
- safe and healthy lifestyle skills.

This document highlights that learning should be founded on play-based and independent activities through an integrated curriculum which promotes the development of the child as a whole.

The objectives of the *Education Development Guidelines 2014-2020 of the Republic of Latvia* (Cabinet of Ministers of the Republic of Latvia, 2014a) have been developed in order to address current problems and future challenges.

Quality of the content, skills and management are keywords of the common European economic development framework, which emphasises growth, prosperity and skills. Education for sustainable development is a lifelong process that encourages people to act responsibly in everyday life, and to live and fulfil themselves in accordance with the surrounding social, cultural, economic and natural environment. It means living with a view to the future - to be able to solve critical situations in a creative way and to adapt to a new environment.

The goal of sustainable development education is that a person not only lives in harmony with nature and other cultures, but is also able to fulfil herself or himself economically and in society in general, thus ensuring the long-term and well-considered use of the resources. Such a person is able to understand local problems and to consider them in a global context, to perceive other cultures with respect, as well as build a peaceful and sustainable society and advance its economic development. Guidelines put forward a competency-based approach to the development of general education content. The impact of globalisation processes, developments in information technology and the pluralism of values mean that students need to develop the competences necessary to navigate a world characterised by constant change.

These guidelines describe the knowledge, skills and attitudes necessary for individuals to be able to adapt to a changing world, able to make their decisions and choices while respecting the common values of society. This education policy document includes a number of topical issues that are closely linked to the dimension of GE.

The *Regulations on the state basic education standard, standards of basic education study subjects and samples of basic education programmes* (Cabinet of Ministers of the Republic of Latvia, 2014b) prescribe:

- the State basic education standard;
- the primary objectives and tasks of basic education programmes;
- the mandatory content of basic education;
- the main principles and procedures for the evaluation of basic education acquired by educators.
- In addition the document outlines the basic education subject standards:
  - the primary objectives and tasks of subjects;
  - the mandatory content of subjects;
  - basic requirements regarding the acquisition of subjects;

- the forms and methodological techniques for the evaluation of educational achievements.

The primary objectives of basic education programmes are:

- to provide learners with the basic knowledge and skills necessary for a social and personal life;
- to create a basis for the further education of a learner;
- to encourage the harmonic formation and development of a learner;
- to promote responsible attitude of a learner towards himself or herself, the family, society, surrounding environment and the State.

The primary tasks of basic education programmes:

- to form a preconception and understanding regarding primary natural and social processes, sustainable development processes, moral and aesthetic values;
- to provide an opportunity to acquire basic knowledge of and basic skills in language and mathematics; to provide an opportunity to acquire basic learning abilities and basic skills in using information technologies;
- to provide an opportunity to acquire the knowledge and democratic values necessary for a citizen of Latvia;
- to provide an opportunity to gain experience in creative activity; to form a basic conception of the cultural heritage of Latvia, Europe and the world; to cultivate communication and cooperation skills.

Basic recommendatory documents/sources that define and regulate GE in Latvia are: *Development Education Guidelines 2008-2015* (LAPAS, 2008b), *Development / Global education Guidelines* (EDC, 2011), *Recommendations on Integration of Global Education in the School Agenda* (EDC, 2015).

Discussions around a strategic approach to GE in Latvia were initiated by the MFA in cooperation with the MES and LAPAS (represented by GLEN) in 2007. As a result of these discussions a seminar to draft a national GA strategy was organised and followed by discussions with school educators, entrepreneurs, and higher education representatives. A drafted multi-stakeholder *Development Education Guidelines 2008-2015* (LAPAS, 2008b) has been a civic society initiative and coordinates public and civic society GE initiatives in both formal and informal sector. However, this policy has never been ratified by MFA and MES.

The first recommendatory document that defines and regulates GE in Latvia is *Development Education Guidelines 2008-2015* (LAPAS, 2008b). This document states that a deeper understanding of development issues, such as global climate change, poverty reduction, energy-sustainable use of resources is necessary at personal, national, European and global level in order that decision-making is based on the principles of solidarity, equality, inclusion and the values of cooperation. In addition, the document states that an understanding of development is not only necessary for people to be able to offer solutions to development problems, but also develops awareness of ways of preventing poverty occurring in the first instance.

This document highlights the benefits of a society educated about development issues, and also states the results of policy with its aims, results and indicators of the results. Additionally the annex introduces knowledge and skills of the target groups. During the time the document was active, it was used by MFA and MES.

In the *Development / Global education Guidelines* (EDC, 2011) GE embraces other types of currently applied education approaches – intercultural education, education on human rights, education on peace and conflict prevention, environmental education, education for sustainable development and gender education. Another important aspect of GE is that it encourages pupils to look at the world through the lens of interconnectedness, i.e., to explore the links between people and events, influences and correlations. GE eschews the limits of isolated models of education or topics and to see the shared goal – positive changes in the global world. It is an interdisciplinary, integrated and holistic view. Recommendations are provided by GDE experts who work with various topics of GDE.

The origin of the document *Recommendations on Integration of Global Education in the School Agenda* (EDC, 2015) is connected to the project “Global education - engagement, growth, sustainability” implemented by Education Development Centre that highlights good practice in integrating global themes within formal education in Latvia as well as to create a platform for the exchange of experiences between professionals in the field of education of the European Union and the Eastern Partnership countries. The project is included in the agenda of Latvian Presidency of the Council of the European Union. The project anticipated involvement of multiple stakeholders – experts of education and development field, as well as civil society activists and young people - in order to facilitate the exchange of ideas on the EU's current events, for example, the European Year for Development 2015, challenges of the European countries and society towards prosperous and secure future, role of GDE players in Latvia and its partner countries in shaping the public awareness on the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

The document summarises the perspectives and recommendations of the GE Forum which was made up of young people, teachers, policy makers, and education experts - to place global education issues on the school agenda. It analyses current GE topics that teachers, youth, policy makers and society representatives have identified, where issues can be included in the school curriculum, named specific needs of teachers, youth and society, ideas how to promote global education in society, among parents, school administration, needed resources for global learning. In Latvia the standards and guidelines for preschool and primary school education aim to ensure the holistic and balanced development of the child. The content of the state's normative documents aims to ensure that children have the opportunity not only to learn basic knowledge, but also to use information technology; provide opportunity to Latvian citizens to acquire the necessary knowledge and values of democracy; provide opportunity to involve them into creative activities and experience basic concepts of the cultural heritage of Latvia, Europe and worldwide; to develop communication and cooperation skills, but it is not defined like GE.

The NGO sector has invested heavily in GE popularisation and efforts to implement GC in formal and informal education. NGOs raise the issue of GE implementation in the school curriculum and the need to raise awareness of GE in community level.



## 1.2 Circumstances of introduction

The introduction of GE within formal primary education

The circumstances in Latvia that have impacted on the introduction of GE within formal primary school system are connected to two crucial turning points in national development.

A key historical turning point that raised questions related to DC and DE was the fact that Latvia joined the EU in 2004. DC is one of the main EU foreign policy directions. As an EU member state, Latvia plays a role in implementing the DC agenda.

On 20 December 2005 the Presidents of the Commission, Parliament and the Council signed the new statement on EU development policy, the “European consensus”. For the first time in fifty years of cooperation, a framework of common principles is defined within which the EU and its Member States will each implement their development policies in a spirit of complementarity. Latvia was part of the “European Consensus” (EC, 2005) and since this time DC has been one of Latvia’s foreign policy priorities. The first document of DC - *The Basic Principles for the Development Cooperation Policy of the Republic of Latvia* - was ratified in 19.02.2003 by the Cabinet of Ministers (Cabinet of Ministers of the Republic of Latvia, 2003). After joining the EU on 09.02.2006 the document *Development Cooperation Policy Programme of the Republic of Latvia from 2006. - 2010* was ratified (Cabinet of Ministers of the Republic of Latvia, 2006).

DE in these documents is regarded as an educational approach that is a prerequisite for the successful implementation of DC since it raises awareness of development processes, the effect of globalisation on the country’s social, economic and political environment, as well as the causes and consequences of development and the individual’s role in global processes.

However, until 2008 Latvia did not have its own official DE policy. Although DE has been mentioned in political documents related to development cooperation - in *Development Cooperation Policy Programme of the Republic of Latvia 2006. - 2010*: “...to facilitate the support of civil society for the country’s development cooperation policy priorities” (Cabinet of Ministers of the Republic of Latvia, 2006) *Latvian Development Cooperation policy strategy 2011-2015*: “...the main aim of policy [...]to raise awareness in society regarding development cooperation policy and aims and increase society’s support”. These policy documents argue that DE should be integrated into education programmes for pupils and students in all ages. (Cabinet of Ministers of the Republic of Latvia, 2011)

In 2007, the LAPAS DE working group and the MFA proposed designing a DE strategy for Latvia. The initiatives were merged and LAPAS organised the first seminar to discuss the strategy in the MFA premises in August 2007. At the meeting approximately 15 people, including members of the LAPAS DE working group and other NGOs, university lecturers, representatives of the UNESCO Latvian National Committee, the MFA, and the Ministry of Education and Research, debated the vision for 2015 and identified the main target groups (including decision makers, educators in universities, students, the business community and the media) that require specific skills and knowledge to better participate in development cooperation.

Working groups identified the specific steps to be taken to reach these target groups and the strategy was ready in March 2008 (Kool, 2008). Working together stakeholders developed the *Development Education Guidelines 2008-2015*, but the document was never officially approved. However, it has been used by NGOs as a reference point for the main priorities and to evaluate what has been done. One of the key actions was “to promote the inclusion of development

*education in both formal and informal education, and to create opportunities for the use of development knowledge in practise”* (LAPAS, 2008b). In the document pre-schools and primary schools are not separately mentioned. Emphasis was put on teacher education and developing support materials for teachers. One of the main action points - teacher training and teaching materials - have chiefly been achieved through NGOs involved in GE. However very few NGOs focused their attention on preschool or primary education.

A further significant factor that has had an impact on the introduction of GE was the Latvian Presidency of the Council of European Union in 2015, and the European Year for Development 2015. The fact that Latvia held the Presidency that year kept MFA, LAPAS, NGOs active in DC and GE fields despite the economic crisis that has negatively influenced development policy and NGO initiatives in recent years. Policy leaders linked with DC and GE recognised that Latvia’s task in the context of the EU and UN was to assist countries with high development indicators to identify new directions in DC and within European and UN structures. This factor kept GE, and DC active (LAPAS, 2008b). The Latvian Presidency and European Year for Development mobilised different stakeholders to be active in GE in formal education. A number of new initiatives emerged but they were not specifically focused on preschool and primary school education. The main initiative of the year is the project, *Global Schools: EYD 2015 to embed Global Learning in primary education*. This project has lot of potential to introduce and develop GE ideas into primary school education.

### **1.3 Levels and forms of implementation**

In general, there are no policy documents that have been created to introduce GE into formal primary school education. Thus, GE has not been formally structured into the primary curriculum. However, GE ideas and solutions can be found in both the Latvian education policy documents and in schools in practice. GE as thematic units are implemented in the basic education subject standards and education programmes and Latvian teachers implement GE content in their professional work. Several Latvian schools include GE in their planning documents, including the school's development plans and programmes of work. There is evidence that a responsible attitude towards self and the world can be identified in many Latvian schools: the school of environmental clean-up, waste sorting, involvement in charitable projects, but also the daily contact – different views, respect for the values and respect for differences.

At national level GE has been increasingly recognised after Latvia’s accession to the EU. The Educational Content and Examination Centre has been asked to revise the national standards of basic education and the training standards that are mandatory for every teacher. The standards outline the education content for each subject. The review concluded that the programmes of study include several references to GE issues. In Primary education (7-16 years) the objectives and tasks are:

- to promote a responsible attitude towards himself or herself, the family, the community, environment and the State;
- to ensure an opportunity to acquire the knowledge and democratic values necessary for;
- to create the notion of Latvia, European and world heritage.

The Basic education standards (Cabinet of Ministers of the Republic of Latvia, 2014b) describe seven education values which underpin all subjects – fairness, respect, equality, honesty,

credibility, responsibility, discipline, helpfulness, tolerance, kindness and understanding of human rights to equality, a positive attitude to the cultural heritage. This gives schools an opportunity to implement GE both in education process at school and various activities outside school.

Topics that include two key GE themes are “Human and the society” and “Technology and science fundamentals”. The main tasks that resonate with GE principles within these themes are: to improve understanding of sustainable development; to enable pupils to analyse and interpret the past and contemporary events; to develop communication and collaboration skills; to promote a positive and active attitude to life in society and the development of skills to improve democratic and civic participation; to develop an understanding of the relationship between the human daily life, economic activities and the environment and the need to take care of health and environmental conservation. During the primary phase (7-11 years) GE themes are woven through science, social science, language and history, as well as other subjects. This creates the opportunity for exciting teaching – to work interactively with diverse information sources, combine social, emotional and rational aspects, to go outside and take guest classes, create the link between the local, national and international levels. Topics which are more integrated in classes include the following: the diversity of culture, society, people, holiday traditions, values, cultural interaction. Topics include – peace and conflict, the differences between the developed world and the developing countries, solidarity and social justice, poverty are introduced less into class.

Additionally GE content can be identified in pre-school education (1.5 - 7 years). From 2012 Regulations Regarding the Guidelines for the State Preschool Education (Cabinet of Ministers of the Republic of Latvia, 2012) provide knowledge-based education content, focused on the world that surrounds children. However, this knowledge can be enriched with GE ideas of a sustainable world and initiatives of civic involvement to make the world a better place. Experience shows that preschool and primary school teachers are interested in and open to GE implementation. The Educational Content and Examination Centre has started to develop competence-based content of general education, and at this stage it is rather open to include GE ideas.

In preschools and primary schools the majority of initiatives to introduce GE in schools were implemented through EU DEAR projects, as the result for each project there is a list of schools that include GE in their education agenda. Also, specific resources/instruments allocated to implement GE in primary school curriculum come from NGOs and local municipalities that implement different DEAR and Erasmus+ projects.

Moreover, there are several excellent education resources (lesson plans, activity descriptions, support materials, etc.) created by NGOs to support teachers who are interested in including GE in their teaching. These sources are of critical importance to teachers and are those that determine whether or not GE is used by a teacher. Some examples of resources developed for preschools and primary schools include *Hand Puppets tell African Children Stories* in Latvian and Russian languages (Humana People to People in Latvia, 2009). This is one of the first intercultural education resources developed for preschools and primary schools in Latvia to support teachers working on intercultural education issues. Education (methodological) guidelines for teachers were developed later (Humana People to People in Latvia, 2011). Other education resources developed for preschools and primary schools to promote sustainable development issues was

*Cimdu Dukša and Zeķu Zaķa unusual adventure* (Lauriņa, 2011). This education resource provides various ideas on how to make toys from used materials and through stories and playful learning process raises awareness on sustainability issues.

Another remarkable initiative is research. The first was the LAPAS study (LAPAS, 2008a) on GE in national educational standards and curricula. This study highlighted that although GE topics were present in the curriculum, teachers lacked methodologies and teaching material in GE. The pedagogical approach most widely used in general education curricula is the promotion of knowledge acquisition rather than attitudinal development and there are almost no opportunities for active participation.

After five years the *Study on awareness of development or global education issues* (EDC, n.d.), and the *Report on the Study about Development Education Aspects in Social Sciences* (EDC, 2013c) was conducted by the Education Development Centre that is a member organisation of LAPAS with cooperation from partners – Leeds Development Education Centre in the UK, Mondo in Estonia and The British Council in Latvia for the project *Global Dimension in Social Sciences Subjects in Formal Education*. It is a study about the presence of the global dimension in social sciences subjects, with the objective to assess the situation in social sciences subjects in formal education in different countries of the EU, to identify the relevance of the global theme, as well as the experience, challenges and opportunities in other countries.

#### **1.4 Political actors**

In Latvia cooperation between organisations and work on common goals and vision is promoted by the organisation's platform LAPAS. LAPAS represents more than 30 member NGOs and is the place where current developments, events and opportunities in the field of GE both in Latvia and in Europe are discussed through formal and organised platforms (working groups) or informal gatherings, meetings. A significant initiative brought about by LAPAS is the Development Education Working Group (DEWG) that brings together CSOs and individuals most interested and active in GE. A GE Working Group operates within LAPAS bringing together NGOs that are interested and active in this field. As one of the most significant initiatives of this group is bringing together all national key actors – representatives of MFA, MES and NGOs, school and higher education experts, journalists, etc., and involving them in development of national strategy of GE in 2007. This education policy document was completed and finished in 2008 but never approved officially. We have approached the deadline of this document that was 2015 and now the question is about future activities connected with policy making. LAPAS members active in GE field and other interested stakeholders will start to plan new GE strategy document in the first months of 2016.

A further LAPAS initiative is the representation of Latvian development cooperation and GE organisations in a variety of international networks and forums such as the Confederation for Relief and Development (CONCORD), CONCORD core-working group DARE (Development Awareness Raising and Education Forum), Developing Europeans' Engagement for the Eradication of Poverty Global (DEEEP), Global Education Network (GLEN). LAPAS' membership in international networks and forums provide LAPAS member organisations access to information and contacts, awareness raising, and diverse initiatives of civic participation.

The most active players in the GE field in Latvia are from the NGO sector, and they are member organisations of LAPAS. The most active CSOs are: Association Education for Sustainable Development, Development Bulb, Education Development Centre, GLEN Latvia, homo ecos:, Humana People to People Latvia, JASMA, Latvian Association of University Lecturers for Cooperation in Education, Papardes Zieds, etc.

The first National Conference on GE was organised by LAPAS with the support of the Council of Europe's North South Centre on November 2009. This conference provided the first public opportunity to reflect on existing national priorities, achievements and challenges in the field of GA. The main conclusion was that these first years of determined activities sustained by LAPAS were permeated with hopes that the GE field in Latvia will be legally acknowledged. Yet, *Development Education Policy 2008-2015* was never officially adopted by the Latvian government. However, it serves as conceptual support and is used by the non-governmental sector to frame GE activities.

The project *NGO Capacity Strengthening in the Process of Policy Development in Development Cooperation and Development Education*, implemented in 2013 further supported NGO activity through decision making, providing public services, implementation of EU policy instruments and co-financed international projects.

The survey of GE NGOs highlighted that the most common keywords used by LAPAS members that characterise GE discourse and experience are: global dimension, glocalisation, health, old and new paradigms of development, education for sustainable development, environment sustainability, second life of things, intercultural diversity, interrelatedness, migration, social justice, fair-trade, poverty reduction, cooperation culture, education in multicultural and multilingual society, MGD and post-MGD (EDC, 2013a, 2013b).

Currently, discourse on global challenges in society has been successfully initiated and their connection to context in Latvia has been acknowledged.

Practical matters of the new development paradigm and glocalisation perspective (Belousa, 2015) are the main conceptual strengths of GE activities initiated by LAPAS organisations. The core questions for the reorientation of the old development paradigm to a new one are the following: *Is development cooperation about others/them or us? Is development cooperation about teaching or learning? Is development cooperation about individual or collective actions? Is development cooperation about helping others or creating alliances of sustainable communities? Is development cooperation about past, present or future? How does development cooperation relate to European dimension?*

Beside initiatives implemented by LAPAS, there were several other players connected to the field of GE. Two significant stakeholders apart from NGOs involved in initial GE activities were the formal education sector (general education, higher education and MES), and foreign affairs experts (especially MFA). Global development processes in education in Latvia were introduced as three separate but conceptually overlapping strands: (1) education on human development that was related to the United Nations Human Development (UNDP) Programme, mainly implemented by the University of Latvia, (2) education for sustainable development, also linked with the United Nations decade of sustainable development, implemented with the help of initiatives provided by Ministry of Environment, MES, UNESCO National Commission of Latvia, Daugavpils University Institute of Sustainable Education, and several NGOs, and (3) development

education, implemented by various NGOs that belong to LAPAS. Their conceptual difference was based on the fields that these different stakeholders represented. However, the involvement of policymakers, the academic sector and the interest of media and entrepreneurs in the field of GE is relatively weak. In teacher training some universities provide GE study courses or integrate GE in their study courses, however it is still at an initial phase. There are also a number of initiatives that provided teachers professional development courses about GE (EDC, n.d.).

Although GE is directly linked to education, particularly to formal education, CSOs with experience in development cooperation have contributed the most to the introduction and furthering of GE in Latvia. This is mainly because of their involvement in various international initiatives. Since GE initiatives began in Latvia, CSOs have been actively involved in two ways: (1) awareness raising about global and development cooperation issues in society by the help of non-formal methods, campaigns, etc., and (2) providing courses, programmes and other education activities that ensure knowledge acquisition, skill and attitude development, and value orientation connected to global dimension.

The first keyword to refer to GE was “*development education*” in Latvia. Development education was used simultaneously with “*global education*” which has now become the main term. According to the MFA the word “development” in term “*development cooperation*” determine the aim of assistance, but “*cooperation*” means that the process of deciding development aims, tasks and responsibilities is mutually agreed between the donors, CSOs and the beneficiaries.

GE issues were integrated with development cooperation issues, thus MFA supported awareness-raising, even providing CSOs with grants for GE initiatives starting from 2007. Around this time, the first GE activities emerged organised by CSOs. Cooperation between CSOs in the field of GE was promoted by Latvian NGDO Platform LAPAS. Thus, government, the private sector and society as a whole are involved in DC, contributing to reducing poverty in the world.

DC involves not only governmental institutions and their representatives but also representatives of the private sector and society as a whole, by making their contribution to reducing poverty in the world.

Latvian development cooperation activities and priorities were based on *the Latvian Development Cooperation Policy Strategy* (2011-2015) that has just finished. According to the strategy the main goals of Latvian development cooperation are: 1) strengthening the role of Latvia as a bilateral donor; 2) promotion of public awareness and support for goals and policy of DC; 3) raising role of Latvia in achieving development goals and implementing international obligations (Cabinet of Ministers of the Republic of Latvia, 2011). MFA is in the process of developing a new Development Cooperation Policy Strategy.

## **Section 2 - Political discourse analysis**

### **2.1 Political climate surrounding the implementation of GE**

GE in Latvia is like a globe – it reflects different issues about different nations, cultures and units. Key informant 1: “*My task is to facilitate children’s critical thinking about their surroundings and children’s role in their environment*”. It means that Latvian pre-schools are active in implementing the values of GE. Pre-school education has an important role to play in shaping children’s attitudes towards different processes in society. Key informant 1: “*All topics we have*



*discussed are reflected in society and its processes, that is why it was necessary to do it by using integrative approaches in an interdisciplinary way."*

Latvian legislation provides guidelines for preschool and elementary school education. Guidelines are developed by the Ministry of Education and Science. Key informant 1: *"We can see a bridge between preschool and elementary school guidelines. They provide an opportunity to develop different GE issues."* NGOs have a very important role in GE implementation in Latvian schools. Key informant 1: *"We have very good cooperation with NGOs and they provide good support in GE development in pre-schools. One of the NGOs who helped with GE materials is Humana People to People in Latvia."* Furthermore, key informant 2 considers that NGOs play a leading role in defining GE and the development of GE values: *"We [The Education Development Centre] have been the first in Latvia who helped in introducing of GE concept in formal and informal education."* NGOs also help to form society's opinion about different GE issues. Key informant 2: *"NGOs are able to mobilise society."* NGO cooperation with the MFA and MES has been very important for GE development within education.

## **2.2 Social climate surrounding the implementation of GE**

One of the effective ways of introducing children to GE is by involving them in different projects. Key informant 1: *"My experience is around doing projects. One of the projects we did was about Africa and African children's stories in which the principles of GE were included. Latvian children were also very interested in telling their own stories about their experiences and teachers took notes of their stories."*

The project approach is effective because children can learn many aspects in integrated way and also develop sense of empathy. Key informant 1: *"Through discussions about their [African children] experience we learned how to make different things simple, for example, toys, and through this approach it's been possible to look much more different aspects of our society and the world around us."* Teachers' in-service training and parent's education is very helpful to GE development. Key informant 2: *"The first step is to provide teacher training courses which introduce teachers to GE."*

Key informant 1: *"We organised teacher training for pre-school teachers by using a project approach and used these [African children] stories. It is also helpful for parents and their education, they were also interested in participating because they want to support their children."*

Political, cultural and social processes are very important in curriculum planning and design in pre-school institutions. Topics of GE should be included in planning of children's activities every day. Key informant 1: *"I try to follow to all processes in society, then I plan them in our topics in pre-school institution in order to provide children with knowledge about topical problems they have heard on TV and also in family. It helps to involve children in society's life."*

Key informant 1: *"It is important to investigate how children's experiences might relate to a topic, the teacher adds his or her experiences and then it's possible to develop new learning about a certain problem"*.

In educational process in pre-school, institutions discussions are very important where children learn to think, express their opinion and also ask questions about different GE topics. Parents' involvement is also important. Key informant 1: *"Teachers know which of the parents can be involved in certain topics and their involvement through telling stories enriches the educational*



*process and it is easier to implement certain topics by using GE principles.” Still the main problem is teachers’ readiness to provide knowledge about GE. Key informant 1: “The main problem for teachers is finding the appropriate approaches and being ready to implement GE, because the technical provision in schools can be considered as good. Teachers’ initiative is the main tool in GE development in schools.” Key informant 1: “The process of GE implementation depends of teacher’s willingness to do it.”*

## **2.3 Cultural climate surrounding the implementation of GE**

Latvian society is not united, this is the main obstacle in the implementation process of GE. Key informant 1: *“One of the obstacles is divided society. Also lack of knowledge can be seen as an obstacle which creates a resistance to different processes in society.”* There are some topics which are the most popular – environment and sustainability. Key informant 2: *“There is high demand for courses about such topics as environment and sustainability. Also popular are topics about intercultural communication, globalisation processes, social justice, conflicts and their prevention, migration, security, responsible consumer, food security.”* These are the key GE topics which children discuss in pre-schools and elementary schools.

## **Section 3 - Conceptual analysis**

### **3.1 Main term(s) definition**

Historically GE has been introduced by DC initiatives (projects, networking) mainly initiated by NGOs that belong to LAPAS, thus the key-term *development education* is still widely used by these organisations and the MFA.

Currently, the key-term *global education* is used more frequently than *development education*, that is an indication that GE as an approach of how to deal with learning results and content of study subjects (both in schools and in teacher education) has found its place. Thus, the key-term *global education* is the most widely used and broadly accepted in Latvia. However, this key-term is not formally introduced in national curriculum of primary schools, yet the curriculum in general has several references to global, intercultural, and sustainability dimension.

Several other approaches (also – key-terms) besides GE are used to introduce global dimension in pre-school, basic school education and teacher training and education are: *development education (attīstības izglītība)*, *education for sustainable development (izglītība ilgtspējīgai attīstībai)*, *intercultural education (starpkultūru izglītība)*, *human rights education (cilvēktiesību izglītība)*, *inclusive education (iekļaujošā izglītība)*, *(global) citizenship education ((globālā) pilsoniskā izglītība)*, *media education (mediju izglītība)*, *consumerism education (patērētāji izglītība)*, *education for peace and justice (izglītība mieram un taisnīgumam)*, etc. Methodologies to introduce GE in teaching that are prevailing in the policy documents give teachers the opportunity to choose himself/herself the best methods, because the main policy documents give a very broad perspective, and it is up to teachers themselves who they will include GE during their teaching. As previous research (EDC, 2013c) shows, teachers lack methodologies on how to introduce GE into schools and pre-schools.

