



# **GLOBAL WHAT?**

**A STUDY ON FACTS AND NEEDS OF GLOBAL LEARNING  
IN GERMANY, PORTUGAL AND ROMANIA**





Dachverband Entwicklungspolitik  
Baden-Württemberg e.V.



## Published by

### Germany:

Dachverband Entwicklungspolitik  
Baden-Württemberg (DEAB)

Entwicklungs pädagogisches  
Informationszentrum im Arbeitskreis  
Eine Welt Reutlingen e.V. (EPiZ)

forum für internationale entwicklung  
+ planung (finep)

### Portugal:

Acção e Integração para  
o Desenvolvimento Global  
(AIDGLOBAL)

Instituto Marquês  
de Valle Flôr (IMVF)

### Romania:

Asociatia de Asistenta si Programme  
pentru Dezvoltare Durabila – Agenda  
21 (APSD – Agenda 21)

## Financially supported by

The European Commission

Engagement Global on behalf of  
the Federal Ministry for Economic  
Cooperation and Development

Staatsministerium  
Baden-Württemberg

Camões – Instituto da Cooperação  
e da Língua – Portugal

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Reutlingen, January 2014

*This publication has been produced with  
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## **LIST OF ACRONYMS**

<b>CONCORD</b>	European NGO Confederation for Relief and Development
<b>CSO</b>	Civil Society Organisation
<b>DARE Forum</b>	Development Awareness Raising and Education Forum (one of the core working groups of CONCORD)
<b>DE</b>	Development Education
<b>DEAR</b>	Development Education and Awareness Raising
<b>DEEEP</b>	Developing Europeans' Engagement for the Eradication of Global Poverty (programme initiated by the DARE Forum of CONCORD)
<b>EFA</b>	Education for All
<b>ENED</b>	Estratégia Nacional de Educação para o Desenvolvimento (Portuguese National Strategy for Development Education)
<b>FGL</b>	Facilitating Global Learning
<b>FOND</b>	Federatia Organizatiilor Neguvernamentale pentru Dezvoltare din România (The Federation of Romanian Non-Governmental Organisations for Development)
<b>GCE</b>	Global Citizenship Education
<b>GE</b>	Global Education
<b>GENE</b>	Global Education Network Europe
<b>GL</b>	Global Learning
<b>LNA</b>	Learning Needs Analysis
<b>MSO</b>	Migrant Self Organisation
<b>NGDO</b>	Non-Governmental Development Organisation
<b>NGO</b>	Non-Governmental Organisation
<b>OSDE</b>	Open Spaces for Dialogue and Enquiry (Methodology)

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## 0.0 Introduction

*“Education is the most powerful weapon which you can use to change the world.”*  
Nelson Mandela

This study marks one of the first joint activities of the project “Facilitating Global Learning” (FGL). Firstly, it sets out to outline a common ground for all project partners on which to base our future work together in the field of Global Learning (GL). In addition, it analyses crucial requirements for the further development of our project activities. Furthermore, it is intended as a contribution to the general debate on GL. Much thought went into our choice of methods and tools for carrying on our joint cooperation and research. Throughout the process of compiling this study our actions were guided, on the one hand, by expediency, reflexivity, truthfulness to ourselves and our values and an appreciative attitude towards the other partners’ knowledge and experience in the field of GL and, on the other, by prevailing research methods and standards. We hope that the information and insights set out in the following will lay a solid foundation for the further continuation of the project and beyond.

## 0.1 Facilitating Global Learning: Description of the Project

Created to meet the needs of high-quality training in the field of GL, the main focus of the project **Facilitating Global Learning** (FGL) lies with the development of training courses geared towards civil society representatives from the partner countries, preparing them to act as educators in GL. The project’s main objective is to provide state-of-the-art training and building skills, knowledge and understanding about the theory and practice of GL. The resulting increase in the number of qualified multipliers in the field of GL in Europe will ultimately contribute to an overall improved quality of GL.

This study marks one of the first steps during the course of the project. Further project activities will comprise the development of a curriculum for a training course for each participating country, composed of four modules and including practical training and Internet-based learning. This will be accompanied by expert meetings to assist in curriculum planning. Following introductory courses for potential participants, test courses will then be held in all participating countries. The experience and the knowledge gained throughout the course of the project will feed into a jointly developed training manual for dissemination throughout Europe.

The project is geared towards people active in the non-formal education sector. It tries to reach a broad variety of potential multipliers already experienced in the field of (non-formal) education with different backgrounds and with a common commitment to extending their knowledge and competencies and broadening their experience in the field of GL.

FGL is co-funded by the European Commission. The participating project partners are from Germany, Portugal and Romania. Acting as the leading project partner is **DEAB** (Dachverband Entwicklungspolitik Baden-Württemberg), an umbrella association for Non-Governmental Development Organisations (NGDOs). Further German project partners are **finep** (Forum für internationale Entwicklung und Planung) and **EPIZ** (Entwicklungspädagogisches Informationszentrum im Arbeitskreis Eine Welt Reutlingen), a centre for Global Learning. The foundation **IMVF** (Instituto Marquês de Valle Flôr) as well as the NGDO **AIDGLOBAL** (Acção e Integração para o Desenvolvimento Global) are responsible for the implementation of the project in Portugal, while in Romania, the organisation **APSD-Agenda 21** (Asociatia de Asistenta si Programe pentru Dezvoltare Durabila) is in charge of carrying out the project.

## 0.2 Notions on our Common Understanding of Global Learning and the Role of Adult Education in our Project Facilitating Global Learning

In awareness of the fact that Facilitating Global Learning (FGL) is a cross-European project and GL a very diverse and multi-faceted concept, the participating project partners discussed their perspectives on and understanding of “Global Learning” and related terms used in their respective countries and regions. In view of our different professional backgrounds, each with its underlying theories and principles, as well as our different forms of education, our aim was (and continues to be) to lay the ground for a good working basis for the course of the project.

To achieve this aim, we held a workshop during which we followed the OSDE (Open Space for Dialogue and Enquiry) methodology. This is an innovative dialogue based approach which was developed for “the introduction of global issues and perspectives in educational contexts such as teacher, adult, higher and secondary education”.<sup>1</sup> The methodology is appropriate for our project because it offers a set of procedures and basic rules for structuring dialogue and communication in planning and implementing the intended training courses. Leticia L. Martins (2011) describes it as follows:

“The methodology suggests the creation of open spaces for learning in which people are invited to engage critically, through dialogue, with their own as well as the others’ perspectives. The construction of the open space is collaborative and has the objective of creating environments for learning in which people can reflect upon their worldviews and discuss, in a constant process of learning and (de) construction of meanings.”<sup>2</sup>

On the basis of a critical analysis of our respective policy papers and educational concepts, principles and practices, we agreed on the following:

A comprehensive overarching concept and a consistent terminology on GL is neither possible nor desirable, because GL needs to be contextualised; it has to respect and build on the historical, political and educational contexts of each country and region. A passionate debate on the terminology - Global Learning (GL), Global Citizenship Education (GCE), Development Education (DE) and Global Education (GE) - and their respective expressions in German, Portuguese and Romanian Language revealed different national strategies and educational focus areas. Could Global Development Education and Learning for Global Citizens be a possible common term or brand for our project? Nobody would be able to explain this to our stakeholders! Therefore **“unity and diversity”** evolved as our guiding principle and resulted in our common understanding being **twofold**.

Working with this dichotomic approach enables us to remain open towards the existing diversity while at the same time sharing common ground with regards to key aspects of GL/GCE/DE/GE. For simplicity, and in keeping with the title of the project, other than in specific contexts, this cluster of adjectival educations will all be subsumed under and referred to in the following as GL (GL).

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1 The initiative is hosted by the Centre for the Study of Social and Global Justice (CSSGJ) at the University of Nottingham. See <http://www.canterbury.ac.nz/spark/Project.aspx?projectid=35> (accessed 27.10.2013).

2 Leticia L. Martins (2011): “Open spaces: An investigation on the OSDE methodology in an advanced English conversation course in Brazil” in Critical Literacy: Theories & Practices; 2011, Vol. 5 Issue 2, p. 68

## 0.2.1 Unity

Outlined below are our jointly developed views on (sustainable) development, underlying values, our understanding of learning, adult education as well as principles of training in the context of this project.

### 0.2.1.1 (Sustainable) Development

In all our concepts the terms “development” and “sustainable development” and associated concepts and theories are crucial.<sup>3</sup> To our minds, development is a normative and participatory process, which has different dimensions as well as different levels of action towards a vision: a good life for everyone in the world now and in future, whereby the definition needs to be continuously contextualised by the people involved, searching for a balance between the needs of people with different living conditions to create more fairness especially with regard to North-South disparities. When we talk about (sustainable) development, we are referring to a concept which ...

- needs to be approached in a critical way
- describes a complex and ongoing process
- strives to reconcile the interests of people throughout the world
- assumes a connectedness between natural and human “worlds”
- aims at empowering people to assume responsibility and act for change towards a world in justice, equality, peace and freedom
- is based on a multitude of basic values such as respect, participation, justice, solidarity, responsibility, reflexivity/critical thinking, celebrating diversity, empowerment, honesty, inclusion and empathy.

### 0.3.1.2 Transformative Learning as an Overarching Concept

To our minds, all learning in the context of GL, as well as in this project, is inherently transformative.<sup>4</sup> Inspired by the idea of an education that transforms thoughts, attitudes and actions on both a personal and societal level, **transformative learning** impacts on the ways in which adults make meaning of their lives. Transformative learning goes beyond content knowledge acquisition or process learning. One of its tenets is that adults should learn to think for themselves through emancipation from unquestioning acceptance of what they have to come to know through life experience. They should truly take ownership of their social as well as their personal roles.

Thus transformative learning may be described as a concept which enables people to critically reflect upon personal experiences and views of the past, to question particular beliefs and habits of mind, to search for alternatives and possibly change their frame of reference and thus arrive at new ways of thinking. Transformative learning encourages new ways of perceiving things, thus creating a substrate for more genuine and conscious actions towards a more just, peaceful and sustainable world.

A greater understanding and awareness of the world around them, including issues outside their immediate sphere of interest, can help people improve their lives and those of others. It is this idea inherent in transformative learning of how personal and global change are brought about and interlinked which constitutes a significant link to GL.

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<sup>3</sup> It would exceed the scope of this project, let alone this study, to elaborate on this in depth here. Yet it is too important an aspect of GL not to be addressed in the context of what (sustainable) development means to us (i.e. the partner organisations).

<sup>4</sup> The theory of transformative learning was conceived in the late 1970s by the North American educational theorist Jack Mezirow and has since been further developed by numerous scholars in the field of (adult) education.

### 0.2.1.3 Understanding of Learning: Concepts of Learning, Principles of Training, Skills and Competencies

Having presented transformative learning as one of its characteristics we will now discuss GL in terms of its pedagogical and methodological concepts, its principles of training as well as skills and competencies associated with GL.

Our common **pedagogical and methodological basis** is rooted in the concepts of Paulo Freire's Pedagogy of the Oppressed, co-operative learning, self-organised as well as participatory learning and a strong belief in the power of creative learning environments. Educators dedicated to GL should creatively strive for an education of head (cognitive knowledge), heart (emotional learning), and hands (practical and physical skills).

Our common **principles of trainings** in the context of GL have been set out in a document which evolved during the master course module on "Training in Development Education" at the Development Education Research Centre (DERC) of the Institute of Education London in 2010.

This paper identifies the following key principles: reflecting aims and objectives; sharing knowledge, values and skills; celebrating diversity; facilitating participation; empowering participants; learning for transformation; evaluating as an integral part of the training and beyond as well as having and keeping a critical mind. (see Annex C)

In regard to **skills and competencies** essential for GL we agreed that, to our minds, being attentive to, recognising, allowing for and celebrating diversity constitutes an all-encompassing competency when acting in the field of GL. Being open-minded and able to think outside the box are essential competencies going along with this. Further competencies deserving mention here are the capacity to gather, share and compare information, to actively listen, co-operate and act for a more just, equal, peaceful and environmentally friendly world.

In addition, we deem it as important that the participants of our training courses will obtain and further the following skills and competencies:

- Knowledge about **theories and different perspectives** on globalisation, sustainable development, postcolonial theory as well as a basic knowledge of learning theories, learning styles and methods;
- knowledge about **skills, values and competencies** to be imparted and promoted in GL
- the ability to employ a **variety of methods and to use media** in a responsible way in educational settings according to the wants and needs of participants and focusing on interactive, participatory, action-oriented methods;
- the ability to **plan, implement and evaluate** educational events
- the ability to **communicate** with a wide range of people from different backgrounds and cultures
- the ability to deal with the **complexity** of topics discussed as well as being able to generate a meaningful educational interaction with the learners
- the ability to deal with **stereotypes and prejudices** concerning different cultures and attitudes
- the capacity for **critical thinking and self-reflexivity** in terms of one's role as a facilitator.

All these preliminary considerations will be adapted and possibly complemented during the course of our project.

#### **0.2.1.4 The Role of Adult Education within FGL**

Not only does transformative learning point to ways how (global) change can be brought about, it also provides a powerful concept of how adults learn. With FGL focusing on (further) training in the field of GL for adults already experienced in the field of education, we deemed it important to find a stance on the role of adult education within this project.

Within the scope of FGL adult education falls within the area of non-formal learning. The training purpose is the up-skilling of adults already working in the area of education (be it employed or volunteer work), i.e. the improvement of their competencies, skills and abilities.<sup>5</sup>

In line with this we prefer talking about adult rather than lifelong learning in the context of FGL. In the given context, education takes place at a specific point in the learners' lives, and the training will accordingly form part of a larger individual process of lifelong and transformative learning.

We regard the active participation of adults involved in educational processes as vital for adult learning, thus empowering them with the competencies and skills to act as qualified multipliers in the field of GL.

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<sup>5</sup> See also the definition by the European Commission, retrieved Oct 16th from [http://ec.europa.eu/education/lifelong-learning-policy/adult\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/adult_en.htm) (accessed 27.10.2013)

## 0.2.2 Diversity: Country Contextualisation

The following texts highlight the situation of GL in Germany, Portugal and Romania and in this way illuminate the country-specific aspects of GL, which form an important background to this study as well as the whole project.<sup>6</sup>

### 0.2.2.1 Global Learning in Germany

Global Learning as a term and concept has been used in Germany since the 1990s. It is seen as an approach to learning that has a wide overlap with concepts of Development Education (DE) and Education for Sustainable Development. The overall aim of GL can be outlined as enabling all people to take future-oriented decisions within a globalised world. GL should encompass multiple perspectives in finding one's way in this world and at the same time showing the interconnectedness of one's life with the lives of a wide range of people from different countries and cultural backgrounds. GL fosters participative, innovative, creative, self-reflective and value-based learning processes and aims at empowering people to live and act for a more just, equal, peaceful and environmentally friendly world.

GL evolved from different pedagogical paradigms and development theories. Important influences and related educations have been: the Fair Trade Movement, Peace Education, DE, Intercultural Learning and pedagogical theories related to social change (writings of Paulo Freire and Julius Nyerere's educational philosophy). Depending on the respective political, theoretical or practical agenda we find a wide range of definitions and descriptions of GL in Germany.<sup>7</sup>

Current debates concern the relation between GL and Education for Sustainable Development, the Global Development Education Framework<sup>8</sup> including discussions on global skills and competencies, the distinction between education and lobbying, concepts of "critical whiteness" in DE as well as the debate around quality and effectiveness in GL processes.

Past and current debates about the theory and practice of GL in Germany are reflected and documented in "ZEP - Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik" [journal for international research in education and development education]. Every second year the stakeholder community of GL meets in a conference "WeltWeitWissen" [WorldWideKnowledge] to exchange good practice and strategies of implementation, debate current issues and bridge the still existing gap between practice and theory of GL.

