

A reflection on Global/Development Education in the context of Europe and Cyprus

IN ORDER TO ANALYSE THE CURRENT PROCESSES AND DEVELOPMENTS IN THE FIELD OF GLOBAL EDUCATION/DEVELOPMENT EDUCATION IN EUROPE AND IN CYPRUS IN PARTICULAR, WE NEED TO PLACE THE ONGOING DISCOURSE INTO THE WIDER CONTEXT OF EDUCATION AND DEVELOPMENT POLICIES WHICH WILL HELP TO OUTLINE RECOMMENDATIONS FOR THE FURTHER INTEGRATION OF GLOBAL EDUCATION/DEVELOPMENT EDUCATION THEORY INTO POLICIES, STRATEGIES AND PRACTICES BY DIFFERENT STAKEHOLDERS, NAMELY CIVIL SOCIETY, GOVERNMENT, LOCAL AUTHORITIES, THE HIGHER EDUCATION SECTOR AND THE EDUCATORS THEMSELVES.

Defining and Conceptualizing Global Education and Development Education

Global/Development Education in the Development Context

Our planet is in a state of crisis. The global economic crisis has affected countries all around the globe and has driven millions of citizens into poverty. Countries of the so-called 'developed world' are now heavily indebted, social inequality is dramatically increasing with more poor people living in middle income countries than in low income countries. Global power balances have shifted away from the rich-poor world division in which the 'West' was the rich donor and the rest of the world the 'poor' recipients. Emerging economies, such as the 'BRICS' (Brazil, Russia, India, China and South Africa) are gaining economic as well as political power and have become crucial actors in shaping the international development agenda.

The Millennium Development Goals, which have shaped the international development agenda over the last decade, are about to reach their 'expiry date' – with a mere three years to go, and with substantial progress being achieved in many countries, others are far from reaching the targets set and agreed by the international community. The international process towards a post-2015 development framework, kick-started at the UN General Assembly in September 2012, called for an inclusive and global framework, including '*shared responsibilities for all countries and with the fight against poverty and sustainable development at its core*'¹.

At the same time, our planet is facing an ecological and environmental crisis. The Rio+20 Conference on Sustainable Development in July 2012 highlighted the alarming state of the earth and the urgent need to change current patterns of consumption towards more sustainable models. The conference resulted in the agreement by member states to launch a process towards a set of Sustainable Development Goals, which will build on the Millennium Development Goals and converge with the post-2015 process².

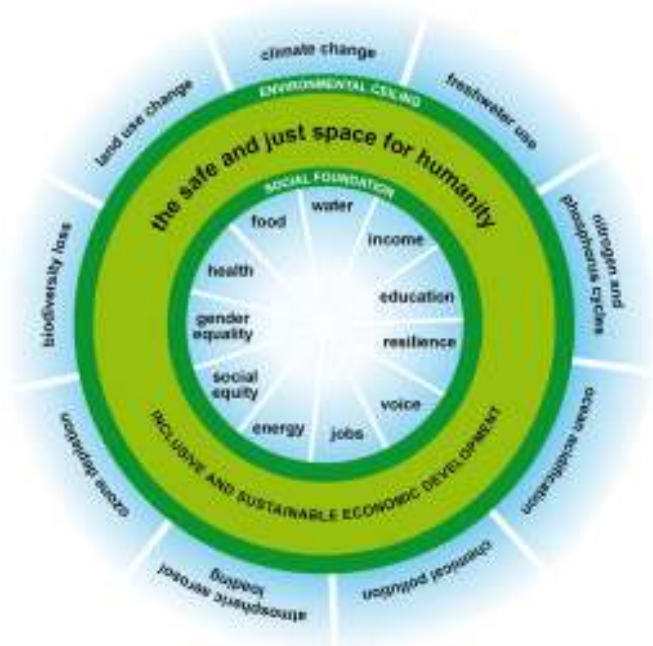
The Stockholm Institute of Resilience has developed the concept of 'planetary boundaries'³ – boundaries that qualify nine difference thresholds or tipping points. Together, these nine boundaries create '*a safe operating space for humanity*', however if we exceed one of the tipping points, consequences may be irreversible for the environment with devastating impacts for humanity, and especially for people living in poverty, as they tend to be more dependent on natural resources for their very livelihood.