The aims and objectives in the primary and pre-school education programmes comply with the aims of GE. The objectives of the content of preschool curriculum are to contribute to the development of child's physical abilities and acquisition of movements, development of self-

awareness, awareness of one's own abilities and interests. It is connected with GE aims to develop awareness of the impact of one's actions. Also development of feelings and decision-making skills, development of cognitive activities and curiosity, communication and cooperation skills, are important, and that connects to the GE objective for children to be able to live, learn, cooperate together in a multicultural environment. The aims and objectives highlight the development of a positive attitude to oneself, and towards other people, to the environment and the Latvian state, that also includes the GE aspect of environmental awareness. Also the development of the skills of safe and healthy lifestyle may include GE aspect of human security. The concepts used are very broad, thus GE topics can be integrated in the classroom during subject learning. However, it could be that these concepts are too broad and as students are under big pressure to meet all the objectives of the curriculum, GE is not integrated in the study process, as it is not mandatory.

### 3.2 Network of terms

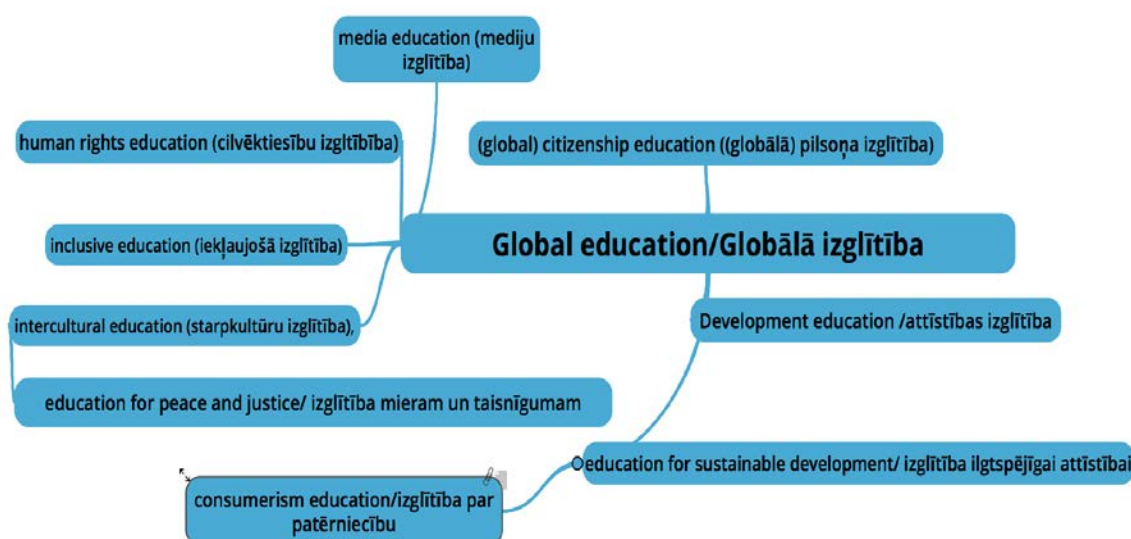


Chart. 1. Educational approaches that share similar dimension and content with GE in Latvia

The term that best represents our project in Latvia is **Global Education** rather than Global Citizenship Education. Currently there is a change from the term *development education* towards *global education*. Also the keyword *citizen* has a double connotation because of non-citizenship issue in Latvia. That is a reason why currently persons involved within GE field prefer to use the term *global education*.

### Section 4 - Concluding remarks

In general, GE experience in Latvia is not very rich; however its initiatives are rather varied. All the initiatives relatively reflect several diverse expressions: national level and global level activities, research-based activities, and public educating events, such as, conferences, exhibitions, campaigns. Those initiatives ensure awareness raising about global challenges and intercultural skill development of participants who live in Latvia. Mainly these are short term or long term courses and education programmes serving as compensatory activities to cover urgent issues missing in formal – pre-school, school, and teacher training – education. Here GE has been

ensured by actualisation of global challenges, interactive environment, ICT use, guest-speakers, etc.

The normative documentation in pre-school education and elementary school education allows working flexible for teachers and implementing different topics about GE in teaching process in Latvian educational institutions. Guidelines of pre-school education connect GE with children social skills development. It is important to consider children's experience, which is one of the most effective resources in educational process in integrated approach where children can learn concepts of GE in a holistic way. In elementary school it is also possible to integrate topics of GE (respect, tolerance, cooperation) in other subjects, for pre-school. Different issues of GE can be included in teaching process, but the most topical are issues about environment and sustainable development (responsible consumer etc.). It is evident that understanding about GE is developed by interaction with environment. In pre-school education the best is example, in literature. Children also can learn values and attitudes of GE.

In promotion process of GE the most effective is participation of NGOs. NGOs have better possibilities to find the best way of communication with society. One of the most serious problems in implementation of GE is society's segregation. The second obstacle is the lack of resources about GE in pre-schools and schools. The third obstacle is result-oriented approach of educational system in Latvia. Very important is to develop teacher-training courses for in – service teachers about GE. It is recommended by NGOs to develop also GE as an optional subject in elementary school.

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#### 4.1.9 Portugal Country Policy Analysis

**Author:** La Salete Coelho

### **Section 1 - Key policy documents**

#### **1.1a Promoted mainly by the Ministry of Education**

*Law N. 139/2012, 5th July, 2012*

Establishes the guiding principles to organisation and management of curricula, assessment of knowledge and skills to be acquired and developed by the students of primary and secondary education.

Citizenship Education is proposed in a crosscutting way.

*Education for Citizenship – guidelines, 2012*

These guidelines list the dimensions of the citizenship which have been drawn up, or are in drafting, guidance/reference documents: Road safety Education; Development Education; Education on Gender Equality; Human Rights Education; Financial Education; Education for Security and National Defense; Volunteering promotion; Environmental Education/Sustainable Development; Media Education; Health and Sexuality Education; Entrepreneurship Education and Consumer Education.

The Reference document relating to Development Education is the one promoted through the Protocol between the Directorate General of Education and Camões – Institute for Cooperation and Language, and is in the process of reviewing and approval.

#### **1.1b Promoted mainly by the Ministry of Foreign Affairs**

*National Strategy for Development Education (ENED) – 2010-2015, 2009*

ENED is a policy paper which aims to promote global citizenship through learning processes and raising Portuguese society awareness related to development issues in a context of growing interdependence to achieve a progressive social transformation. It defines, fundamentally, a set of activity typologies and goals, to be applied in annual action plans divided by four main intervention areas: Capacity building and institutional dialogue formal education; Non-formal education; Awareness and advocacy.

*Action Plan of ENED 2010-2015, 2010*

The Action Plan was signed by 14 entities belonging to the State and civil society and defines an interrelated set of types of activities and their respective goals. Each of the 4 specific goals of ENED is divided in several measures; each measure has settled types of activities with their respective goals (a total of 57 types of activities and 57 goals).

*Protocol signed by the actors involved in the implementation of ENED 2010-2015, 2010*

The Protocol is aimed at the ENED Action Plan subscription. All the parties are committed to contribute to the implementation of the measures (14 public entities and civil society organisations).



*Protocol between Directorate General of Education and Camões – Institute for Cooperation and Language, I.P., 2012*

The Cooperation Protocol between DGE and CICL, I.P. defines terms and conditions of institutional collaboration in order to promote the consolidation of DE at all levels of education in the formal education sector. DGE undertakes the development of the guidelines, a framework on DE, and to disseminate projects and initiatives promoted by various entities and to design and obtain accreditation to continuing education of teachers which includes the DE.

*The adendas to the ENED and to the protocol, extending the period of their validity until December 2016, 2015*

Considering the time lag between the term of ENED and the date of a new strategy, considering the need to ensure continuity in the implementation of measures of ENED, considering the recommendations of the monitoring committee and of the other entities subscribing to ENED's action plan, the Cooperation Protocol between DGE and CICL, I.P., the DGE's reference document: Education for Citizenship, and the Global Education in Portugal report, of the Global Education Network Europe (GENE) it was decided to extend the period of the "ENED" until the end of 2016.

After the decision of extension of the period of the "ENED", until the end of 2016, an addendum was made to the Cooperation Protocol so it lasts until the end of 2016, signed by all entities and signatories of civil society organisations.

## **1.2 Circumstances of introduction**

The Civics has been part of the curriculum of basic Portuguese education system since 2001. According to Decree-Law 6/2001, 18th January, *"within the curriculum of basic education, in addition to disciplinary curricular areas, the statute provides for the creation of three curricular areas – Project area, Monitored Study and Civic Education."* These non-disciplinary curricular areas should be developed, from the 5th grade to 9th grade, in co-ordination one with another and with other disciplinary areas. Civic Education occupied one weekly teaching slot for information and debate, in a class assembly. The time in the students' timetable for Civic Education was the responsibility of the Class Manager. This subject was established in order for students to assimilate and to interpret information critically and creatively. By doing this students can acquire methods, tools and knowledge that allow them to continue their education by developing active and conscious attitudes towards the community. So, even if Development Education was not an explicit part of the curriculum, it was integrated in these non-disciplinary areas.

Within this context, it was established, as a request by the Ministry of Education, a working group to present a proposal of guidelines for Education for Citizenship. A Proposal for Basic and Secondary Education Curriculum was presented in 2011 (but it was never implemented). Education for Citizenship should be achieved through direct aspects in schools and opportunities to participate in activities and initiatives by the students, always together with the contents of the various disciplines. It addresses several areas of citizenship, such as human rights, gender equality and opportunity, environmental education, financial, and even road safety. It is divided into four main areas - rights and responsibilities; democracy, processes and institutions; identities



and diversity; interdependence and globalisation - and presents various possibilities (output profiles) for each school cycle, setting out the objectives to be achieved at the end of the school year.

In 2010, the financial crises originated early elections and a consequent change in the government. Since then there was a deep revision of national policies (particularly in the areas of external policy and education), significant institutional changes and large funding cuts.

In the Law no. 139/2012 of 5th July, as a result of a policy more focused on the outcomes, the exam results and the scientific subjects than in citizenship issues, the Civic Education came to an end as a non-disciplinary curricular area and it became a cross-sectorial area:

*“Citizenship Education, while cross-sectional area, is likely to be addressed in all areas of the curriculum, not being imposed as a mandatory discipline alone, but allowing schools the decision of its offer under its autonomy.”*

Nevertheless, it is known that some schools are still using their autonomy to offer the subject Civic Education or Citizenship Education, because they see it as a help to build better relationships among the students and between them and the school environment.

The approval of the National Strategy on Development Education (ENED), in 2009, was an important moment to highlight the importance of the Formal Education in this field. One of the 4 main goals of ENED is dedicated to formal education.

### **1.3 Levels and forms of implementation**

In Portugal, Global Citizenship Education is not formally embedded in primary school curricula:

- It is not binding for teachers to introduce GCE in their teaching activities;
- There are no specific financial resources/instruments allocated to introduce GCE in primary school curriculum and training in-service teachers;
- There are no means of monitoring and evaluation of the introduction of GCE into primary school curricula.

However, there are some milestones in the process of bringing these issues into the curriculum:

- 2001 - Civics as part of the curriculum of basic Portuguese education system. According to Decree-Law 6/2001, 18th January, *“within the curriculum of basic education, in addition to disciplinary curricular areas, the statute provides for the creation of three curricular areas – Project area, Monitored Study and Civic Education.*
- 2006 – There was a “National Forum for Citizenship Education”, with the involvement of the Ministry of Education
- 2008 – Beginning of the process of elaboration of the National Strategy on Development Education (ENED), within the collaboration of GENE in Portugal
- 2009 – Launching of the ENED, which as a goal devoted to formal education
- 2010 – Protocols for the implementation of the ENED and its Action Plan
- 2012 – Law N. 139/2012, 5th July, 2012 – that establishes Citizenship Education in a crosscutting way
- Presentation of the guidelines that list the dimensions of the citizenship that should be addressed by teachers. Development Education is one of them

- Organisation of the II Conference within ENED, devoted to “Development Education in schools”
- 2012 – Signature of the protocol between DGE and CICL in order to develop the reference document on DE within formal education and to design and obtain accreditation to in-service teachers’ education.

In 2009, the National Strategy on Development Education (p. 31-33) presents the following diagnoses and declaration of intentions:

*“Promoting universal access to quality DE implies its integration with the formal education system. Such integration is necessary at different levels, from pre-school to higher education.”*

In the fields of pre-school, basic and secondary learning, the investment already made in education for citizenship is quite relevant. In fact, the principles of curricular organisation and management, from preschool to secondary education, attribute a very significant relevance to Education for Citizenship – of which DE is a fundamental dimension –, as a crosscutting area in relation to all subjects and non-subject curriculum areas.

Within basic learning, Civic Education and Project Area are considered as privileged curriculum areas for the development of Education for Citizenship. In addition, the principles and values underpinning the skills to be developed by the pupils include: *“participating in civic life in a free, responsible, fair and critical manner”* and *“respecting and valuing individual and group diversity in their identity and choices”*, and these principles are coincident with the aims of DE.

At the same time, there is already a certain tradition of cooperative work between schools and other DE actors, as well as experiences of complementarity with non-formal education. Indeed, school activities have been developing and opening up to cooperative work with public and private organisations, namely NGOs. At the level of the Ministry of Education central services, the Directorate-General for Innovation and Curricular Development has already started a systematic dialogue and cooperation with civil society organisations and representations of international organisations with a view to the production and dissemination of DE materials.

In Portugal, the involvement of higher education in the area of education for citizenship, and DE in particular, needs to be further strengthened, not least because this is where initial teacher training takes place. From social and political sciences to health sciences, and to physical and mathematical sciences, they all are fertile ground for the training of DE skills, at both the cognitive and the social and ethic levels. Of course, in this respect, a special responsibility befalls the courses on Education Sciences, which must be particularly sensitive as to their relation with DE training. A closer interaction between higher education institutions and peak scientific research provides a special opportunity to contribute specifically to a pedagogical and discursive DE agenda that keeps abreast of ongoing conceptual and methodological changes in the different fields of knowledge.

Therefore, it is necessary to reverse these difficulties by focusing on training and the creation of knowledge, by making support materials available and by promoting joint efforts between schools, educational communities and DE actors, namely civil society organisations.

However, there is still some way to go. The Education for Citizenship approaches envisaged in this framework, in Portugal, are a must that has not given DE the necessary visibility. This has to do

with some identified constraints, such as: the systematic non consideration of DE in the context of Education for Citizenship, specifically in the training of education and training professionals (initial and continuous); the existence of little DE material in support of the work to be developed in schools; the current constraints to the funding of continuous teacher training actions on Education for Citizenship, where DE is included; the scarce awareness of DE among educational communities; the fragile tradition, among teachers, of working as a team and addressing interdisciplinary areas involving the different subjects.

People that fall under the following categories should be involved in the pursuit of these measures:

- Children, youngsters and adults undergoing an education, learning or training process;
- Education and training professionals (teaching and non-teaching staff) from education, learning and training establishments;
- Persons in charge of educational organisation and management;
- Relatives, guardians, parents' and students' associations;
- Public and private bodies that cooperate with teaching establishments in the development of DE activities, namely civil society organisations.

The following promoters should be considered for the achievement of these measures:

- Civil society organisations with experience in DE;
- Universities and research centres;
- Central, regional and local public authorities.

#### **1.4 Political actors**

The key institutional structures of the Development Education, in Portugal, are those with the responsibility of guiding the process of the implementation of the ENED. This “strategic group”, is constituted by Camões, the former Portuguese Institute for Development Assistance (IPAD), the Ministry of Education, represented by the Directorate-General for Education (DGE), the Portuguese NGDO Platform and CIDAC (a Portuguese NGDO, member of the Global Education Network Europe – GENE).

Furthermore, there are the so called Institutions of the Working Group 2, which are a group of 11 organisations recognised as having an effective influence and participation capacity, composed by representatives of public institutions and civil society organisations (partially platforms) relevant for their issues (development, education, peace, environment, multiculturalism, gender) or because of the public they work with (youth, teachers, immigrants, for example).

##### **1.4.1 Role of NGOs**

NGDOs are the main actors in the field of DE in Portugal.

In Portugal, within the National Platform of NGDOs there is a working group devoted to DE, composed by 14 members (ADRA - Adventist Association for Development; AIDGlobal – Action and Integration for the Global Development; PAR Association – Social Answers; CIDAC - Centro de Intervenção para o Desenvolvimento Amílcar Cabral; CPR - Portuguese Refugee Council; Engenho & Obra (E&O) - Association for Cooperation and Development; FEC – Faith and Cooperation Foundation; FGS - Gonçalo da Silveira Foundation; G.A.S. Porto – Social Action Group of Oporto;

Graal – Social and Cultural Association; Helpo; IMVF - Marquês de Valle Flor Institute; ISU-Institute of University Solidarity and Cooperation and Rosto Solidário).

The main role of NGDOs in the introduction of GCE in formal education is due to their projects within schools, giving classes to the students but also doing teachers training and developing materials (e.g. AIDGlobal, CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral, FGS – Fundação Gonçalo Silveira, Graal and IMVF – Instituto Marquês de Valle Flôr).

There is also advocacy work that needs to be highlighted.

There are two NGDOs that started the process of co-construction of the National Network of Global Citizenship Educators (CIDAC and FGS).

#### **1.4.2 Role of political leaders/institutions/social movements/political parties**

In Portugal, there has been, since the late 70s, a tradition among Non-Governmental Development Organisations (NGDO), to carry out DE activities in formal and non-formal education but the truth is that the governmental support has been late in arriving.

The process for preparing a National Strategy for Development Education (ENED) was formally launched in May 2008, at an international seminar held in Lisbon where the Portuguese Secretary of State of Foreign Affairs and Cooperation (at the time, from a socialist government) announced the political commitment of Portugal to promote debates and actions about DE at a national and international level.

The DE principles were taken into consideration, so that an option was made for a participative and inclusive process, in spite of all the difficulties of this kind of approach. The option to engage in a real participatory process was a way of assuring that the strategy would live beyond the publication of the final report, and would be broadly embraced by all the DE stakeholders in order to ensure its long-term impact.

The process was organised into three different levels of participation:

- a) The leadership of the process was the responsibility of a small “strategic group”, led by the former Portuguese Institute for Development Assistance (IPAD), also including the Ministry of Education, the Portuguese Platform of Development NGDOs and CIDAC (a Portuguese NGDO that, for being a member of the Global Education Network Europe GENE, made the link with this international organisation). The tasks of this group were mainly to guide the process and ensure that all the activities were going to be accomplished on schedule.
- b) At another level there was an advisory board of 15 representatives of public institutions and civil society organisations (the same 4 from the first level + 11 new ones) with an expertise on specific topics or on specific social groups: Public Institutions: APA – Portuguese Environmental Agency; ACIDI – High Commission for Immigration and Intercultural Dialogue; CIG – Commission for Citizenship and Gender Equality; UNESCO National Committee; Portuguese Youth Institute; National Education Council; Civil Society Organisations: APEDI – Teachers' Association for Intercultural Education; CPADA – Portuguese Confederation for Environmental Protection; National Commission for Justice and Peace; National Youth Council; Calouste Gulbenkian Foundation.
- c) At the third level were the organisations to be consulted at the final stage of the process (Development NGO, Polytechnic Institutes, Environmental NGO and others).

As a result of this participatory process, the final document contributed to bring conceptual

clarity about different understandings of DE and to get the commitment of all the parts involved in its preparation.

In September 2009, the Portuguese National Strategy for Development Education was formally signed by the Secretary of State of Foreign Affairs and Cooperation and by the Secretary of State of Education. The document was also presented at a public ceremony where it was reinforced that both public institutions and civil society organisations will work together towards a common goal.

#### **1.4.3 Role of local authorities**

Local Authorities are not historically involved in the processes of GCE. They still are more involved in international cooperation, mostly with African Portuguese Speaking Countries, in projects like “town twinning”, for instance, in processes aimed to raise awareness of Portuguese citizens and to directly contribute to the needs of these African cities.

There is an international project, co-funded by CICL and led by the NGDO Instituto Marquês de Valle-Flor, which aims to build a network of Municipalities, in Portugal, working in the DE field. At the moment there are 15 municipalities involved.

Within the project “Global Schools”, the Municipality of Viana do Castelo is assuming a bigger responsibility concerning their role in DE.

#### **1.4.4 Link between national and supranational level**

- a) Portugal is a member of GENE – Global Education Network Europe, thorough CIDAC, an NGDO, and representatives of the government (from CICL and DGE).
- b) Portugal also participates in European networks in this field, or by representatives from CICL and DGE, or by representatives of the Civil Society Organisations – like CONCORDE or DARE Forum, for instance.
- c) There is also a close relationship with the North-South Centre of the Council of Europe, mostly because the head offices of them are in Lisbon, so they accompanied the National Strategy process. The II Congress on Global Education promoted by NSC (the first one is the really well known of Maastricht) was in Lisbon, in 2012.

#### **1.4.5 Link between local and national entities**

As Portugal is a country with a much centralised administration process, this local level is more difficult to see. In fact, that is a conclusion also from the National Annual Reports of the ENED, that the policies and the implementation of the National Strategy on DE are much centralised in Lisbon. The main actors that decentralise a little bit are the Higher Schools of Education, because they are spread in the territory.

### **Section 2 - Political discourse analyses**

#### **Presentation of the main findings of the interviews, by sections**

In Portugal three interviews were carried out with four persons, representing the main bodies involved in DE in Portugal:

- Directorate General of Education (DGE)
- Camões – Institute of Cooperation and Language (CICL)

- CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral and Fundação Gonçalo da Silveira (FGS) – these two **NGDOs** play an important role in DE, in Portugal: they are co-responsible for the Portuguese Network of Global Citizenship Educators and they are involved in the production of the main Reference document in DE field, which has been built in partnership with DGE and CICL.

### **Concept of Development Education/Global Citizenship Education**

For the Directorate-General of Education (DGE), it is important to stress the idea that *“there is no consensus about the meaning of Global Citizenship and, consequently about what the GCE should promote”*. It is clear, however, *“in the framework of UNESCO, that GCE relates to the development of knowledge, competences, values and attitudes in citizens in order to achieve fairer, peaceful, tolerant and inclusive societies”*. For the Director-General of Education, *“GCE proposes a multidimensional framework, already being used in areas as Human Rights Education, Peace Education, Sustainable Development Education, International Understanding Education, etc., to achieve the same goals”*. The national document “Citizenship Education – guidelines”, of the DGE, share these same principles.

The representative of Camões – Institute for Cooperation and Language (CICL), highlights the idea of the concept being in a constant mutation process. It started being part of the cooperation and awareness raising strategy, related to the Ministry of Foreign Affairs, and has been changing in the past few years. However, lately, the tendency is to leave behind the relation to the North/South issues but more related to an educational process in order to prepare the citizens (children and youth) for the challenges of the global world and to enable their participation.

On the NGDO discourse the focus was about the importance of *“offering citizens instruments (information, critical thinking) to understand the complexity of the world”*. In a world full of “information”, it is crucial to implement *“pedagogical processes to lead citizens to select information think about it, to make choices (individual and collectively) and to put them into practice”*. It was stressed the importance of processes of a “conscientisation” that leads to coherent actions driven by values – equity, solidarity and social justice.

Questioned about which of the topics (social and economic justice, human rights, diversity issues, peace, environment) are most appropriate in GCE definition, the four interviewed agreed upon the interconnectivity of all them:

DGE – In an interdependent and globalised world that needs a global citizenship, the topics are all related;

CICL – In a DE approach, maybe the main focus will be in the social and economic justice, however, if we enlarged the focus for the GCE, they are interconnected. The ideal would be if the schools work in partnership with different institutions coming from all of these areas.

NGDO – The main characteristics of DE is exactly the interconnectivity among all of these topics and look at one of them with the lenses of one of them, for instance analyse Human Rights through the eyes of Diversity.

## **2.1 Curriculum of formal primary education and its adequacy to cope with the challenges of the global world**



For DGE, the answer is affirmative once the curriculum responds to priorities that guarantee the right to a fair and effective equality of opportunities in the access to education. In a changing world we have to face some issues: the schools can not answer to everything alone, so a real partnership is needed also with families, communities and social policies; due to the importance of the teachers (in 1st cycle, students have just one teacher), it is important to focus on the teachers' education policies.

In Portugal, the curriculum is based in the following principles in order to prepare citizens ready to face these challenges of a constant changing world: Promoting the improvement of education quality; The effective integration of theoretical and practical knowledge dimensions, through the enhancement of experiential learning; Flexibility in the construction of training courses; The articulation of curriculum and assessment and promotion of accuracy of evaluation; Strengthening the transversal nature of education for citizenship; The appreciation of the Portuguese language and culture in all curricular components; The use of ICT in various curricular components; Strengthening the pedagogical and organisational autonomy of schools in curriculum management.

CICL representative stresses the idea that when we talk about the curriculum we should not be talking just about contents but also look at its organisation, the times dedicated, the methodologies, etc.

Representatives from NGDOs have the opinion that the actual curriculum is in opposition with the values of DE, contaminated by the market logic, proved especially by the reform undertaken in the last 4 years. Some examples: the focus on the cognitive part of education; on natural sciences and language; on evaluation and exams and on school rankings. The vision of a school based on broader, complex and interconnecting knowledge, to prepare to question and to use critical thinking, to look for alternatives (LTP) was lost. It was also stressed that in the methodological field, there is a lack of coherence – they do not promote participation, self-initiative, cooperation, etc. The message in schools nowadays is more about competition, knowledge, training for exams (JC).

## **2.2 The presence of DE /GCE in formal primary education**

DGE stresses that GCE is a progressive process, a long-term process, that envisages changing values, attitudes and behaviours and that school is just one of actors involved in it.

The persons interviewed stated that there are various ways of integrating GCE issues at schools and that GCE should be an approach embedded in the school planning: through the Educational Project of the Schools; through the coherence between what is said and done (for instance, to spare water, etc.); integrated in every subject, within contents and methodologies; in the relationship among all the actors in the schools; in the leadership of the school and the process of participation; in the relationship established with the community.

The transversal character of the "Citizenship Education" gives the responsibility to every teacher to address these issues.

Analysing the curriculum, it was said: within the 1st cycle, there is one hour/week that each school can devote to diverse activities, and that can integrate also GCE activities; within the 2nd cycle the school is free to offer one hour of a chosen subject and CE is one of them. There is also the opportunity for schools to offer projects and diverse extra-curricular activities in this field



and also via the activities offered by the school to enrich the curriculum (Atividades de Enriquecimento Curricular).

CICL representative states that GCE is, in formal education, nowadays, since the law from 2012, in a transversal way. This law was polemic because it diminished the non-disciplinary subjects (project area, civic education, etc.). However, in his point of view, the autonomy of schools is very big. In this line of thought, presets other spaces where it can be addressed: activities offered by the school to enrich the curriculum (Atividades de Enriquecimento Curricular); study visits; projects run by schools. Various ways of using the contents of the different subjects (Language, Mathematics and Sciences – Natural and Social) in a crosscutting way were also presented.

NGDOs representatives refer to the transversal and non-mandatory character of GCE, in the curriculum, as a disadvantage for the real introduction of these issues in the curriculum. According to their thoughts, now, the option of addressing GCE issues is really a personal choice of the teacher and the impact on the students is very small. It was also stressed that DE or GCE is part of a bigger area called, by the DGE, “Citizenship Education”, along with other 14 areas (the so called “Education for...”) and if a teacher has to choose among 15 areas, probably he will choose something easier and more practical. DE or GCE is not easy to deal with. Maybe, lots of them have never heard about DE/GCE. For them, there is also a misunderstanding between “civic education” (road safety or financial education) and “citizenship education”, in these 15 areas.

They remark that they miss the sense of the global, the promotion of the questioning and the development of critical thinking.

One good thing to highlight is the role of the partnerships with NGDO or other civil society organisations, sometimes called in by the schools to intervene in the classroom or in some general activities in the school.

### **2.3 Limitations and obstacles for the introduction of GCE in formal primary education and ways to overcome them**

The representative from DGE started with the remark that in the question there is the assumption of the existence of limitations and obstacles, and that can be argued. However, agreeing or not, he listed some limitations often pointed by diverse actors: the non-existence of an autonomous and mandatory subject devoted to CE; the strong focus of the curriculum in the contents and competences instead of values and attitudes; the extension of the curriculum (this proves a vision of CE as one issue more and not in a cross-cutting way); the active methodologies of GCE take some time and it is impossible to use them in the classroom; there is a lack of teachers’ training courses to address these issues; the materials to use in the classroom, especially in Portuguese, are scarce.