We have included the following timeline giving an overview of the history of GL in Germany.<sup>9</sup>

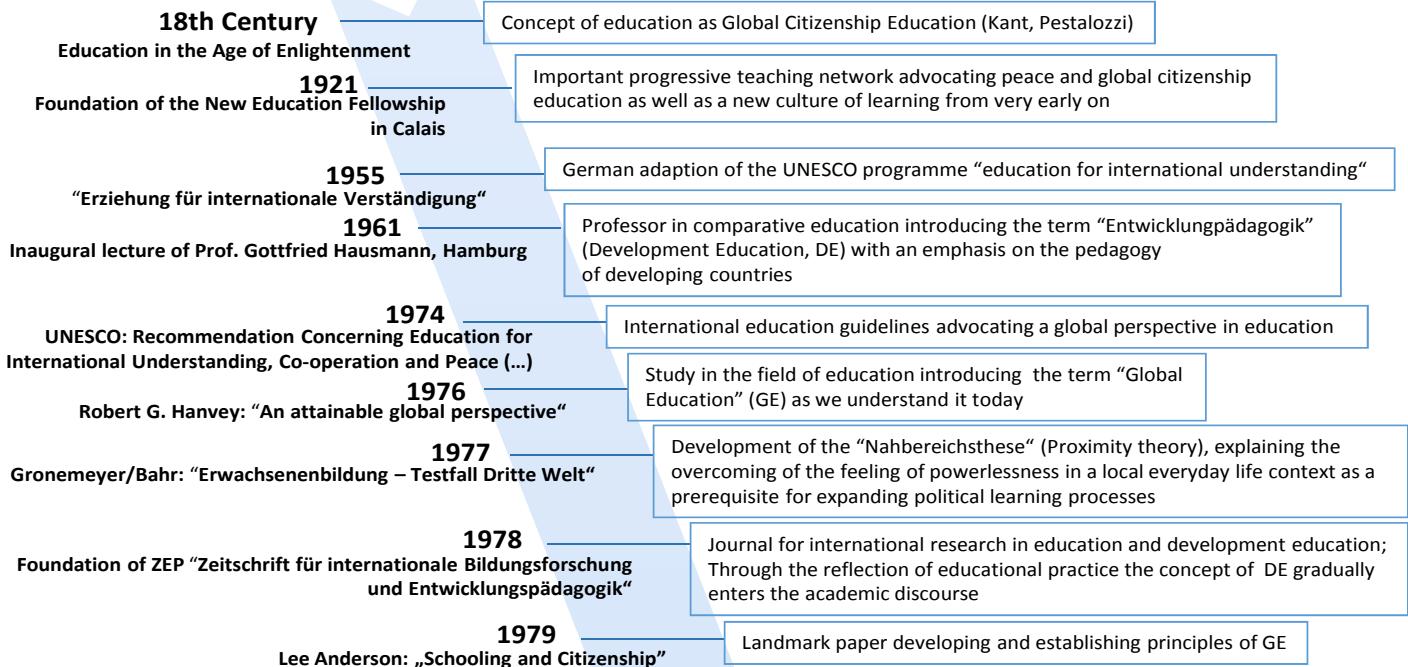
6 for reference and further reading see Annex B

7 For a detailed history of Development Education in German-speaking regions see Scheunpflug and Seitz (1995); for the emergence of GL in Germany see Scheunpflug and Asbrand (2006: 34pp.)

8 A German policy paper published under the title of "Cross-Curricular Framework for Global Development Education in the Context of Sustainable Development" (BMZ/KMK 2007, referred to in the following as the Global Development Education Framework)

9 This timeline was developed with the support of Dr. Klaus Seitz, German GL theorist and head of the policy division of the German NGDO "Brot für die Welt". It shows landmarks in GL both nationally and internationally. While in Germany great emphasis lies on the practice of GL, this timeline focuses more on the history of the theory of GL and its precursors, always bearing in mind that theory informs practice and vice versa.

# Precursors of Global Learning



## Global Learning in Germany and German-speaking Countries



## 0.2.2.2 Global Learning in Portugal

During the period of dictatorship in Portugal, outraged by the situation of the Portuguese colonies, groups of students and other individuals linked to the Catholic and Protestant churches were organising clandestine actions of information and awareness raising about the colonial war in an attempt to create “a critical awareness and a willingness to act for justice and peace”<sup>10</sup>.

It was only with the creation of the Portuguese NGDO (Non-Governmental Development Organisations) Platform in March 1985 and the entry of its Development Education (DE) working group into the CONCORD confederation in 1996 that DE started to be seen as something more than awareness raising and information. Thus, in 1998, with the first Portuguese legislation concerning NGDOs and their functioning, the “Law 66/98”, DE was officially recognised as an operational area of NGDOs.

In 2005, the Portuguese government, through the Portuguese Institute for Development Support (IPAD), now the Camões Institute for Cooperation and Language (CICL) – launched the first funding line for DE projects promoted by NGDOs. The funding line has been opening annually and is one of the main mechanisms for financing NGO projects specifically dedicated to DE helping to strengthen the activities in the sector. Also in 2005, the Portuguese government recognised DE as one of the priorities of national policy cooperation with the document “A Strategic Vision for Portuguese Cooperation”.

In 2008, after two years of exchange with Austria under an initiative of the Global Education Network Europe (GENE), the Secretary of State for Foreign Affairs and Cooperation officially launched the process of drafting a “National Strategy for Development Education” (ENED). This process was highly participatory, involving on equal terms civil society organisations and public institutions, and was concluded in November 2009 with the publication of a joint order of the State Secretary for Foreign Affairs and Cooperation and the State Secretary for Education in the Government’s Journal, officially recognising ENED as being in effect from 2010 to 2015. In order to ensure ENED’s effective implementation, an Action Plan was developed with specific targets and indicators, which is intended to serve as a fundamental tool for evaluating the actual implementation and impact of this strategy document.

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10 History of Development Education in Portugal (in Portuguese), <http://www.cidac.pt/Historia%20ED%20em%20Portugal.html>

## GL Stakeholders

GL Stakeholders		Main Roles		
		DE policy-making	Programme and action planning	Financing of programmes and activities
Governmental	Public bodies (at central and local levels)	X	X	X
	International organisations	X	X	X
Non-Governmental	National Platforms of Civil Society Organisations	X		
	Civil Society Organisations	X	X	X
	Experts	X		
	Social Movements		X	
	Social Corporations and Business Associations			X

(Based on the information provided in the National Development Education Strategy 2010-2015)

## Forms of Intervention

According to the National DE Strategy there are 3 main forms of intervention in the field of GL in Portugal:

**Awareness raising:** addressed to the general public or to specific groups and considered as one of the forms of DE intervention insofar as it is a first step in raising citizens' awareness of the injustice, iniquity and lack of solidarity prevailing in the global world we all live in, thus allowing to break the vicious circle of unawareness and indifference.

**Pedagogical approach:** potentially addressed to all individuals, entities and informal groups, this is the “heart” of DE in that it promotes the process of learning how to critically analyse local and global inequalities with due consideration to their interdependence and to identify the causes in each case. It implies awareness, discussion, problem setting, finding or devising alternative scenarios for those situations or models that perpetuate injustice, and striving to implement them.

**Political influence:** addressed to decision-makers (political, economic, religious and others) at local, national and supranational levels. This form of DE intervention is aimed at providing individuals or institutions with significant decision-making power with arguments that enable them to comply with public commitments, change current policies or amend measures under preparation such that decisions are taken that promote global justice, equity and solidarity.

(National Development Education Strategy 2010-2015)

## **Educational Settings**

The National DE Strategy identifies three key educational settings in which Global Learning processes occur, namely formal, non-formal, and informal.

**Formal education:** provided by public or private education institutions at different stages (academic years) and ending in the award of an official diploma.

**Non-formal education:** not provided within the framework of an official education system and, as a rule, not leading to the issuance of a diploma or certificate. This education setting still involves intentionality on the part of pupils and educators, structured goals, set timetables and an organisational framework.

**Informal education:** can be defined as everything we learn more or less spontaneously from the environment we live in, the persons we relate to informally.

(National Development Education Strategy 2010-2015)

## **Themes and topics in GL**

In March 2009, a workshop for the systematisation of experiences was organised in the framework of the process leading to the ENED. The following themes were identified by the participating organisations as GL themes of concern to Portuguese NGDOs:

Environment	Labour Rights
Fair Trade	Gender issues
Communication and Conflict Management	HIV/AIDS
Personal and Social Development	Social inclusion
Sustainable Development	Interculturality
Human Rights	Migration and Development
Global Education	Female Genital Mutilation
Social Entrepreneurship	Millennium Development Goals
Poverty	Maternal Health
North-South Relations	Reproductive health
Corproate Social Responsibility	Volunteering

(Report of the Systematisation of Experiences Workshop, 2009)

## **Timeline**

### **1960s and 70s**

Different initiatives to create a critical consciousness and support for justice and peace

### **1980s**

Awareness raising activities concerning the (context of the) five countries newly independent from Portugal

### **1985**

Creation of the Portuguese Platform of NGDOs

### **2001**

Creation of the first Working Group of the NGDO Platform and a permanent work group dedicated to DE

### **December 2002**

Establishment of collective terms for Development Education by Portuguese NGDOs

### **May 10, 2008**

Announcement by the Secretary of State for Foreign Affairs and Cooperation, Prof. Cravinho, of the intention and will of the Portuguese government to engage in the development of the ENED

### **September 2009**

Publication of the joint order approving the ENED in the Government Journal

### 0.2.2.3 Global Learning in Romania

Romania was one of the countries to be involved in Global Education (GE) activities when the North-South Centre of the Council of Europe launched the Global Education Week in 1999 and started working in the field of Development Education (DE) just after its accession to the European Union in 2007.

#### Concepts

While in Romania the most prevalent concept is that of GE, GE/GL and DE concepts are both recognised in the Romanian context and are increasingly gaining importance.

The wide use of the GE/GL concept is in accordance with the North-South Centre's concept which considers GL as a transformative learning process involving a "deep, structural shift in the basic premises of thoughts, feelings and actions".

Regarding the concept of DE, the two most widely used definitions for this in Romania are those formulated by CONCORD (the European confederation of Relief and Development NGOs) and the **Education for Development Association**.

#### A Short History of GL in Romania

In the non-governmental field, activities related to development education have been ongoing since the mid-90s, and NGOs have gathered substantial experience in fields like human rights, sustainable development, non-discrimination, environmental protection, gender equality etc.

Since a national strategy or at least a formal and structured approach to Global or DE is not yet in place, programmes, projects and initiatives are run mostly in the non-governmental sector and by schools during the Global Education Week. Of late, local authorities, universities and the media have started showing increased interest in these issues.

The accession to the EU in 2007 initiated in Romania a national movement towards a development cooperation policy through which official assistance is being provided to so-called developing countries. This led to the adoption of a National Strategy on development cooperation policy through Governmental Decision 747/2007. Although, currently, there is no National Strategy on GE/DE in Romania, through the law mentioned above, the Government is providing assistance in "the field of development education and public awareness activities and in the field of development which contributes to the creation of a strong support of public opinion in favour of the national policy on international cooperation for development".

DE was further promoted by the foundation of the **Romanian NGDO Platform FOND** in 2008, which has as its main objective the responsible and effective involvement of Romanian civil society and government in international development cooperation and humanitarian aid. To this end FOND members are implementing DE projects that inform the Romanian public on global development challenges and the need for international solidarity.

#### Current Situation

However, Romania is still in the early stages of GE, meaning that it is not pursued systematically and that not all potential actors are equally involved. As for the general public, the level of awareness on GE is currently low.

## **Relevant stakeholders and their role**

- The Ministry of Foreign Affairs: As the coordinating body at national level for international cooperation for development, the Ministry has a special budget line for development cooperation activities, 5% of which are dedicated to DE activities. Recently a new Communication Strategy in the field of ODA (Official Development Assistance) has been drafted.
- The Ministry of National Education: Its department of curricular and extracurricular educational activities acts as coordinator of the Global Education Week and is supported at regional level by the School County Inspectorates. The Department of Official Assistance for Development is the institution responsible for the implementation of education development projects and programmes.
- FOND, the Romanian NGDO Platform: FOND is a full member of CONCORD and highly committed to advocacy work throughout Europe. Activities in the field of DE/GE carried out by NGOs have been developed in a more structured manner since the FOND platform was established. Currently FOND has 34 member organisations.

During the last 3 years, FOND initiated several activities to support its members in their capacity building efforts in the field of development cooperation. FOND member organisations have implemented DE projects to inform the Romanian public on global development challenges and the need for international solidarity. Among the main activities provided by NGOs are the promotion of the MDGs (Millennium Development Goals), namely the creation of awareness raising tools, documentaries and development studies curricula; awareness raising activities for young people; work with schools in both urban and rural areas; the involvement of mass media in the promotion of global development issues; the training of multipliers; the organisation of contests and exhibitions as well as policy work in general.

Three working groups (DE, Policy/Advocacy and Humanitarian Aid) are charged with responsibility for the platform's executive tasks. The **DE working group** has conducted numerous capacity building activities as one of the key components of development cooperation, and in the process has provided support to platform members in their DE/GE information and awareness raising campaigns. Through the DE project implemented by APSD – Agenda 21, a Curriculum on DE has been elaborated in cooperation with the Ministry of Education. In 2012, three member organisations of FOND acted for the first time as the principal applicant in projects financed by the EU commission.

Although Romania is still in an incipient phase of its DE/GE evolution and facing various obstacles due to a lack of expertise or institutional difficulties, opportunities in this field are increasingly arising. The EC and other European institutions offer support to NGDOs in their efforts to implement DE/GE projects and programmes, and there is growing capacity for finding/developing alternative financial resources.<sup>11</sup>

## **What is missing?**

While some progress in GL can be detected, there still is a lot of room for improvement. This could consist, for example in launching dedicated projects in transition/developing countries, continuing awareness raising campaigns in different areas (mass media/education system), raising public and political support, developing specific GL strategies and soliciting support from different relevant actors as well as securing stable and sustainable (financial) resources for development cooperation.

Last but not least, in 2012, overall public awareness both of Romania's status as a donor country and of the problems that developing countries are facing still remains low.

In view of the fact that GL/DE is not pursued systematically and not all potential actors are equally involved in the multi-stakeholder group, it can be stated that Romania is still in the early stages of DE/GE.

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11 FDSC, Global Education- Development Education in Romania - Country Analysis Update &Project Development Report, 2012

#### 0.2.2.4 Global Learning: The European Dimension

Many important steps have been taken to develop and promote GL throughout Europe. Especially since the beginning of this century, GL has been strengthened in Europe in a number of ways. The existence of national strategies in several (albeit not all) European countries and the collaborative efforts leading up to these have helped to set priorities and create networks and relationships to support programmes and actions.

A landmark for the development of GL in Europe which helped to transform GL from an abstract model into a pragmatic form of practice, was the “**Maastricht Congress on Global Education**” in 2002. During this congress, which provided a stage for stakeholders from different sectors, issues around GL were analysed and curriculum development activities were initiated with the goal of taking GL to a higher level in Europe. Since 2002 many objectives have been reached, among them the strengthening of European policy related to GL, increased conceptual clarity and improved impact evaluation. Large efforts have been put into the promotion of GL through the development of school curricula, teacher training as well as cooperation at European and international level. Another focus in the intervening time has been on highlighting the importance of and promoting GL in educational policies.

In 2010, the European Commission launched a participatory study and stakeholder consultation process on Development Education and Awareness Raising (DEAR). This so-called “**DEAR Study**”<sup>12</sup> analysed EU-funded DEAR projects carried out between 2005 and 2009. Its agenda further included analysing the European context of DEAR and taking stock of perceptions and actions of major DEAR actors throughout the European Union.