¹ United Nations: UN Secretary-General appoints High-Level Panel on Post-2015 Development Agenda, United Nations Press Release, 31 July 2012

² <http://sustainabledevelopment.un.org/index.php?menu=1300>

³ Rockstrom, Johan et al: Planetary Boundaries: Exploring the Safe Operating Space for Humanity. Ecology and Society, vol. 14, no.2, art.32, 2009

Even though the nine planetary boundaries ignore questions of inequalities, the difference between global and regional thresholds or tipping points, they do offer a good starting point to the discussion about sustainability and for understanding the importance of natural resources for sustainable development. The nine planetary boundaries identified are: Climate Change; Rate of Biodiversity Loss; Nitrogen Cycle; Phosphorus Cycle; Stratospheric Ozone Depletion; Ocean Acidification; Global Freshwater Use; Change in Land Use; Atmospheric Aerosol Loading; and Chemical Pollution.



Source: Oxfam. *A Safe and Just Space for Humanity: Can we live within the doughnut?*

Oxfam adds to this concept the 11 dimensions of the social foundation, based on governments' priorities for Rio+20, and argues that within the social foundation, lies a safe and just space for humanity. This is the space where human and planetary well-being is assured and inclusive and sustainable economic development is possible.⁴ The figure of a doughnut illustrates this concept.

But how can we maintain this just and safe place? How can we foster inclusive and sustainable economic development?

Sustainable Development Needs Citizens

In the context of a planet in crisis, where social inequalities are increasing day by day, where natural resources are exploited for the benefit of a few, and where human development is driven by economic interests of the rich, engaging and empowering citizens towards a sustainable lifestyle and in promoting sustainable development within their very own community and beyond has become imperative.

Sustainable development – in its three dimensions including the social, economic and environmental dimension – cannot be achieved without the citizens. If development is understood as a *'shared human responsibility'*⁵, then it implies that all human beings share this responsibility and are required to take action towards positive and lasting change, both for the benefit of their own community and for the benefit of the global community. According to the Maastricht Global Education Declaration, 'the fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realized if citizens, women and men alike have access to adequate information and understand and agree on the necessity to act'⁶. Engaging citizens in an active global learning process enables them to:

- Understand and make sense of the complexities and interdependencies of today's globalized world;
- Understand the causes and consequences of global inequalities;

⁴ Raworth, Kate 2012: *A Safe and Just Space for Humanity: Can we live within the doughnut?* Oxfam Discussion Papers.

⁵ Giri, A.K. and van Ufford, P.Q. 2004: *A Moral Critique of Development: Ethics, Aesthetics and Responsibility*. Aalborg]. Cited from: *Development Needs Citizens – The place of Development Education & Awareness Raising in the development discourse*. A position paper of the CONCORD DARE Forum, May 2011.

⁶ North South Centre of the Council of Europe, 2003: *Global Education in Europe to 2015: Strategies, Policies and Perspectives*, Appendix 1: Maastricht Global Education Declaration (2002)

- Develop a critical understanding of the global interdependencies and of their own role, responsibilities and lifestyles in relation to a globalised society;
- Strengthen values such as solidarity, equality, inclusion and co-operation;
- Foster positive attitudes towards diversity, the respect for human rights, and commitment to social justice and equity;
- Move from basic awareness to responsible and informed actions.

Both Global Education and Development Education essentially aims to actively engage citizens and empower them to act as responsible and critical citizens with a greater understanding of the interdependencies of the globalized world and their own role and opportunities to create positive change.

Terminology – Defining Global Education and Development Education

Global Education and Development Education are terms that are often times used in an interchangeable way, and may have different interpretations across different countries. They are used in parallel by several actors, highlighting the notion and origin of the one or the other. Both concepts refer to a holistic approach to education and learning that responds to the challenges of the globalized world and its complexities, and aims to empower people to take action towards positive change. This policy paper utilizes the definitions developed by the main stakeholders in the European field of Global/Development Education.