DGE assumes that there is a need of seeing these limitations as challenges: schools need to have a strong vision about their priorities and put them in practice through the Educational Project and the activities plan; they have to build a partnership with other actors, more specialists in GCE field; teachers have to face their task is demanding and that it is their responsibility to leave their comfort zone and to update their training in new areas.

CICL lists some obstacles: the lack of resources (even if, when compared with the past, there are much more nowadays); the extreme mobility of the teachers (it takes many years for them to settle down in a school); the focus on the exams and the preoccupation of the teachers in

“training” the students for that moment; the extent of the contents; the distribution of the times at school.

He presents some ideas about how to overcome these difficulties, proposing a holistic approach:

- Teachers’ education - concentrate efforts in the in-service training, teachers’ education and preparation of the boards, the leaders of the schools, such as directors and coordinators; reinforce the pre-service training in higher education; recognition of the courses promoted by NGOs, for instance; open the dissemination and publicity of these courses to other public; adaptation of the courses to the needs and availability of the teachers;
- Awareness raising with the parents and the all community around schools;
- Advocacy with the Ministry of Education (there is already a protocol to elaborate a reference document on Development Education and build a teachers’ training course based on this document);
- Involvement of the Municipalities, once they have some responsibilities on the educational field, mainly in the non-formal sector.

One of the main challenges is how to work together. About that, it was stated:

- Strategic documents - all of these actors mentioned above have their strategic documents. They should be aligned and focused on developing GCE in citizens;
- Evaluation – it would be important to promote the participation of the students in the processes of evaluation of the schools;
- Community – it is important to build a sense of community with the environment of the schools, the importance of the local (municipality, associations, other education institutes, etc. And then, international organisations – UNESCO, UNICEF, North-South Centre - or twin schools schemes, for instance;
- Recognition – it would be important to have some kind of recognition of the school as “friend of citizenship”, or something similar;
- Networks – the schools needs to build a network of national and international organisations;
- Active and participatory methodologies – it is fundamental to improve the competences of all the actors listed before in these kinds of methodologies and promotion of the critical thinking.

The representatives from NGOs considered this topic had already been reflected in the previous questions. They just highlighted the opposite – the good and positive experience they have working with CICL and DGE in the drawing of the Reference document on Development Education.

## **2.4 Normative and Recommendatory instruments that most influence the teaching of GCE in formal primary education**

DGE lists the following documents:

- Decree-Law n. 139/2012, 5th July, changed by the Decree-Law n. 91/2103, 10th July, and by the Decree-Law n. 176/2014, 12th December. These laws states *“citizenship education as a transversal area being addressed in all curricular areas, not imposed as a mandatory autonomous subject but giving the schools the decision of offering time for it”*;
- The document “Citizenship Education – Guidelines”;

- The Reference Documents for the 15 Citizenship Education areas that are being elaborated (some of them have already been published and available on the DGE website);
- The Reference document for Development Education, whose process of elaboration is coming to an end.

CICL representative highlights, at a national level:

- National Strategy for Development Education (ENED) and its Action Plan. ENED has one goal, the second, devoted to formal education. The activities are related to three main points – training (pre and in service), didactical material and promotion of the school as a whole;
- Protocol between CICL and DGE to the development of a Reference document for Development Education, in partnership with two NGOs, CIDAC and FGS;
- Decree-Law n. 139/2012, 5th July, that refers to citizenship education;
- The guidelines for Citizenship Education, elaborated by DGE.

As for the international level:

- UNESCO – Sustainable Development Goals, Goal 4, 4.7 refers to global citizenship;
- OECD – PISA index, for instance, is now including the citizenship aspect;
- Council of Europe – mainly the work of the North-South Centre, with its conferences, conclusions and recommendations;
- GENE – network of European governments and other institutions, working in this field since Maastricht<sup>22</sup>;
- European Union – it is starting to use the concept of global learning;
- Development Cooperation Directorate (DCD–OCDE) – when they do the *peer-review* process to a country, there are some criteria for analysing Development Education issues.

The persons interviewed from NGO focus on two documents:

Reference document on Development Education – they stress the process of elaboration, one being a proof of the interest of the main actors in the field (CICL and DGE) and it was an example of a participatory process, involving public institutions, civil society organisations and all the actors interested, because there will be a month of public consultation on the document. However, they reveal some worries about the impact of the document in schools – will it get to the teachers? Will it be known? Will the programmes give space for these issues? They underline the importance of having a course in order to prepare teachers to use the document.

ENED – it is an important document, because it settled the context for DE in Portugal. Maybe it was not well disseminated and is not well known, not having fulfilled, totally, its role. However, it promoted some activities that engaged the main actors in the field and also attracted some other people, such as teachers, which opened some space in the schools for partnerships and projects along with NGOs. The National Network of GC Educators is one example. It is highlighted that the existence of a goal, the second one, devoted to formal education is an important recognition of the importance of the sector. The protocol for the elaboration of the ED reference document signed by CICL, DGE and the two NGOs is a consequence of ENED.

The main achievement with ENED was establishing personal and institutional bonds of trust among the working groups involved in its implementation, which is fundamental.

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<sup>22</sup> Note: it refers to the I Congress on Global Education, led by the North-South Centre of the Council of Europe, that took place in Maastricht, in 2002, and that led to the “Maastricht Declaration”.

## Section 3 Conceptual analysis

### 3.1 Main term(s) definition

- Development Education (Educação para o Desenvolvimento)
- Global Citizenship Education (Educação para a Cidadania Global)

In Portugal, the concept that is still used at an institutional level is Development Education. We cannot forget that Camões – Institute of Cooperation and Language is one of the main actors in the National Strategy of DE and that, as stated in the Annual Reports of activities, it is still the most important founder of DE in Portugal (20% percent of the activities reported by NGDO have some funding of CICL).

However, in the world of NGDOs is important to notice that, most of them, start to use the concept “Global Citizenship Education”, in spite of DE, that is considered by these actors as more related to North/South issues.

This discussion occurred in Portugal within the process of the elaboration of ENED, as you can see for its overall aim

*“to promote global citizenship through learning processes and to raise awareness of development-related issues in the Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change”.*

There are also some institutions using the term Global Education, influenced by European institutions, like the National Youth Council, but this term is less used.

a) **Development Education**, according to the National Strategy on Development Education (p. 18-21):

- Education for Peace
- Education for Human Rights
- Environmental Education and Sustainable Development Education
- Intercultural Education
- Education for Gender Equality
- Global Education
- Global Citizenship Education
- Education on “learning to live together”

b) **Citizenship Education**, according to the Guidelines established by the Directorate-General of Education:

- Road safety Education
- Development Education
- Education on Gender Equality
- Human rights education
- Financial Education
- Education for Security and National Defense
- Volunteering promotion
- Environmental Education/Sustainable Development
- Education for the European Dimension

- Media Education
- Health and Sexuality Education
- Entrepreneurship Education
- Consumer Education
- Intercultural Education

### **Definition of the main term**

Provided by the National Strategy on Development Education (p. 16, 17)

#### **a) Definition from the Portuguese NGDOs Platform - 2002:**

*“Development Education is a dynamic, interactive and participatory process aimed at: people’s full education; awareness and understanding the causes of development problems and local and global inequalities in an interdependent context; intercultural experiences; commitment to collective action grounded in justice, equity and solidarity; promoting the right and duty of all people to participate in and contribute to a full and sustainable development.”*

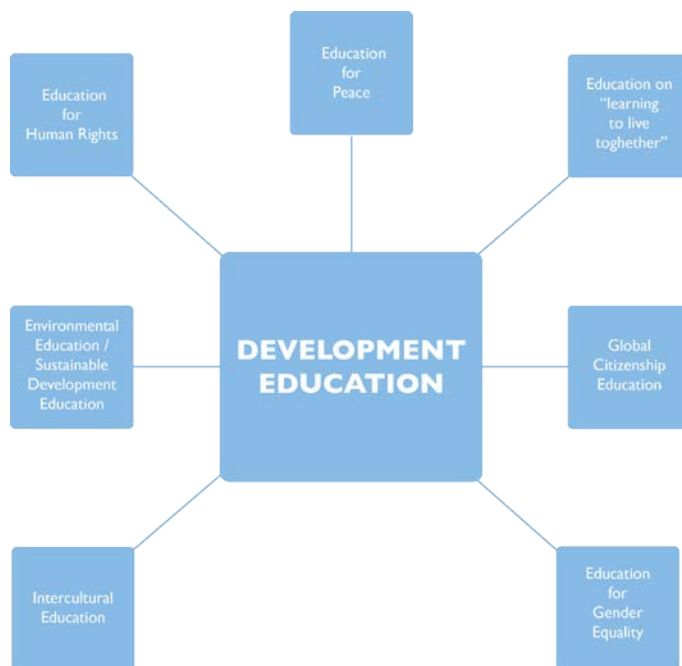
Development Education cannot be confused with fundraising campaigns, organisational marketing or official information on development aid. The singularity of Development Education is its link to the South which is always taken into consideration and the speeches and proposals made by and directed to the South. For that reason, it is different from other “Educations”.

#### **b) Definition from the Strategic Vision for Portuguese Cooperation - 2005:**

*“Development Education (DE) is an educational process that promotes social, cultural, political and economic interrelationships between the North and South and that also promotes values and solidarity and justice attitudes, that should feature a responsible global citizenship. It consists of an active learning process, aimed at raising awareness and mobilising society to sustainable human development priorities. It is fundamental to create the basis for a common understanding and support from the public opinion at a national and international level, regarding development cooperation issues. Although DE is not only about formal education, it is important that it is progressively integrated in school curricula, similarly to other European countries, so that the formal education contributes to the formation of watchful, demanding and participative citizens”.*

Coordination with the Ministry of Education is fundamental for this matter. On the other hand, DE is not only about international issues, but also it cares about finding solutions and answers to cross-cutting issues of our societies, such as the respect for multiculturalism, immigration and social inclusion, fight against poverty, health education and environmental sustainability campaigns, corporate social responsibility, sustainable consumption and fair trade and media’s social responsibility.

### 3.2 Network of terms



This scheme is based in the National Strategy for Development Education (p. 18-22) where the relationship between Development Education, the main concept used in the official document, and the others, so called, “Educations for...” was established.

The document also defines what are the main common features and specific features among the concepts listed.

#### Common features

- Value based learning process committed to the comprehensive training of individuals
- Principles: justice and social equity, solidarity, cooperation, co-responsibility, dialogue, engagement.
- General goal: social change.
- Educational settings: formal, non-formal and informal education.
- Methodologies: emphasis on engagement, horizontality, and the collective and cooperative building of knowledge and action.
- Coherence between theory and practice, content and form, and process and product.
- Transdisciplinarity.

#### Specific features

- Centrality conferred upon the realities and perceptions of the South and the periphery, in a system of North South or centre periphery interdependence.
- Specific goals:  
Bringing to light the structural causes of global and local problems, of inequalities and injustices.  
Questioning development, in both its theoretical and practical dimensions.

As stated before, even if in the official language DE is the most used concept, in the NGDO world, Global Citizenship Education is making some progress.

The overall aim of the National Strategy uses the concept Global Citizenship Education:

*“to promote global citizenship through learning processes and to raise awareness of development-related issues in the Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change”.*

### **3.3 Methodologies**

According to information provided by the National Strategy on Development Education (p. 23):

*“Pedagogical approach: potentially addressed to all individuals, entities and informal groups, it is the “heart” of DE, for it promotes the learning on how to critically analyse local and global inequalities, in a context of interdependence and of identification of the respective causes, and mobilizes towards a commitment to change such realities. It implies awareness, discussion, problem-setting, finding or devising alternative proposals to those situations or models that perpetuate injustices, and striving to implement them. Indeed, it requires an active involvement on the part of those to whom it is addressed, individually and collectively, in the constant review of their own perspectives and practices” (ENED, 2009, p.23)*

## **Section 4 - Concluding remarks**

To sum up:

About DE in Portugal

- At the beginning of the history of DE in Portugal, the main actor was civil society, “bottom-up”, and that it was the civil society to contaminate state actors, who came later but took the task responsibly;
- The elaboration of the National Strategy for Development Education was a very participatory process and allowed the creation of a network of actors interested in the issue;
- This process has created a sense of ownership of the strategy for all interested parties that now make the difference.

About DE in formal Education

- In ENED, there is one specific goal (in four) devoted to formal education, what stresses the importance given to this area;
- The Directorate-General of Education, representative of the Ministry of Education, is very committed with the ENED, taking part of the Strategic Group of ENED;
- The decree-law 139/2012, 5th July establishes Citizenship Education as transversal;
- DGE, in the same year, presents its guidelines for Citizenship Education where it refers to the 14 areas that can be addressed by teachers – Development Education is one of those;
- Within this context, CICL and DGE signed a protocol in order to elaborate a reference document on DE for schools and to draw a training course for teachers, based on it. They invited two NGDOs to form part of the group.



### Main challenges:

- Maintain the funding for this area of work in times of crisis and budget cuts;
- Find spaces in the curriculum for a real approach to GCE at school, rounding extensive programmes, exams, ranking, etc.;
- Invest in the teachers training (pre and in service) in order to prepare them to embed GCE in their curricula, surpassing the temptation (and limitation) of seeing GCE as an added on element;
- Build strong partnerships between schools and other actors engaged on GCE;
- Move from good policies to the real life in schools – there are good policy documents but GCE does not take part of the practice of the teachers for lack of knowledge, lack of opportunities, lack of training, lack of resources, lack of time, among other factors.

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#### 4.1.10 UK Country Policy Analysis

**Author:** Helen Lawson

### Section 1 - Policy framework analysis

#### 1.1 Key policy documents

##### Normative documents (4)

*The national curriculum in England*. Key stages 1 and 2 framework document Assessment, September 2013. This document sets out the framework for the national curriculum at key stages 1 and 2 and includes:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for key stages 1 and 2 for all the national curriculum subjects that are taught at these key stages.

*Teachers' Standards Guidance for school leaders, school staff and governing bodies*, July 2011. The Teachers' Standards apply to:

- trainees working towards QTS;
- all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
- teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

*Handbook for inspecting schools in England under section 5 of the Education Act 2005*, Ofsted, 2015. This handbook describes the main activities undertaken during inspections of schools in England under section 5 of the Education Act 2005.<sup>1</sup> It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.

*Revised Prevent Duty Guidance: For England and Wales*, July 2015. Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

## **Recommendatory (2)**

*Promoting fundamental British values as part of SMSC in schools. Departmental advice for maintained schools* November 2014. This is non-statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

*Citizenship.* This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum. During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **1.2 Circumstances of introduction**

Up until 2010 there was strong government support for global themes within formal education. With the change of government global citizenship and sustainability has all but disappeared from the curriculum. The Prevent Strategy and the teaching of Fundamental British Values are defining features of current education policy.

The new curriculum is “back to basics” and is intended to challenge students, is slimmer and focuses on what is considered essential core subject knowledge and skills. The focus is mainly based on acquiring bodies of knowledge with less focus on skills development with an emphasis on core knowledge and traditional exam subjects (e.g. science, humanities) rather than more “creative”, vocational or skills based subjects (DFE, 2010).

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “*due regard to the need to prevent people from being drawn into terrorism*”. This duty is known as the Prevent duty and its central aim is to protect “children from risk of radicalisation”. Staff need to be able to identify children who may be at risk of radicalisation. The duty states that schools “*can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views*”.

In November 2014 the Department for Education published guidance on promoting “British values” in schools to ensure young people leave school prepared for life in modern Britain. All schools “*have a duty to “actively promote” the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*”

On 4th September 2014 the *revised standards for pupils’ Social, Moral, Spiritual and Cultural development (SMSC)* were published for free schools, academies and independent schools, and on 27 November the Department of Education issued non-statutory advice on SMSC for maintained schools. The advice states that:

*“Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.”*

### **1.3 Levels and forms of implementation**

As indicated above there is currently no formal government support for the inclusion of global education within the formal curriculum, and funding opportunities have significantly reduced.

There are a small number of policy areas in England that provide opportunities for exploring global themes. Aspects of learning about global development are still present within specific curriculum subject areas, notably geography and science. However the curriculum focus is primarily based on acquiring bodies of knowledge, with an emphasis on core knowledge and traditional exam subjects (e.g. science, humanities) rather than more “creative”, vocational or skills based subjects (DFE, 2010). There is less focus on skills development.

It is important to recognise that the opportunities available are, to some extent, implicit within the curriculum, rather than explicit in the form of either being statutory or recommendatory. There is also Non-Statutory Guidance KS1&2 Citizenship includes, “Preparing to play an active role as citizens”. This means that the inclusion of global issues within the curriculum relies heavily on individual teachers to champion and drive forward global issues.

There is still a legal requirement for schools to promote SMSC through the curriculum and this remains part of the school inspection framework. Significantly SMSC has become the vehicle for teaching *Fundamental British Values*. As of January 2015, as part of looking at SMSC, school inspections will be checking that schools are promoting “British Values”

The Government's Prevent Duty guidance recommends building pupils’ resilience to radicalisation by:

- providing a safe environment for *debating controversial issues*
- helping them to understand how they *can influence and participate in decision-making*. (My emphasis).

### **1.4 Political actors**

#### **1.4.1. Role NGOs have played in the introduction of GCE**

International and non-governmental organisations have been major drivers of global learning in schools. Think Global is a membership body supporting organisations’ engagement in these areas. Organisations include bodies such as Oxfam, RSPB, WWF, Send a Cow, Christian Aid, Field Studies Council, Development Education Centres, TIDE and UNICEF. Historically NGOS have played the leading role in the UK in supporting schools and teachers, and have also provided pedagogical approaches to education that are learner-centred and socially-relevant.

#### **1.4.2 Role of political leaders/ institutions/ social movements/political parties**

In the course of the last Labour government there was considerable funding support, primarily to civil society organisations for projects and programmes related to building understanding of global and development issues within education. This ended in 2010 when the new Coalition government decided to concentrate all of its funding on three strategic programmes:

- The Global Learning Programme aimed at schools, one for which nation within the UK. The GLP is delivered by a consortium of organisations, usually educational consultancy bodies

with NGOs and subject-based associations. The aim is to reach 50% of all state schools within their country. The programme also aims to make linkages to other educational initiatives, particularly those led by civil society organisations, on specific themes such as children's rights, Fairtrade and eco-schools;

- British Council's Connecting Classrooms programme with a focus on professional development and international partnerships for schools and teachers around the world;
- International Citizenship Service- volunteering programme aimed at young adults.

#### **1.4.3 Role of local authorities**

Local authorities in England have very little, if any, role in developing or promoting GCE in schools.

#### **1.4.4 Link between national and supranational level**

Some organisations focus on specific issues and themes related to their areas of expertise such as Field Studies Council which offers courses on environmental issues and outdoor learning and UNICEF which works on children's rights. Others such as Oxfam and WWF see their role as broader and more strategic. Oxfam, for example promotes an educational programme for schools around the UK based on the concept of "education for global citizenship". Their vision of education is a transformative one that *"equips learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world"* (Oxfam, 2015:5).

#### **1.4.5 Link between local and national entities**

During the past two decades there has been a proliferation of initiatives designed to encourage and reward global learning in schools. These Awards reflect concern with current challenges that young people are facing and may face in the future, as well as in some cases being a vehicle for achieving government policy on home affairs, overseas development and sustainability. Awards include *The International Schools Award*, *Rights Respecting Schools Award*, *The Global Teachers Award*, *The Fairtrade Schools Award*.

### **Section 2 - Political discourse analyses**

I interviewed three key stakeholders.

Respondent A: National Leader for the Global Learning Programme

Respondent B: Education co-ordinator for an NGO

Respondent C: Primary school teacher

In this section I also draw on my own research.

#### ***Embodying Global Citizenship Education (GCE)***

The interview respondents talk about their engagement and involvement with GCE as being "part of them". Responses indicate that GCE is something they embody, it is not an idea or a concept that is an add-on to what they do. Respondent A describes herself as "living, breathing, eating GCE". Respondent C says:

*“Okay, so probably my personal engagement with it was when I taught in an international school ... in Jordan in the Middle East ... I was teaching a real mixture of nationalities in that school ... so the whole experience of working in an international school with 50 or so different nationalities really sort of inspired me about how important it was to kind of have a really good understanding of each other’s religions, cultures, different ways, you know, and that was an amazing experience.”*

Respondent A’s experience includes working in higher education on international and GCE projects. Her experience of coming to a personal understanding of what GCE means both in theory and in practice mirrors wider national and international debates that were occurring about the role and purpose of GCE. She says:

*“I learnt a lot about international conceptualisation of the notion of global citizenship and we went more into the philosophy of it, the philosophy of cosmopolitanism and how that did and didn’t relate to what was happening in the UK at the time, and how it did and didn’t relate to the idea of development education which was at that point the strongest tradition in the UK schools ... lots around citizenship because citizenship was the buzz word and therefore global citizenship education became the buzzword at that time.”*

### *Challenges*

The obstacles for educators to overcome permeate the discourse of GCE in all four interviews who discuss a “lack of” a variety of resources available to aid GCE teaching.

There are a number of interconnected obstacles: lack of time available for educators to engage with GCE, lack of curriculum space available due to the statutory requirements that need to be met, lack of opportunity, lack of a single, clear definition of GCE that all can work to, lack of training. The space and freedom available to teachers to be able to include GCE and other non-statutory initiatives has been greatly reduced. This in turn means that teachers have to very carefully consider which programme or award they would like to include from an array of opportunities.

### *Adapting and working with key concepts*

The lack of a single definition of the necessary attributes for citizenship in this country can lead to confusion and lack of clarity as others contribute to the debate and put forward definitions, some of which are adopted by educators. Possibly the most well-known definition of global citizenship comes from Oxfam UK (2015), which in its recently revised definition states that a global citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is passionately committed to social justice
- participates in the community at a range of levels, from the local to the global
- works with others to make the world a more equitable and sustainable place
- takes responsibility for their actions.



Moreover, the perception that global citizenship is not relevant to their pupils has a very significant impact on how teachers approach difference and diversity in the classroom, and pedagogies employed. This leads some teachers to interpret initiatives as separate parts of what could be the same package, while other teachers say they are combining a number of different initiatives and linking the global citizenship with community cohesion and an international dimension through international linking. These teachers have very clear ideas about citizenship and how they want to develop their ideas. This will enable them to engage with top down initiatives more successfully than those who perhaps understand citizenship in a way that emphasises certain aspects of the concept to the exclusion of others. This makes it more challenging for them to engage with aspects of top down initiatives which do not fit with their compartmentalisations of the notion.

Respondents talk about the need to adapt their global education work to meet the priorities of schools, and the need to ensure that GCE work is closely allied to “buzz words” and “common currency” that are being employed in education policy and by teachers. This has further hampered the inclusion of GCE in schools as definitions have shifted direction, rather than building on and developing a widely agreed understanding of citizenship education.

*“This notion of citizenship education was more common currency than global citizenship and how citizenship and global citizenship education related to each other.”*

This shift in thinking is also mirrored Respondent B who says:

*“We had a youth group who would take part in all sorts of different activities and with a global view of either Fair Trade or child soldiers. We went to Parliament on a youth debate one time. That would be the most active project I’ve been on. Other than that, it’s mostly been classroom based or engaging schools and teachers to use the materials and influence their learner’s thinking and I think it feels less radical than actually taking young people to a protest or to meet people who are taking action on particular causes. So there’s very much that shift. It was much freer.”*

This highlights how NGOs that have a global education remit are having to adapt their ways of working in the current climate. Impact on funding, curriculum changes, time and space in the curriculum for GCE. The reduction in freedom has resulted in a much shallower and safer form of GCE, what might be termed soft citizenship education. B goes on:

*“It’s very classroom based, theoretically based ... now we’re aiming to reach thousands of young people through online resources but I feel it’s much lighter touch in terms of their connection and the impact of learning.”*

She goes on:

*“It’s a balance isn’t it, in terms of whether you’ve got a group of young people that you really engage and they spend their spare time with you to look into projects and think about doing campaigns or engaging in actual campaigns, or whether you just get a resource into a classroom and hope a teacher uses it. You don’t even know how they’re using it.”*



The above point highlights that the adaption and rearticulation of concepts in order to make them relevant to schools, to link with school priorities and to make it easier for schools to engage is a key element of NGO work in order to ensure that what they offer is relevant to schools. Respondent B continues:

*"I think that is a challenge to NGOs. It's about making their programmes relevant and attracting the interests because it does feel now that, when a crowded marketplace and someone for refugee week could choose any number of resources from any number of NGOs, and they're pretty much probably all going to be free to download online."*

Interestingly Respondent C also brings up the point about online resources:

*"They have got a brilliant website, even though it's not quite the same as having someone visit your school who is a real farmer from Uganda, which was wonderful."*

Respondent B also feels that NGOs have "a quieter advocacy role":

*"It needs not just to be a desire from the individual schools at a very local level but there needs to be the structure in place and the backing from an authoritative level, a governmental level, to say this is worth engaging with and this is something that we feel young people need to experience for a good education. I think the other element is just for me, it's more difficult just to keep purely to development education because of funding needs, not only finding funders for the projects but also then to go into the schools and asking them to fundraise as well and you suddenly, I think, feel your role may be less just about development education and suddenly you're becoming a school fundraiser which was not ever the intention."*

The point below by Respondent A highlights a significant aspect of the history of GCE in England. It has been a significant challenge to develop a concept of GCE that is agreed upon, accepted and that is commonly understood. It means different things to different people, and those different meanings will impact on the content and pedagogy of a global education. She says:

*"That's where I tended to use more of this umbrella term of global education to better encompass all the different manifestations of global learning at that point, so from human rights education to development education to peace and conflict resolution education to the whole host of different manifestations and other strong, dominant I would say, discourse within our department in Bath was education for sustainable development and in some ways the education for sustainable development party hadn't really talked too much to the education for international context department that was more linked to international schools, but this notion of global citizenship bridged the two so we were able to work more collaboratively and work more about ... the problem always will be this tension between ESD and GCE or even just global learning, global education. I think both of those terms, the people within those fields would like to see those as the umbrella terms but ESD history of how it's been working in schools is slightly different, I think, to this idea of global citizenship education. We could go into a big definition debate about what*

*we mean by that but I think it's sufficient to say that obviously the last many, many years this debate has raged about what actually is meant by global citizenship education, what the balance of skills, knowledge and values is and what its roots are, what its roots need to be, how it needs to change and adapt to current context and things like that."* (Respondent A)

A teacher that is committed to global citizenship education and has the knowledge and skills to include global issues in their teaching will be able to identify opportunities within the curriculum. There is a strong possibility that teachers with no interest in and no experience of GCE will not include global issues in their teaching as there is no requirement to do so. My previous research has shown that teachers' and students' personal experience of GCE was a contributory factor in determining how they interpreted the global dimension and global citizenship initiatives. The majority of students and teachers who say that they have included a global dimension in their teaching were already interested in global issues and were aware of their importance in education before they started teaching course. Experiences included living and working abroad, volunteering abroad, parents who were interested in, for example, environmental issues. Some students considered that personal interest in global citizenship and including a global dimension is a prerequisite in order for them to be taught.

My research also found that the significant number of changes to the role and purpose of citizenship education left some teachers baffled about the significance of the addition of "global" to citizenship, and how this impacts on teaching. Some teachers were finding it difficult to reconcile how adding the word "global" to "citizenship" might make a difference to their citizenship teaching, and how they should adapt their current understandings of citizenship.