In July 2012, the European Parliament adopted a **Declaration on Development Education and Active Global Citizenship**<sup>13</sup> calling on the European Commission and the Council of Europe to develop a long term, cross-sector European Strategy for DE, Awareness Raising and Active Global Citizenship.

In many European countries the educational ministries along with NGDOs have made joint efforts to incorporate GL especially in the formal education sector.

As a follow-up to the European Parliament Declaration, in December 2012, the European Commission published a Staff Working Paper on DE and Awareness Raising, where it is recognised that DEAR is an “expression of the European Union funding values” stated in the article 2 of the Lisbon Treaty.

One of the recommendations proposed in Maastricht was to establish a process of reciprocal review, also referred to as peer review. The main aim of this process coordinated by GENE (Global Education Network Europe)<sup>14</sup> is to facilitate international comparative analysis, evaluation and monitoring of progress made in the field through the efforts of major actors such as ministries of foreign affairs, ministries of education, national NG(D)O platforms, development agencies, academic committees, key decision makers and other stakeholders.

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12 [https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/d/d4/Final\\_Report\\_DEAR\\_Study.pdf](https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/d/d4/Final_Report_DEAR_Study.pdf)

13 <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+WDECL+P7-DCL-2012-0007+0+DOC+PDF+V0//EN>

14 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”. Since 2001, GENE “has grown to facilitate the sharing of policy learning between over 35 Ministries, Agencies and other national bodies, from over 20 countries leading the provision of Global Education in Europe”, <http://www.gene.eu>

Over the past decade GL has made marked progress in a number of European countries. At European level, this process has been mainly supported by GENE at governmental level, by the CONCORD-DARE Forum and the DEEEP Project<sup>15</sup> at civil society level as well as by the European Multi-Stakeholder Steering Group on DE at multi-stakeholder level.

There are a number of global and regional **training opportunities** as well as spaces for action and exchange such as the North-South Centre of the Council of Europe's "Global Education On-line Training Courses"<sup>16</sup>, the Network of Universities on Youth and Global Citizenship or the Global Education Week Network. Since 2008, the DE Research Centre (DERC) of the Institute of Education at the University of London has offered an MA in DE geared towards "students from diverse contexts with a range of experiences" involving GL "principles and practices at an international level".<sup>17</sup>

While financial support for GL has varied across European countries<sup>18</sup>, in general there has been strong progress in European public awareness of GL issues and priorities<sup>19</sup>. GL has increasingly entered the education sector, e.g. school curricula and education resources, non-formal educational settings, documents and statements as well as public discourse.

As could hardly be otherwise for a topic that is related to so many spheres, including education, economics and policy making, many questions surrounding the further development of GL in Europe still remain open, notably its role in the ongoing process of building a European identity and Global Citizenship Education. Do existing European formal and non-formal educational systems prepare learners to act with a sense of global responsibility? And, should this be the case, how, in this respect, do they compare across Europe in terms of quality and resources?

Although much has already been undertaken to this end, there remains a lot of room for improving the coordination of GL at the European level. Unfortunately many European countries still seem to be pursuing their visions of GL all on their own. A more broadly based coordination and cooperation between countries would probably help to improve the quality of GL Europe-wide.

It is this European dimension we want to stress in this project, as we believe that by sharing knowledge and experiences gained in the field of GL, as has been done in this comparative study on only three European countries, it will be possible to further GL throughout Europe.

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15 Developing Europeans Engagement in the Eradication of Global Poverty Project, <http://www.deeep.org/>

16 [http://www.coe.int/t/dg4/nscentre/ge/ge-guidelines/globaleducation\\_on-linetc\\_intro\\_EN.asp](http://www.coe.int/t/dg4/nscentre/ge/ge-guidelines/globaleducation_on-linetc_intro_EN.asp)?

17 [http://www.ioe.ac.uk/study/PMM9\\_DED9IM.html](http://www.ioe.ac.uk/study/PMM9_DED9IM.html)

18 See DEEEP, European Multi-Stakeholder steering Group on Development Education, European Development Education Monitoring Report "DE Watch" (2010), [http://www.coe.int/t/dg4/nscentre/ge/DE\\_Watch.pdf](http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf)

19 See for example the Special Eurobarometer 405 "EU development Aid and the Development Millennium Goals" (2013), [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_405\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_405_en.pdf)

### **0.3 Aim and Central Question of the Study**

When planning a curriculum for further training it is crucial to know the target groups and their wants and needs. This study is intended to provide guidance towards this end.

In order to find out learners' needs it is important to find out about their existing knowledge, competencies and attitudes concerning the topic in question. Learning needs analysis (LNA) provides a framework for investigating where learners are starting from, where they wish to be, what gaps in learning remain and how best to bridge these gaps.

This study is designed as a baseline study with the intent of assessing the current situation of GL in each of the project countries, in particular with regards to training for multipliers. Furthermore, it wants to analyse training needs in this area as well as compare these aspects with regards to convergences and divergences between the project countries.

The central question of this study reflects these research interests:

***Why, to what extent and in what way is Global Learning implemented regarding the (further) training of Global Learning for multipliers of CSOs (Civil Society Organisations) in Germany, Romania and Portugal, and which further needs in this field can be identified?***

The results of the survey and the document analysis will provide up-to-date information about the target group, their background in GL as well as existing educational activities and current topics in this field. They will furthermore present direct information on the wants and needs of organisations and individuals potentially interested in further training.

Thus, this study may serve as a basis for expert discussions on the planning of training courses. In addition to this, a needs analysis preparatory to the training courses should also be of use for their later evaluation as well as that of the project as a whole.

## 1.0 Study Design and Methodology

### 1.1 Study Design: Preliminary Considerations

The study design was planned on the basis of different considerations on our part as well as by external determining factors related to the general set-up of the project.

Firstly, due to a lack of studies on the topic, we saw a strong need to gather first-hand information about the target groups. At the same time we wanted to identify general themes and issues prevalent in the field of GL in the individual partner countries. Another objective of this study – not least on account of its significance for the overall project FGL - was that it should reflect our common basis regarding key aspects of GL. In view of the aspect of reflexivity of this study and the project in general, we deemed it important to state the consensus we reached on certain aspects as well as the diversity we wanted to allow for in working together throughout the project (see chapter 0.2).

In our project outline for the EU Commission we envisaged a “small scale study”, already knowing that time and human resources would be limited. Thus, we had to try to “keep it short” while at the same time wanting to generate as much information as possible relevant for the further course of the project. In addition to this, we were faced with the demanding task of carrying out a study in three different European countries with three languages other than English which should nevertheless generate comparable results.

More important to us than its scientific aspects was that the study should be of practical use. The priority was on generating usable information for the further course of the project while at the same time complying with prevailing scientific standards as best possible.

### 1.2 Study Design: General Outline

In accordance with the above considerations this study was designed as a prospective baseline study. Preceding the presentation of results is a series of introductory chapters. These outline the purpose, central question, study design, chosen methodology as well as our common understanding of key aspects of GL and summarise the status of GL in each of the countries under study.

For the gathering of information in the respective partner countries, we decided to carry out a nationwide online survey among NGOs, supplemented with a document analysis of selected recent publications in the field of GL.

Since the training courses are to be designed individually by country, the results obtained at national level are obviously of particular interest. To reflect the European dimension of FGL the results of each country are compared, analysed and interpreted in terms of aspects important in the European context.

### 1.3 Study Design: Methodology

A uniform **questionnaire** was developed for use in all partner countries with the intent of issuing it to potential respondents and using an online tool. It was designed as a self-administered, structured/standardised, non-disguised questionnaire with questions listed in a pre-arranged order, meaning that respondents had to fill in the questionnaire by themselves, that each respondent was presented the same questions in the same order and that respondents were informed of the purpose of the survey.

Questions were open or closed depending on their purpose and content, and the data generated from them were thus either qualitative or quantitative.

One initial master questionnaire was jointly developed in English (see Annex A) to ensure comparability. This was then translated into the different national languages and issued to the respondents.

In most cases the Internet link to the questionnaire was sent by email to persons with access to mailing lists of relevant NGOs, e.g. umbrella organisations, and then further disseminated by them. Response data were collected electronically.

The **document analysis** was performed using data as well as method triangulation. Method triangulation in this case means that data were obtained by employing an online questionnaire as well as different documentary sources. Data triangulation was achieved by using different information sources for the document analysis, i.e. books, studies, Internet sites etc. The use of triangulation is justified by the foremost purpose of the study, which was not to ensure validation but to broaden our understanding of the matter. By looking through suitable documentary sources we hoped to identify needs and issues relevant to the planning of a curriculum for training for multipliers. In spite of this comprehensive approach, our document analysis must remain selective and incomplete due to the given constraints.

## 1.4 Potential Limitations

Besides the already mentioned limitations inherent in our document analysis the study was subject to the following potential weaknesses:

Firstly, the chosen method of issuing the questionnaire makes it very hard if not impossible to determine which and how many people received the questionnaire, and return rates can thus only be estimated. Furthermore, data were collected in three different languages. The questionnaire was translated from English into the national language, and the results were then translated back into English. What might have been lost in translation in whichever direction will remain mostly unknown.

The situation of GL in the respective partner countries differs greatly, and the composition of respondent groups as well as the documents selected for document analysis will have varied accordingly. This may well be important to bear in mind, especially with regard to the concluding comparison of the individual country results.

None of the staff working on this document is a professional evaluator. Needless to say we strove for utmost scientific integrity in carrying out the study.

Despite all these potential limitations we have found conducting a study of this extent and for this purpose to be an important and worthwhile contribution to the project and we strongly believe in the benefits it will have for FGL and beyond.

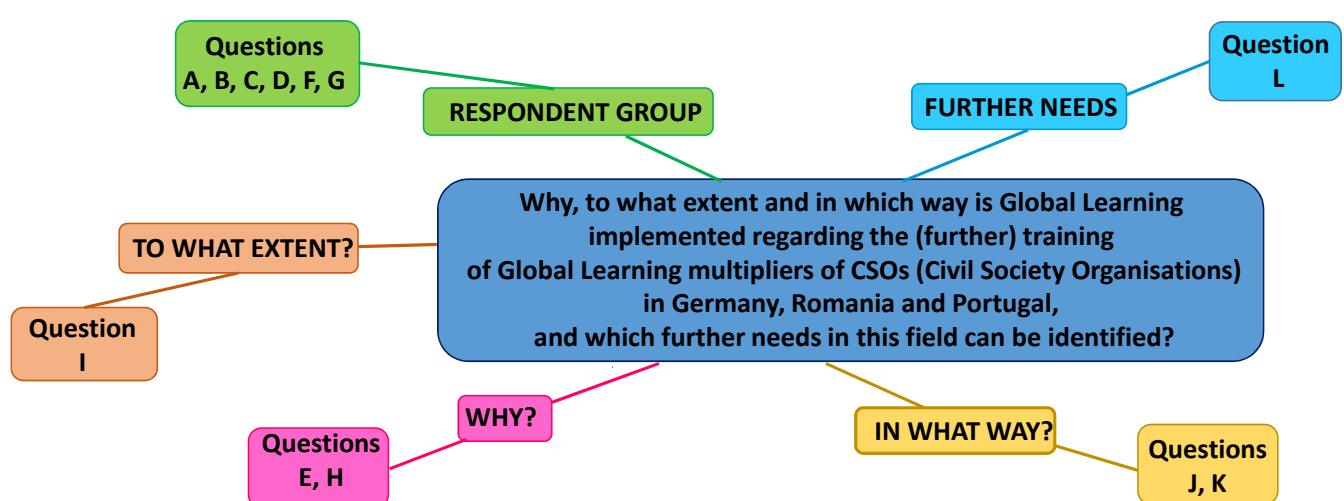
## 2.0 Results

In preparation of results analysis we decided to group the questions from the master questionnaire into sections according to their bearing on the different elements of the central question of this study.

Questions A, B, C, D, F and G (see master questionnaire Annex A) refer mainly to the **respondent group**. Questions E and H provide information on the question “Why is GL implemented regarding the (further) training of GL multipliers”, while question I examines **to what extent** GL is implemented.

**Questions J and K focus on the way in which GL is implemented and question L refers to the further needs** expressed by the respondents.

The document analysis focuses on general themes in GL and their relevance to this project and the training of multipliers in GL in general in the countries under study.



In the following, the results obtained in Germany, Portugal and Romania are given in summary and briefly compared.

## 2.1 GERMANY

### 2.1.1 National Data Collection and Analysis: Survey

#### Response Rate

The questionnaire was sent out via email to key persons in umbrella organisations working in areas related to the field of Global Learning, including institutions concerned with adult learning, migrant self organisations (MSOs) etc. These organisations were requested to forward the questionnaire to potential respondents (i.e. member/associate organisations, other GL stakeholders etc.).

Distributing the questionnaire via already existing contacts (e.g. data bases) proved to be efficient; on the other hand, this made it quite difficult to give a reliable estimate of the total number of questionnaires sent.

With an overall 63 questionnaires completed and a rough estimate of 350 questionnaires sent, the response rate would amount to 18%.

#### Respondent Group

After sending out the questionnaire, we received completed questionnaires from 63 organisations.

Regarding their **principal field of activity** (question A.2), we grouped 30% (19)<sup>20</sup> of responding organisations in the category of organisations active in the field of GL. Another 29% (18) were world shops (most of which are also active in education).

14% (9) fell into the category of partnerships/development cooperation and 13% into service (8).

Further categories were schools (6%, 4), environmental organisations (5%, 3) and universities (3%, 2).

Corresponding to this are the main areas of intervention named by the respondents (question C), with GL (26%, 27), Fair Trade (15%, 16), Development Education (10%, 11) and the Education for Sustainable Development (9%, 10) constituting overall 60% of the answers.

The fact that Germany is made up of federal states proved relevant to the survey: While the questionnaire was distributed throughout the whole of Germany, over 50% (46) of the responding organisations stated that they were active in the federal state of Baden-Württemberg and another 23% (21) stated that they were active throughout Germany, while respondents solely active in other German federal states all remained below 5% (1-3).

An explanation for this may be that all German project partners are located in Baden-Württemberg and the project is quite well known in the regional scene. Furthermore, some of the umbrella organisations who received the questionnaire for further distribution are mainly active in Baden-Württemberg.

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<sup>20</sup> The numbers in brackets (other than percentages) correspond to the number of answers relating to the respective item. In the case of questions allowing for multiple answers or results generated from open questions, the number of answers does not add up to the number of actual respondents (either to the question or the overall survey), but in most cases exceeds it. This is applicable to ALL multiple answer questions (i.e. questions D, G.1 and G.2, J, K, L) as well as to some results generated from open questions.