Global Education:

The North South Centre of the Council of Europe states the following definition, based on the Global Education Charter of the North South Centre of 1997, developed further and reaffirmed in the Maastricht Declaration in 2002:

‘Global Education is an education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship’.⁷

Development Education:

Development Education is defined by CONCORD, the European NGO confederation on development and relief as per the CONCORD General Assembly of 2004 as:

‘...an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.

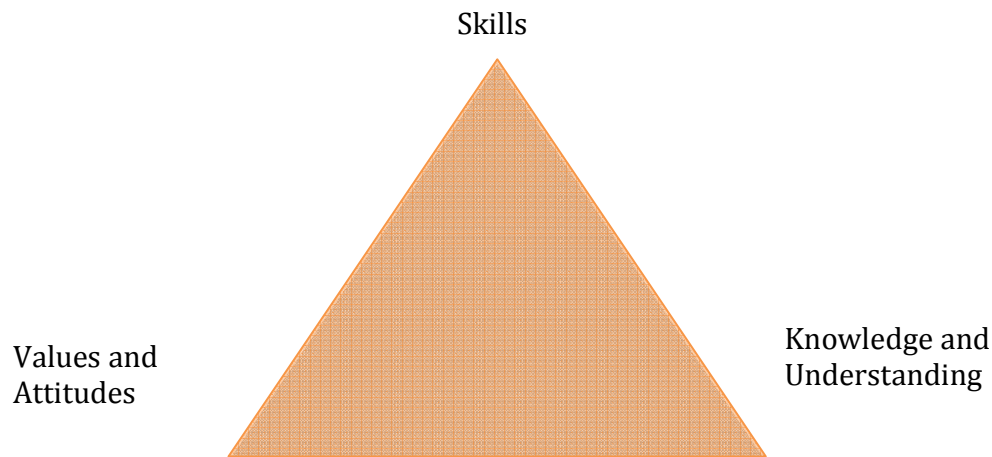
Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.’⁸

⁷ North-South Centre of the Council of Europe, 2008: Global Education Guidelines – A Handbook for Educators to Understand and Implement Global Education

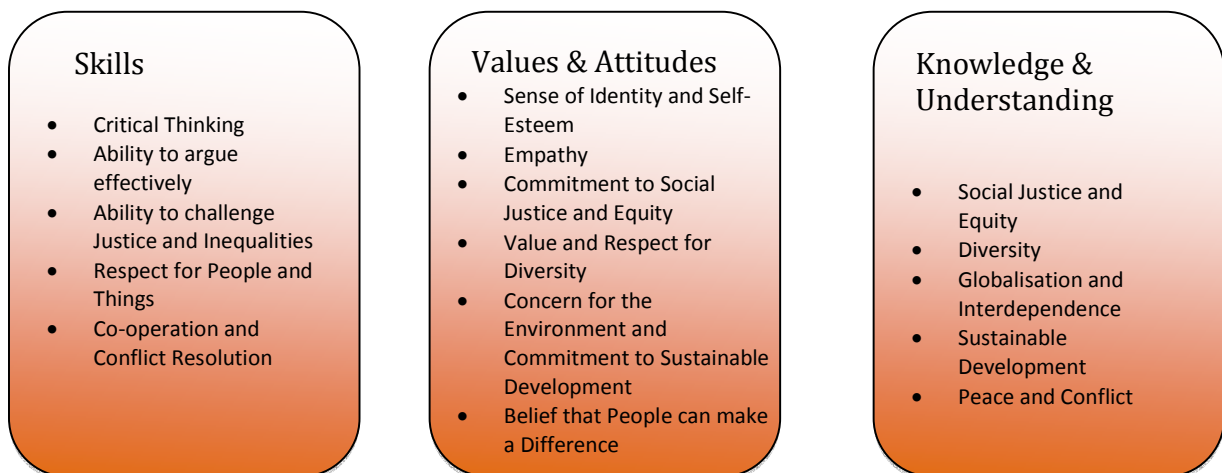
⁸ CONCORD 2004: <http://www.deeep.org/dear-definitions.html>

Global/Development Education through their active learning methodologies enables the learners to develop skills, values and attitudes, knowledge and understanding to make sense of the globalized world, it's inter-connectedness and the learners very own role within this globalized world.