Moreover, some educators found the complexity of the notion of global citizenship a major challenge, and had difficulty in interpreting global citizenship in such a way that the concept has relevance at local level for pupils. These debates highlight the challenges created by the existence of a variety of definitions of citizenship, and the tensions generated for educators by the aims of two very different forms of citizenship which have as their end result two different types of citizen: one critical and challenging; the other to contribute responsibly to society and a competitive economy, drawing on their rights in return for realising their duties. In 2009 Turner wrote that anxieties about the meaning of citizenship in this country were leading a "defensive citizenship" and the development of an "enclave society". He argues that fears around state security and the need to defend political borders have turned public opinion against outsiders. Economic migrants contribute to growth yet *"they are often thought to be parasitic on the welfare system of the host society"* (p55).

I would argue that there is currently a real risk of Defensive Citizenship Education becoming the dominant form of citizenship education which is far removed from a citizenship education typology underpinned by a global outlook.

Given that a single definition of global citizenship does not exist, there is a tendency for educators to interpret top-down initiatives and complex concepts in a way that relates to personal understanding and experience. Educators who are able to do this are able to talk about the global dimension and global citizenship and how these notions relate to pupils' education. This is, of course, extremely beneficial to their practice, particularly where educators have, for example, overseas experience, as they are able to share their experiences in the classroom,

enlivening teaching and learning and helping pupils to see how big concepts such as global citizenship are relevant to their lives. There is a potential adverse tendency, however, which is that educators may remain wedded to one particular personal understanding and not challenge themselves expand their understanding.

#### *Finding Space*

Perceptions of space impact on the ways in which educators interpret the initiatives associated with citizenship education, influenced in part by CE's legacy void. In addition there is now no "statutory" space for GCE related teaching. Respondent B comments:

*"Engaging teachers to use the materials that we were creating to give their students a more holistic view, or certainly a more global perspective on some topics I think that was sort of in some ways the biggest challenge because I think ... that common currency when citizenship was on the curriculum, I think a lot teachers were like, 'I don't know what to do about this. Gosh! Great! Someone is here to help'!. Now it's not. I think there are still teachers that are really engaged, I feel, but also it was called global learning, global citizenship, citizenship education. There is so much, I think, that was confusing about the terminology."*

In previous research I consider how different perceptions of space in the curriculum work as generative mechanisms to produce tendencies which block or free up teaching for GCE. Perceiving space flexibly leads educators to an unbounded and multidimensional view of the curriculum rather than perceiving the curriculum as bounded and compartmentalised. I use the concept of Space to refer to figurative space in the curriculum, in addition to the physical space of the classroom.

#### *Circumscribed Space*

The space to teach seems to be severely circumscribed by the sometimes exclusive focus on meeting targets, right through the formal education process from Foundation stage through to higher education. For educators who feel the pressure of the requirement to meet standards and targets the global dimension is seen as something additional to everything else that has to be done, something that is taking away from the focus on achieving the standards, which reduces the space available to think creatively. Lack of time and space to think means educators may seek a quick fix to top-down initiatives. Respondent B talks about times when they were called in as "a stop gap":

*"We are all wanting to deliver a quality and meaningful education packages and we want them to be recognised and valued and I think there were times when I was part of Red Cross, there were definitely times we were called in as a bit of a stop gap, a bit of an end of term, they're free, and when you're trying to teach about something like HIV stigmatisation and there's a samba band outside, it's just not conducive to the students taking it seriously either because it's the end of term for them, all the windows are open, they're going to go off to Disneyland tomorrow or something and you just think why am I here? That was just being used as a bit of a stop gap for the school. However, other times, the teachers that are really engaged in it made it part of their scheme of work. They followed up on particular projects or case studies and I think they've really*

*made the full benefit out of the learning. So, for me, when global citizenship education works best was when the teachers knew what we were coming in for, it fitted in with topics or elements that they had already discussed, perhaps maybe if it was literacy in a book they'd looked at, for the garden days." (Respondent B)*

A perceived lack of space leads some educators to consider including global issues in their teaching as something that has to be "fitted in" amongst all the other things that "have to be done". Concentration on statutory obligations may mean that there is a chance that non-statutory initiatives and recommendations are completely ignored. In England there is currently neither requirement nor recommendation to include global issues in the classroom which means that GCE is likely to be further marginalised.

The pressure on what to include seems to be strongly influenced by an outcomes-based, assessment-driven model which, for some teachers, works to completely fill not only the teaching space but also the space to think. The perception is that little time is left for other initiatives that fall outside the assessment paradigm. Key, then, to how educators say they are responding to the global citizenship agenda is the requirement to teach "what has to be done", which is defined as work that contributes to targets and measurable outcomes. The increasing number of initiatives that are introduced and made statutory leads one primary school teacher to describe the curriculum as being "squeezed". This continues to be the case. Educators are concentrating on ensuring that they are fulfilling their statutory requirements regarding the new curriculum, the assessment procedures, British Values and the Prevent Strategy. Respondent B comments:

*"The limitations and obstacles [to introducing GCE in the curriculum] are mostly around the statutory curriculum and the time. Teacher's time. It's just so difficult to get hold of. The expectations on them to serve many roles as well, an increasing number of roles, I think further limits that time available for them to go outwards and start looking about who else to bring into the school, to run a programme or to run a one-off session, either way. So those would be the main ones that are limitations and the drivers for it, whether it's something they have to do, whether it's something they get an Award for, whether it's something that their school will get positive coverage about, to whether they just feel it's a good thing to do and whether they're given the space to implement it."*

One of the obstacles identified by educators in my previous research is the challenge to teach GCE within a curriculum that is "so heavily based on numeracy and literacy that it constrains a lot of the creativity". Moreover, the assessment-driven, outcomes-based model of teaching sets up a tightly packed space which seems to work to prevent some teachers from including innovative pedagogy. As indicated in previous sections the new National Curriculum at primary level is focused very much on literacy and numeracy. Respondent C says:

*"We're at the moment pushing on reading, reading, reading. Well, to me, there is no reason why you can't be reading ... a selection of international stories ... We're doing some work on legends at the moment ... African ones, Indian ones. These are background to other countries. Now, you*

*might not necessarily say that's global citizenship but it is a background knowledge about global issues."*

She adds:

*"I personally try and weave as much international things into my curriculum as possible, simple things like saying the register in different languages each day and that sort of thing."*

However, even Respondent C who describes herself as being passionate about global learning, drives forward the ISA, and weaves global learning into her teaching wherever she can, has found that:

*"We haven't done any gardening this half term because we're so anxious in the afternoons to look at what they've done in the morning and these are important things in a way, and then say, right, little Johnny didn't get turning ordinary fractions into decimal fractions. We've got to do that this afternoon, then we haven't been in the garden. Now, some children absolutely love the garden because they're free, they're not having to write because they find that hard, they can organise other children. I think it's a real shame."*

She also notes that:

*"But I've even noticed myself cutting down on the number of sessions I do where we say, "Go off timetable for a day because we're all making papier mache Greek artefacts or something. We just don't do that anymore. This year anyway we haven't."*

Respondent B also comments on the lack of space available for pupils to think about important global issues:

*"No, and also just the space, I think, because I think again, more and more, what's happening globally is affecting the connections to young people in the classroom and so giving them the space to maybe process that just doesn't seem to be there in the curriculum for them."*  
(Respondent B)

A further issue that educators encountered was the way in which others delineated their teaching space which set up either an enabling space or a controlled space in which to teach.

#### *Enabling Space versus Controlled Space*

Key to the success of GCE in formal education is sound provision of teacher training and Continuing Professional Development (CPD). There is almost no teacher training provision for global education which further compounds the problem that it is the personal interest of individual teachers. It seems increasingly the case that if teachers have not experienced or come across global issues in their personal life, GCE and related initiatives will not be included in schools. Respondent C states:

*"Some parts of the curriculum, it's very easy to weave it in, to give it an international dimension. I think there are areas that it would be easy to highlight but it needs to be at teacher training college. If they they said, "Look, folks, we need to weave in." We have students [teachers] constantly through our school. I'm sure there is nobody saying to them, "Right, this is how you*

*weave in international things. Or here's the international focus. These are some of the areas, conflict resolution and all the rest of it."*

There is no mention of GCE in the current Standards for teaching which is probably why students receive no training in the issues. Even in the very small number of cases where a student teacher might aim to include global issues whilst on teaching practice my previous research found that the priorities and understandings of global citizenship at the placement school intermingle to create either a supportive or unsupportive environment. For some students their placement acted as a catalyst for wanting to include global citizenship in their teaching; for other students the interest was already there and the placement enabled them to develop a deeper understanding.

In my previous research the lack of support in the classroom was identified by students as a significant barrier to the inclusion of GCE and a global dimension. A minority of students had placements that encouraged or supported the inclusion of a global dimension and education for global citizenship. For these students the space to be a teacher is controlled by others which had a strong impact on how teachers and students interpret citizenship and related top-down initiatives. For the majority of students they not only did not have a role model for global citizenship education but were also discouraged from using innovative pedagogies, or from working with pupils in any way that was different from how the class teacher worked.

#### *Authorised Space: The importance of remit*

As stated above there is no longer "statutory" space for GCE. Award programmes can therefore provide educators with an all-important remit for the inclusion of global issues in the curriculum, notwithstanding the challenges involved in managing the Awards. Involvement with programmes such as the Global Learning Programme (GLP) and the International Schools Award can act as a highly valuable way of moving schools forward from a situation where teachers are carrying out global citizenship work on an individual basis to establishing cross curricular links and embedding global citizenship education within the curriculum. In addition, to have a framework within which to work such as the ISA gives teachers the remit they felt they needed in order to organise global citizenship work, and encourage other teachers in the school to include global citizenship in the their teaching. The ISA process "formalises things", provides the opportunity for teachers to develop an acknowledged remit within the school, recognised by others, to work on global education collectively rather than as individuals. My previous research found that without this remit teachers are wary of being seen as hassling or badgering others for work and information. Working for the ISA is also a valuable way of gaining further support from other teachers in the school, of raising the profile of global citizenship education and as a way of ensuring it becomes part of the school's agenda.

#### *Finding time*

In addition to finding the space for GCE in schools, educators also need to find time. Although there may be curriculum space available for GCE, the time needed by teachers to, for example, fulfil the requirements of Award programmes may be too much for teachers to be able to undertake the Award. The primary school teacher comments:



Teacher's comments reinforce the point that it is considerable hard work

*"It's a huge amount of work. I tell you, it really is, yes. It is a huge amount of work ... It is an awful lot of work but I feel really passionately about it."(Respondent C)*

She goes on to say that she is aware of a number of local schools that have international school links but that do not get involved with the ISA because of the amount of work involved. Moreover, she is aware that because this work is of personal interest to her, and because the current Head, while not actively resistant to GCE, is not a GCE advocate, there is every chance that if she were to leave the school, the international work would stop. She says:

*"The last head teacher would have defended international stuff to the hilt. The current head teacher, take it or leave it, let's get these boxes ticked. So it's a personality thing again and when I hang up my hat ... it won't be long before I'm retiring, who knows, there may be nothing internationally in this school anymore because I'm not saying I'm marvellous or anything, but I am trying to keep reminding everybody, come on, we've got to keep this very high profile, especially in our mono-cultural rural pretty idyllic, grandparents were at the school, parents were at the school, lovely base but it does mean not necessarily got lots of experience of other countries."*

Respondent A comments:

*"It's always down to this one impassioned teacher to carry it forward, to drive it forward. It works amazingly well when there's a team but I don't often see teams. What I often see is one person leading it, dragging a couple of people along if they can but the minute that person goes off sick or leaves the school, that dies and the initiative goes. So it is still down to that ..."*

In addition Respondent A suggests that for educators there is no "perceived immediate need" to include GCE which combines with the fact that GCE is viewed as "an additional thing that would require yet more teacher time".

*"Teacher time is probably one of the biggest obstacles, teachers feeling overwhelmed and having no space whatsoever to get their head around an extra initiative because initially that's what it is. We can think this is just going to be our long term aim is for it to be embedded and be part of everything they do but someone has to be the catalyst for that and that takes time and that takes dedication."*

Lack of time and space combine to mean that schools only have the opportunity to focus their time and efforts on one initiative, which again is often an issue in which an individual teacher has a personal interest, or something a Head teacher want to drive through. Respondent C describes feeling "really passionate" about ensuring that her school continues to develop its work with schools overseas. Other teachers will have other interests. As Respondent A says, particularly smaller schools only have the capacity to "do one thing":



*“The obstacles haven’t really changed. I don’t think the boundaries have got any greater, except for the fact that the demands on teacher time have increased and, from my experience of primary schools in our area, it’s like - particularly the smaller ones – ‘well, we can do one thing’ [laughs], so a lot of schools in my area do Forest Schools or they do Rights for Respecting schools. That’s their initiative and they won’t do anything else ... because the teacher time required by these initiatives, these awards, these programmes, is significant.” (Respondent A)*

A key obstacle, then, to the inclusion of global issues in schools is reliance on individuals to champion GCE, and the necessity of a supportive head teacher. Without a supportive head, it is highly unlikely that any GCE work will occur. This is borne out in the interviews. Respondent C says:

*“You really, really rely on one key person to keep it all going. The previous head was very supportive. When I arrived at the school they had a link with Ghana as part of a project called “On a Line”. This linked countries in Europe and Africa who were on the same timeline.”*

This echoes points made by both Respondents A and B. Although, as Respondent B says, the Awards can provide a ‘driver’ for schools to include different initiatives it still very much depends on the interests of individual Heads and teachers as to what initiative to work with:

*“I think there are the Rights Respecting Schools, Green Flag schools, the Soil Association ... there are quite a few Awards out there which I think can provide a driver for schools ... but, again, it relies on the head, whether they value that or whether they want to spend time and money and effort into getting that and saying we are a Rights Respecting School or we are a Green Flag school or whichever Awards they’re going for, and I think, yes, as soon as that key teacher leaves or the Head leaves, yes, it can sort of peter out a bit.”*

Respondent A reinforces the above point:

*“I think it’s one example of many different obstacles that primary schools have across the country. They are doing one initiative and that’s their bag. That’s their thing. That’s what they do.” (Respondent A)*

She adds:

*“[My local school does] Forest Schools because one of the teachers that is passionate about Forest Schools, she’s forever going on CPD on Forest Schools, and it takes pre-planning a year in advance to timetable Forest Schools across the school and to recruit enough volunteers for them to have these half days in the forest on a regular basis and do learning. It’s an immense undertaking for one person and she works way beyond... and I know that if that school wanted to do more global learning, it would be down to her and she’s rightly saying. ‘I absolutely can’t. This is what we do and this is our thing at the moment.’”*

Initiatives and interventions associated with global education continue to be regarded as something extra, or “other” and in addition to what the “have” to do. Fulfilling the requirements of the different Awards and initiatives requires motivation and commitment from at least one teacher who is responsible for all the administrative responsibilities that accompany the Award,

in addition to motivating others within the school to work with a particular programme. Respondent A comments:

*“In the partner schools [GLP schools], the coordinator role is still significant but in all those awards they ask for a person to be responsible and to fill out forms and to push interventions, initiatives, write up case studies, write up reports, evaluations and so we are competing against those. Although we argue that we map onto them and, if you do this, then you’re already halfway doing the global learning programme, it is perceived as an extra thing. So I think that’s a really significant ... because the primary school timetable is so overloaded, as is the secondary, I feel sometimes that teachers don’t have a huge amount of freedom to choose what’s going on that any global learning initiative is competing against a whole host of other initiatives. Healthy schools stuff is big. Now we’ve got British values stuff and Prevent, we’ve got a whole host of SMSC agendas that schools are having to address somehow and often they can only manage it tokenistically they just don’t have the time. That is the reality. They have no time whatsoever to take on any extra initiatives.” (Respondent A)*

#### *Funding*

Funding priorities also lead to what Respondent B terms ‘mission drift’. She says:

*“Wherever the funding is, we do that, and then suddenly now actually we do this and I think it means that it’s destabilising and I think my feeling particularly from being at this conference was that the development education centres are very keen to say that they’re the experts and they’ve been doing it for a long time and I think that is true. It just feels that the external environment isn’t that interested.”*

The changing educational policy context in England and particularly the emphasis on formal assessment and overall funding cuts, mean that educators are faced with a range of both conceptual and practical challenges to encouraging learning about global and sustainability issues in the primary school classroom.

*“I think in a freer funding environment, many more interesting projects come out and people are less driven to just look after their own interests ... short term funding contracts means the constant regeneration of ideas and material and projects and plans. A project gets set up and gets running, just about gets evaluated and then the funding sort of stops and I just think there is an awful that is of energy time that has to be regenerated and, if you had that solid five year funding.” (Respondent B)*

During the interview with the primary school teacher talks about the “amazing job” and “fantastic resources” that Send a Cow developed in the past, and the impact of the changes in the way Send a Cow are having to work:

*“Send a Cow have got fantastic resources for all these things - brilliant - they are brilliant, because we were involved with the global gardens. That’s why we first built our keyhole garden*

*because I do all the gardening with the children and the keyhole garden we've got was built on the back of a project that I was involved originally with. They were doing an amazing job supporting schools and getting them really involved in growing and learning about self-help really in lots of African countries ... We were then linked with a local farm and went there and then they brought over to England some Uganda farmers and we met them and they came into school and worked with us. It was fabulous. However, of course, like all these things, it ran its money course."* (Respondent C)

The lack of funding available for GCE projects has had a major impact:

*"When I was at the recent consortium of development education centres conference back in November, it was a funny atmosphere to some degree, I think, because a few had been closing over the last few years and it just feels like unfortunately with the current climate, the lack of funding, the lack of statutory requirements for global learning, I think it has all compounded to make business hard to find for them and the other aspect, I felt as though it was putting everybody in quite a competitive position and pitting against each other, rather than a collaborative position."*

The primary school teacher also recognises the negative impact on NGOs of working in a competitive funding environment:

*"Obviously lots of organisations ... I noticed from that workshop the other day, that the Geography Association has obviously got a lot of international things going on ... There are an awful lot of places where you can get resources but I ... don't think anyone is stepping back and saying, "now folks, why don't we all get together and talk about this national curriculum or how we can embed all this into the curriculum?" I don't think anyone is doing that ... They're all working in their own area and, actually, with some of them being charities, they've got different agendas, haven't they?"*

This means that there is a compartmentalisation of working, rather than developing collaborative and cohesive working relationships that can help to develop long term and sustainable global education work in schools.

#### *A primary curriculum fit for purpose?*

Respondents consider that the current curriculum is not suitable for equipping young people with the knowledge, skills and attitudes that they need to lead positive, happy, healthy lives. GCE in England has suffered from the vagaries of a government that has responded to a series of perceived crises with a corresponding series succession of education initiatives, with little regard for what has gone before.

In England, whilst there was strong support for global themes in formal education up to 2010 through the promotion of the global dimension as a cross curricular theme, with the change of government, global citizenship and sustainability has all but disappeared from the curriculum. There are no longer specific curriculum references to global learning and sustainable

development, although aspects of learning about global development and environmental themes are still present within specific curriculum subject areas, notably geography and science. The curriculum focus is primarily based on acquiring bodies of knowledge, with an emphasis on core knowledge and traditional exam subjects (e.g. this science, humanities) rather than more “creative”, vocational or skills based subjects (DFE, 2010). There is also less focus on skills development.

Respondent B talks about the “shifting sands” and the impact of different curricular initiatives and the constant redefining of what schools need to focus on:

*“At one point, everybody was talking about resilience, now we’re talking about character education and enterprise, so these buzz words which the schools will respond to. Character education, okay, if this programme does a bit of that, let’s bring that in, because again it’s been nebulous and not quite sure what it means and whether we bring that out as a sort of string to our bow or whether we’re confused ourselves about what are we trying to do? What are our key messages? It’s having that faith in the value of it, even if it’s not been valued externally by authorities, because pretty much every teacher I’ve ever met is on board with the values of global citizenship.”*

Reliance on individuals and GCE champions is currently greater than ever, not only to drive global issues forward in schools, but also to show how top-down initiatives can be employed creatively to include global issues in tightly constrained primary curriculum:

*“I’m trying to think where we most often come in but for gardening it’s a lot around science and growing, it’s sort of easy to match, but the other topics that we look at, recycling or water or poverty, they don’t sit anywhere that’s easily visible on the curriculum.” (Respondent B)*

The GLP also aims to enable educators to see how global learning can contribute to what they have to do. Respondent A says:

*“Literacy will be about words and spellings related to that topic and in many ways that’s what we’re often asking global learning to do. We want them to just shift the lens that they’re using so that when they’re talking about statistics and maths and want to introduce percentages, they use global examples, and that’s what primary schools have been doing for a long time, using topics and themes as a lens to work their way through.”*

In terms of overcoming the obstacles it’s important that teachers see the relevance and value of the education, of the particular programme you’re going in with and making it as easy as possible for them (Respondent B). For Respondent B Send a Cow’s education strategy is framed by how to engage teachers who are time poor, together with the fact that there is no statutory demand for the inclusion of GCE. Their aim is to make their education work, “*interesting, fun, relevant and quick ... something that sort of will attract the interest and excitement whilst fulfilling the needs of the curriculum is really the only way that NGOs can work to keep their programmes relevant to schools and have a chance of getting in*”. She explains:

*"It's something we've been thinking about from our lessons from Africa website, is how the teachers want their resources, do they want a full on lesson plan or do they want some bitesize pieces that they're going to use as ten minute fillers and then maybe they will look back at it later on and do a 40 minute activity when they actually are doing that as a topic later in the term. You know, for us, we don't know enough about how teachers are using our resources and that's something I think that will help us overcome that barrier in terms of are we presenting it, not only using the language that they need that's going to connect to the curriculum so that it's going to be clear to them why they could engage or how they could engage with the activity or with the resource, but also it's physically when they look at it, it's not going to take too much time to grasp what the point it and what the learning outcomes are and how to run it and I think that will be fun and engaging for the students."*

In order for this strategy to achieve some success Respondent B is very aware that there is a need for NGOs to understand, for example, when schools are putting together their curriculum plans, at the same time as trying to work flexibly enough that they can respond to requests for immediate support from teachers:

*"We kind of work with the idea that they're at least a term in advance, that's sort of standard, but you've got the extremes where some schools are planning a whole year in advance and then other potentially individual teachers, maybe circumstances have changed, maybe someone's doing a cover or supply lesson and they've got to find something that they're going to need to use tomorrow and maybe they stumble across it, but I don't think we mind how they come to it but whether it fits their needs and it will reach the intended learning outcome. I think one of my big frustrations with some of the sessions that I delivered at Red Cross, you could deliver the same session and have completely different reactions from it but a couple of times there would be a summary by the teacher who would just say, 'Well, now we know how lucky we are', and I was thinking that's not the point of this at all. That's not what we've been saying. We're not saying Bangladesh is under water but we're fine here and aren't we lucky, and PE next."*

However, even where there is clear, substantial and funded support for primary schools to include global issues in their teaching, programmes persistently come up against the problem of whether the Head teacher regards the inclusion of global issues important or not. For significant numbers of schools the Head Teacher has other more pressing priorities. There are tensions between teachers and senior management where there is a very strong emphasis on improving teaching and learning but no connection made by senior management as to how including a global dimension and global citizenship education can improve behaviour and raise standards. Respondent A highlights this issue:

*"One of our big obstacle areas has been, for example, Gloucester where they have decided, particularly the secondary schools, so many of the schools were not failing but not doing well in terms of Ofsted criteria that they made it a whole countywide policy to focus on improving standards, raising standards in traditional subjects and so this was not seen as an important part of that at all."*

The Respondents do not cite the FBV agenda as being a vehicle for global learning. The extent to which the “British Values” debate provides opportunities for global and sustainable development learning is perhaps too early to assess. The issue is the context within which “British Values” are explored and taught within the classroom, whether they are seen as an opportunity to address these themes of social justice and tolerance or whether seen in a narrow sense, as having to respond to a specific government agenda.

A further change that teachers have had to cope with is the new assessment system:

*“The assessment without levels, life without levels is a big one from this September really. That’s from this September, new curriculum 2014 without levels September 2015.”*

#### *Reaching agreement over the meaning of GCE*

Crucial to a definition of GCE is the inclusion of skills. GCE is about the process of learning as well as the content of learning. Of the key concepts, Respondent A says:

*“For the sequencing of what base knowledge kids need before they can move on to this idea of conflict and peace, for example, or the environment even. They need a base knowledge and understanding before they can go forward. Social and economic justice, economic justice is really hard. It’s hard for A-level students and adults and so I think primary schools do have... there are certain global learning subjects that aren’t accessible for their particular age groups. I think you have to think carefully about how you pace it and the building blocks for that knowledge, but that’s just an opinion I think rather than anything substantiated with evidence.*

*Human rights as a topic and the environment are quite accessible topics as long as you don’t go into some of the really controversial human rights, but just to introduce the notion of human rights is possible at key stage two. This idea of diversity and diversity issue schools have to deal with that and that’s coming in more to some of the SMSC prevent agendas, British values, this notion of diversity and equality and all those core concepts having a basic understanding of what they mean and they are always inter related with this idea of social justice as well.*

*So from a practical point of view, I don’t think any one particular topic is more important than the other. As a sociologist I would always go for the social justice lens and then start with something like human rights but, for me, environmental, education for sustainable development environmental stuff, can’t happen in isolation from an understanding of all sorts of other topics. So, yes, it’s a tough one.”*

For Respondent C the key concepts for GCE are:

*“Definitely social and economic justice, diversity issues and the environment, I’d say, were my top three. I know human rights can be so debatable or come from a cultural perspective. I don’t know if there was a limited number but, yes, those are the ones I’d think are key. Obviously, all of them are good.”*

Respondent B:

*“I think it’s potentially something like citizenship and global citizenship will help young people understand, make sense of what they’re seeing and sort of just offer different ways of processing that because I think it can be overwhelming and shocking and they can either disengage completely or just follow a one view.*



*Having a structure in which they can understand what they're seeing or understand what they're hearing in terms of the critical reflection, the openness for debate, just the learning around understanding different points of view and accepting different points of view whilst having a critical reflection on numerous different discourses ... tools and skills that young people need in order not to just make the sweeping statements, those quick judgements or the kickback judgements if there's something that's happened ... I think it's potentially something like citizenship and global citizenship will help young people understand, make sense of what they're seeing and sort of just offer different ways of processing that because I think it can be overwhelming and shocking and they can either disengage completely or just follow a one view. ... to not have that engagement and that awareness just seems to set those children back because it's just going to be more steep uphill and a learning curve, from which they might disengage even further and feel excluded from, and I think it is the approach and it's the way of thinking about how we understand UK's relations, historical as well as current relations, in the world and how we understand the events that are happening and how we interpret them and how we understand everyone else in our community as well.*

*Something around empowerment ... something around a definition including a positive element that makes young people feel good about themselves and are able to have a role in defining their future and I think that's a big part of it.*

*The challenge is to keep that engagement and there are things that we need to improve on but there is an element for me that, actually, nobody is going to be acting on these things until they're feeling energised and positive to do that, and they need to come from a good place themselves equally.*

*Nobody who feels rubbish about themselves is going to get up and think, "Well, I'm going to change the world this morning." Yes, and with that, something around the self-awareness about emotional literacy around sort of, "This issue makes me angry but this is how I'm going to channel that anger," rather than just shouting down to all the mega corporations. There are a lot of good things about radical action but there are also a lot of good things about processing those emotions to not let them go but to make them into productive outcomes. I just think emotional literacy and how young people manage their emotions is kind of like the building blocks of that. It's how they process that into being heard, for starters, and then influencing others to also take action. They can be brilliant advocates for that, I think."*

### **Section 3 - Conceptual analysis**

#### **3.1 The most widely used and broadly accepted term to define what we called GCE**

Development education and its various conceptual interpretations, global citizenship, global dimension and global education, have become more popular and more mainstream. This plethora of terms has, however, resulted in confusion, resulting in a lack of clarity and rigour.