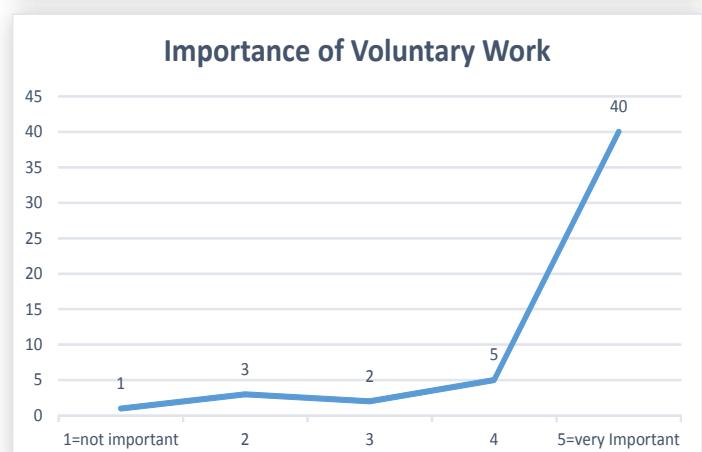
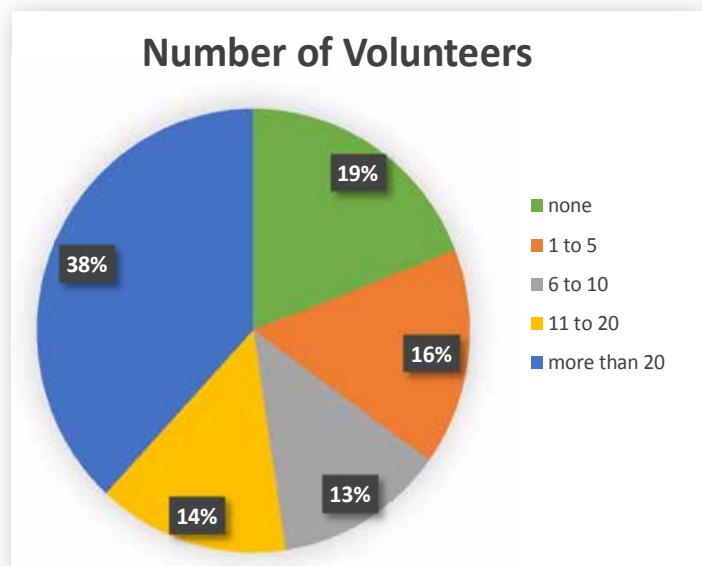
Looking at the overall composition of the respondent group, there certainly remains a great potential for a more broadly based, German-wide study, particularly if it were designed so as to include respondents from more diverse fields of activity and areas of intervention.

A prerequisite for this would be to bring on board (umbrella) organisations from other federal states more efficiently.

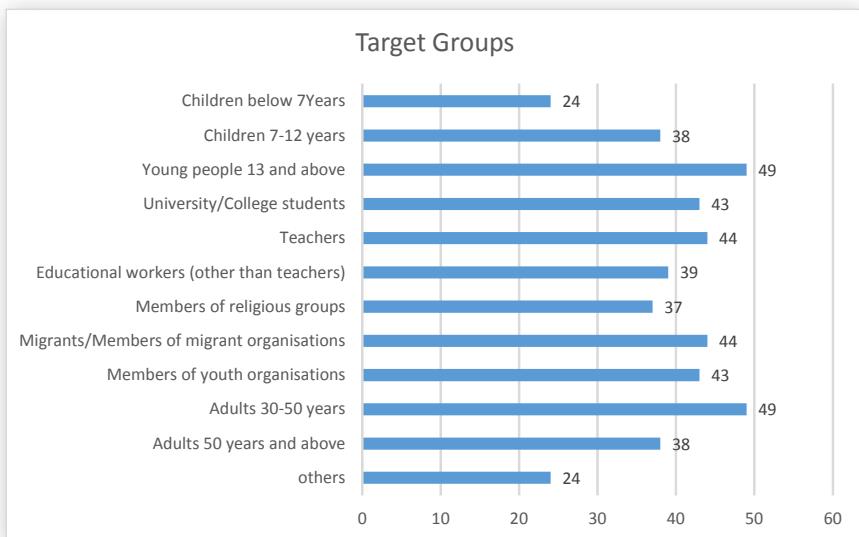
44% (27) of responding organisations stated that they employ 1-5 **salaried staff** (question A.3), while almost a quarter (24%, 15) have no salaried staff. This shows that a lot of small organisations (at least in terms of salaried staff) participated in the survey, but also that bigger organisations with more than 20 salaried staff responded (16%, 10). While 19% (12) of the respondents stated that they have no **volunteers**, almost 40% (24) have over 20 (question A.4). Nearly 80% (40) of the organisations with volunteers regard voluntary work within their organisation as "very important" (question B).

A possible conclusion may be that GL is largely a domain of small-scale organisations and the main bulk of survey participants would probably come from this group. However, as some bigger stakeholders can be identified, they, too, should be taken into consideration when planning the training course as they may serve to further reach out to even smaller organisations. This would help to increase the number of actors benefiting from the training course.

Originally we had mainly thought of volunteers working in non-formal education as our principal target group for the training course. Considering that 20% of the responding organisations have no volunteers at all and taking furthermore into account the overall low level of specific qualification reflected by the survey results (see below, question J) it would seem important to keep the training courses open also to salaried staff working in the field of GL.



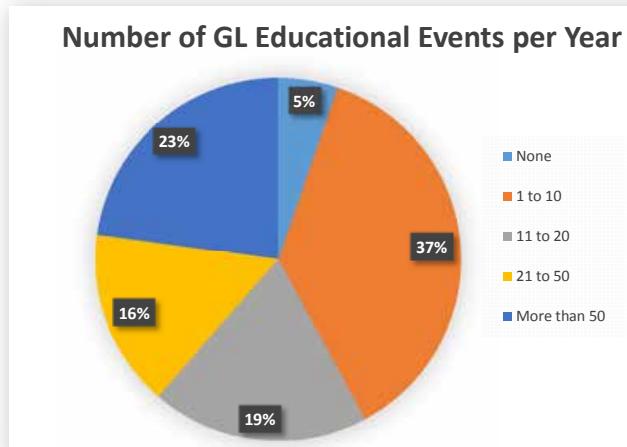
In terms of whom the responding organisations regard as their **target groups** (question D), results were quite evenly spread across the items given. Children and young people constitute 27% (154) overall, groups mainly related to the formal education sector (children, young people, students, teachers) just under 50% (189). Adult target groups from the informal sector (educational workers, members of religious groups, migrants, youth organisations, adults 30-50, adults over 50) make up slightly more than 50% (220). Among the target groups named by respondents under the "others" category were "executive staff in economy, society and churches", "journalists" and "decision makers". This group of key stakeholders in decision making processes appears thus to be another target group deserving attention in this context.



It appears desirable that the composition of the training course participants (especially in its function as a pilot course) should show this diversity of GL target groups and that this should be adequately reflected in the curriculum. Comprising four modules of two days' length, the training course can only be a starting point and provide GL basics. A crucial challenge in designing the courses will thus be to remain open towards the wide range of target groups revealed by the survey while leaving room to foster learning processes during which the general knowledge acquired can be specified and expanded with regards to specialist knowledge about working with specific target groups (also and especially as an ongoing process after the initial training course).

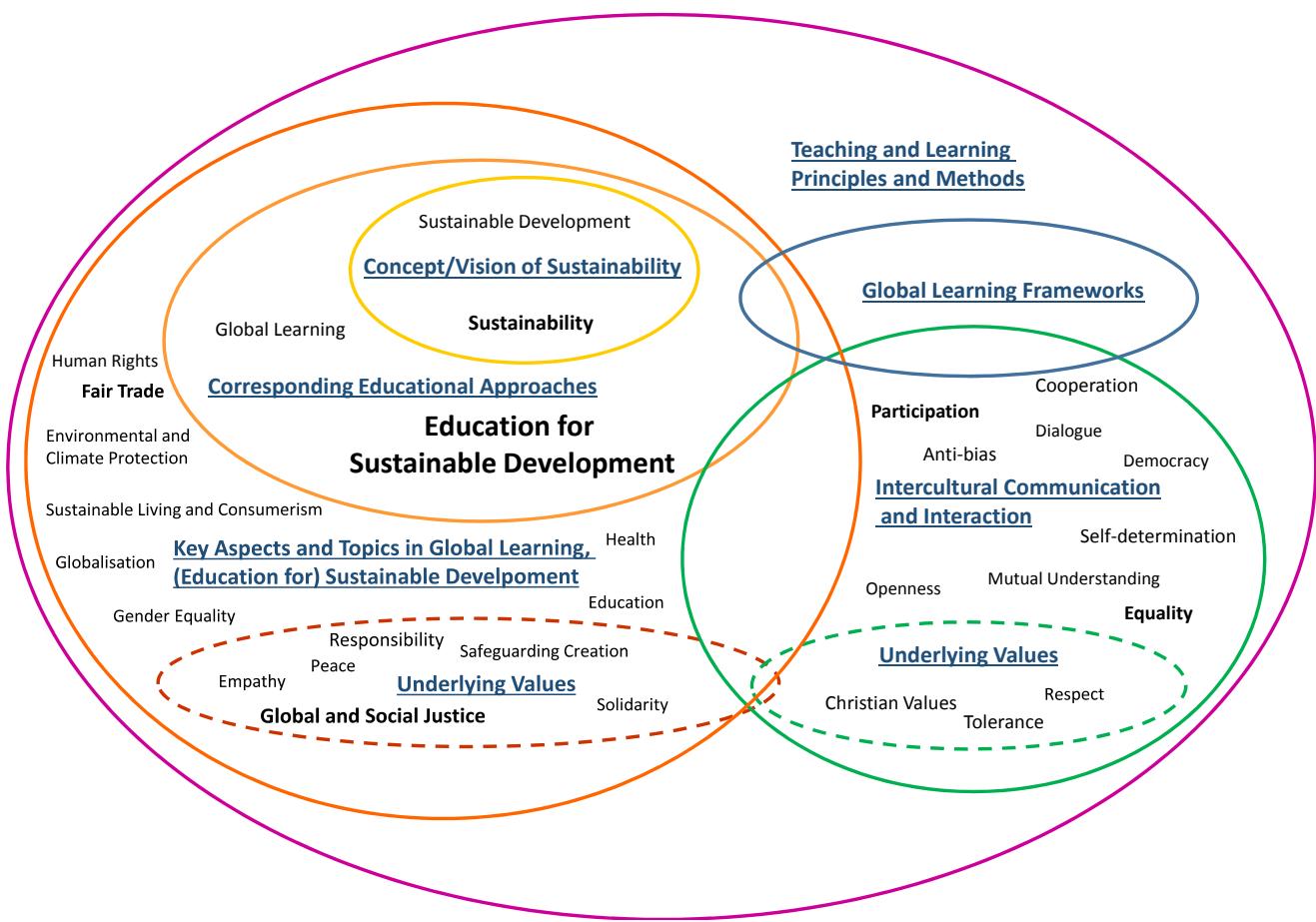
Only 5% (3, question F) of responding organisations carry out no **educational events** in the field of GL at all, while 16% (13) carry out more than 50 events per year. Over half of respondents gave a number between 1 and 20 educational events per year (32). These results demonstrate the relevance of this survey to our project (as most organisations participating in the survey are evidently actively involved in education). Furthermore, they underscore the importance of providing qualified, in-depth training for multipliers. Such training opportunities are still lacking, as can be seen from the results for questions J and K and the quoted numbers of trainings for multipliers already provided (question I).

Educational events are mainly carried out either at the organisation itself (32%, 34) or in schools (33%, 35). This finding suggests that quite a number of organisations must be equipped with a location to carry out educational events. It also shows that many educational events take place within locations related to the formal education system. This should be taken into consideration in designing the training courses, e.g. when dealing with issues related to the learning environment.



## Why is GL implemented? (Questions E, H)

The “Why” questions inquired into the organisations’ vision of GL (E) as well as the competencies and skills focused on during the educational events (H). These questions were answered quite extensively. 50 out of 63 respondents answered question E (asking about the **organisations’ vision of Global Learning**). Only three stated that they had “no specific vision of GL”. Questions E and H both elicited very varied answers that touched on many different aspects of what was being asked, leaving us with the task of grouping the answers as meaningfully as possible.



As illustrated in the chart, a number of categories, some overlapping and some wholly contained in others, were identified as key topics, under which aspects mentioned by respondents could be arranged. By far the most prominent terms mentioned were “sustainability”, which we grouped under “concept/vision of sustainability”, and “Education for Sustainable Development”, which we put into the category of educational approaches corresponding to the concept of sustainability. Around this we created a still broader category to accommodate key aspects and topics named by respondents in relation to Education for Sustainable Development. The most frequently mentioned of these was Fair Trade. In a subcategory of this we collected basic values stated in the answers. Global and social justice was the most frequently quoted term in this subcategory.

As another category of answers beside that of “sustainability” we identified “intercultural communication and interaction”, and within this again a subcategory for underlying values.

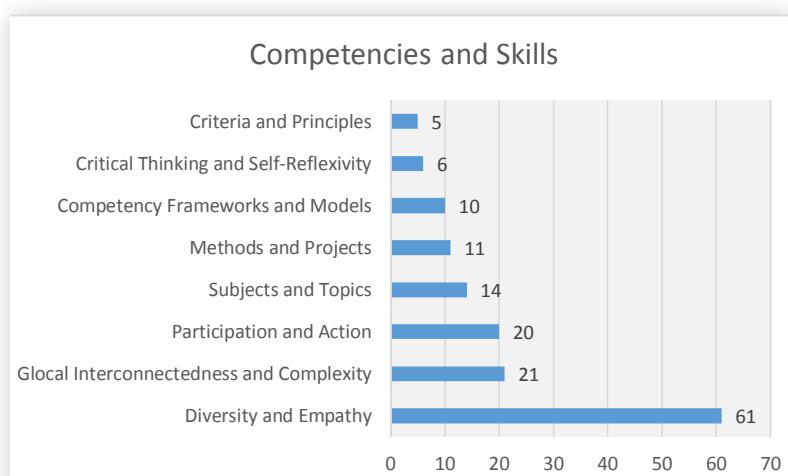
In eight cases, respondents referred to GL frameworks as their vision of GL. These included, in order of frequency, the “Global Development Education Framework”<sup>21</sup> as well as the “Birkach Consensus”<sup>22</sup>, followed by frameworks applying to specific federal states.

A large number of answers was collected in the category of “teaching and learning principles and methods”, shown in the chart as encompassing all other categories due to its overarching character. Answers falling into this category were as diverse as they were detailed, ranging from “shift of perspective” and “empowerment” to “raising awareness about aspects of consumerism by means of knowledge transfer, talks, guided tours and educational kits”.

What can be concluded is that people’s understanding of GL is shaped by a limited number of diverse concepts and underlying values. At the same time, this diversity points at the absence of one consistent or commonly known and accepted set of key aspects of what GL means or can mean. Only few stated that they base their vision on existing GL frameworks. When designing our training course it will thus be important to bear in mind how diverse, undefined and broad common conceptions of GL are. Yet as diverse as they may be, there is nevertheless a large emphasis on the concepts of sustainability and Education for Sustainable Development on the one hand and the concept of Intercultural Learning on the other. Regarding the training course design, this focus on a limited number of concepts underlying the organisations’ understanding of GL points to a need to focus on a more inclusive approach comprising important concepts and theories of GL creating an informed knowledge base of GL in all of its aspects.

With regards to question H (relating to the **skills and competencies** focused on during GL educational events), we decided to divide the answers received (49 out of 63) into a number of categories derived from the terms used by respondents:

- Criteria and Principles
- Critical Thinking and Self-Reflexivity
- Competency Frameworks and Models
- Methods and Projects
- Subjects and Topics
- Participation and Action
- Glocal Interconnectedness and Complexity
- Diversity and Empathy



<sup>21</sup> A German policy paper on Global Education developed published by German government bodies under the title of “Cross-Curricular Framework for Global Development Education in the Context of Sustainable Development” (BMZ/KMK 2007, referred to in the following as the Global Development Education Framework, see also chapter 2.1.2).

<sup>22</sup> The “Birkach Consensus” is a policy paper developed by CSOs in the federal state of Baden-Württemberg. It presents a common understanding of GL, policy recommendations and demands for GL and their incorporation in state development policy.  
[http://www.lak-bw.org/content/elemente/birkacher\\_konsens\\_kurzfassung.pdf](http://www.lak-bw.org/content/elemente/birkacher_konsens_kurzfassung.pdf)

Just over 40% (61), representing by far the largest fraction of aspects mentioned, could be grouped under “diversity and empathy”. Answers here included aspects like “shift of perspective”, “recognition of diversity” and “intercultural competencies”.

Significantly smaller fractions fell into the categories of “glocal interconnectedness and complexity” (14%, 21) and “participation and action” (14%, 20), the former comprising aspects like “dealing with complexity” and “global and systems thinking”, the latter including e.g. “recognising and taking on responsibility”, “foster motivation to get actively involved” and “acting independently”. Only 4% (6) fell into the category “critical thinking and self-reflexivity”.

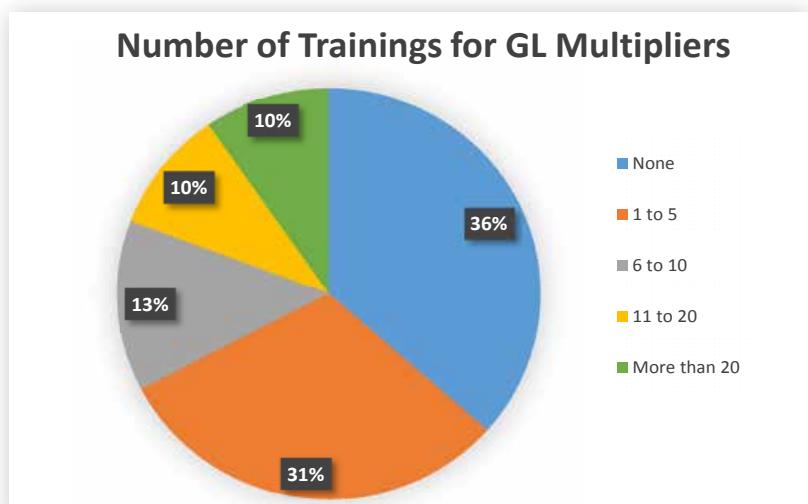
There is a noticeably high focus on certain skills and competencies, e.g. “diversity and empathy”. The comparatively low focus on e.g. “participation and action” and even more so on “critical thinking and self-reflexivity” might be hinting at a relatively high familiarity with and receptiveness towards certain competencies and potential neglect of others. In our statement of common understanding (see chapter 0.2.1.3) we identified competencies we deem relevant to GL and which are all interlinked and of equal importance. Our endeavour designing the training courses should thus be to present a comprehensive view on GL competencies so as to provide participants with as broad a background as possible.

### **To what extent is GL implemented regarding the further training of multipliers? (Question I)**

With regards to the number of **trainings for multipliers**, the biggest fraction (36%, 19) of respondents answered “none”. 31% (16) of respondents carry out 1-5 trainings per year, while 13% (7) carry out 6-10. 10% (5) stated that they carry out 11-20 or more than 20 trainings.

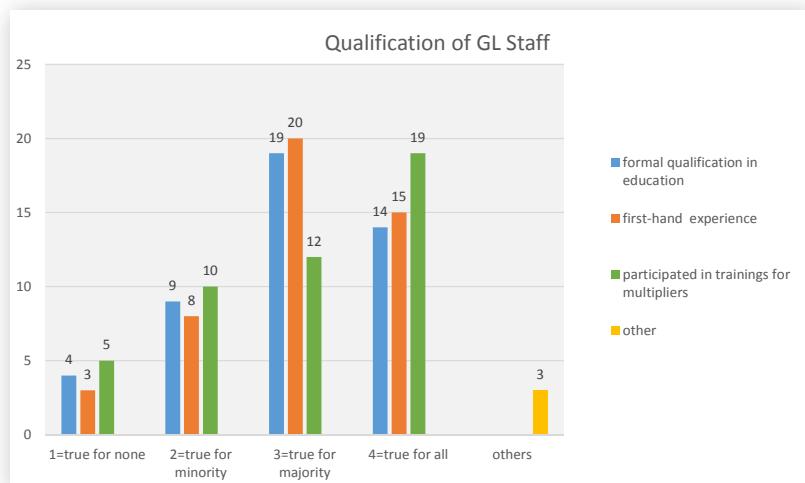
Trainings are mostly geared towards teachers (43%, 89) and members of NGOs (24%, 54). They deal mostly with GL in general (35%, 80 - responses reach from “GL in general” to “Basic GL competencies”) as well as with specific GL topics such as “Ethical Fashion”, “Fair Tourism”, “Oil and Globalisation”, “Tropical Fruits” etc. (29%, 65). The fact that the vast majority (almost 70%) of respondents carry out none or very few trainings for multipliers points to a substantial lack of training in this field. This interpretation is supported by the results on the nature of trainings for multipliers, addressed in question K (see below).

Regarding the target groups for trainings, the large number of teacher trainings indicates a need for more quality training for staff coming from the non-formal education sector. One aim of the GL training courses could thus be to equip participants with the necessary competencies to act as contributors to teacher trainings.



## In What Way is GL implemented regarding the (further) Training of Multipliers? (Questions J, K)

Asked about the **training taken by multipliers** prior to carrying out the educational events, a great majority stated that multipliers had participated in trainings for multipliers (true for all: 41%, 19; true for majority: 28%, 12). Also the number of multipliers with first-hand experience (true for all: 33% all, 15; true for majority: 43%, 20) as well as with a formal qualification in education (true for all: 30%, 14; true for majority: 41%, 19) was quite large.



Looking at the **nature of training** multipliers have participated in for the work they are doing, just over 60% (57) stated that they had participated in single introductory workshops about GL (with or without certificate), half of which focused on specific GL topics. 17% (16) had participated in training courses of longer duration, but with no certification.

Only 8% (7) had attended certified training courses, and another 7% (6) university courses in the field of GL.

Answers given under the item of “others” included university degrees in other fields (e.g. law, theology) as well as “longstanding experience in GL”.

What can be concluded from these results is that while staff is trained and experienced, the nature of training in the field of GL is largely insufficient (mostly introductory workshops). It would be necessary here to explore in greater depth what trainings for multipliers are on offer and how these are designed e.g. in terms of content and duration. However, it is quite obvious that there is a strong need for trainings of longer duration and higher quality. Although prerequisites like first-hand experience or a degree in education are desirable and most welcome for working in the field of GL, they cannot replace subject-specific, in-depth quality training in GL.



## **Further needs**

More than an overall 70% (55) of answers given stated a need for either training regarding theories, concepts and competencies of GL (39%, 30) or the planning and implementation of events in the field of GL (33%, 26). Another 17% (13) of answers indicate further needs in training with regard to specific GL topics such as "From School Partnerships to Sustainable Change", "Global Food Production as a Topic in Pre-school Education" or "Current Topics in GL". A further 10% (8) state a need in further training on pedagogical tools and material in the field of GL and more than half of these (5) state a need for training in "GL and New Media".

These results again express the need to provide more substantial training in the field of GL, especially with regards to basic theoretical knowledge as well as practice-oriented teaching principles and methods. They also reflect the very basic training multipliers have had so far.

### **2.1.2 Document Analysis**

#### **Regular publications concerned with GL**

One regular and widely received German publication concerned with current issues in GL is the **yearbook of VENRO**, the umbrella association of German NGDOs. It was published in 2008, 2010 and 2012, and the next issue is planned for 2014.

Part of each issue of the yearbook is a report on the current situation of GL in the different German federal states. Furthermore, each yearbook has a special thematic focus.

The first issue focused on the discourse about general concepts of GL in Germany and their further development and showed examples of GL practice. The second issue dealt mainly with GL at the interface of schools and civil society. It also included an article on quality assurance in GL, in which quality criteria for trainings for multipliers in GL and related fields are, albeit briefly, listed<sup>23</sup>.

The 2012 issue focuses on monitoring, evaluation and quality development in GL. It discusses quality criteria from different perspectives, but does not deal with issues of qualification of multipliers for GL educational events. Many of its articles focus on how GL educational events should ideally be planned and implemented. Of course one could take it for granted that multipliers should be able to meet the criteria set forth. Be that as it may, there is no explicit mention of requirements for multipliers for carrying out educational events in accordance with the criteria stated.

**ZEP – Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik** (journal for international research in education and Development Education) is a periodical that has been published quarterly since 1978. Publishing articles by both national and international experts and theorists working in GL and related fields, it reflects both the theoretical discourse and educational practice of GL at the interface of globalisation, development policy, education and scientific research in German-speaking countries. Issues in 2012/2013 addressed topics like „Rio +20“, „Racism“, „GL and Education for Sustainable Development“, „GL in Europe“, „Results Orientation in GL“ and „Demography and Age“. Looking at issues of the past years (from 2010 onwards), no article explicitly mentioned training or qualification for multipliers.

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<sup>23</sup> Scheunpflug, Annette: Gut oder nur gut gemeint? In: VENRO Jahrbuch 2010, p. 28-34

## **Other Publications on Global Learning**

The „**Global Development Education Framework**“ (see also above), a national policy paper on GE, was first published in 2007. It provides a framework of “Core competencies in the Global Development Learning area” and was jointly developed by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and the German Federal Ministry for Economic Cooperation and Development (BMZ). The paper is intended as a framework for the development of school curricula in the formal education system in the federal states of Germany but was also widely received in the informal GL sector. It is arguably still one of the most important publications in GL in Germany. Its chapter 5 deals with „Teacher education and teacher competencies for the Global Development learning area“. Here it is stated that teacher education should impart “fundamental content and specific teaching competencies (...) that cover the Global Development learning area (...). By the time they finish, teachers should have acquired the (Global Development Education) competencies – on a higher level of abstraction and comprehension – that they need in order to support their pupils in the development of the competencies proposed in this Framework.” (p.161)<sup>24</sup>

Other publications on Global Learning in recent years, many published by VENRO, have mainly revolved around topics related to the general development of the concept of GL, the debate on competencies and skills in GL, issues related to monitoring, evaluation, results orientation and the development of quality criteria in GL in both formal and informal education.

There have been few (published and unpublished) studies carried out in the field of GL in Germany. Those that exist almost all focus on the formal education sector.

In addition, a multitude of educational resources has been published on a large number of specific GL topics and for a multitude of target groups.

One publication by the German UNESCO commission which may be giving direction to FGL are **guidelines for the qualification of multipliers** within the area of non-formal Education for Sustainable Development.<sup>25</sup> Published in 2012, it establishes practice-oriented quality standards and criteria and their implementation regarding the qualification of multipliers in this field.

Also, there are publications at European level such as the “**Global Education Guidelines**” by the North South Centre of the Council of Europe<sup>26</sup> which may serve as examples in the process of developing the curriculum as well as the manual for FGL.

On closer study the literature shows that there has been no intensive debate specifically on aspects concerning the qualification for multipliers in GL in Germany so far (little in formal education and even less in informal education). At the same time, current issues in GL in Germany such as quality criteria development, monitoring and evaluation and the competency debate are closely linked to the question of who is designing and implementing GL events, how it will be assured that possible quality standards are observed and followed and what qualifications are needed and should be promoted in order to provide high quality GL.

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24 KMK ( Standing Conference of the Ministers of Education and Cultural Affairs), BMZ ( German Federal Ministry for Economic Cooperation and Development): Cross-Curricular Framework for Global Development Education in the Context of Sustainable Development , [also referred to in this document as Global Development Education Framework] (English Translation), (2007)

25 Deutsche UNESCO-Kommission: Bildung für nachhaltige Entwicklung in der außerschulischen Bildung: Qualitätskriterien für die Fortbildung von Multiplikatorinnen und Multiplikatoren. Leitfaden für die Praxis, Bonn (2012)

26 North South Centre of the Council of Europe: Global Education Guidelines, Lisbon (2010)

## **Conclusion of the German Summary of Results**

Many of the points stated by the project partners in the original description of the FGL project as to why an improved qualification of GL multipliers is necessary have been confirmed by the findings of this study. It is seen that there is a “noticeable demand for trainings”<sup>27</sup> and that “most of the work” by CSOs and NGOs working in the field of awareness raising and GL is carried out by volunteers and employed staff “without professional training; only some of them have participated in short trainings or network meetings reflecting their experiences. In some local initiatives there is a motivation to do more in the field of GL, but people highlight the lack of training and therefore are interested in strengthening their skills.”

The need to strengthen “essential competencies for facilitating educational events in the field of global education” and equip participants with the ability “to adapt their knowledge and skills according to their future target groups and learning environments” is seen by many and has found further confirmation in the survey results.

While initially, we had in mind mainly volunteers as participants for the training courses, the survey results speak very much in favour of extending the target audience to include salaried staff, as they seem to have similar needs and moreover make up a large part of the GL teaching community.

The design of the training courses including different modules as well as practical training seems to prove as a good initial framework for a target group which needs to acquire a sound theoretical base to their work. It should also be borne in mind that participants typically have very different and, for some part, biased ideas, visions and concepts of GL when they enter the training course.

The document analysis also revealed a need for developing quality criteria in designing and carrying out GL trainings for multipliers.

The findings of this study and both the analysis already undertaken as well as further debate on the study results as well as on the design of the training courses in expert meetings will hopefully serve to assure an efficient and successful continuation of the project and its intentions.

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<sup>27</sup> All quotes in this paragraph taken from the EU Commission “Facilitating Global Learning” contract document

## 2.2 PORTUGAL

### 2.2.1 National Data Collection and Analysis: Survey

#### Response Rate

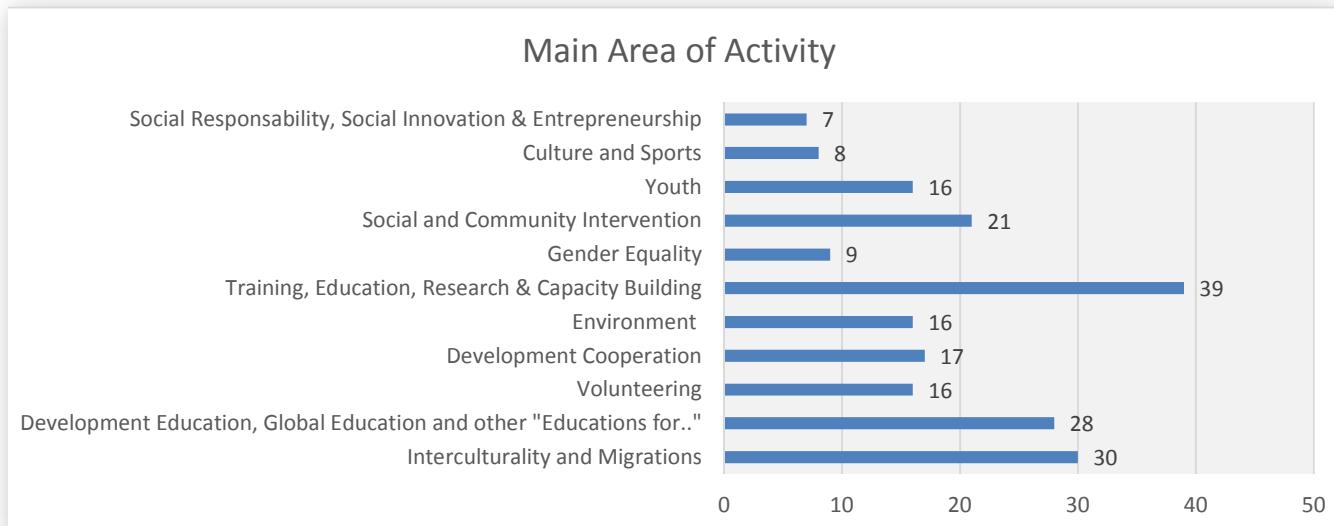
In Portugal the online survey was sent to more than 600 organisations in the beginning of September 2013 and answers were accepted until the 27th October 2013. During this period, a total of 171 answers were received of which 100 were considered valid according to the target group established in the project application, i.e. Civil Society Organisations (CSOs).

One of the main difficulties encountered was in building a valid database of CSOs with updated contacts. In fact, until this moment there is no unified database of CSOs, but only a number of disparate databases, each with its own inclusion criteria. This compelled the Portuguese partners to build a unique database with all relevant contacts. Secondly, as evidence of a poor response rate grew during the first weeks of data collection, we had to call or send personalised e-mails to the CSO networks asking them to disseminate the survey in their newsletters and other means of communication.