*Global learning* is the most recent term to emerge out of the development education discourse and is probably the most common term used in England currently to promote learning about the wider world.

The term global learning has emerged over the past decade, partly to put greater emphasis on learning, and also to recognise the more globalised nature of the world in which we live.



### **3.2 Main terms related to the national core concept above mentioned**

- Sense of Global Outlook
- Recognition of Power and Inequality
- Belief in Social Justice and Equity
- Commitment to Reflection and Dialogue (Bourn, 2014)
- Global Poverty and Development – Rights and essential services, Actions of governments, Actions of Citizens, Business and technology, Sustainable development, Globalisation and interdependence

### **3.3 Definition of the national term**

There is no single definition of global learning in England. Below is the definition of global learning as defined by the Global Learning Programme (GLP):

*“Global learning can be described as an approach to learning about international development through recognising the importance of linking people’s lives throughout the world.”*

(Global Learning Programme, [https://globaldimension.org.uk/glp/about#new 'what is global learning?'](https://globaldimension.org.uk/glp/about#new%20what%20is%20global%20learning?) page)

A more expanded definition is provided by Bourn (2014):

*“Global learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather is about engaging in a process of learning that recognises different approaches and different ways of understanding the world, and engages with them through different lenses.” (p6)*

### **3.4 Network of terms for GCE**

The term “Global learning” does not appear in any policy documents in England, nor is there any reference to global citizenship. Global learning is the term which is used by the Global Learning Programme, currently the main driver of GCE in England. The Programme is funded by the Department for International Development (DFID) and therefore has as its key focus poverty reduction.

### **3.5 Methodologies**

A definition of GCE pedagogy does not appear in any policy documents.

As indicated in previous sections there are opportunities within the curriculum to include pedagogies associated with global learning, but this very much depends on the interests and commitment of individual teachers, and support from Head teachers. There is no statutory requirement for schools to teach GCE, nor is it recommended in any government documents. The key drivers for the inclusion of GCE in schools are the Global Learning Programme, NGOs and civil society organisations.

As already indicated in this report, such organisations have historically played the leading role in the UK in supporting schools and teachers, and have also provided pedagogical approaches that are learner-centred, socially-relevant approaches to education. It is these organisations’ support and engagement that has made projects such as Philosophy for Children and out of school projects like Send a Cow’s African Garden Days project so popular with many primary schools.

African Garden Days has since 2013 reached about 100 schools and nearly 25,000 teachers (Send a Cow, 2015).

The extent to which the “British Values” debate provides opportunities for global and sustainable development learning is perhaps too early to assess. What can be noted is that a range of NGOs, subject associations and the Global Learning Programme in England UK have all encouraged schools to use themes such as respect, tolerance and social justice to promote links between what they are asked to do on “British Values” and global learning (Bowden, 2015). The issue is the context within which “British Values” are explored and taught within the classroom, whether they are seen as an opportunity to address these themes of social justice and tolerance or whether seen in a narrow sense, as having to respond to a specific government agenda.

#### **Section 4 - Concluding remarks**

As is clear from the discussion above policy context in England related to issues has been in an almost constant state of change over the last 10 years. While many new initiatives have provided important new opportunities for educators and students in primary schools to engage with these issues, they have usually not been accompanied by support for their implementation. It has therefore often been left to schools to invest time and resources in taking up new initiatives. Where this has happened educators have been disappointed to find funding and support removed, through changes in policy or government priorities. This uncertainty and inconsistency of approach has undermined the overall impact of initiatives related to global issues.

## 4.2 A glance outside the 10 partners countries

### 4.2.1 European level

#### 1. Policy framework analysis

##### 1.1 Key policy documents

The most important recommendatory documents that have promoted the insertion of GCE at EU level into primary school have been:

- Maastricht declaration
- Council of Europe: Foreign Language Education in Primary Schools
- Council of Europe: White Paper on Intercultural Dialogue
- Council of Europe: Charter on Education for Democratic Citizenship and Human Rights Education
- European Commission: Education and Migration
- European Parliament: Key competences in a changing world
- Eurydice: Citizenship Education in Europe

There are no normative documents produced at European level that refer to Global Citizenship Education or related areas.

##### 1.2 Summary of the main policy documents

*Maastricht Global Education declaration:*

The congress held in Maastricht (November 2002) entitled “European Congress on Global Education to 2015” which included governments, civil society, parliamentarians, local authorities and some representatives from the south of the world had as key output the adoption of the “Maastricht Global education declaration.”

This policy document represents a milestone in the process of the integration of Global Education in Europe. The document states the importance of Global Education to promote global development and sustainability issues. It also encourages the creation of national and European strategies on Global Education and the establishment of a European Peer Review system for Global Education.

One of the key results of the congress has been a common definition of Global Education.

*Recommendation of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education*

The (Council of Europe) Committee of (Education) Ministers adopted a Charter on Education for Democratic Citizenship and Human Rights Education (11 May 2010). Education for democratic citizenship and human rights education are defined as aiming to equip learners with the appropriate knowledge, skills and understanding and to develop the corresponding attitudes and behaviour; in the first case to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life; in the second case to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

The Charter addresses formal, non-formal and informal education. Policies are therefore needed in formal and vocational education, on higher education, on democratic governance, in training, on the role of NGOs, youth organisations and other stakeholders. In addition, policies are needed in the field of evaluation, research and the skills for promoting social cohesion, valuing diversity and handling differences and conflict.

#### *Foreign Language Education in Primary Schools (1997)*

This document is very important, despite being quite old, as due to issues of migration, increasing cultural diversity in European societies and globalisation, foreign language teaching has become crucial.

Contributions from experts across Europe (Germany, UK, Spain, Norway, Italy, Poland, Netherlands and Austria) are meant to foster programmes of foreign language teaching in primary schools in Council of Europe member states.

The articles presented in the document are based on long-standing work in the Council of Europe and its national contact points as well as on a number of workshops carried out in member states during 1989 and 1997. In his keynote contribution Manuel Tost Planet (from Spain) points at the acquisition of sociocultural competence as a most relevant objective of foreign language teaching in primary schools. It is regarded as essential because it leads to practising tolerance and intercultural understanding. It *“promotes understanding and respect for other ways of thinking and acting, and provides a broader and richer vision of the real world”* (p.21). Other keynote contributions deal with methods of foreign language teaching, their evaluation and with the importance of teacher training.

In a number of countries plurilingualism is fully integrated in the curricula of basic education (see e.g. Finland 2016).

#### *Citizenship Education in Europe (2012)*

Citizenship education is part of all national curricula. However, there are significant differences in methods of inclusion and whether it is a statutory or non-statutory subject. Methods include:

- A stand-alone subject
- Part of another subject
- Cross-curricular theme

In most cases the multi-dimensional nature of citizenship is reflected well.

Student and parent participation in school governance is widely promoted. In most countries there is some form of regulation to strengthen such participation. Most countries also provide their pupils to learn citizenship skills outside school.

Assessment is an integral part of the school systems, but appropriate evaluation tools still have to be devised. More efforts are also needed to strengthen teachers' competencies in teaching citizenship. A whole-school approach has not been developed widely.

The research by Eurydice provides detailed information on the objectives and scope of citizenship education in Europe (EU, Iceland, Norway, Turkey). Global Citizenship Education is not mentioned explicitly, but the study shows that there is room for it within the vast majority of European school systems.

Considering the general trend to give more autonomy to schools, the role of teachers and school heads will become even more crucial. The creation of an effective environment for the teaching and learning of citizenship will be decisive.

The research does not differentiate explicitly between primary and secondary education. This makes it difficult to draw special conclusions for the primary school system.

#### *Education and Migration - Strategies for integrating migrant children in European schools and societies*

*“In any system of education, educational attainment significantly depends on the cultural, material and social resources of the child’s family and the socialisation process ‘at home’. In that sense the education process only reproduces the structure of inequality in a society. The degree, however, to which educational attainment and opportunities for social mobility depend on family, social class and ethnic status, is significantly different between societies.”*

In other words there is a strong argument for including Global Citizenship Education into all educational systems.

#### *Key competences in a changing world: implementation of the education and training 2010 work programme*

The EU parliamentary resolution deals firstly with an education that should foster the integration of young people into the job market. Therefore training is seen as key.

But the resolution also includes competences that come close to active citizenship education. It includes terms like anti-discrimination concerns, gender equality, social inclusion, the relevance of art and culture in education, the importance of non-formal education and at one point even active global citizenship education.

Pedagogically the approach emphasises student-centred learning, the importance of ICT, and of health education (thus coming close to the life skills approach of the WHO.)

#### *White Paper on Intercultural Dialogue*

Given that it is a White Paper by the Council of Europe, (there are not many), it is an important document. It refers to principles of the Council of Europe as universal values, which go beyond cultural difference. Democracy, Human Rights and the Rule of Law are founding pillars of a common humanity and thus of a “global citizenship”.

As it is a political statement more than an educational paper, education is defined as one action among a number of others. In the paragraphs on primary and secondary action it is positive that education is not only seen as a means of preparing for the labour market, but that schools are “for the preparation of young people for life as active citizens” (p.30). They should develop respect for human rights as the foundations for managing diversity and stimulating openness to other cultures. However, it can be seen as problematic that the document strongly emphasises interdependence between culture and religion in the context of the curriculum. In a significant number of European States there is an explicit division between “ordinary” and religious tuition.

### *Compasito Manual on Human Rights*

Compasito is published in the framework of the Council of Europe's Youth Programme on Human Rights Education and Intercultural dialogue. The programme seeks to involve young people in human rights issues.

The document highlights the important role of civil society, children, teachers, parents and other agencies in awareness raising and lobbying for action to promote child rights. To ensure that everyone who works with children as well as children themselves are aware of these rights, the Convention on the Rights of the Child should be available in school libraries and read and discussed in classrooms and with parents. The document states that one of the most important ways to promote the Convention is through systematic human rights education, beginning in the early years of childhood. The Children's Convention is a powerful instrument, which, by its very nature, engages young people in an examination of their own rights. It is also an effective tool to assist people of all ages in identifying the complex responsibilities that go with ensuring these rights for children. Using the convention in this way will teach children how to advocate on their own behalf.

### *Global Education Guidelines - A Handbook for Educators to Understand and Implement Global Education*

This document is a guide for understanding and practicing global education (GE), but it also provides a pedagogical coaching tool. It includes the definition of GCE given in official documents and shows GE as a transformative learning process that can involve a deep, structural change in thoughts, feelings and actions. The guidelines define the aims, the concepts, the content areas, the competences, values and attitudes related to GCE. GE is defined as a process that opens people's eyes to the realities of the globalised world, and that encompasses the different approaches regarding development education, human rights education, education for sustainability, peace and conflict prevention education, intercultural education, education for citizenship. It emphasises that GE is not just concerned with what is taught and learnt. It is also concerned with *how* you teach and learn and the contextual conditions in which you teach and learn. Guidance is given on:

- methodological approaches such as cooperative- based, dialogue- based, problem solving-based learning with examples of recommended practises;
- criteria for curriculum design (about planning, implementation and evaluation of actions based on GE methodology; selecting, evaluating resources; formal and non-formal settings);
- evaluation (self-evaluation, internal and external evaluation, qualitative and / or quantitative).

The guidelines provide an extensive list of resources, including a bibliography.

## **2. Political actors**

The most important political actor at European level is the Council of Europe both as Education Committee and Ministries of Foreign Affairs. The other crucial actor is the North-South Centre which is also part of the Council of Europe

In addition the European Parliament, European Commission's Directorate-General for Education and Culture and Eurydice/ Education, Audiovisual and Culture Executive Agency have played an important role issuing policies.

It is important to stress the significance of the European Commission, in particular the European Commission's Directorate-General for International cooperation and Development, which has supported projects that seek to inform EU citizens about the interconnectedness of the world and empower them to become critically engaged on global development issues. Over the last four years the EU provided approximately 143 million EUR for the EU DEAR Programme.

### **3. Levels and forms of implementation**

- All documents have a recommendatory character and are mainly directed at national education authorities.
- GCE is only mentioned as a sub-item in few of them.
- Intercultural education and integration are the most prominent approaches to GCE in the documents.
- Intercultural education, human rights education and civic education are the most widely used terms in reference to GCE.

### **4. Conceptual analysis**

Historically GCE goes back to an understanding as part of democratic education, especially in the Council of Europe.

The phrase used at EU level to refer to Global Citizenship Education is Global Education. The term has been promoted by the Maastricht declaration, which has had a crucial role in Europe in promoting this approach into teaching.

The definition agreed at Maastricht 2002 is the following:

*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all”.*

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

Global Citizenship education is not a key term mentioned in the documents.

Intercultural Education and Human Rights Education are the most prominent approaches to, and common terms used, in relation to Global Citizenship Education in both EU and International documents.

### **5. Short concluding remarks**

- There is no formal policy to embed Global Citizenship Education across European education systems.
- Human rights education is a strong feature in the European documents.
- Compasito: the Council of Europe's Youth Programme plays a major role in creating awareness and promoting human rights education throughout Europe.



- The Council of Europe provides a charter on Human rights and Citizenship to recommend governments implement good practice in Education for Citizenship and Human Rights.
- Migration is a major theme referred to in many documents.
- The need for education systems to respond to migration in society is reflected in the focus on intercultural studies and the need to tackle diversity across EU education systems.

#### 4.2.2 International intergovernmental agencies

##### 1. Policy framework analysis

Intergovernmental agencies have been playing an important role in setting the discourse of Global Citizenship Education and providing tools for practical implementation into teachers' practices.

We have identified some important policy documents. This selection is not exhaustive but it is an important sample of policy documents on GCE and GCE related themes produced by international intergovernmental organisation. The documents include:

- TREASURE WITHIN Report to UNESCO of the International Commission on Education for the Twenty-first Century (1996)
- United Nations Decade of Education for Sustainable Development (2005-2014) International Implementation Scheme (2005)
- UNESCO World Conference on Education for Sustainable Development (2009)
- UN First Global Education Initiative (2012)
- Human Rights Education in Primary School: A guide for self-assessment (2012)
- Education for "global citizenship": a framework for discussion (2013)
- Outcome document of the Technical Consultation on Global Citizenship Education Global Citizenship Education: An Emerging Perspective (2013)
- Global Citizenship Education Preparing learners for the challenges of the 21st century (2014)
- Global Citizenship Education TOPICS AND LEARNING OBJECTIVES (2015)

##### 2. Summary of the main policy documents

*TREASURE WITHIN Report to UNESCO of the International Commission on Education for the Twenty-first Century*

This report is the result of the three years' work by the commission created by the director of UNESCO. The commission is composed of representatives of the five continents and aims at reflecting on the role of education of the society. The report stresses the fundamental role of education as a tool of social transformation to reduce poverty, exclusion, ignorance, oppression and war. The report reflects on the various tensions that characterise XXI century such as the ones between local and global and competition and equality of opportunity. It stresses the importance of education as a driver of social cohesion. It also refers to the importance of developing both skills and competences.

*UN Global First Education Initiative*

This document focuses on the means of achieving the goal of transformative education for all. It states that current global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It states that currently it is not enough for education to produce individuals who can read, write and count but education must be transformative and bring shared values to life. It must cultivate active care for the world and for those with whom we share it. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21-century. The vision of the initiative is to achieve this through three main priority areas: expand access to education; improve quality of learning and foster global citizenship.

This initiative of the Secretary General of the UN aims to give a big push to the global movement for education by 2015 and beyond. The Steering Committee behind this project is a high-level body who provides strategic direction and guidance to the Secretary General to ensure visibility and success of the Global Education First Initiative. The initiative has identified 16 countries to act as “Champion Countries”. These countries will serve to galvanise support and visibility for the initiative among governments and seek to catalyse political and financial support for education.

#### *Human Rights Education in Primary School: A guide for self-assessment*

This document states that Human rights education is both an educational aim and an approach to education delivery. Human rights education should be integrated into education content where pupils learn about their rights and responsibilities in society. It highlights the need for improved accountability; greater coordination as well as ensuring the necessary resources is mobilised to ensure Human right education commitments are met. Schools can promote Human rights education through their organisational culture and values, their policies and education plans, leadership styles and management practices, teaching approaches and classroom management as well as through extra-curricular activities and relations with the wider community. In relation to teacher training, it should help teachers to identify and deal with human rights abuses in the school or community and help them promote the school as a model of human rights learning and practice.

The document states that HRE contributes to improving effectiveness of the education system as a whole, which in turn contributes to a country’s economic, social and political development.

#### *Education for “Global Citizenship”: a Framework for Discussion*

This document underlines the contradictions of the expression “Global Citizenship” (considering “citizenship” as strictly linked to a nation - State dimension) and the problematic aspects from a legal perspective, but, at the same time, it highlights as globalisation is changing the traditional conception of national citizenship and is making cosmopolitanism not only a reality, but a necessity.

As cosmopolitanism includes both universality and difference, it is better to speak of “cosmopolitan citizenship” rather than “global citizenship”. It then defines education “as a process of socialization through the transmission of knowledge, skills and values” related to the

formation of citizenship. In curriculum policy it is articulated in “citizenship education”: a social, civic and political education considered essential for the formation of citizenship. It remains the preserve of sovereign states, but a lot of “global trends” present common challenges for all societies and countries around the world. In this perspective “Global citizenship education” is a dimension that enriches the national or local citizenship education. Education systems contribute to forging local and global citizenship by promoting the necessary knowledge, skills, and values to enable learners to develop:

- Identification: both local and global;
- Understanding and awareness of the interdependence at the local and global levels;
- Commitment to act: engagement in participation and/or transformation based on a sense of individual responsibility towards their communities, at the local, national and/or global levels.

With regard to teaching, GCE is weaved in a wide range of educational programmes related to cultural diversity, human rights and the environment.

The document also analyses three different ethical approaches to GC (humanistic, environmental, political) and their fundamental approaches. It indicates the thematic areas of GCE (human rights, social, environmental and cultural issues) and its learning outcomes. It then highlights the link between “Education for Sustainable Development” ESD and GCE: *“the notion of sustainable development frames the ultimate aim of education, while “local and global citizenship education” is only one of the means of working towards this aim”*.

#### *Global Citizenship Education: An Emerging Perspective*

This document highlights the necessity of Global Citizenship Education (GCE) in a globalised world. GCE is not a legal status, it is *“an ethos/metaphor rather than a formal membership”*. This document defines the goals, the delivery and the competencies of GCE. As for the latter, they include:

*“(1) knowledge and understanding of specific global issues, and knowledge of and respect for key universal values*

*(2) cognitive skills for critical, creative and innovative thinking, problem-solving and decision-making;*

*(3) non-cognitive skills such as empathy, openness to experiences and other perspectives, communicative skills and aptitude for networking and interacting with people of different backgrounds and origins;*

*(4) behavioural capacities to engage in actions.”*

It also indicates the enabling conditions for GCE implementation (a climate open to universal values, policy support and pedagogical guidance, links to communities and links for learners to real-life experiences, the education of young learners) and the enabling conditions to overcome tensions related to it (to reconcile global and local identities and interests through research, dialogue and a de-centering approach). To promote country-level GCE implementation, it is important that its goals are reflected in countries’ curricula, for this purpose a common guiding framework and indicators for assessment could be of use; it is important to promote a different pedagogy (transformative) and to involve multiple stakeholders, to share knowledge and experiences through a forum and a network of stakeholders.

### *Global Citizenship Education: Preparing learners for the challenges of the 21st century*

The document starts by clarifying the notion of citizenship, that besides being a contested concept there is a common understanding of citizenship not as a legal status but rather as: *“a sense of belonging to a broader community and common humanity, promoting a global gaze that links the local and the global and the national and the international”* (p.14).

It explains that GCE does not only aim at children but also adults as GCE is framed in a paradigm of lifelong learning.

The main goals of GCE are:

- encouraging learners to analyse critically, and to identify creative solutions;
- supporting in revisiting assumptions based on power relations and mainstream perspectives;
- promoting individual and collective action to foster change;
- involving the wider society not only school and training institutions.

In order to achieve such results a transformative pedagogy should be used and incorporated into in-service and pre-service teachers' training. The main principles that such pedagogical practices should follow are:

- learner centred
- holistic
- encouraging dialogue and respectful learning
- promoting critical thinking
- developing resilience
- recognising the cultural norms, national policies and international framework that impact the formation of values.

The report suggests that GCE should not be limited to a single subject but rather becoming an ethos of the learning environment. It also refers that in several countries GCE related topics are embedded in the curriculum of a subject such as Civics/citizenship education, moral/value education/ethics, religious education and health and physical education.

The reports also highlights the presence of some factors that hamper the introduction of GCE such as teachers' workload, exam-oriented educational culture, limited pedagogical material to develop competencies for GCE.

The last section of the report focuses on monitoring and assessing procedures, and stresses the importance of assessing the change in behaviour that GCE has produced in learners.

It is the first UNESCO publication on GCE that is published in which the international community is asked to participate in the establishment of a new development agenda. As such, it is a very important document in providing guidance on GCE implementation worldwide.

### *Global Citizenship Education TOPICS AND LEARNING OBJECTIVES*

This document defines the core conceptual dimensions of GCE from a cognitive, socio-emotional and behavioural perspective, and the skills, values and attitudes that learners need in order to contribute to a more inclusive, just, peaceful and sustainable world. It presents the key learner attributes and the nine corresponding topics and learning objectives for different age groups and levels of education, as well as key words for discussion. The document presents the factors that

contribute to integrate GCE in education systems successfully and the possible approaches to the delivery of GCE within formal education as a school-wide issue; as a cross-curricular issue; as an integrated component within different subjects; or, as a separate, stand-alone subject within the curriculum. These approaches can also be complementary. Policy-makers and planners need to decide which approaches are most appropriate for their context. Country examples of the different approaches are presented. The document also indicates how to deliver GCE in the classroom, considering the importance of teachers' training and support, the effective learning environment (safe, inclusive and engaging) and the effective teaching and learning practices (participatory, learner-centred, inclusive, based on project-based learning, participatory projects, collaborative work, experiential learning and service learning). Assessment is considered very important, too, because it must go beyond learners' knowledge of facts, to also include assessment of skills, values and attitudes. Then it is not only assessment of learning, but also assessment for learning and assessment as learning.

### 3. Main actors

UNESCO is the main actor at the international level. In 2012 the UN has launched the "Global Education Initiative" to promote every child in school.

UNESCO has defined global citizenship and providing tools for implementation. The roots of Global education definition lie among others on the "Treasure within" Report (1996).

OECD is an emerging actor as in 2013, it began preparations to include "global competence" in their international student assessment programme PISA (Nilsson, 2015). More specifically this new competence should start to be tested in the PISA assessment 2018<sup>23</sup>. "Global competence" which is defined as follows: *"is the capability and disposition to act and interact appropriately and effectively, both individually and cooperatively, when participating in an interconnected, interdependent and diverse world"* (Piacentini, 2015). The main dimensions to be evaluated are the following: Knowledge, Openness and Flexibility, Emotional Strength and Resilience, Communication and Relationship-Management. The contexts in which these dimensions are evaluated are the following: education (learning), employment (working), communities (living).

The World Bank has an advocacy campaign on Global citizenship<sup>24</sup> and its focus is distinct from that elaborated in the UNESCO approach, as it is more related to citizenship awareness rather than a holistic transformative pedagogy.

### 4. Short concluding remarks

- The UNs Global First Initiative was introduced by the Secretary General Ban-Ki Moon in 2012.
- This initiative focuses on the importance of access to education and also fostering global citizenship.
- Its main objectives are to focus education policies that promote peace, mutual respect and environmental care.
- The OECD review on migrant education focuses on the need for individual countries to cater for ever-changing societies with the integration of intercultural studies in the education system.

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<sup>23</sup> <https://www.oecd.org/pisa/pisaproducts/Global-Competency.pdf>

<sup>24</sup> <https://www.globalcitizen.org/en/about/who-we-are/>

- UNESCO is the main actor in promoting Global Citizenship Education as it is the main promoter of this term and it is promoting supporting initiatives world-wide to favour the diffusion of this framing paradigm into educational practices.
- The OECD is an emerging actor, as PISA 2018 assessment is expected to include “global competence” among the competences to be tested. It is important to observe that the definition provided is quite distinct from the one provided by UNESCO.

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Piacentini M., PISA and the assessment of Global Competence, Conference proceeding of LOCAL POLICIES FOR GLOBAL SCHOOLS, Trento (3-4 December 2015)

Reimers F.M, Assessing Global Education: an Opportunity for the OECD, 2013

### 4.2.3 Third countries report

To have a wider representation of GCE policy in Europe we have also collected some information on additional European countries, other than those, which are members of the project.

The criterion that we have followed was to identify third countries that could cover the geographical areas of Europe, which are yet not represented. We have identified one country from Northern part (Finland), one from central part (Belgium), one from the Southern part (Greece) and given the importance of the country we have also collected information on Germany.

For these countries, we will provide some information on the three most important questions that our research aims to address:

- Is GCE embedded in the primary school curriculum in the following ways: a) presence of a national strategy, b) part of a subject, c) a specific subject, d) enabling environment?
- Who are main actors (NGOs, Ministries, intergovernmental organisations, local authorities)?
- What is the GCE national term in local language and in English (possibly with a definition)?

### 1. GCE in the curriculum and in teachers’ practices

The only European country in which global citizenship education is embedded in the curriculum is Finland in which is explicitly cited in the national curriculum (Finnish National Core Curriculum for Basic Education).

Global Education and Global Learning are integrated in a number of ways into the new core curriculum. The general aim can be seen as the identity of a global citizen. The preliminary theory is often referred to as a competence flower of global education. The single competencies are labelled as follows:

- global citizen’s ethics
- intercultural competence
- sustainable lifestyle
- global citizen’s civic competence.
- global responsibility and partnerships

- global citizen's economic competence.

It is of interest that global education is one of the very few "educations" mentioned in the 549-page core curriculum. The text on the task of basic education reads as follows:

*"Global education will provide for its part for the preconditions for just and sustainable development in line with the development goals of the UN. Where feasible, schools will work in cooperation with schools and education developers in other countries. Basic education is a positive and constructive agent for social change both nationally and internationally."*

The civic competence of a global citizen is also written in many ways into the National Core Curriculum. Pupils' rights to participate in decision-making will be respected taking into consideration their age and maturity.

*"Basic education will promote democracy and active agency in a civil society. The aims of basic education support pupils' growth towards ... justice and peace. Basic education will promote economic, social, regional and gender equality. Basic education will consolidate pupils' participation... and growth towards a [full] membership in a democratic society."*

In Finland, there is no system of school inspection and in basic education there is no regular national testing.

In Belgium it is possible to affirm that there are some conditions which facilitate the introduction of GCE into teaching's activities; however it is not explicitly embedded in the curriculum. Such conditions are: 1) the existence of a national strategy, 2) the allocation of considerable funding to finance NGOs' activities into schools (Forghani-Arani et al, 2008), 3) the presence of a direct link between GCE and educational policy making as GCE is represented in the VLOR (Flemish education council).

There is no single subject in whom GCE is embedded but in the Flemish education system, sets of goals on GCE are distributed through a range of different topics and school subjects. In the upcoming years these goals will be redefined and there are voices rising claiming a more prominent place for GCE in this set of goals for primary and secondary education as a form of 21st century skills (Studio Globo, e-mail exchange).

In Greece GCE themes are present in the Cross-Thematic Curriculum Framework (DEPPS). According to the DEPPS for Citizenship Education, two compulsory subjects comprise citizenship education in Greece: "Studies of the Environment" and "Social and Citizenship Education. Both subjects aim to

*"help pupils to realise the roles, rights and responsibilities they have as citizens" and they also contribute "to making pupils capable of handling and dealing with complex social and moral problems, that come up in their life, relating either with their personal or the broader environment" (Government Gazette, 2003, p. 113)" (Vasileios Symeonidis, 2015, p. 53-54).*

Some references to GCE can also be found in the Constitution of Greece, as education is a basic mission of the State, aiming at the moral, intellectual, professional and physical education of



Greeks, the development of national and religious awareness and the formation of free and responsible citizens. The objective of Primary school education is to contribute to the all-round, harmonious and balanced development of the pupils' competences in such a way that, irrespective of sex and origin, they can develop into integrated personalities and live creatively. In Germany there are two important policy documents, which represent building blocks towards GCE integration into the curriculum and teachers' practices:

- Framework for the Learning Area of Global Development (2008)<sup>25</sup>
- Competence-Oriented – a changed perspective to teaching and learning in primary schools (2008).