#### Respondent Group

While the majority of respondents were NGDOs, taken together they were evenly distributed across a wide variety of organisation types.

Among the **main areas of activity** quoted by responding organisations were in particular training, education, research & capacity building, interculturality and migration, development education, global citizenship education as well as other "educations for".

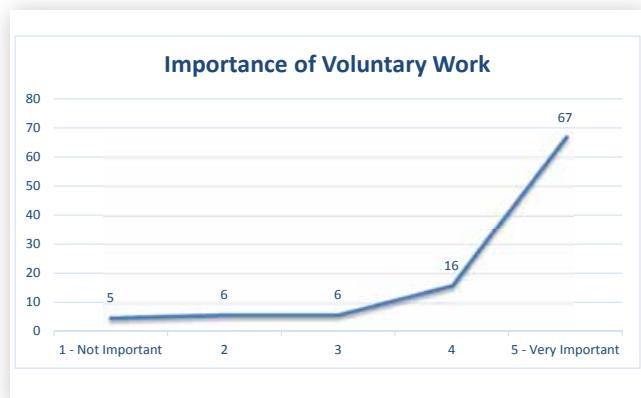
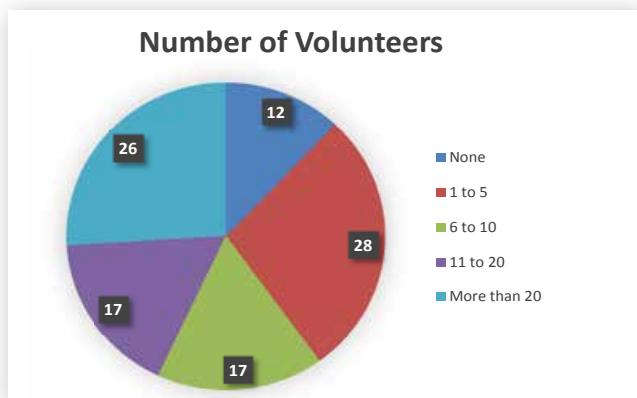
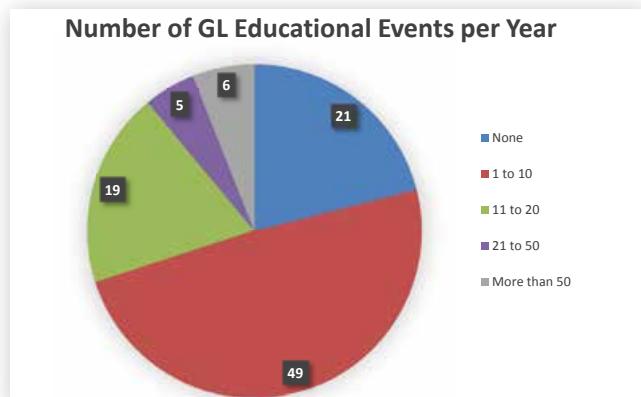
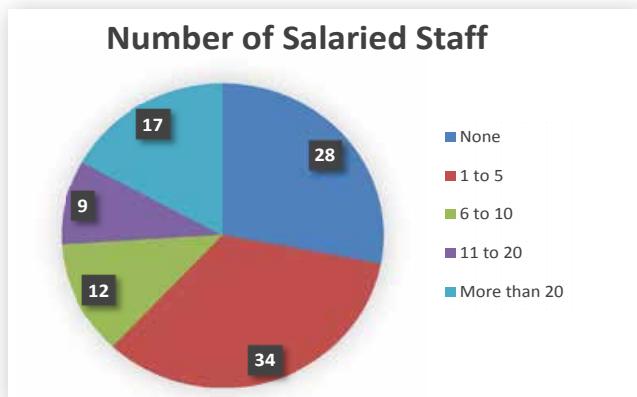


Between them the responding organisations reported a wide variety of **target groups**. Most stated that they work with more than one target group. Among those named, beside the more traditional ones, were municipalities, local communities, the general public, people in situations of economic vulnerability and business executives.

More than half of the organisations have between zero and 5 **salaried staff**, and 88 of respondents have volunteers working for their organisation. As a consequence, voluntary work is considered very important by the vast majority of respondents.



The majority of responding organisations stated that they organise **educational events**, while only 21 do not. Most such events take place at the organisation itself or at schools. They are funded mainly by member fees and by EU funds granted through public bodies.



## Why is GL implemented?

To evaluate the question “**What is your organisation’s vision of Global Learning?**” we divided the answers obtained into a list of eleven key concepts related to GL, namely

- Critical Thinking
- Social Justice
- Sustainability
- Development
- Interconnected Society
- Social Inclusion
- Human Rights
- Youth Empowerment
- Interculturality
- Participatory Active Citizenship
- Equality

The majority of aspects stated could be grouped under Participatory Active Citizenship, Critical Thinking or Interculturality. About 31 CSOs did not answer this question or do not have a vision. Three organisations have a vision of GL that does not match any of the concepts listed above.



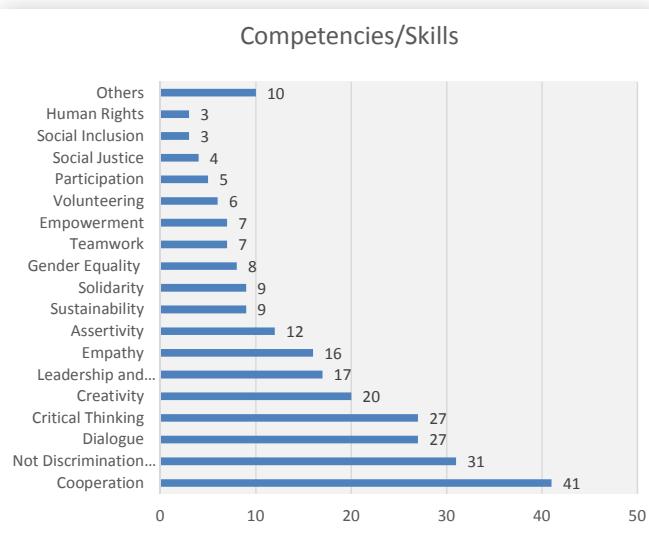
Answers such as “GL is very important for the integration of immigrants in the Portuguese society” (C.A.P.E.L.A. - Centro de Apoio a População Emigrante de Leste e Amigos, migrant association) were registered under the category of Interculturality.

In the case of answers comprising a variety of concepts, we decided to pick a maximum of two concepts. The choice was made according to the emphasis of the sentence. The following response by the NGO “Big Hand”, was categorised under Human Rights and Interculturality: (We see GL) “As a means of educating and training children to be responsible, autonomous and supportive persons who know and exercise their rights and duties in an open process of dialogue and respect for others, in a democratic, pluralistic, critical and creative spirit and with attention to cultural differences and human rights values” (The Big Hand, NGO).

We thought it worthwhile to consider the adjectives used to qualify GL. A total of 17 answers include adjectives that accord extreme importance to the stated concept: “urgent”, “very important” and “fundamental”. Seven answers include the adjective “important”; five answers used the term “transversal” in reference to the multifaceted nature of GL. Only one organisation clearly expressed that the topic is not relevant for them by using the term “not primary”.

Answers to the request to “Please state the **competencies and skills** your organisation focuses on during the educational events” were characterised on the basis of a list of 18 key areas of competencies and skills plus an “Others” category (this including healthy lifestyles, technological skills, etc.).

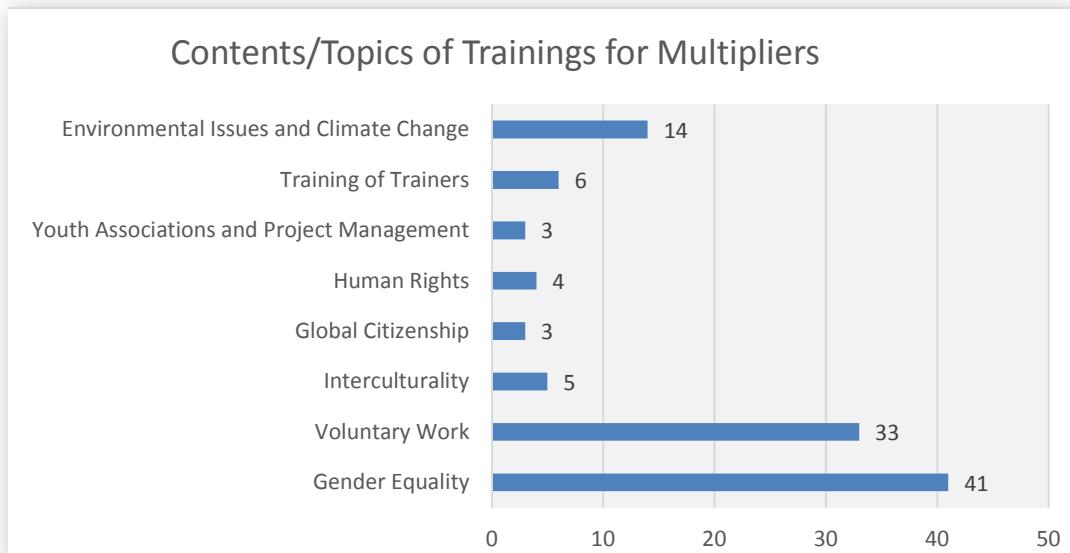
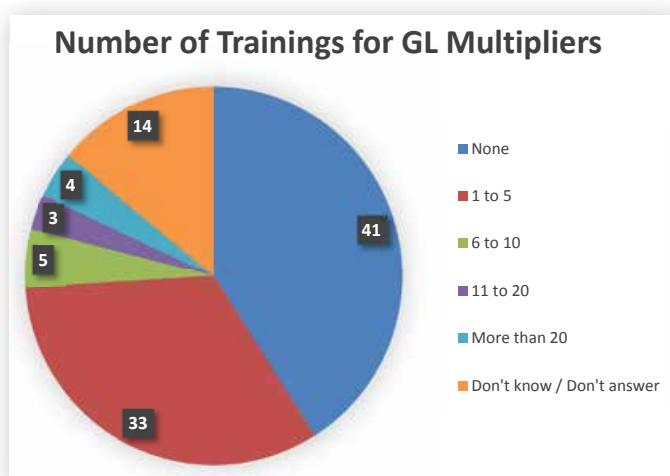
Evidently there is a predominance of competencies oriented to the benefit of other people, e.g.: Cooperation (41), Non-Discrimination and Interculturality (31). However, some competencies quoted are more oriented to enhancing personal and professional skills: Critical Thinking (27), Creativity (20) and Leadership and Entrepreneurship (17). Surprisingly few competencies relate to the area of Sustainability and Environmental Sensitisation (9) and relatively few also to Gender Equality (8). A very surprising finding is that, among 100 answers, only three specifically mentioned Human Rights and only four Social Justice.



### To what extent is GL implemented?

The majority of the respondents (41) do not organise any kind of **trainings for multipliers**, some (33) organise between 1 and 5 events per year and only a small percentage (12) organises more than 5 trainings for multipliers per year.

The vast majority of training for multipliers focuses on Gender Equality issues and Voluntary Work, but other topics are also addressed, e.g. Interculturality, Global Citizenship, Human Rights, Youth Association and Project Management, Training of Trainers and Environmental Issues and Climate Change.



## In what way is GL implemented?

When asked about the **qualification of staff** a great majority of CSOs answered that their entire staff have some kind of formal qualification in education (43) and that many also have gathered first-hand experience in countries of the Global South (extended stay/s abroad, personal migration background, etc., 56).

Some respondents specified the fields in which their staff are trained, naming between them the following: Social Sciences (9), Social Services (7), Psychology (6), Cooperation and Development (6), Engineering (5), Journalism and Communication (4), Political Sciences (4), Economy and Management (2), others (Music, Sports, 5).



In response to the question “If your staff/the staff carrying out the educational events have taken training, please specify the **nature of the training**”, the majority of respondents stated that their staff had participated in “singular workshops on specific topics in the field of GL” (48). A considerable number of CSOs employ staff who have attended “certified training courses” (40) or “training courses with no certificate” (34). Some organisations reported that their staff had attended “singular introductory trainings” (27). Few respondents quoted “university courses in the field of GL” (10) and even fewer “e-learning courses” (2). One organisation answered that its staff had taken master degrees in Humanitarian Studies.

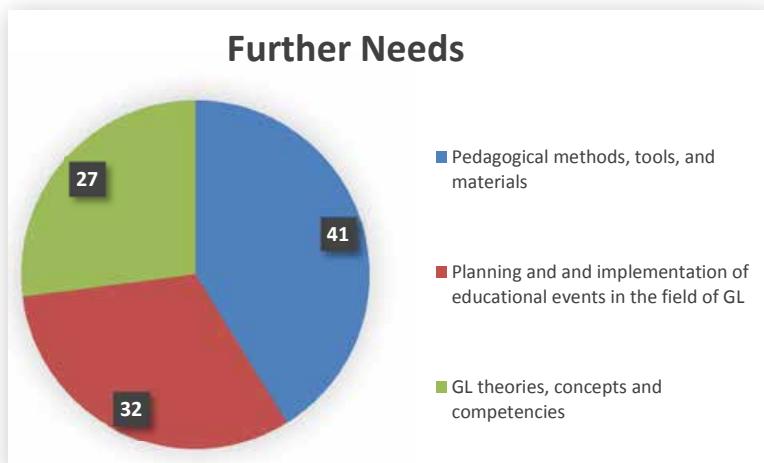
In conclusion, while most CSOs evidently do have staff with some kind of training in GL, this is often fragmented and not systematic, especially not at an academic level.

## Further Needs

There were no strong preferences in terms of respondents' needs in providing training for multipliers. The most frequently made demand was for "Pedagogical Methods, Tools and Materials" (35).

In terms of content, the most prominent need was training in "how to plan and implement campaigns and other activities in the field of GL" (58), followed by training in the general concept of GL (56). Here

many respondents expressed their interest in GL in relation to specific topics such as: Sustainable Development (49); Poverty and Social Justice (45); Globalisation and Human Rights (40); Interculturality (37); Gender Equality (36); Democracy and Good Governance (27) and Migration (19). Remarkably few answers mentioned Climate Change (17).



### 2.2.2 Document Analysis

Related to the theme of the study, the Portuguese National Development Education Strategy (ENED) has one specific objective that focuses on "promoting the advancement of DE in non-formal education settings, including the participation of various groups of Portuguese society". This objective has "promoting the training of agents who develop DE activities" as a specific measure (measure 3.3)

The action plan adopted alongside the Strategy provides that there is to be an annual monitoring report for assessing and monitoring the Strategy's implementation. To enable us to compare our own results with the current status of the official Strategy process, we analysed the last available monitoring report, namely the 2010-2011 edition.

In 2010-2011, measure 3.3 was the second least developed, with only 23 initiatives reported by those responding to the annual monitoring questionnaire.

Sixteen of the activities reported under measure 3.3 in 2010–2011 related to the "organisation of empowering actions for DE trainers on forms of intervention and methodological issues involved in designing, monitoring and evaluating DE actions, projects and programmes" and only 6 to "develop processes aimed at creating a model for training skills in the field of DE".

In viewing these results it should be considered that of all CSOs, only NGDOs (Non-Governmental Development Organisations) and another four umbrella CSOs answered the questionnaire sent out by the National Strategy Monitoring Commission.

As of the time of writing, the reports monitoring the implementation of ENED have provided no qualitative analysis and consequently no analysis of the contents of trainings held. All that can be inferred from them is that there is a need to intensify and improve the training of GL agents, which was also one of the recommendations of the report.

In planning our future activities we will take into account the conclusions of the study and the National Development Education Strategy.

## **Conclusion of the Portuguese Summary of Result**

We were surprised at the large number of respondents as well as the great variety of organisations answering the questionnaire, as we had expected a certain level of difficulty to identify with GL. Further remarkable findings were the high number of target groups identified and the fact that the majority of organisations had a vision on GL.

The large number of respondents may in itself indicate an interest and a need to know more about GL. This assumption is strengthened by what respondents' see as their needs, specifically the need for training in "how to plan and implement campaigns and other activities in the field of GL" as well as in the general concept of GL.

The needs identified by respondents will provide the project partners with essential information in designing the training programme. In fact, there is a lack of trainings for multipliers (41 respondents do not organise any) which justifies the relevance of the project.

By enabling us to map the contents and themes of the trainings for multipliers they already offer, the respondents have also put us in a position to assess which contents need to be further explored. Looking at the data collected we noticed some contents are more well-known (e.g. Gender Equality and Voluntary Work) while others are neglected (Human Rights and Global Citizenship).

The answers received also show that some organisations only have a small number of paid staff and are heavily dependent on voluntary work. This factor is sometimes reflected in an organisation's low level of activity in the field of education (between 1 and 10). Furthermore, the results show that the majority of staff don't have "first-hand experience from countries of the Global South".

The fact that 34 organisations don't have a vision on GL may suggest that there is some confusion about the terms used or that GL is possibly not one of the main areas of intervention of those organisations.

## 2.3 ROMANIA

### 2.3.1 National Data Collection and Analysis: Survey

#### Respondent group

The survey questionnaire was sent through the following channels:

- FOND – The Federation of Romanian Non-Governmental Development Organisations (in which APSD – Agenda 21 is a member) – 34 member organisations
- Through direct mailing to the partner and collaborating organisations of APSD – Agenda 21 – approximately 50 organisations
- Through direct mailing to relevant organisations by using data bases such as Salto Youth, the database of the Assistance Center in Romania for NGOs – approximately 40 organisations
- Through direct mailing to SOCIETAL members (SOCIETAL – NGOs connected to Social Responsibility) – 80 members
- Through Romania\_EU\_List – a Yahoo group of Romanian NGOs with 7.000 members

#### Response rate

We registered 33 responses from Romanian NGOs.

**The main difficulty** we were confronted with was the lack of a culture of NGOs of participating in online surveys as well as the topic of the questionnaire, which many NGOs seem to consider irrelevant to their own activities. This explains the discrepancy between the high number of targeted NGOs and the low response rate.

Most of the respondents were non-governmental organisations and associations. We also had one response from a research institute financed by the Romanian Academy.

The largest fraction of responding organisations work with either 1–5 employees or have no **permanent staff** at all and instead rely solely on volunteer work (33% for either category). Next in line are organisations with more than 20 employees (15%), followed by organisations working with 6–10 employees (12%) and 11–20 employees (6%).

Quotes on the number of **volunteers** working for respondents were fairly evenly distributed: 27% work with 1–5 volunteers, 24% work with 6–10 volunteers, 21% work with 11–20 volunteers and 24% work with more than 20 volunteers. Only one respondent stated that they had no volunteers working for them.

72% of respondents said that volunteer work was very important in their organisation, 9% chose important and 9% average important. 6% said that voluntary work was of little importance and 1 respondent answered that it was of no importance.

Romanian NGOs are active in many areas, pursuing a very wide range of projects in all fields promoting the sustainable development of Romanian, European and global society.

Almost half of the responding organisations are **mainly active in areas** related to education and Global Education (GE) such as: Development Education (DE), environmental education, sustainable development, education based on the principles of multi-ethnicity, tolerance and use of heritage as instruments of sustainable development, strategic development, participatory development, youth policy, human rights and children's rights education, intercultural education as well as adult education using non-formal methods of education in pursuit of the European vision of life-long learning and continued self-improvement.

Areas of activity also include the development of projects and programmes that encourage youth participation in public life, campaigns for strengthening relations between government bodies and civil society, projects for facilitating active citizenship and intercultural dialogue, combating racism, xenophobia and intolerance, gender equality, migration, food awareness, waste and consumption awareness and work with vulnerable groups.

Other targeted fields are arts and culture, politics, health, quality of life, living standards, education of mediators, conflict management, European and public policies, mass media development, know-how exchanges, research, civil society development and good governance.

The main **target groups** focused on by respondent organisations are adults aged 30–50 years (14%). This is closely followed by young people aged 13 and above (13%), university and college students (13%), teachers (12%), educational workers other than teachers (11%). Other target groups are: members of youth organisations (9%), adults aged 50 and above (8%), children aged 7–12 years (6%), migrants (5%), children below 7 years of age (4%), members of religious groups (3%) and others (2%).

The most frequently quoted number of **educational events** in the field of GL was 1–10 per year (60% of respondents, 21). 14% (5) stated that they have none, and another 14% (5) stated that they have 11–20 events. Only 2 organisations said that they have between 21–50 events, and another 2 reported more than 50.

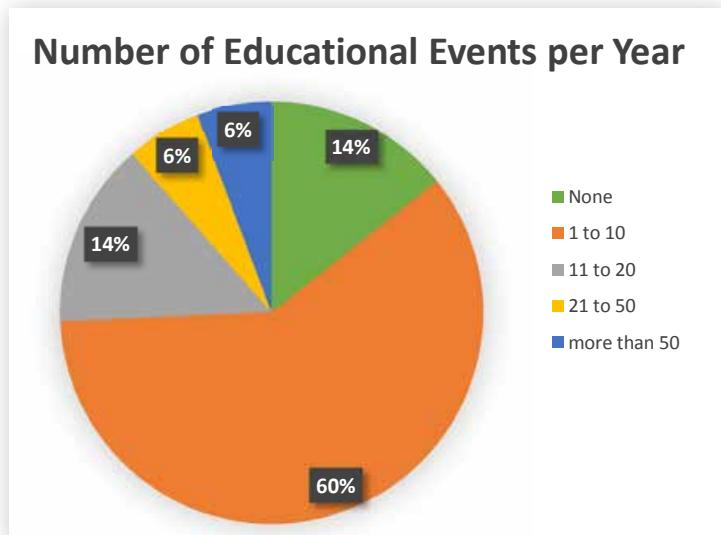
34% of the **educational events in the field of GL** take place within the organisations, 25% at community centers and 23% in schools. 18% of the answers stated other locations.

Most of the funds for these events come from the European Commission (25%). Substantial portions were also reported to come from donations from individuals (17%) and members' fees (10%), followed by grants from international organisations other than EU (13%). Other important donors are Public Bodies and Municipalities (9% each). The private sector was named as a funding source for educational events in 13% of answers.

## Why is GL implemented?

There are various interpretations and understandings of GL among Romanian NGOs. Some of the **visions on Global Learning** stated in the answers are the following:

- Our aim in pursuing GL is to enable those that we can reach to explore connections between people and places around the world, to observe similarities and differences, to relate these to our own lives, to appreciate the similarities between peoples; to learn to value diversity; to understand the global context of our local lives; and to develop skills that will enable us to combat injustice, prejudice and discrimination.
- GL enables people of all ages to inform themselves, understand and take action on global issues of all sorts affecting us all, be it in the short or long term, in the close neighbourhood or very far away.



- As an organisation focused on media, we are extremely sensitive to the global impact of our actions and the inevitable interconnectedness of our world. We think that people should think globally - and that they should learn to see themselves as part of a larger entity.
- GL is civic-democratic, open, intercultural, ecological, permanent learning.
- GE is education that opens people's eyes and minds to the realities of the globalised world and awakens them to the cause of bringing about a world of greater justice, equity and human rights for all.
- We consider GL as a tool for community development and education of people in a way that enables them to discover the world and be aware and take care of each other.
- To engage in GL means to explore the interconnections that exist between oneself and places around the world, enabling one to better acknowledge, sense and act towards enriching or preserving local values.

Four respondents stated that they were not familiar with the concept of GL. One of these also declared that while not working in this area and not having a full understanding of the concept, they valued the idea of learning from each other and connecting people who share similar interests.

The definitions provided indicate overall a good understanding of the concept. This holds especially for respondents who reported having experience in promoting projects in fields related to GE/DE. At the same time, some of the responses show that the concept of GL is only partially understood or is limited to the NGOs own experience and interpretation of the term.

The following **skills and competencies** were named as learning objectives for educational events: knowledge in global issues, GE methods, practical skills in GE, global responsibility and citizenship, critical thinking, sustainability, creativity, mutual support, solidarity, empowerment, citizenship, advocacy, efficient communication, understanding diversity, conflict management, mediation, media literacy, life and career skills, social and civic competencies, social responsibility, volunteering, responsible consumption, leadership and management, policy making, strategic planning, participation, experimental learning.

### **To what extent is GL implemented?**

53% of responding organisations (15) offer 1–5 **trainings** per year for multipliers in the field of GL, 25% (7) offer no trainings, 11% (3) carry out between 11 and 20 trainings, 7% (2) between 6 and 10 trainings and only 1 organisation (4%) has more than 20 trainings per year.

Contents of trainings for multipliers include: education for development, education for citizenship and participation, social and civic competencies, global education, humanitarian interventions, child protection awareness, social responsibility, critical thinking in teenagers, conflict dynamic and analysis, mediation. 17 respondents (constituting almost half of all participants) did not answer the question, giving either no response or an irrelevant response or stating that they did not understand the question. This shows that they lack specific information on GL.

### **In what way is GL implemented?**

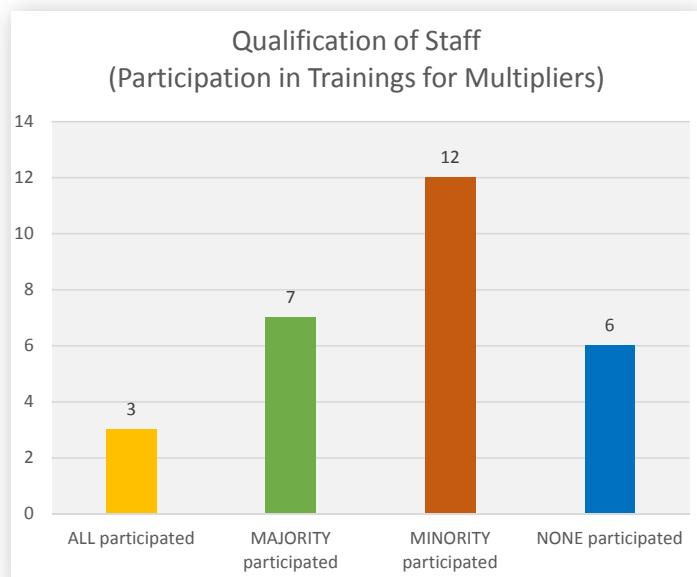
Concerning the **qualification of their own staff**, 39% of responding organisations answered that only a minority held a qualification in GL, while again as many stated that a majority of their staff was qualified in GL. 21% answered that all their staff was qualified in GL.

54% of respondents reported that the statement “staff have first-hand experience from countries of the Global South” applied to the minority of their staff, 25% said that it did not apply to their staff, 18% said that it held true for the majority of their staff and only 1 organisation said that it was true for all their staff.

Almost half of participating organisations (43%) said that the statement “staff have participated in trainings to qualify their work as trainers in the field of GL” applied to the minority of their staff, 25% confirmed it for the majority of their staff, 21% reported that it did not apply to any of their staff and 11% confirmed it for all their staff.

When asked about other educational qualifications of their GL teaching staff, respondents named the following: certified trainers in social economy, master degree in education for sustainable development, courses in responsible consumption, MA in humanitarian help, global education multipliers, human rights education multipliers, mentor trainer, psychology diploma, mass-media and journalism, communication and public relations, social workers.

When asked about the **nature of training** their staff carrying out educational events had participated in, 32% of respondents quoted training courses, 30% certified training courses, 18% singular workshops on specific topics in the field of GE, 14% singular introductory workshops, 5% university courses in the field of GE and 2% named other kinds of training.



## Further needs

Regarding needs for further training for multipliers in the field of GL we received the following distribution of answers: 31% named theories, concepts and competencies of GL, 26% planning and implementation of educational events in the field of GL, 24% pedagogical methods, tools and materials and 16% named other specific topics in the field of GL. Under the item “specific topics in the field of GL” the responding organisations listed working groups, debates, non-formal education methods, experiential learning, Forum and Image Theater, Living Library, online methods, campaigning, continuous education materials including online courses, seminars and adult training events. 94% of respondents expressed an interest in receiving further information about the project Facilitating Global Learning.

Altogether Romanian NGOs evidently have vast in-depth experience and expertise in fields related to GL, but only few have targeted, structured activities dedicated primarily to GL. There is thus a clear need for specific GL training among Romanian NGOs. Their staff are rarely qualified in GL issues, and the objectives proposed by the current project will therefore meet the needs of many that are and intend to become active in this field.

In carrying out the survey we also gained a large database of NGOs from which it will now be possible to select potential project participants based on how we judge their capacity to act as multipliers in the field of GL.

## 2.3.2 Document Analysis

There are currently two fundamental documents of the Ministry of Foreign Affairs, which coordinates the Cooperation for Development at a political and strategical level in Romania. These documents refer to the support of NGOs and the development of their capacity to promote DE. These are:

- The **Multiannual Strategic Programme in the Field of Development Cooperation and Humanitarian Aid for 2014 – 2018**: In Chapter 2 – Objectives – it is stated under point 3 – Cooperation with civil society and private entities – “Civil society is an essential partner in development cooperation. From it emerge dialogue partners in development cooperation policy as well as action agents and active promoters of the MDG. The Romanian government acknowledges the role of civil society in identifying the needs of the Member States, in their development progress and in promoting informal and non-formal education of young people, particularly in the area of development and awareness education.”
- The **2013 National Strategy on communication, education and public awareness in the field of development cooperation** for 2014-2018: In Chapter 3 – Development Education – the goals of the National Strategy are described as follows: “contribution to the realisation of high quality DE in Romania by creating a functional framework for the implementation of development education and for strengthening the support provided to practitioners in this field, their affiliations and to whatever civic platforms already exist”.

## General Themes & Trends

In 2011, FOND initiated a **multi-stakeholder group** to develop a national strategy for DE/GE. Representatives from the Ministry of Foreign Affairs, Ministry of Education, FOND members, international experts and academics were involved in establishing a SWOT analysis for the elaboration of the strategic process. The **strongest point** found was the coagulation of the group under one multi-stakeholder umbrella, permitting the flow of information on DE/GE projects and programmes at the national level and the possibility to share resources, good practices, lessons learned and avoid duplication. The **weakest points** were a lack of financial sustainability, of concept coherence, of interests from other actors (mass-media, local authorities) and the lack of a long term strategy, action plan and visibility.

Although Romania is still in an incipient phase of its DE/GE evolution and facing various **obstacles** due to a lack of expertise or institutional difficulties, opportunities in this field are increasingly arising. The EC and other European institutions are offering their support to enable the multi-stakeholder group to increase its capacity for implementing DE/GE projects and programmes. This will also make it possible to expand the stakeholder group to include other relevant actors and boost its capacity to find alternative financial resources.

## **Training of multipliers in the field of GL**

There is no official data in Romania concerning trainings of multipliers in GL.

## **Conclusion of the Romanian Summary of Results**

For Romania, the project Facilitating Global Learning represents a significant opportunity to increase the level of knowledge, awareness and expertise of NGOs as well their capacity to act as multipliers in the field of GL.

### **3.0 Comparison of Results from Germany, Portugal and Romania**

As already set out in the introductory chapter on our common understanding (0.2), the situation of GL is remarkably different in each of the partner countries. Since the curricula for the training courses are to be designed individually in each participating country, the more important contribution of the results obtained from the questionnaire will be in relation to each specific country. For the purposes of this study as well as the further continuation of the project we nevertheless regard it as important to undertake a brief comparison of results.