The first is a federal normative document and is particularly important, as it is the result of the combined effort of the two leading national authorities for education and development (Standing Conference of Regional Educational Ministries and Ministry for Economic Co-operation and Development) that aims to provide guidelines to include Global learning into teachers' activities. The learning area "Global Development" is defined as a most relevant part of an education for sustainable development (based on UN documents, especially UNESCO).

Pupils of all ages and school types (including primary schools) should be allowed to develop an orientation, which is open for future issues in a steadily globalising world. They should be able to acquire the necessary competencies in order to master their future personal and professional life.

The framework is a reference for the development of curricula and the organisation of classes/ lessons. It is also directed at initial and further teacher training.

The framework describes the core issues of "Global Development" (Politics, Economy, Society and Environment – thus the pillars of ESD), the educational aims of the learning area, the competencies which should be acquired, the specific themes at each level of education and the standards/ control of achievement.

The German Orientation Framework for the learning area "Global Development" is in many ways a shining example of good practice how to systematise international agreements (UN Decade on Education for Sustainable Development/ ESD) for national efforts in order to introduce more future-oriented teaching into all school levels. The pillars of ESD are translated into key competencies, which pupils of all ages should acquire in order to master their future life. Some critique could be that this includes the idea to make them fit for the global market and as such to strengthen Germany's place in the race for economic power.

Through the co-operation of KMK (Standing Conference of Regional Educational Ministries) and BMZ (Ministry for Economic Co-operation and Development) the learning area is established in both fields of action (education and development). It acknowledges the regional diversity of the German education system and it opens the formal area for participation of non-formal organisations like NGOs.

The framework was presented together by the Minister for Economic Co-operation and Development and by the President of KMK in Berlin on 14 June 2007. It was then presented and discussed at numerous national, regional, but also international occasions.

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<sup>25</sup> An English condensed version can be found at the following link:  
[http://www.oph.fi/download/135903\\_reiner\\_mathar.pdf](http://www.oph.fi/download/135903_reiner_mathar.pdf)

The second document is a recommendatory regional document. The first part explains the interconnectedness between education standards, core curricula and the acquisition of competencies. The second part shows the effects on the new curricula for primary schools in North-Rhine Westphalia. The understanding of competencies comprises abilities, skills and knowledge, but also the motivation, position (stance) and attitude of pupils, which they need to master new challenges. The core competencies are: to realise and communicate, to analyse and reflect, to structure and present, to transfer and apply. Thus pupils are enabled to check the knowledge they have acquired, to use in new contexts and to develop it further in new learning situations by enhancing their understanding. GCE is not explicitly mentioned, but these competencies are also at the base of Global Citizenship Education. The document reflects a paradigmatic change from input-orientation to output-orientation. The acquisition of competencies is more than the transfer of information and knowledge; to create an environment for learning is more important than one mainly directed at teaching. The practical examples do not include any global citizenship dimension.

## **2. The main actors**

NGOs play a central role in all four countries. In Belgium they promote development education initiatives and play a coordination role among different organisations involved in GCE activities. In Finland *“they bring their model young energy and model of active citizenship into schools”* (Forghani-Arani et al, 2008, p. 79)

The Ministry of Education and the Ministry of Foreign affairs are the key actors.

In Finland there is cooperation between the two ministries since 1995. MoFA financially supports the work done by NGOs in Global Education.

In Germany the Federal Ministry for Economic Cooperation and Development (BMZ) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany have produced joint guidelines for the subject area of global development. These aim to provide instruments to teach global economic, political, social and ecological interrelations on an inter-disciplinary basis. NGOs are also crucial partners included in this process.

Education programmes are offered by Engagement Global, a central agency that offers assistance to those who want to develop activities in the field of global learning.

BMZ promotes international school twinning schemes. Furthermore the “Education meets Development Programme” allow schools to get in contact with development advisors to get first-hand information. The Gesellschaft der Europäischen Akademien can put schools in touch with other development experts for all sorts of special events.

BMZ also has set up some IT tools to facilitate communication between schools and the global south through a chat room called Chat der Welten, and has created the Global Learning internet platform to facilitate access to all the materials on offer and to network the many actors involved. For primary schools in particular, the One World in the School project provides materials and teaching strategies.

[http://www.bmz.de/en/what\\_we\\_do/approaches/inlandsarbeit/globales\\_lernen/index.html](http://www.bmz.de/en/what_we_do/approaches/inlandsarbeit/globales_lernen/index.html)

In Belgium the MoFA has created the programme “Announcer la couler” (“Kleur Bekennen” in Flemish) that promotes the following activities:

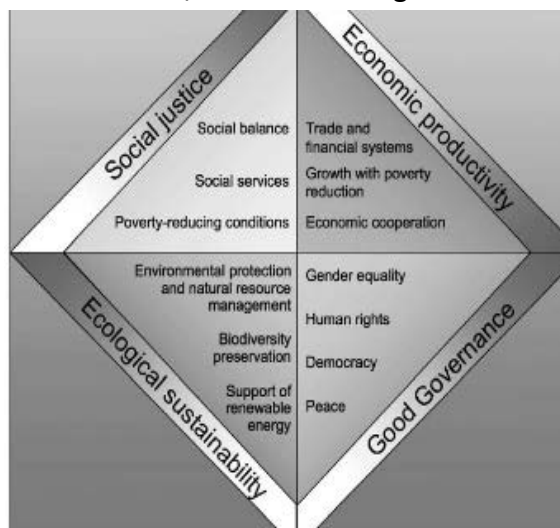
- 1) teachers' training;
- 2) educational resources;
- 3) financial and pedagogical support for those that want to develop Global citizenship education activities.

In Belgium local authorities provide financial support for GCE related activities and provide awareness raising activities. They play a similar role also in Finland and Germany.

### 3. GCE terms

#### Germany

Global Lernen/ Global Learning



#### Finland

Global Citizenship

#### Belgium

GCE can be translated as Wereldburgerschapseducatie (Dutch). This is the term used by Kleur Bekennen. Related terms are: mondiale vorming (global education), ontwikkelingseducatie (development education), educatie voor duurzame ontwikkeling (education for sustainable development), vredeseducatie (peace education), mensenrechteneducatie (human rights education), intercultureel onderwijs (intercultural education) (Studio Globo, e-mail exchange).

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Vasileios Symeonidis, Towards Global Citizenship Education, A comparative case study of primary school policy and practice between Greece and Sweden Master's Degree Studies in International and Comparative Education No. 36, 2015

**Additional information on Finland:**

[http://gene.eu/wp-content/uploads/Gene\\_NationalReport-Finland.pdf](http://gene.eu/wp-content/uploads/Gene_NationalReport-Finland.pdf)

[http://gene.eu/wp-content/uploads/Gene\\_FollowUpReport2011PeerReview2004-Finland.pdf](http://gene.eu/wp-content/uploads/Gene_FollowUpReport2011PeerReview2004-Finland.pdf)

Jääskeläinen, L. and Repo, T. (eds., 2015): Schools Reaching out to a Global World. What competences do global citizens need? Finnish National Board of Education. Publications 2011:34.

[http://www.oph.fi/download/139354\\_Schools\\_reaching\\_out\\_to\\_a\\_global\\_world.pdf](http://www.oph.fi/download/139354_Schools_reaching_out_to_a_global_world.pdf)

**Additional information on Belgium**

[www.annoncerlacouleur.be](http://www.annoncerlacouleur.be)

### 4.3 Comparative analysis

Policy implementation is always the product of compromises between multiple agendas, political actors and conflicts to impose interests, points of view, and discourses. Add to this that researchers' ideas of policy unavoidably affect the way in which they make sense of their analysis. Therefore, every policy comparison is highly interpretive and never politically neutral nor epistemologically objective. This is particularly true when the focus of the analysis is the implementation of a policy or a conceptual analysis.

Moreover, it is important to point out that legislative documents never reveal the full story of policy implementation, especially in education. They rather represent an ideal aspiration, a planning thinking, a political vision more than a real transformative action.

Having said this, within the Global Schools project the research has had access to a considerable amount of data, usually not easily accessible, which allowed carrying out an original comparative research. While there are a number of studies comparing single cases of national policy to integrate GCE in the curriculum, systematic comparisons between EU member states are still lacking.

#### 4.3.1 Policy analysis

##### **a. Levels and modes of implementation**

In none of the project partner countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Portugal, Spain, United Kingdom) GCE is fully integrated into the national primary school curriculum. Only in Finland, that has been only partially examined, there is an explicit and binding reference to GCE and related issues. Here, within the recent new national core curricula (December 2014), Global Education and Global Learning are integrated in a number of ways into the new core curriculum.

However, in some cases that have recently reformed the primary education national legislation, there are significant and explicit references to similar issues, as in Czech Republic and Wales. In addition, due to an international pressure on global issues and concerted advocacy from NGOs and the role of grassroots movements, there is a noticeable trend towards the implementation of GCE in the curriculum, though with different paces and modes in different countries. For example, in some States there is a national strategy on GCE (AT, LV), elsewhere it is restricted to Development Education (PT), often enforced with the coordinated action of the NGOs for the promotion of these themes in the school. Even if it is not a real reform of the national curriculum, however, it is an integrated and significant reference for, and influencer of, school practices. In other cases, such as IE, IT or FR, although there is no explicit reference to global citizenship, this knowledge and these skills are easily conveyed through other teaching subjects (citizenship, development or intercultural education).

It should be noted, nevertheless, that, despite the aforementioned trend towards increasing adoption of a global perspective in primary schools, there are some significant cases where, on

the contrary, an alarming retraction was evident, particularly England and Spain where conservative governments have been in power respectively since 2010 and 2011, showed an alarming reduction of attention to GCE as a result of political changes and increasing social fears towards foreigners, immigrants and international terrorism (attacks to London 2005, and Madrid station in 2004). As an example of this climate is the UK curriculum reform (2013), which testifies that:

*“The changes of government in 2010 and 2015 saw government support for global education reduced dramatically” (UK Country Policy Analysis).*

In particular, the introduction of the subject “Promoting the Fundamental British values” arguably implies quite opposite values from GCE:

*“Actively promoting the values of GCE means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC” (UK Country Policy Analysis).*

The methods of integration of GCE follow different strategies in each country. At the end of this section some modelling will be proposed, some clusters of countries that summarise the possible patterns of action for the implementation of GCE policies.

Here there is a focus on two different overlapping dimensions which shed light on the phenomenon from two different but interrelated perspectives: political scales, and political actors. In other words, we interrogate the scales (international, national, regional and local), at which action by certain political actors is legitimated. There are several horizons of action within particular institutions, which differently influence the ways in which a policy is or could be implemented. In particular, the role of different agencies was observed at the following levels.

## **b. Political scales**

*Intergovernmental organisations at UN level, such as UNESCO, UNDP, UNICEF.* Some countries receive crucial support from intergovernmental agencies, but also other global organisations such as the World Bank and OECD play an important role in spreading global education worldwide.

UN organisations for development are important for the promotion of development projects in the form of aid, involving also some European partner countries (BG, LV, CR until 2006) considered by these organisations among the “developing countries”. In particular BG, according to the BG Country Policy Analysis, focuses more on “Global Education” rather than “Development Education”, because being for long time a receiver of development aids itself, it has been traditionally outside the western development discourse.

The support by supranational agencies has also been aimed initially at promoting the transition from communism to democracy and integration in the European Union community:

*“The second root of the introduction of GCE in primary school is connected to transition from communism to democracy and its impact on the educational system” (CR Country Policy Analysis).*

*European bodies.* Both institutional (EU Commission) and international membership organisations (CoE, GENE), as well as the DEAR programme are important not only for producing GCE resources, policy assessment, dissemination and public advocacy, or supporting new-member states (LV, CR), but in some countries, the very presence of European agencies such as the North-South centre of the CoE in Portugal or GENE in Austria is a valuable resource for the territories themselves:

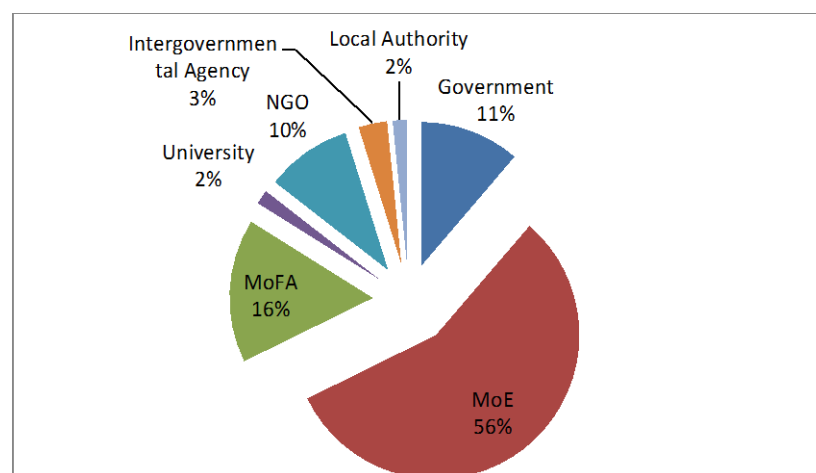
*“The debate in Austria on Global Citizenship Education/Global Education/Global Learning is basically in line with the general European debate (see GENE, North-South Centre of the Council of Europe, magazines like ZEP in Germany, International Journal of Development Education and Global Learning in the United Kingdom, Synergias in Portugal or curricula developments in Finland)” (AT Country Policy Analysis).*

While GENE has huge impact in some countries (AT, IE, LV, PT, CR), the European programme DEAR is critical elsewhere (LV, IT):

*“The creation of a European budget line inside the Development Cooperation Instrument (DCI) to finance Non-state actors to support DEAR activities has strengthened the role of local authorities by enabling access to EU funds to finance their activities” (IT Country Policy Analysis).*

*National governments* encompassing two main bodies (MFA and ME) but also some national public agencies. In general this is the most important level for the implementation of education public policy as can be seen (Figure 1) by the high number of relevant documents provided at this level (78.8% of the collected documents are issued at the national level).

**Figure 1 – Policy documents main issuing bodies**





As one can see, more than half of the relevant documents, those most significant and impacting ones (62/171), are issued by the ME which shows greater regulatory activities (even though most of the documents have only recommendatory value and not normative). The normative documents are mostly national curriculum reforms, launched by national governments (11%).

In our sample the ME is central in AT, BG, FR, IT (for Intercultural Education) and UK; in FR it is significantly called “Ministry of National Education”; and, in PT, it has an important role in the strategic group of the National Strategy on Development Education.

There are, in some countries, agreements with other Ministries (Environment and Water in BG; Environment in IT), or Memoranda of Understanding between public agencies (PT: DGE and CICL).

Apart from BG, where the MFA is reluctant toward development education, the Ministry of Foreign Affairs is crucial elsewhere and in particular in CR and PT:

*“The Ministry of Foreign Affairs has traditionally been the largest promoter and sponsor of GCE, through its special grant programme called Global Development Education and Awareness” (CR Country Policy Analysis).*

Very relevant and unique in the EU is the role of Irish Aid, a division of the Department of Foreign Affairs,

*“Aiming at promoting development education within the primary school curriculum. In particular, Irish Aid has increased focus on initial and continuous professional development of primary teachers, including its support for colleges of education through the Development and Intercultural Education (DICE) project and through funding to development education organisations working with primary schools”. (IE Country Policy Analysis).*

It is one of the few cases of a combination between Development Education and Intercultural Education with a special focus on teacher training. This is somewhat similar to the Italian Inter Ministerial Committee for Development Cooperation, grouping several political actors.

On the contrary in the UK:

*“There has been little collaboration between the three main ministries (DEFRA, DFE and DFID) with no clear and identifiable UK wide education strategy on global and sustainable education” (UK Country Policy Analysis).*

Nevertheless it is important to stress that beyond the legislative action, the impact of the MFA can be seen mainly in the provision of funds for cooperation and development that often include funds for training on these issues.

*Regional.* This is a key level of governance only in federal states or where regions have a large autonomy on the educational themes, like ES (Aragon) and IT (PAT).

Although *stricto sensu* they are not regions, something similar happens in the UK where, beyond very vague national guidelines, individual countries (Scotland, Wales, England, Northern Ireland) have autonomous and independent regulations and policies.

In particular, in recent years, Scotland and Wales have experienced quite advanced policies on the topic of GCE, at least from the point of view of the formalisation of the concepts.

*Provincial or municipal.* While in general this level play a lesser role in promoting GCE, Local Authorities can be crucial where a level of local autonomy is recognised like PAT in IT or *Comunidades Autónomas* in ES.

*“The regions where there is a strong decentralised cooperation are also the regions where the development education activities are stronger” (Country Policy Analysis IT).*

Municipalities are less relevant, even if sometimes they fund NGOs (AT, FR); or they can play a functional role for the state like in CR where:

*“They appoint and dismiss directors and provide funds (through state budget redistribution) for schools” (CR Country Policy Analysis).*

### **c. Political actors**

Yet, the political scales alone are not sufficient to explain the governance and implementation processes of educational policies. Many political actors, not only governmental, play a primary part in implementing GCE policies as well as in creating a widespread sensitivity and in the promotion of good practices. This is especially true for NGOs that are so essential in this area that a later section will be totally devoted to an explanation of their role, but also universities (AT, CR), governmental agencies, social movements and teachers. Universities are mandated by law to coordinate and oversee pre-service teacher training in some countries (AT), without law mandate in others (IE, LV).

In general, everywhere in the EU the two fundamental Governmental actors are the Ministry of Education (ME) and the Ministry of Foreign Affairs (MFA). In some countries the two play their role with a similar weight (IT) in others traditionally prevails the ME (IE, BG, AT, FR, UK) or instead the MFA (CR, LV, PT). It must be said that these institutions portray two different traditions, that both connect to the concept of GCE: (1) the Ministry of Education, which traditionally promotes Intercultural and Citizenship Education approach; (2) the Ministry of Foreign Affairs that promotes Development Education and International Cooperation Education. This gap between the two traditions, with separate approaches, purposes and bureaucracies, is one of the most relevant results of this comparison and bridging the gap between the two is one of the most important political challenges.

## Teachers

Teachers in almost all analysed countries are considered a key actor for different reasons, and they create the link between policy and practice.

*“Probably the most relevant actor is the teacher him- or herself” (AT Country Policy Analysis).*

Given the centrality of the teacher’s function, recognised everywhere, the initial and in-service training is of utmost importance.

## NGOs

NGOs have emerged in our research as fundamental political actors, recognised by all researchers in all countries (but in particular in LV, PT, ES, UK), and as such they deserve special attention. They are the ones who have contributed the most to the affirmation of the term “GCE” and have facilitated the migration towards such a framing paradigm. More than the national governments and government institutions, NGOs have contributed to connect and merge different approaches.

To summarise the main fields in which NGO are engaged and their main achievements:

- they promote a national strategy on GCE or DE (AT, LV, PT) and growing acceptance of terms;
- they promote the shift from the term “Development Education” to GCE (IT);
- they endorse the use of new terms in the country (AT, CR, IT, PT);
- they build national and regional platforms to disseminate information, practices, knowledge and resources (PT, LV, FR, IT, CR), such as BG, CR (Global Development Education and Awareness Work Group of the Czech Forum for Development Cooperation - FORS), FR (Educasol), IT, LV (LAPAS), PT (Platform of Development NGOs), ES (CONGDE), and the European network Concord (Concordeurope.com);
- they provide in-service teachers training (AT, IT, IE, PT, ES, UK), and push initiatives for teachers training (AT, BG) and teachers support (IE, IT, PT), and *concienciación* (ES);
- they lobby at national level (IT) and advocacy (PT, ES) and represent a bottom-up political approach (PT, FR); they also promote a critical attention (ES);
- they promote a new sensitivity about these themes in the school (IT, PT, ES) to integrate GCE in primary school (LV, ES);
- they directly carry out activities with children (PT, ES) or involve teachers and students in many projects and activities (BG, CR, IE, PT);
- they elaborate and disseminate guidelines, lesson plans, activity descriptions, support materials (LV, PT), they also award programmes (UK), participate in preparation of many official materials (CR), translate and implement educational materials and resources (BG, CR, FR, IE, IT), implement formal and mostly informal education (LV).

In sum, NGOs have the potential to create links between different actors, which in some countries risk having little institutional coordination with schools. They bring together the

agenda of different governmental bodies and different topics, even if sometimes they are likely to be too isolated, not dialoguing with other political and educational actors.

#### 4.3.2 Models and clusters

This section aims at presenting models that can summarise the way in which GCE can be integrated in the primary school curriculum or in the school practice. The objective of the previous thematic analysis was to elicit a few clusters of nations, to illustrate and typify some political paths used in certain group of countries.

Of course, while the subjective dimension and the risk of over-simplification here is very high, this modelling can be very useful in practice for both practitioners and policy makers.

Accordingly, based on the analyses included in this research, it is possible to identify for further discussion the following three main models or clusters of countries, which exemplify how the implementation of educational policies can be seen as a continuum between two extremes:

- Bottom-up (AT, LV)/top down (CR, IT - PAT)
- Centralised (FR, CR, PT)/decentralised (IE, UK, ES)
- Through one major teaching subject (ES, FR, IT)/through several channels (UK, PT, IE)

Before developing the three main clusters, two premises are necessary:

- From the analysis, certainly not neutral, some researchers showed a significant trend on how GCE is implemented. In more than one country, they noted that GCE proliferates under progressive governments, while conservative ones oppose it (UK, FR and ES). For example, in FR in 2007, Prime Minister Sarkozy stopped citizenship and development projects; in Spain, the subject “Education for Citizenship and Human Rights”, brought about by socialist governments could introduce GCE topics in school, but this subject was cancelled by recent education reform under a conservative government. On a different perspective, however, GCE and in particular the idea of “global competence” as currently widely promoted by OECD, can be also understood as a conservative approach. That is, as an educational resource to train élites who are called to have an international perspective. However, there is not enough data on which to empirically found such claims. A more careful inquiry, based in particular on policy makers’ interviews will shed better light on this issue that is certainly interesting and deserves attention.
- A second premise concerns the EU’s and other supranational UN agencies support to some European countries, including some partners of this project. They experience a particular mode of implementation of GCE. Some countries are “new” EU member states (CR, LV, BG) and therefore beneficiaries of support policies. Therefore, GCE takes here a very particular position. However, this has not been codified as a typical cluster as it refers only to a limited number of countries and to very special circumstances and temporary measures.

After these two premises, the next paragraph summarises three main models of policy implementation, based on clustering some countries cases:

- **Bottom up/top down.** This cluster is based on two opposite extremes: intervention from institutional actors to introduce GCE using normative or recommendatory policy documents (top-down), versus no policy documents were used to introduce GCE related areas (bottom up). There are some examples of each case: bottom-up approach (AT, LV), and top-down approach (CR, PAT). While NGOs play a crucial role, the role of the state is crucial in CR, making it concerned an example of top-down political approach:

*“The ME is responsible for the overall Education Strategy, there included issues connected with GCE, mainly in a form of so-called cross-cutting issue Education towards Thinking in European and Global Context (CR Country Policy Analysis).”*

At the opposite extreme of the axis is AT, where there is a significant role played by NGOs in promoting the adoption of a national strategy, in-service teachers’ training and development of pedagogical resources.

- **Centralised/decentralised.** A second cluster is based on the distinction between centralised (FR, CR, PT)/decentralised (IE, UK, ES). Emblematic is the National Strategy for Development Education (ENED) in PT, and its strategic group combining public governmental bodies, national agencies and NGOs. In this sense, a context that would be highly centralised from an institutional point of view sees a situation in which a powerful alliance prevails between school autonomy and supranational NGOs. Ministries follow the agenda set by this alliance. An illustration of decentralisation is the UK case:

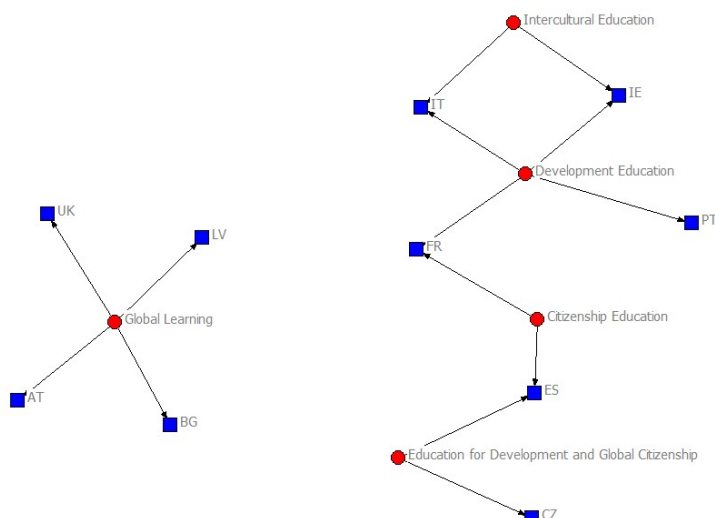
*“The opportunities available are, to some extent, implicit within the curriculum, rather than explicit in the form of either being statutory or recommendatory. This means that the inclusion of global issues within the curriculum relies heavily on individual teachers to champion and drive forward global issues.” (UK Country Policy Analysis)*

- **Through one major teaching subject (ES, FR, IT)/through several channels (UK, PT, IE, CR).** One route for embedding GCE in primary schools is through a specific, well-established discipline already present in the national curriculum, which is systematically applied in primary school, like the case of Citizenship Education (FR), or to some extent Intercultural Education (IT, AT). In particular in FR Moral and civic education, covers a number of topics related to GCE. Or, elsewhere, the presence of Civic Education references inside the curriculum of history and geography. In other countries (UK, PT, ES) school autonomy, decentralisation, plurality of disciplines provided in the curriculum allow teachers and school leaders to introduce GCE in a number of different fields and access points. UK: Citizenship Education, PSHE (Personal, Social and Health Education), SMSC (Spiritual, Moral, Social and Cultural Development), as well as through the approach of Philosophy for Children. In IE there is:

*“Space for GCE integration in the curriculum of 4 subjects:*

- *Social, Personal and Health Education (SPHE)*
- *Social, Environmental and Scientific Education (SESE)*
- *Education about Religions and Beliefs (ERB) and Ethics (in preparation)*
- *Ethical Education Curriculum called “The Learn Together” curriculum present in Multidenominational Community National Schools” (IE Country Policy Analysis).*

**Figure 2 – GCE national terms**



Another way to throw light on national policy is the use of national terms, which in some cases is even indicative of policy implementation strategies.

As Figure 2 shows, the main thematic areas covering policies and practices in the reviewed European countries are basically five:

1. Global Learning, which merges Global Education and Global (Development) Education (BG). This group includes: AT, BG, LV and UK
2. Education for Development and Global Citizenship, which combines the ES term, and the CR (Global Development Education)
3. Citizenship Education which unifies the ES term (Education for Citizenship and Human Rights) and the FR one (Moral and Civic Education)
4. Intercultural Education (IE and IT)
5. Development Education (IE, IT and PT)

### 4.3.3 Conceptual analysis

The main objective of this section is to understand if, besides the different terminology, there is a common ground in terms of GCE related themes.

The analysis has been based on three main steps.

The first one has been the identification of national terms (as indicated in the 10 Country Policy Analysis).

The second step has been merging the national terms into wider categories to reduce the number of national terms and merging GCE related terms that express the same concept with different words (ex. peace education and education for peace). GCE national terms were thus sorted into categories – or broader “umbrella” terms (Table 2) – to allow comparative analysis.