Naturally, in a study on countries as diverse as Germany, Romania and Portugal, divergences will inevitably occur at various stages of data collection and evaluation.

On the other hand, the convergences which emerged from our analysis of the country results were quite striking.

The estimated number of questionnaires sent out differed quite significantly between the three countries, as did the number of responses. Respondents were mostly **stakeholders from civil society** (with organisations active in education constituting the largest fraction).

The number of responding organisations with few (1-5) or no **salaried staff** was high in all three countries (Romania 33%, Portugal 28%, Germany 24%). There was also a convergence in the fraction of participating organisations with more than 20 salaried staff (Portugal 17%, Germany 16%, Romania 15%). Equally, across countries the vast majority of respondents considered **voluntary work** “very important” or “important”.

In all three countries the majority of responding organisations carry out educational events in the field of GL. The fraction of those offering no educational events in GL was smaller throughout, amounting to 5% in Germany, 21% in Portugal and 15% in Romania.

Respondents from all three countries answered that educational events take place to a large degree in **schools or at the organisation itself**.

Regarding **visions of GL**, results from all three countries show a great diversity of different concepts as well as different issues implicit in the answers given. While in the summary of the German results, there was mention of an “absence of one consistent or commonly known and accepted set of key aspects of what GL means or can mean” as well as “a relatively high familiarity with and receptiveness towards certain competencies and potential neglect of others”, the summary on Romania noted “various interpretations and understandings of GL among Romanian NGOs” and concluded that “GL is only partially understood or is limited to the NGOs own experience and interpretations of the term”. The summary on Portugal reported that “31 CSOs did not answer the question or do not have a vision” and, in relation to GL competencies and skills, considered it “very surprising” that “among 100 participants, only three specifically mentioned Human Rights and only four Social Justice”. Despite all their diversity, these statements hint at deficits in knowledge of the theories and concepts underlying GL in all three countries.

In relation to the **number of trainings for multipliers**, the largest fraction of respondents in both Germany and Portugal do not offer trainings for multipliers. In Romania, over half of the responding organisations stated that they have 1-5 trainings for multipliers per year, while almost half did not answer this question at all. The percentage of organisations with more than 20 trainings for multipliers per year is low across all three countries (Germany 10%, Portugal 12%, Romania 3%).

Regarding the **qualification of multipliers carrying out GL educational events**, results differed quite significantly by country, with Portugal showing overall the highest level of qualification. The summary on Germany states that “while staff is trained and experienced, the nature of training in the field of GL is largely insufficient”. The Portuguese partners reported that “while there is an educational supply in the area of GL, it is fragmented (...) and not systematic, especially not at an academic level”. In Romania, 21% of respondents stated that none and 43% that only a minority of staff carrying out GL educational events had participated in training to qualify them for their work in GL.

In both Germany and Romania, the largest fraction of answers stated a **need for further training** regarding “theories, concepts and competencies in GL” as well as in “planning and implementation in the field of GL”. The latter accounted for the second largest fraction of answers in Portugal, following “pedagogical methods, tools and material” (though neither was given a “strong preference”).

Although it was based on different documents for each country, the **document analysis** showed that training for multipliers is currently not very present in any of them. While in Germany the project partners noted an absence of an “intensive debate specifically on aspects concerning the qualification for multipliers in GL”, in Romania they reported “no official data (...) about trainings of multipliers in GL” and in Portugal they concluded that “it is clear that the training of GL agents has to be reinforced”.

So while in Germany, amongst others an overall need to “provide more substantial training in the field of GL” and a need for quality criteria in GL were expressed as means of improving GL training for multipliers, Portuguese partners highlighted that “the large number of respondents itself may show an interest and a need to know more about GL” as well as the importance of organising a tailor made training programme. In Romania, the significance of the project FGL as a whole was seen in its providing “an important opportunity to increase the level of knowledge, awareness and expertise of NGOs in the field of GL”.

In conclusion, while there are differences e.g. regarding the numbers of organisations receiving the questionnaire and the resulting response rate, and despite the heterogeneity across countries, results generated from the responses show remarkable convergences, confirming the validity of the European dimension of this project.

As training courses are to be designed and implemented separately in each country, all European partners will exchange experiences and share ideas on the design of the training courses.

A look at respective national curricula may also enhance the concept phase. It will be of importance for the further course of the project that the results from the study, together with our common understanding, will flow into the process of designing and implementing the test courses, form part of the overall evaluation process and find their way into the compilation of the manual. This will be the concluding FGL project activity to be carried out jointly by all three countries under the FGL project.

## 4.0 Conclusion and Further Recommendations

At the start of the FGL project, we had in mind certain objectives we wanted to achieve with this study so as to aptly reflect its significance as a joint venture and as the first stage of FGL.

Our main concern was to develop and outline our common understanding of GL while at the same time acknowledging whatever diversity there exists. Further aims were to include the European dimension and to collect, analyse, and compare data from all three project partner countries.

Developing a **common ground** for our understanding of GL proved to be very fruitful. The expertise each partner brought into the process led to a productive and inspiring debate marked by mutual respect and openness. Thanks to our use of OSDE methodology it turned out to be a truly collaborative effort.

Researching preliminaries crucial for the pursuit of further project activities, i.e. generating valid data in each of the project countries, posed a challenge to all project partners. Bearing in mind the above stated limitations, we are nevertheless convinced that the results obtained will prove most useful to us.

Interpreting data always implicates selection and subjectivity. We are aware of this and thus hope that our informed choices and interpretations cover the most important findings in an adequate way.

When comparing results across countries focusing on **convergences** one is inevitably at risk of leaving out differences between them. However, in the given context and in view of the numerous similarities we did in fact find, for this study it seemed more important to us to concentrate on similarities.

Evidently, there remains **room for further exploration** of many aspects mentioned in this study, e.g. for a comprehensive (document) analysis of already existing qualifications for multipliers in GL, GL competencies and skills prevalent in GL practice or for further exploration of specific target groups for GL. FGL may be able to further contribute to and elaborate on some of these aspects through in-depth evaluation of further project activities. Other aspects will require more extensive measures.

**“Unity and Diversity”** turned out to be a theme running through the whole document and will most probably continue to be a crucial aspect of our joint activities throughout the project. We strive to remain open to this and integrate it into our work in a constructive way.

An important task that remains is to look at possible shortcomings of this study.

One such shortcoming could be the absence of certain aspects of GL which we nevertheless deem important in this context.

Due to the study’s focus on national and European perspectives of GL and related stakeholders, it has been greatly neglected to include the **perspective of the Global South**. This perspective needs to be taken more into consideration in our future project activities such as the design of the training courses and the evaluation of the project. Work on and approaches to GL which reflect the attitudes and opinions of experts from the Global South should form an integral part regarding further project activities and should be consciously sought out and considered.

Also, the concept of **Education for All** (EFA) and its relevance for FGL (e.g. in that it aims to “improve the quality of education”) is nowhere mentioned in this document. The UN state that education “is not only a right but a passport to human development. It opens doors and expands opportunities and freedoms. It contributes to fostering peace, democracy and economic growth as well as improving health and

reducing poverty".<sup>28</sup> Given its emphasis on the fundamental meaning of education and the important contribution it makes to the debate on development, sustainability and education, EFA should find its way into the further course of the project. GL highlights the need for education for all in the context of sustainable development, i.e. of improving the access to quality education throughout the world. Also, for our FGL project EFA becomes an issue when talking about both target groups for the training courses as well as target groups for GL educational events. The inclusion of people with special needs and people coming from various cultural and societal backgrounds as well as the general topic of what can be "quality education" (no matter where in this world) should thus flow into the training courses on a practical as well as theoretical level.

All the findings outlined in this study will flow into the ongoing FGL process. We will further develop and hone our ideas in our quest for a continuous improvement of GL and related educations in our countries and beyond.

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28 <http://www.un.org/en/globalissues/briefingpapers/efa/> (accessed 02.01.2014)

## **Annex A**

### **FGL Master Questionnaire**

#### **General introduction: Explanation of the project etc.**

#### **QUESTIONS REGARDING THE ORGANISATION IN GENERAL**

##### **A. Questions regarding the structure of the organisation [1 and 2 open questions, 3 and 4 closed]**

Name of the organisation

Type of organisation (e.g. non-profit world shop organisation, umbrella organisation...)

Number of salaried staff :

none

1-5

6-10

11-20

More than 20

Number of volunteers working in your organisation:

None

1-5

6-10

11-20

More than 20

**A.4: Branching logic to question C if answer is “none” (A.4.1)**

##### **B. Please state the importance of voluntary work in your organisation [Scale from 1-5, 1 being “not important”, 5 being “very important”]**

##### **C. Please state the organisation’s main area of activity/intervention (e.g. Global Education, Health, Migration, Gender Equality...) [open question]**

**D. Which target groups does the organisation want to reach? (multiple answers possible)**

Children below 7 years  
Children 7-12 years  
Young people 13 and above  
University/College students  
Teachers  
Educational workers (other than teachers)  
Members of religious groups  
Migrants/Members of migrant organisations  
Members of youth organisations  
Adults 30-50 years  
Adults 50 years and above  
Others (please state):\_\_\_\_\_

**QUESTIONS REGARDING GLOBAL LEARNING WITHIN THE ORGANISATION**

**E. What is your organisation's vision of Global Learning? [Open question]**

**F. Please state the number of educational events in the field of Global Learning carried out by your organisation per year (including training for multipliers/trainers, i.e. total number/estimate of ALL educational events)**

1. None
2. 1-10
3. 11-20
4. 21-50
5. More than 50, please state number:\_\_\_\_\_

**Branching logic  
to question L  
if answer is  
“none” (F.1)**

**G. 1. Where do the educational events in the field of GL take place?  
(multiple answers possible)**

- 1.1 At the organisation itself
- 1.2 In schools
- 1.3 In community centres
- 1.4.Others (please state)\_\_\_\_\_

**2. How does the organisation fund its educational events? (multiple answers possible)**

- 2.1 Donations from individuals
- 2.2 Members fee
- 2.3 EU Commission
- 2.4 EU member state(s) public body(s) (e.g. respective state ministries)
- 2.5 Other international organisations
- 2.6 Municipality funding
- 2.7 Taxes/local taxes/government donations
- 2.8 Private sector (e.g. companies, churches, trusts)
- 2.9 Others (please state): \_\_\_\_\_

**H. Please state the competencies and skills you focus on during the educational events (e.g. critical thinking, empathy, dealing with complexity, creativity...)? [open question]**

**I. 1. Please state the overall number of trainings for multipliers in the field of Global Learning offered by the organisation (per year).**

- 1.1 None
- 1.2 1-5
- 1.3 6-10
- 1.4 11-20
- 1.5 More than 20, please state number: \_\_\_\_\_

**Branching logic  
to J if answer is  
“none” (I.1.1)**

**2. Please list the content/topics of the trainings for multipliers offered and add the target group and the number of trainings offered (for each topic)**

...

## **QUESTIONS REGARDING THE QUALIFICATION OF STAFF**

**J. Which specialist and educational qualifications possess the staff carrying out the educational events? [Scale 1-4: true for none – true for minority - true for majority - true for all] (Multiple answers possible)**

- The staff possess a formal qualification in education (e.g. teaching, adult education, ...)
- The staff have first-hand experience from countries of the Global South (extended stay/s abroad, personal migration background...)
- The staff have participated in trainings to qualify them for their work as multipliers in the field of Global Learning
- Other (please state)\_\_\_\_\_

**K. If your staff/ the staff carrying out the educational events have participated in training, please specify the nature of the training (multiple answers possible) [closed question]:**

Singular introductory workshops

Singular workshops on specific topics in the field of GE

Certified training courses

Training courses (with confirmation of attendance only)

University courses in the field of GE

Others (please state)\_\_\_\_\_

## **QUESTIONS REGARDING THE NEED FOR FURTHER QUALIFICATION**

**L. What needs can be identified by your organisation regarding (further) training for multipliers/trainers in the field of Global Learning? [closed question] (multiple answers possible)**

Theories, concepts and competencies of GL

Planning and implementation of educational events in the field of GL

Pedagogical methods, tools and materials such as (please state) :\_\_\_\_\_

Specific topics in the field of Global Learning such as (please state):\_\_\_\_\_

Others (please state):\_\_\_\_\_

**M. Are you interested in obtaining further information regarding the project FGL or the training of your staff in the context of the project?**

1. Yes, please send me more information about the project to the following email-address:\_\_\_\_\_
2. No

*Thank you very much for your participation!*

## Annex B

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## **Annex C**

### **Principles of Training**

(Following an unpublished document by Sigrid Schell-Straub and Zinep Gourmat, 2010, Master Course in Development Education, Development Education Research Centre, Institute of Education London)

#### **1. Reflecting aims and objectives**

The aims and objectives of the training are embedded within the wider aims and objectives of Development Education (DE)<sup>30</sup>. They are combined with the aims and objectives of all stakeholders of the training with the intent of creating an open and free space of dialogue and enquiry in keeping with the OSDE methodology.<sup>31</sup> Conflicting or controversial aims are appreciated. They can serve as stimuli to re-think and revise participants' objectives, the training or even the overarching aims of DE. In addition, engaging in critical reflection in order to identify underlying assumptions and/or biases can help to ensure that both participants and trainers are clear about the aims being pursued.

#### **2. Sharing knowledge, values and skills**

According to the understanding of the OSDE methodology every individual brings into the common space valid and legitimate knowledge derived from their own context; furthermore, all knowledge is partial and incomplete and all knowledge can be questioned. This applies equally to values and skills. Hence, genuine listening and willingness to sharing one's knowledge and learning about others are key ingredients to fruitful, mutual learning.

#### **3. Celebrating diversity**

The concept of multiple perspectives is vital to trainings in DE and a key element in establishing respect among participants and trainers. Participants' diversity is explored in the LNA<sup>32</sup> (information about ethnic/cultural background, learning style, life-skills) and celebrated in each part of training (warm-up, introduction, reflection, action, evaluation). Also, setting up a common ground which all participants (including the trainers themselves) can relate to and identify themselves with is vital to developing group trust and connections with the topic of the training and thus enhancing mutual learning.

#### **4. Facilitating participation**

The trainer offers participants opportunities to frame themselves/each other as 'teachers', thus maximising participation. This is a democratic approach and guards against the facilitator dictating his/her own perspectives. He/she uses the expertise of the group to promote leadership and training potential. He/she fosters mutual learning.

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<sup>30</sup> In this document the term Development Education is used instead of Global Learning.

<sup>31</sup> See chapter 0.1

<sup>32</sup> Learning needs analysis, see also chapter 0.3

## **5. Empowering participants**

Trainings in DE empower trainers and participants alike to become more confident, self-determined and to make a difference with regard to the larger social good. This is especially relevant for evaluation (see below).

## **6. Learning for transformation**

Trainings in DE promote transformative learning, whereby everyone can critically reflect their experiences and views of the past, question their beliefs and habits of mind, search for alternatives and possibly change their frame of reference towards a new way of thinking and of perceiving things and thus towards better informed and more reflective actions.'

## **7. Evaluation as an integral part of the training and beyond**

The evaluation of a training can help participants reflect on their learning as individuals and as part of a group. Evaluation has to be flexible enough to encompass the objectives of the session but also any 'incidental' learning that may have occurred during the session. It can include DE related activities of the participants before the training and lead to a more reflective practice of DE after the training. In this way the evaluation can contribute to the empowerment of the participants and to creating a new cycle of learning and action.'

## **8. Having and keeping a critical mind**

This principle is fundamental in all stages of trainings (prior, during and after the training). In other words, trainers have to be aware of their own assumptions, values and knowledge, how these have may have shaped their perceptions of themselves or their participants and may thus have influenced their way of formulating objectives and the activities designed to achieve them and hence of facilitating the whole training session.