The assimilation of terms is based on the assumption that all the terms classified under the same “umbrella term” express the same concept.

The Bulgarian national term, Global (development) Education, is part of Global Learning “umbrella term” for two main reasons: i. the word “development” was put into brackets, and, ii. the Country Policy Analysis explicitly indicated that the word “development” is not well accepted, given the peculiar condition of Bulgaria, which has been in its own history involved in development projects as beneficiary.

The third step has been producing a network of related terms that combine the GCE national terms with their own related terms. Starting from the affiliation matrix that has on the rows GCE related terms and on the columns GCE national terms all the networks have been developed using UCINET.

An important disclaimer to be done is that the identification of national term(s) is highly interpretive and it very much depends on the individual perspectives of researchers that wrote the Country Policy Analysis. In most policy documents analysed there is not explicit and univocal identification of specific term(s).

**Table 2 – GCE national terms<sup>1</sup>**

	Min. Foreign Affairs/ NGOs term	Min. Education term	Umbrella term
AT	Global Learning		Global Learning
BG	Global (Development) Education		Global Learning
CZ	Global Development Education		Education for Development and Global Citizenship
FR	Development and International Solidarity Education	Moral and Civic Education	Development Education/ Citizenship Education
IE	Development Education	Intercultural Education	Development Education/ Intercultural Education
IT	Development Education	Intercultural Education	Development Education/ Intercultural Education
LV	Global Education		Global Learning
PT	Development Education		Development Education
ES	Education for Development and Global Citizenship	Education for Citizenship and Human Rights	Education for Development and Global Citizenship/Citizenship Education
UK	Global Learning		Global Learning

The list of GCE national terms (Table 2) first shows that none of the 10 partners countries have identified Global Citizenship Education as the main national term used in policy documents and discourse practice. Second, it is possible to observe that in four countries there is more than one

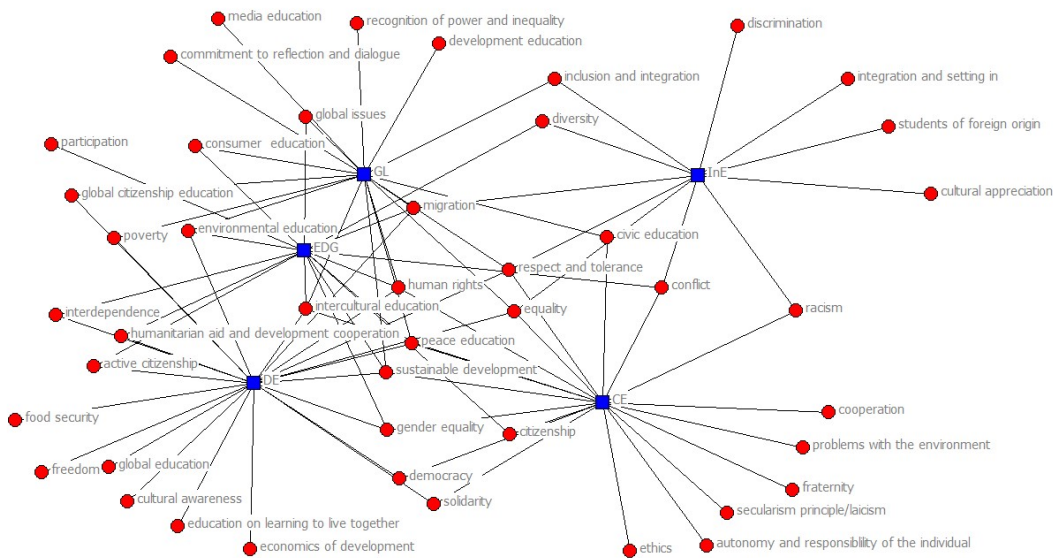
<sup>1</sup> Please refer to Annex 6.5 to have a look at the complete list of GCE national terms and GCE related concepts indicated by all partners, that have constituted the database for the conceptual analysis.



term used to refer to our object of analysis, more specifically two: one for the MFA and one for the ME. Third, it shows the presence of common terms used by more than one country. In reference to this last aspect, it is important to indicate where countries have indicated only one term. This does not necessarily imply that there is a unanimous agreement between the Ministries on which term is preferred. The most frequent national terms are Development Education and Global Learning followed by Intercultural Education (also used at EU level). Rarer is Citizenship Education with global reference and Sustainable Development.

Figure 3 is the result of the analysis of GCE national terms and related concepts indicated in the 10 Country Policy Analysis. Nodes are GCE national terms (blue squares) and concepts, which refer to, and are part of, GCE national terms (red dots). National GCE terms (blue squares) are connected with a tie when they share a same GCE related concept. The network developed with the software UCINET connects countries that share the same national term, according to grouping of national GCE terms indicated in Table 2 (umbrella terms). Figure 3 shows that Global Learning and Education for Development and Global Citizenship share several concepts.

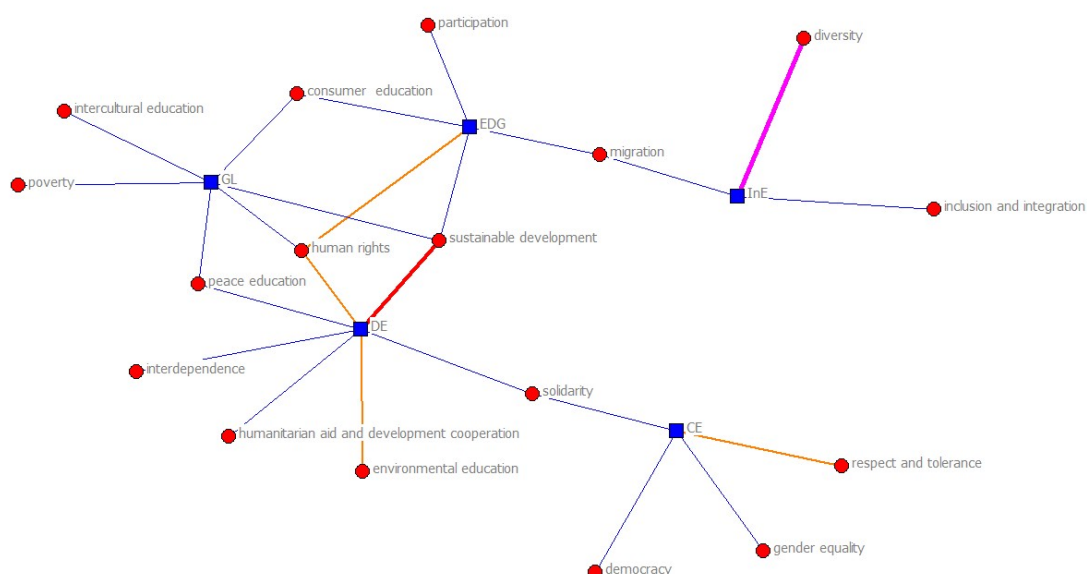
**Figure 3 – Overall network of national GCE related terms**



**Key:** CE "Citizenship Education", DE "Development Education", GL "Global Learning", InE "Intercultural Education", EDG "Education for Development and Global Citizenship"

Figure 4, represents only terms that are cited more than once by the 5 GCE national terms. Grey lines connecting GCE national terms and related concepts mean that the term is cited twice. Yellow lines mean that the concept is cited 3 times ("Human Rights", "Environmental Education", and "Respect and Tolerance"). A red line indicates that the concept is cited 4 times ("Sustainable Development"). A purple line means that the word is cited 5 times ("Diversity").

**Figure 4 – Main related terms to GCE national terms**



It stands out that “Human Rights” and “Sustainable Development” are at the centre of the network as they are the concepts, that are most frequently cited by national terms: Global Learning, Development Education and Education for Development and Global Citizenship all include “Human Rights” and “Sustainable Development” among their related concepts.

In order to further explore the results of such analysis, a word cloud was also produced (based on the number of occurrences), which visually portrays the relevance of terms occurring more than once.

**Figure 5 – Word cloud of GCE related terms**



The word cloud (Figure 5), which represents in larger font the most frequent terms, confirms that the most frequent terms are GCE key thematic areas.

By comparing Figure 5 with the network of terms in Figure 4, it emerges that the main areas identified as relevant are also the ones, which are common to the different national terms with the exception of Social and Economic Justice. It is true, however, that even if the exact wording is not listed among the related terms most frequently cited by partners, the related main concepts that are connected to Social and Economic Justice, such as poverty and equality are present.

In sum, it is possible to argue that, besides the choice of different wording for GCE national terms, the main topics of which GCE is composed are very similar. Diversity, human rights, environment, peace and themes related to social and economic justice such as poverty and equality are shared across the countries analysed. These areas coincide with the five topics identified by the Global Schools project as the main concepts encompassing GCE. The wording of GCE national terms mostly reflects the history, will and political discourse of the organisations promoting GCE in the different countries.

## **Barriers to implementation**

In conclusion of this comparative review across 10 European countries, it is possible to schematically highlight the main obstacles to the implementation of the GCE in primary schools. Having briefly summarised the main modes of implementation, it is important to emphasise the barriers to implementation, because the articulation of obstacles and barriers can represent an illustrative and meaningful way to provide preliminary guidelines and advice to policy makers and practitioners.

The main barriers can be identified in four fields: curriculum, attitudes, system structure, and resources with a special focus on “teachers training”, as teachers are key actors for the implementation of GCE.

### **Curriculum**

GCE is too often outside the official curriculum (AT); documents regulating GCE in schools are just recommendatory (FR); or the global approach is prevalent merely in the introduction of the document (not binding, just principles) (IT).

It is not clear how to incorporate it into the existing subject fields, how to realise the interdisciplinary approach (BG); or there is a lack of tradition in working in interdisciplinary projects (PT). The prevailing result-oriented approach of educational system in LV and the growing emphasis on content, competences and results in PT do not favour the introduction of a GCE approach. In general, the current neoliberal discourse stressing efficiency and focusing on skills for employability (UK, PT, LV) leaves no room for GCE.

### **Attitudes**

Little motivation for the teachers (BG); teachers may feel they lack the knowledge or understanding of global issues (IE); teachers often feel unprepared to tackle global issues in the

classroom (IE); for teachers on primary levels these issues are often perceived as unnecessary (CR):

*“They think it is more appropriate to focus on helping children understand local conditions.” (CR Country Policy Analysis)*

### **System structures**

GCE encompasses a non-neutral political and ethical perspective, therefore it strongly depends on ideas and visions of policy makers. It is also influenced by social division (ES, LV) and by the growing importance of religion in education systems (ES).

Many countries underline the lack of any coordination of the efforts by the different actors (BG, IT). In BG, GCE is more prevalent in some big cities and less in rural areas (BG).

As for school organisation, obstacles are staff time and an overcrowded curriculum (IE, ES), as well as mobility of teachers (PT). The use of active methods, typical to this approach, is often incompatible with school time (PT).

### **Resources**

Most of the countries complain about a lack of resources for GCE in pre-schools and schools and in particular for teachers (FR, LV, ES). Teaching resources and materials on GCE are available but, for some, it is difficult to access them because they are mostly in English (BG, LV, PT).

### **Teachers training**

This issue is crucial because it concerns the second part of the Global Schools research. Teachers are often not prepared; they lack methodologies (BG, LV) and feel unprepared (IE):

*“Teachers often feel unprepared to tackle global issues in their classroom and lack confidence in their own ability or understanding of GCE issues.” (IE Country Policy Analysis)*

*“LAPAS study (a 2008 research report) on GE in national educational standards and curricula. This study highlighted that although GE topics were present in curriculum, teachers lacked methodologies and teaching material in GE” (LV Country Policy Analysis)*

Pre-service training, with few exceptions (AT, CR), is absent or only introduced in a short-term course (BG), or unsystematic (BG, LV, PT), or focused on particular topics (Intercultural Education in IT; Citizenship Education or Education on Sustainable Development in FR). Sometimes it is provided without law mandate (IE, LV); one problem is that it is unpopular among teachers. Moreover, teachers' qualification is considered inadequate (BG, PT) and they do not have sufficient methodological skills (BG):

*“Teachers’ training in Development Education/Global Education is provided primarily by NGO trainers who, as a rule, do not have enough methodological competence” (BG Country Policy Analysis).*

In general, it is not a priority (IT), and even where initial training is provided under law mandate (AT) it is not uniformly provided:

*“Initial teacher training is based on new curricula since 2015/2016. They are different in each of the 14 Colleges of Education”. (AT Country Policy Analysis)*

#### 4.4 Conclusions

Global Citizenship Education is a perspective firmly undertaken by various international organisations. It is considered to be a paradigm shift capable of overcoming the inadequacies of multicultural integration models, to enhance a widespread sensitivity towards the natural environment, to promote international solidarity, peace and social justice, through an established ethical background founded on human rights. National governments and European civil societies are moving towards the introduction of this concept, this approach and this perspective within their own education systems. However, even before it became a subject of public policies, GCE had become firmly rooted in the social fabric of the communities and it is rapidly emerging as a new educational discourse potentially capable of promoting a profound change in formal education as it has already done in the non-formal one.

This text summarises an extensive piece of research, which arose in the context of the Global Schools project supported by the European programme DEAR involving 10 European countries. The findings of the research are presented here in a succinct and summarising way. Here we briefly contextualise the origin of a concept that can integrate and make sense of a number of issues hitherto thought of as distinct and sometimes opposed. Furthermore, there are some methodological elements that led the research, based on a substantial amount of data: in the course of a year of work 171 documents from the 10 partner countries were analysed and filed plus 16 from other countries or supranational contexts, 20 interviews, and 10 Country Policy Analysis (published in the full report). From the analysis of these data, we attempted a difficult but necessary comparative work. It was a complex comparison because it was based on data, which are highly interpretive and constitutively dissimilar between themselves. However, in order to identify possible pathways for the implementation of policies and educational practices inspired by GCE in the primary school, it is essential to try to systematically and rigorously compare cases and national situations that arise from profoundly different traditions, political cultures, pedagogical practices, and institutional systems.

Three are therefore the macro categories, empirically identified, that significantly vary across different countries: (1) political scales, referring to the levels and modes of implementation of the policies, (2) the key political actors and, among them (3) a particular focus on the role of NGOs.

From the comparison of the different variations taken from these categories in different national contexts, we have tried to derive some clusters or typologies that may exemplify different modes of implementation of GCE in primary school. Our intention was neither evaluative nor purely descriptive (in fact it has required a certain interpretive intention), but the aim was to highlight possible access points through which change can be enabled, providing practitioners and decision-makers with a catalogue of opportunities to embed GCE in schools. Besides the comparative policy analysis, a second comparative research line focused on the conceptual analysis of the key terms used across Europe to define the issues that only recently is taking a univocal denotation under the GCE label. In particular, there is a wide need to understand if, besides the presence of a different terminology, there is a common ground in terms of GCE related themes.

In conclusion of this report are briefly presented a number of points that summarise areas that seem particularly significant, and maybe useful, to indicate the intrinsic use value of this research:

- In none of the project partner countries is GCE fully integrated into the national primary school curriculum, however there is a visible trend towards increasing the adoption of a global perspective within primary school through a variety of ways, sometimes more institution-driven sometimes driven by local initiatives. In addition, although the term GCE is not yet firmly established in the vocabulary of political documents (despite the fact that its use is visibly growing) the themes belonging to this concept are uniformly spread across EU partner countries.
- GCE encompasses a non-neutral political and ethical perspective, therefore it strongly depends on ideas and visions of policy makers. GCE is a nebulous and provisional concept and allows different interpretations and understandings. Depending on the values in which it is rooted, it takes special connotations, which, as the research shows, cannot be accepted in the same way by everyone. For a full integration of GCE in primary school and especially for the concrete transformation of an abstract concept in educational policies and practices, it is necessary to acknowledge that this concept is not value-free. Otherwise, a GCE conceived as abstract and generic risks to become an empty label, sterile and unable to produce consistent practices and policies.
- Role of ME and MFA. The two main institutional actors involved in spreading the GCE ideas and practices throughout Europe are the Ministries of Education and of Foreign Affairs. The two institutions have been promoting GCE related areas through different modes, goals and approaches. However, the two Ministries have not always found effective ways of dialogue among themselves. There is often a gap or a tacit conflict between the two traditions, with diverse approaches, purposes and, above all, two bureaucracies. The research, shows that bridging the gap between the two is a strategic challenge for disseminating GCE ideas and practices.

- **Role of NGOs.** Unlike institutional bodies, NGOs are more flexible and open to change. They have been fundamental in promoting new ideas, in networking between different actors, and in particular in disseminating the concept and practices of GCE. In bringing together the agenda of different governmental bodies and different topics, NGOs have been strategic in promoting and encouraging the creation of national strategies involving multiple actors. The risk that NGOs must guard against is isolation and tendency towards self-reference. The ability to connect together different subjects and to build a meaningful dialogue with school staff requires they are able to overcome - and willing to negotiate - values, approaches and styles that each NGO has over time developed around its own identity.
- **Clusters.** Although the “cluster” typology presented above is not based on rigorous statistical criteria but on a highly interpretive analysis, the possibility of providing a “catalogue” of possible approaches through which GCE can become embedded in primary schools is one of the most significant results of this research. The three clusters of dimensions exemplify ways in which educational policy can be implemented and can be seen as three interconnected continuums:
  - Bottom-up vs top down
  - Centralised vs decentralised
  - One teaching subject vs cross-curricula

Along these continuums, countless opportunities for integrating GCE in schools exist, consistent with the different national, institutional and cultural contexts. In other words, it is necessary to recognise that a single European approach (e.g. trying to simply copy the Finnish approach in all European countries) is not possible if one ignores the specificities of local contexts. On the contrary, local contexts provide many opportunities and resources that are vital to take into consideration.
- **National terms.** Although the term “GCE” is not officially and univocally used in almost any of the countries, the conceptual analysis revealed that behind the use of different national terminologies there is a widely shared semantic landscape. Not only the central concept, even if otherwise called, refers to the same object, but there is a common ground among GCE related areas. In fact, also satellite terms that make up the GCE “spider” are the same and refer to the 5 key concepts around which the central concept is articulated (Table 3).

**Table 3 GCE key concepts**

Human rights	Global Citizenship Education
Environment	
Social and economic justice	
Peace	
Diversity issues	

- **Barriers of implementation.** The last significant result that emerges from the research has explored the obstacles that obstruct the development of effective policies and especially a concrete translation of policies into practice. On the basis of the identified obstacles, three considerations can be drawn in closing this report: (1) almost everywhere a reference to GCE in the National Curriculum is missing.



On the one hand, this makes it difficult for teachers and school leaders to activate specific programmes on this subject. On the other hand, the lack of a rigid curricular reference to this subject allows the teachers a greater flexibility and the possibility to insert the topic of GCE and related terms through a wide variety of disciplines and with a multiplicity of approaches. (2) Lack of coordination between political actors and the need for system-oriented measures. This recalls the need to prioritise the construction of structural, systemic and participatory policy actions, providing the active involvement of all political actors described here as fundamental. Individual action of one of them, even if effective and of high quality is likely to fail if it is not systematic and involving a wide range of actors. (3) Teachers are not only agents of change but also key political actors; it is in their practice that GCE policy is enacted, and experienced by learners. For this reason, teachers' education is not only necessary to provide them the skills and knowledge required by teaching GCE, but it is a crucial political action to promote change and education reform.

Given the centrality of the teacher's role in the effective introduction of GCE in primary schools, it is of great importance both to thoroughly study the process of GCE teachers' education, and to experiment new training paths. The latter deals with the core activity of the Global Schools project, exploring various courses for teachers and multipliers; the former will deal with the second phase of the research: a qualitative research study on teachers' education practices in 4 European countries. This second phase will be carried out in order to highlight the pedagogical models and the theoretical and conceptual frameworks that underlie these practices.

## 4.5 Glossary

### GCE national terms, in local language and in English, with a definition in English

#### Austria

*Global Learning (Globales Lernen)*<sup>1</sup>

##### Definition

Global Education is an education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all (Maastricht declaration, 2002).

#### Bulgaria

*Education for Sustainable Development*

*Global (Development) Education (Глобалното образование)*

##### Definition

ESD is defined as an education that promotes: (a) understanding and critical awareness of interrelations and interdependencies between economic, social and environmental processes; (b) respect towards different cultures; (c) responsibility for shaping a sustainable future; and (d) an active civil society (Programme for Education for Sustainable Development, 2007).

Global Education is an educational perspective originating from the fact that contemporary people live and interact in a more globalised world. So topics such as fair trade, sustainability and poverty are in the focus. The concept is based on the mutual relations among politics and social relations and aims to provoke a more active sensitivity towards the structure as similarities, inequality and injustice in different parts of the world ([www.glob-edu.net/bg/global-education/](http://www.glob-edu.net/bg/global-education/)).

#### Czech Republic

*Global Development Education (Globální rozvojové vzdělávání)*

##### Definition

Global Development Education is a lifelong educational process that supports people in understanding the differences and similarities between the lives of people in developing and developed countries, thus promoting public knowledge of economic, social, political, environmental and cultural processes that influence them. It develops skills and supports adoption of values and beliefs that increase willingness and ability of people to take an active part in tackling local and global issues. Global Development Education leads people to accept responsibility for creating a world where all people may live with dignity (National Strategy for Global Development Education for the period 2011-2015).

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<sup>1</sup> While the institutional reference definition is the one of the Council of Europe, the term that is most commonly used, both at academic and institutional level in Austria, is Global Learning. For more comprehensive conceptualisation of the term, please refer to Hartmeyer H. "Experiencing the world, global learning in Austria: developing, reaching out, crossing border", 2008, Munster: Waxmann Verlag.

## France

*Citizenship and International Solidarity Education (Education à la Citoyenneté et à la Solidarité Internationale)*

*Moral and Civic Education (Enseignement moral et civique) (*

### Definition

Citizenship and International Solidarity Education is a social and political approach. It aims to develop individual and collective contributions to build a fair, supportive and sustainable world. CISE is a lifelong pedagogical process.

Moral and civic education aims to couple in one subject the training of future citizens and the training of their critical reasoning. Thus, pupils have a moral conscience, which brings them to understand, to respect and to share humanist values: solidarity, respect and responsibility.

## Ireland

*Development Education*

*Intercultural Education*

### Definition

Development Education aims to deepen understanding of global poverty and to encourage people towards action for a more just and equal world. As such, it can build support for efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level (Irish Aid, 2007).

## Italy

*Intercultural Education (Educazione interculturale)*

*Development Education (Educazione allo sviluppo)<sup>2</sup>*

### Definition

Interculture is the way through which students develop an aware and open identity. Interculture is considered important both for foreign students and for the Italian ones because it is necessary to educate to active citizenship.

## Latvia

*Global Education (Globālāizglītība)<sup>2</sup>*

## Portugal

*Development Education (Educação para o desenvolvimento)*

### Definition

Development Education is a dynamic, interactive and participatory process aimed at: people's full education; awareness and understanding the causes of development problems and local and global inequalities in an interdependent context; intercultural experiences; commitment to collective action grounded in justice, equity and solidarity; promoting the right and duty of all people to participate in and contribute to a full and sustainable development. Development Education cannot be confused with fundraising campaigns, organisational marketing or official

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<sup>2</sup> There isn't a definition of the term in the normative or recommendatory policy documents analysed.

information on development aid. The singularity of Development Education is its connection to the South and the fact that it always takes into consideration the narratives and proposals made on and for the South (Portuguese NGOs Platform).

Development Education (DE) is an educational process that promotes social, cultural, political and economic interrelationships between the North and South and that also promotes values and solidarity and justice attitudes, that should feature a responsible global citizenship. It consists on an active learning process, aimed at raising awareness and mobilizing society to sustainable human development priorities. It is fundamental to create the basis for a common understanding and support from the public opinion at a national and international level, regarding development cooperation issues.

Although DE is not only about formal education, it is important that it is progressively integrated in school curricula, similarly to other European countries, so that the formal education contributes to the formation of watchful, demanding and participative citizens (Strategic Vision, 2005).

## **Spain**

*Education for Development and Global Citizenship (Educación para el desarrollo y la ciudadanía global) NGOs term*

*Education for Citizenship and Human Rights (Educación para la ciudadanía y los derechos humanos) Ministry of Education term*

### Definition

Education for Development and Global Citizenship is a continuous process aimed, through knowledge, attitudes and values, to promote active and responsible citizenship, committed to the justice system, peace and sustainability, that promotes respect and appreciate diversity, that defends and respects individual and collective human rights, gender equality and appreciate the dialogue, participation, co-responsibility and commitment to a just, equitable and caring society.

Education for Citizenship and Human Rights is a learning responsible citizenship approach that includes aspects related to knowledge, participation and exercise of civic rights and responsibilities, it requires a long learning process that begins when affective relationships are established, social habits are acquired and techniques are learned to develop critical thinking, which facilitate the assimilation of the values on which democratic society is based, in order to form future citizens responsible, participatory and supportive. The Citizenship Education contributes to the development of salient aspects of various competencies, mainly the social and civic ones.

## **UK**

*Global Learning*

### Definition

Global Learning can be described as an approach to learning about international development through recognising the importance of linking people's lives throughout the world (Global Learning Programme). Global Learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather it is about engaging in a process of learning that recognises different approaches and different ways of understanding the world, and engages with them through different lenses (Bourn, 2014, p. 6).

## **Definitions of European and international intergovernmental agencies**

### **Maastricht Global Education Declaration (2002)**

Global Education is an 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.

### **North-South Centre**

Global Education is an education perspective, which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we might all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues (North-South Centre, 2010, p.10).

### **UNESCO**

Global Citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global (UNESCO, 2015, p.14).

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global Citizenship Education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. Global Citizenship Education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation (UNESCO, 2015, p.15).

Global Citizenship Education (GCE) highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world (UNESCO, 2014, p.15).

**OECD - PISA**

Global Competence (GC) is the capability and disposition to act and interact appropriately and effectively, both individually and cooperatively, when participating in an interconnected, interdependent and diverse world.

It is foreseen the introduction of global competence in the PISA assessment even though from a different perspective: “The main dimensions to be evaluated are the following: knowledge, Openness and Flexibility, Emotional Strength and Resilience, Communication and Relationship-Management. The contexts in which these dimensions are evaluated are the following: Education (Learning), employment (working), communities (living)” (Piacentini, 2015).

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[www.d3f5055r2rwsy1.cloudfront.net/images/cooperacao/national\\_strategy\\_development.pdf](http://www.d3f5055r2rwsy1.cloudfront.net/images/cooperacao/national_strategy_development.pdf)  
**DGE (2012)**, *Educacao para a Cidadania – linhas orientadoras/Education for Citizenship –guidelines*  
[www.dge.mec.pt/educacao-para-cidadania](http://www.dge.mec.pt/educacao-para-cidadania)  
**Ministry of Education and Science (2012)**, *Decreto-Lei n. 139/2012/Decree-law N. 139/2012*  
[www.dge.mec.pt/educacao-para-cidadania](http://www.dge.mec.pt/educacao-para-cidadania)

## **Spain**

**Autonomous Region of Aragon (2014)**, *Orden de 16 de junio de 2014, de la Consejera de Educacion, Universidad, Cultura y Deporte, por la que se aprueba el curriculo de la Educacion Primaria y se autoriza su aplicacion en los centros docentes de la Comunidad Autonoma de Aragon/Order June 16, 2014, of the Regional Minister of Education, University, Culture and Sport that approves the curriculum of primary education and authorizes its implementation in schools of Aragon*  
[www.boa.aragon.es/cgi-bin/EB\\_OA/BRSCGI?CMD=VEROBJ&MLKOB=798381820606](http://www.boa.aragon.es/cgi-bin/EB_OA/BRSCGI?CMD=VEROBJ&MLKOB=798381820606)  
**Government of Spain (2006)**, *Ley Organica 2/2006 de Educacion LOE/Organic Law of Education 2/2006*  
[www.boe.es/buscar/pdf/2006/BOE-A-2006-7899-consolidado.pdf](http://www.boe.es/buscar/pdf/2006/BOE-A-2006-7899-consolidado.pdf)  
**Government of Spain (2013)**, *Ley Organica 8/2013 para Mejora de la Calidad Educativa LOMCE/Organic Law 8/2013 of Education quality improvement*  
[www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf](http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf)  
**Government of Spain (2014)**, *Real Decreto 126/2014 por el que se establece el curriculo basico de la Educacion primaria/Royal Decree 126/2014 establishing the primary education curriculum*  
[www.boe.es/boe/dias/2014/03/01/pdfs/BOE-A-2014-2222.pdf](http://www.boe.es/boe/dias/2014/03/01/pdfs/BOE-A-2014-2222.pdf)

## **UK**

**Department for Education (2011)**, *Teachers' Standards Guidance for school leaders, school staff and governing bodies*  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)  
**Department for Education (2013)**, *The national curriculum in England*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

**Department for Education (2014)**, *Promoting fundamental British values as part of SMSC in schools. Departmental advice for maintained schools*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

**Department for Education (2015)**, *Citizenship*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/402173/Programme\\_of\\_Study\\_KS1\\_and\\_2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf)

**HM Government (2015)**, *Revised Prevent Duty Guidance: For England and Wales*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

**Ofsted (2015)**, *Handbook for inspecting schools in England under section 5 of the Education Act 2005*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458866/School\\_inspection\\_handbook\\_section\\_5\\_from\\_September\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf)



## 6. Annexes

### 6.1 Research vademecum

# Vademecum for qualitative comparative research on policy for Global Citizenship Education

**EU Project:**

**Global Schools: EYD 2015 to embed Global Learning in primary education**

**Document developed by Carla Inguaggiato, TCIC research officer and Massimiliano Tarozzi, research coordinator**



## 1. Objective of research vademecum:

This document aims at:

- Providing common empirical tools for qualitative comparative education policy analysis.
- Giving practical instructions and guidelines for collecting data and storing them.

## 2. Research background

To be completed by G4

## 3. Definitions

### Education policy:

*A coherent set of decisions or recommendations with a common middle or long-term objective (or objectives) affecting or relevant to the integration of GCE in formal primary education. As a wide-ranging process of implementation of ideas into practices, a policy encompasses also plans, programs and guidelines.*

*This research describes policy as political process that has an impact on the integration of GCE in formal primary education system.*

### Primary education

The definition provided by International Standard Classification of Education (ISCED, 2011) is:

“Primary education, are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialization.”<sup>1</sup>

The Glossary of ISCED divides primary in two levels:

“Level 1: Primary education – begins between five and seven years of age, is the start of compulsory education where it exists and generally covers six years of full-time schooling.

Level 2: Lower secondary education – continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education”<sup>2</sup>

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<sup>1</sup> UNESCO-UIS 2012, International Standard Classification of Education ISCED 2011, page 30

<sup>2</sup> [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:International\\_standard\\_classification\\_of\\_education\\_%28ISCED%29](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:International_standard_classification_of_education_%28ISCED%29)

For the sake of this project we can also include policy documents related to the lower secondary education level when these documents to be analysed refer to a unitary curriculum (level 1 and 2) and/or a common teacher training process

**Partner:**

It is every country, which is member of the project.

All partners are requested to carry out the policy analysis for our own country in detail following the guidelines presented in this document.

**G4:**

It is a restricted Group of 4 countries (Austria, Czech Republic, Ireland and Italy), which will take part in the second part of the research foreseen by the project: ethnography of teachers' training.

**4. Working group and organization in clusters**

In order to guarantee a good quality of the research, project's partners will be organized in four clusters, each on led by a member of the G4. The cluster's organization is described here below (Figure 1).

The G4 will have three tasks for what concern the comparative policy analysis:

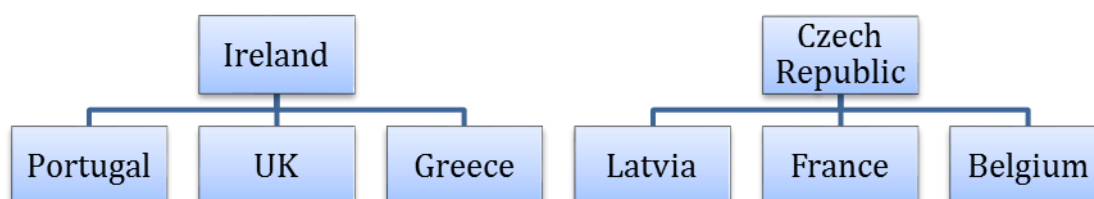
1. To carry out the policy analysis for our own country in detail
2. To supervise and advise other partners, which carry out the research in their own countries (for Ireland for example UK)
3. Collect some data from other EU countries not included in the partnership (ex. Greece)

For task (3) the analysis will be a general outlook of the main policy, possibly by contacting colleagues in loco, otherwise by collecting documents available in one of the languages known or secondary data from other comparative studies.

**Figure 1**



**Figure 2**



## **5. Objectives of qualitative comparative policy analysis**

### **Main purpose:**

To analyse existing educational policies, in Europe to ascertain whether, to what extent and how GCE is integrated in formal primary education.

### **Specific objectives:**

- To identify the key documents relevant for teachers in each country
- To identify key documents relevant for teachers at international/EU level
- To create a glossary of relevant terms both in English and in national languages
- To create a conceptual organization of the notion of GCE
- To reconstruct the political discourse surrounding the implementation of GCE in 10 EU countries and at EU level
- To compare the integration of GCE into formal primary education across EU countries

## **6. Sources of data:**

- a. Documents' analysis
- b. Interviews of key informants<sup>3</sup>

## **7. Methods for documents' analysis**

### **7.1 Criteria for documents' selection**

- Thematic area (peace, human rights, diversity issues, social and economic justice, environment) as well as the overall notion of Global dimension in education
- Two main categories:
  - Normative documents (such as laws, school curriculum...)
  - Recommendatory documents (such as guidelines, recommendations...)

### **7.2 How to store documents**

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<sup>3</sup>Key informants can provide information on political debate surrounding the normative document. In addition they can allow identifying other documents that had been overlooked by research. The choice to interview key informants is related to the definition of policy adopted for this research.

## Annex 1 “Policy document synopsis”

### 7.3 Where to store documents

- Upload in the TCIC platform (<http://www.tcic.eu/web/global-schools/home>) documents' file and the policy document synopsis.
  - Name each document with a label created in this way: Code: country- type of data- localization-type-progressive number. The code should be used as name of the digital file and as label on every paper document.
  - Country: use international acronyms, used also in Internet:

Austria – AT

Bulgaria – BG

Czech Republic - CZ

France – FR

Ireland –IE

Italy – IT

Latvia – LV

Portugal – PT

Spain - ES

United Kingdom - UK

- Type of data: D (document analysis) I (interview)
- Localization:
  - In - for international/continental (EU)
  - C-country/national
  - R- regional (state/province/region)
  - U- urban/municipality
- Type: N-normative; R-recommendatory
- Progressive number 01,02,03-...

Code example: Au-D-R-N-01

### 7.4 Analysis and coding of documents

The analysis should be based on data taken from the policy document synopsis, in particular from: *Short summary and Key words*

### 7.5 Criteria to select people to be interviewed

Each partner should carry out interviews to two kinds of possible participants:

- **Policy makers:** Authors of documents, political executors of the education policy dispositive, people that implement the policy dispositive such as educators, school heads;
- **Practitioners:** Teachers, educators, principals etc.

## **Number of interviews:**

Each partner should conduct two interviews to two relevant key informants, preferably one per category (one policy maker and one practitioner). The two people interviewed should reflect opposite or very different opinions.

In case of difficulties to interview two people, every partner should interview at least one person.

## **8. Guidelines for interviews' conduction and analysis**

### **Type of interview:** in-depth interview

The interview is not an informal conversation but it is always a professional conversation that aims at a specific objective. The professional research interview is not an equal dialogue among partners but it foresees a specific power asymmetry as the interviewer defines ways, controls the sequence and uses results for his/her objectives.

In-depth interview is composed by open questions that do not guide answers and that uses terms that are as neutral as possible. Questions gradually become more focused and relevant, allowing respondent to feel at ease.

It starts from an initial question and then respondent can follow that his/her own path.

Interviewers' interventions are limited to favour the conversation and to make the respondent at ease.

### **The interview follows these steps described below:**

- A. Planning
- B. Conducting
- C. (Observing)
- D. Transcribing
- A. Storing
- B. Analysing

#### ***A. Planning the interview***

In the preparation of questions and especially in the conduction of the interview it is fundamental to bear in mind the aim of data collection: collect perspectives, point of view, different ideas on present challenges and what is the main question.

This can allow us to orient the discussion towards what it is more important and to avoid too many digressions from the main topic.

### **Ethical issues**

Considering the typology of the interviews it is not necessary to sign an informed consent for the treatment of data. However some ethical issues should be taken into account.

Before starting the interview:

- Declare what is the aim of the interview
- Explain that the interview will be recorded and how the recording will be used.

- Ask whether it is possible to quote same passages in the main report.
- Make clear that data will be used in an anonymous way and they will be destroyed at the end of the research.
- List of main topics of the interview.

### **Box 1: Relational issues**

The relationship with the respondent is not random but it has a specific goal that should be communicated and managed in a conscious way.

The interviewer should be aware that the relationship interviewer- respondent is asymmetric in nature.

### ***B. Conduction of the interview***

- Bring audio-recorder with charged batteries
- Greet and introduce yourself
- Ask for the permission to audio-record
- Reassure the respondent about his/her own privacy.
- Describe the research program and answer to every question if possible.
- Before recording the interview, record the respondent's name, his/her professional role, location, place, date, time (also to test the recorder's functioning)
- Duration: less than 1 hour, the ideal duration is 40 minutes.

### **Box 2: Listening**

#### **Listening must be active, interested, not judgemental**

- Active: do not interrupt, be reactive (smile, nod, confirm) and flexible (being able to understand when to ask questions, when to change topic etc..)
- Show interest: it is an incentive to make people talk.
- Show that what has been said is important, interesting and pleasant
- Thank the respondent (showing a coherent attitude)
- Do not be judgemental, be professional, have an attitude of benevolent neutrality
- Supervise and control interviewers' communication attitudes



- Empathic listening with no judgement and no preconceptions and prejudices

### ***C. Observational notes on non-verbal behaviour***

If working in pairs (advisable, but not compulsory), one researcher should conduct the interview while the other takes notes on respondent behaviour, taking part in the interview only if it is considered necessary.

It is always important to carefully observe the respondent's behaviour and possible take notes of:

- Non-verbal language
- Peculiar physical or emotional reactions on specific issues
- Development and change of emotions and relationship with the respondent

#### **At the end of the interview:**

- Kindly thank
- Inform that the respondent will be informed of the development of the research and can always reach the research team to add further information or opinion.

#### **First impressions**

If possible take notes singularly or in pair the first impressions and the representations had immediately after the end of the interview and write them at the end of the interview transcription.

#### ***D. To transcribe the interview***

- Use a digital recorder
- Attribute to the file a code of the interview that is also present in the transcription and upload it in the common platform
- Transcribe the interview in order to make it readable without too much focus on paralinguistic elements of the conversation
- In case it is not possible to make a complete transcription
- Listen first to the recording and make index reporting data
- Transcribe only relevant passages and resume less important passages not lose the narrative sequence

**At the beginning of the transcript indicate the following information:**

- Code
- Name of the interviewed
- Qualification
- Location, date and hour of the interview
- Interviewer/s
- List of materials eventually received
- Notes
- Duration

#### **Box 3: Writing norms**

- Font: Times New Roman, dimension 12, line spacing 1 e ½
- 3 cm. for all margins
- Comments at the end of the page (end note)
- R: researcher; I: interviewed
- Number of page (at the bottom of the page centred)

#### ***E. Storing***

To attribute a code that identifies both files (text and audio) and transcripts that will be composed using the same rule of documents but substituting the letter D with the letter I.

**Pm** for Policy makers **P** for practitioners. **Example of code:** Au-I-Pm-01-020714

To delete information on localization adding at the end date and contacts and addresses

**Annex 1:** Policy document synopsis

**1. Title of the document in national language and in English:**

**2. Date of document creation:**

**3. Organization/institution promoting the education policy dispositive:**

3.1) Author(s)/ of the document if applicable

**4. Target audience (specify)**

**5. Purpose of the document**

**6. Typology of document**

- **Normative** (such as law, compulsory regulations etc..) or **Recommendatory** (such as guidelines, recommendation, decision etc....)
  - **Localization**
    - International/continental (EU)
    - Country/national
    - Regional (state/province/region)
    - Municipality

**7. Thematic area** <sup>4</sup>

**7.1 Overall areas:**

Global Citizenship Education, Global Education, Global learning etc.

**7.2 Specific topics:**

- Peace,
- Human rights
- Diversity issues
- Social and economic justice
- Environment

**7.2.1 Specific sub-thematic area of the document** (in English and in the local language)

**8. Related policy documents**

(Premises, informing documents, plans etc.)

**9. Summary** (Descriptive. Max 1000 characters excluding spaces)

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<sup>4</sup>Do not fill in case it is a general document

## **10. Table of contents**

## **11. Comments**

Please focus on the relevance in the political debate, educators' resistance/acceptance, the difficulty in the application; the visibility or how well the document was promoted) –  
PARTICULARLY IMPORTANT FOR NATIONAL DOCUMENTS

## **12. Document source**

Where to find it, please indicate website address and retrieved date

**12. Digital version of the document uploaded into the platform: YES/NO**

**13. Financial implication of the document if explicitly stated:**

## **14. Key terms**

In English and in the local language, including topics, purposes, recurring terms

**15. Any additional relevant information**

**16. Monitoring and assessing procedures for the document:**

**17. Author of the policy document synopsis:**

# Key informants' interview guide for qualitative comparative research on policy for Global Citizenship Education

**EU Project:**

**Global Schools: EYD 2015 to embed Global Learning in primary  
education**

**Document developed by Carla Inguaggiato, TCIC research officer with the supervision of  
Massimiliano Tarozzi, research coordinator**



# Some important indications for the use of the interview guide

- Questions reported below are the main questions that will help establish the topic of the discussion. They should be considered as a list of topics to be covered, a tick list to check that all the topics have been covered. We do not want neither a respondent, which is reluctant to talk nor a respondent, which is very talkative and goes off track.
- The questions indicated in italics are follow-up questions should be used to encourage expansion of ideas/concepts considered most relevant to the research question, in case the respondent does not elaborate on them in his/her narrative. It is not necessary to use them if the respondent spontaneously elaborate on these issues.
- If you need to ask for additional information avoid questions that can be answered with “yes” or “no”, avoid biasing responses, do not elicit your research hypotheses, do not use emotional, complex or biased language and be careful on behaviour and body language.
- Before starting the interview, explain in broad terms the goals of the research
- **Please note that it is not necessary that the wording of questions is the same as indicated in the interview guide indicated below.** For more detailed information on interview conduction please refer to the **Research Vademecum - Section 8 Guidelines for interviews’ conduction and analysis.**
- Please keep the order of questions.

## Interview guide

- 1) What is your job?

*Objective: Icebreaker question (not to use in case you already know the respondent).*

- 2) Can you tell me what has been your engagement in Global Citizenship Education (GCE)?

- 3) Can you tell me what has been in your experience GCE?

*Possible follow-up question:*

- *What are the topics of GCE?*

- 4) Knowing the curriculum of formal primary education do you consider it to be adequate to cope the challenges of global world?

- 5) Can you tell me about the introduction of GCE in formal primary school?

*Objective: Collect a story of the process of integration of GCE into formal primary school–  
Important point of the interview.*

*Possible follow-up questions:*

- a. *Which government have promoted it?*
- b. *Which organizations have set it up?*
- c. *What is the role of NGOs?*
- d. *Who are the promoters of GCE?*

- 6) Nowadays giving the actual normative framework in which ways GCE is present in formal primary education?

*Possible follow-up questions:*

*What are the relations between all different actors that promote in formal primary schools topics related to GCE?*

- 7) In the current situation what are the limitations and obstacles for the introduction of GCE in formal primary education and how to overcome them?

*Possible follow-up questions:*

- a. *Evaluation: how the evaluation system of students influences the teaching of GCE issues in formal primary schools, illustrates both positive and negative consequences.*
- b. *What are the forces that create obstacles for GCE introduction in formal primary school curriculum?*
- c. *Which new normative framework for GCE?*



- 8) Which of the following topics (social and economic justice, human rights, diversity issues, peace, environment) are most appropriate in GCE definition?
- 9) What are the normative and recommendatory instruments that most influence operationally the teaching of GCE in formal primary education - both positively and negatively?
- 10) Would you like to add anything on the conversation that has not been previously mentioned?

## 6.3 Country Policy Analysis template

### XX (name of the country) national report

#### Table of contents

#### Section 1 Policy framework analysis: 1200 words minimum

##### 1.1 Key policy documents

Total number of documents.

For key documents: Description and brief summary of the main recommendatory and normative policy documents

##### 1.2 Circumstances of introduction

1.2.1 Main circumstances that have led to the introduction of GCE in formal primary school system in your country

1.2.2 Identify which circumstances in the history of your country that had an effect on the introduction of GCE in formal primary school system

##### 1.3 Levels and forms of implementation

1.3.1 If GCE has been somehow introduced in the education discourse, outline when and how policy documents have created change to introduce GCE into formal primary school. Identify the key moments or milestones of change.

1.3.2 Explain whether GCE has been structured into formal primary curriculum or only some aspects of GCE have been normed.

##### 1.4 Political actors

1.4.1 Role NGOs have played in the introduction of GCE

1.4.2 Role of political leaders/ institutions/ social movements/political parties, if any

1.4.3 Role of local authorities

1.4.4 Link between national and supranational level

1.4.5 Link between local and national entities

#### Section 2 Political discourse analyses

No specific indication on the minimum number of words as very much depends on the material the researcher has been able to collect with the interviews and the researchers' own personal experience.

#### Section 3 Conceptual analysis (glossary): 700 words minimum

It should include a visual representation of terms in network form.

This section has a twofold objective:

- Elicit historical conceptual tradition on GCE antecedents
- Identify GCE related concepts

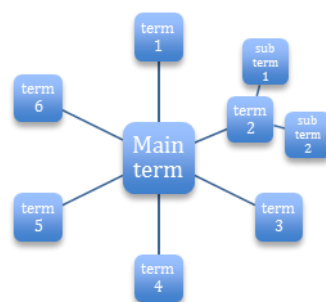
3.2 Declare what is the most widely used and broadly accepted term used in your country to define what we called GCE. GCE national term(s) should be written both in English and in the local language

3.3 Write down the main terms related to the national core concept above mentioned

3.4 Write down a definition of the national term, possibly the one provided in the policy documents analysed.

3.5 Produce a network of terms where at the very centre is located the national term, supposed to be the most frequent used. This analysis should be based on the textual analysis of the terms present in the policy documents analysed.

Example:



It is important to specify what has been the procedure to construct the network of terms

3.6 Methodologies used to introduce GCE in teaching according to the policy documents (i.e.:input-orientation, information/ knowledge transfer, participatory approaches, discussions, creative work, active teaching etc.)

#### **Section 4: Short concluding remarks**

This section should address the main research question in the light of the previous analysis.

## 6.4 List of interviews with key informants

Country	Typology of key informant interviewed
Austria	Head of pedagogical College
Austria	Ministry of Education - Global education office
Bulgaria	Regional Education Inspectorate
Bulgaria	Education, culture and social activities in municipal administration
Czech Rep.	University - Faculty of education
Czech Rep.	Ministry of Foreign Affairs - Department of Development Cooperation
Czech Rep.	Ministry of Education
France	University faculty of education science
France	Lower secondary school teacher
Ireland	Practitioner for promotion of GCE with a Government Programme
Ireland	Vice Principal of a primary school
Ireland	Dean of Education in a teacher training college
Italy	University faculty of education science
Italy	Lower secondary school teacher
Italy	Local authority development cooperation department
Latvia	Pre-school Education Institution
Latvia	Education Development Centre -NGO
Spain	Primary School teacher
Portugal	Ministry of Foreign Affairs - Institute for Cooperation and Language
Portugal	Ministry of Education
Portugal	NGO
UK	National Leader for the Global Learning Programme
UK	Education coordinator for an NGO
UK	Primary school teacher

## 6.5 List of all GCE related terms

Country	Group term	GCE national term	Related terms	Related term category
AT	GL	Global learning	civic education	civic education
AT	GL	Global learning	consumer education	consumer education
AT	GL	Global learning	environment education	environmental education
AT	GL	Global learning	intercultural education	intercultural education
AT	GL	Global learning	peace education	peace education
BG	GL	Global education	human rights	human rights
BG	GL	Global education	migration	migration
BG	GL	Global education	poverty and inequality	poverty
BG	GL	Global education	tolerance and inclusion of different cultures	respect and tolerance
BG	GL	Global education	sustainable development	sustainable development
CR	EDG	Global Development education	active citizenship	active citizenship
CR	EDG	Global Development education	global issues	global issues
CR	EDG	Global Development education	human rights	human rights
CR	EDG	Global Development education	humanitarian aid and development cooperation	humanitarian aid and development cooperation
CR	EDG	Global Development education	globalization and interdependencies	and interdependence
CR	EDG	Global Development education	sustainable development	sustainable development
ES	CE	Education for Citizenship and Human Rights	autonomy and responsibility of the individual	autonomy and responsibility of the individual
ES	CE	Education for Citizenship and Human Rights	coexistence and conflict resolution	conflict
ES	CE	Education for Citizenship and Human Rights	democracy and constitution	democracy
ES	CE	Education for Citizenship and Human Rights	gender and inequality	gender equality
ES	CE	Education for Citizenship and Human Rights	human rights and child rights	human rights
ES	CE	Education for Citizenship and Human Rights	peace and security	peace education
ES	CE	Education for Citizenship and Human Rights	problems with the environment	problems with the environment

ES	CE	Education for Citizenship community life: respect tolerance and Human Rights and solidarity	respect and tolerance
ES	CE	Education for Citizenship rights and responsibilities and Human Rights participation and solidarity	solidarity
ES	EDG	Education for Development and Global citizenship Citizenship	citizenship
ES	EDG	Education for Development and Global conflict resolution Citizenship	conflict
ES	EDG	Education for Development and Global fair trade Citizenship	consumer education
ES	EDG	Education for Development and Global responsible consumption Citizenship	consumer education
ES	EDG	Education for Development and Global diversity Citizenship	diversity
ES	EDG	Education for Development and Global environment Citizenship	environmental education
ES	EDG	Education for Development and Global gender and economic and social sustainability Citizenship	gender equality
ES	EDG	Education for Development and Global human rights Citizenship	human rights
ES	EDG	Education for Development and Global rights of children Citizenship	human rights
ES	EDG	Education for Development and Global interculturalism Citizenship	intercultural education
ES	EDG	Education for Development and Global immigration Citizenship	migration
ES	EDG	Education for Development and Global refugees Citizenship	migration
ES	EDG	Education for Development and Global participation Citizenship	participation
ES	EDG	Education for Development and Global participation Citizenship	participation
ES	EDG	Education for Development and Global culture of peace Citizenship	peace education

ES	EDG	Education for Development and Global Citizenship	sustainable development
FR	CE	moral and civic education citizenship	citizenship
FR	CE	moral and civic education civic education	civic education
FR	CE	moral and civic education cooperation	cooperation
FR	CE	moral and civic education democracy	democracy
FR	CE	moral and civic education equality	equality
FR	CE	moral and civic education ethics	ethics
FR	CE	moral and civic education fraternity	fraternity
FR	CE	moral and civic education gender equality	gender equality
FR	CE	moral and civic education intercultural issues and diversity	intercultural education
FR	CE	moral and civic education racism	racism
FR	CE	moral and civic education respect	respect and tolerance
FR	CE	moral and civic education tolerance	respect and tolerance
FR	CE	moral and civic education secularism principle/laicism	secularism principle/laicism
FR	CE	moral and civic education solidarity	solidarity
FR	CE	moral and civic education sustainable development	sustainable development
FR	DE	Development and international solidarity education equality	equality
FR	DE	Development and international solidarity education freedom	freedom
FR	DE	Development and international solidarity education economic and social interdependences on interdependence a global scale	
FR	DE	Development and international solidarity education respect	respect and tolerance
FR	DE	Development and international solidarity education solidarity	solidarity
FR	DE	Development and international solidarity education sustainable development	sustainable development
IE	DE	Development Education cultural awareness	cultural awareness
IE	DE	Development Education democracy and governance	democracy
IE	DE	Development Education economics of development	economics of development
IE	DE	Development Education climate justice	environmental education
IE	DE	Development Education food security	food security
IE	DE	Development Education human rights	human rights
IE	DE	Development Education aid	humanitarian aid and development



				cooperation
IE	DE	Development Education	interdependence	interdependence
IE	DE	Development Education	migration	migration
IE	DE	Development Education	peace and conflict	peace education
IE	DE	Development Education	poverty	poverty
IE	DE	Development Education	sustainability	sustainable development
IE	InE	Intercultural education	conflict	conflict
IE	InE	Intercultural education	cultural appreciation	cultural appreciation
IE	InE	Intercultural education	discrimination	discrimination
IE	InE	Intercultural education	cultural diversity	diversity
IE	InE	Intercultural education	diversity	diversity
IE	InE	Intercultural education	ethnic diversity	diversity
IE	InE	Intercultural education	religious diversity	diversity
IE	InE	Intercultural education	equality	equality
IE	InE	Intercultural education	inclusion and integration	inclusion and integration
IE	InE	Intercultural education	immigration	migration
IE	InE	Intercultural education	racism	racism
IE	InE	Intercultural education	respect and tolerance	respect and tolerance
IT	DE	Development Education	active citizenship	active citizenship
IT	DE	Development Education	environmental education	environmental education
IT	DE	Development Education	human rights	human rights
IT	DE	Development Education	development cooperation	humanitarian aid and development cooperation
IT	DE	Development Education	solidarity	solidarity
IT	DE	Development Education	sustainability	sustainable development
IT	InE	Intercultural education	diversity	diversity
IT	InE	Intercultural education	inclusion	inclusion and integration
IT	InE	Intercultural education	integration and setting in	integration and setting in
IT	InE	Intercultural education	migration	migration
IT	InE	Intercultural education	students of foreign origin	students of foreign origin
LV	GL	Global education	consumerism education	consumer education
LV	GL	Global education	development education	development education
LV	GL	Global education	(global) citizenship education	global citizenship education
LV	GL	Global education	human rights education	human rights
LV	GL	Global education	inclusive education	inclusion and integration
LV	GL	Global education	intercultural education	intercultural education
LV	GL	Global education	media education	media education
LV	GL	Global education	education for peace and justice	peace education
LV	GL	Global education	education for sustainable development	sustainable development
PT	DE	Development Education	education on “learning to live together”	education on “learning to live together”

PT	DE	Development Education	environmental education	environmental education
PT	DE	Development Education	education for gender equality	gender equality
PT	DE	Development Education	global citizenship education	global citizenship education
PT	DE	Development Education	global education	global education
PT	DE	Development Education	education for human rights	human rights
PT	DE	Development Education	intercultural education	intercultural education
PT	DE	Development Education	education for peace	peace education
PT	DE	Development Education	sustainable development education	sustainable development
UK	GL	Global learning	commitment to reflection and dialogue	commitment to reflection and dialogue
UK	GL	Global learning	belief in social justice and equity	equality
UK	GL	Global learning	sense of global outlook	global issues
UK	GL	Global learning	global poverty and development	poverty
UK	GL	Global learning	recognition of power and inequality	recognition of power and inequality

## 6.6 List of policy documents collected for the research