The figure below represents the three dimensions of Global/Development Education:

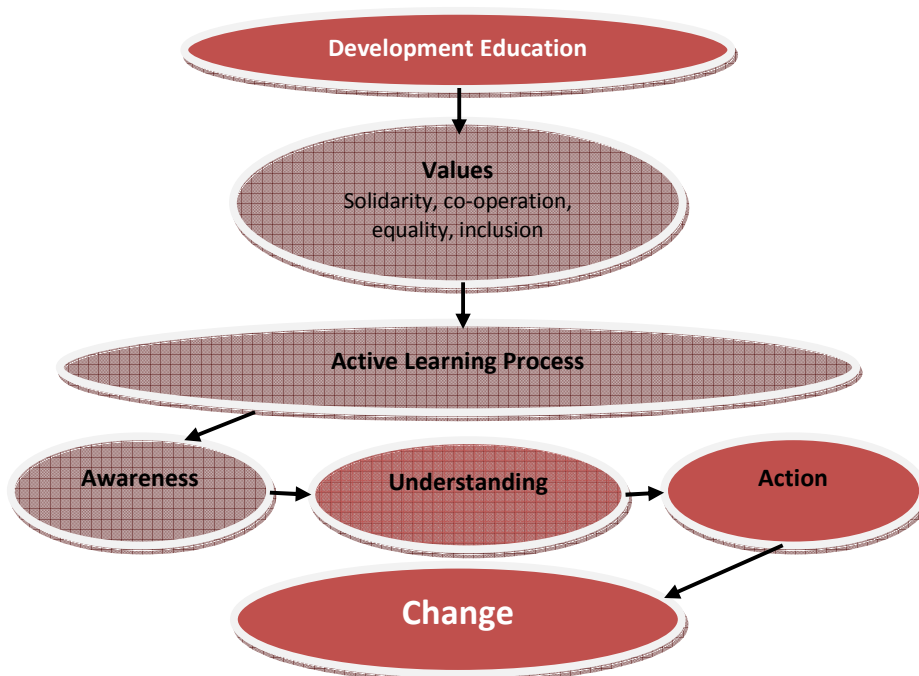


Global/Development Education is based on these three dimensions and all learning activities touch upon all three dimensions. The following list is a basis as stated and promoted by Oxfam, and adopted by many actors working in the same field⁹:



⁹ Oxfam 2006: Global Citizenship – A Guide for Schools

The interrelation between the three dimensions in the actual learning process, taken then learner from awareness to action, based on the set of values is expressed in this figure, developed by DEEEP¹⁰:



In essence, both Global and Development Education describe interactive learning processes aiming to create social change. Apart from individual learning and personal growth, Global/ Development Education is also about encouraging public engagement and public action. Public awareness campaigns, specific campaigns aiming at policy changes, as well as public actions and mobilization in solidarity with citizens elsewhere in the world foster discussion and debate around global issues, their interdependence, as well as the root causes of the global inequalities. A more active public, greater discourse in the media and among the civil society will in turn enhance pressure on decision-makers to take the concerns and demands of the public into account. An active public also gives greater legitimacy to civil society organisations working for the same cause and vision. When civil society organisations represent the public, they are more likely to be heard and taken into account by decision-makers.

Global/ Development Education to transform Societies

Since Global/Development Education incorporates the aim of changing learner's attitudes, and moving from understanding to positive action, it can be considered as a transformative learning process. Transformative learning includes three stages that are relevant to Global/Development Education¹¹:

- An analysis of the present world situation
- A vision of what alternatives to dominant models might look like
- A process of change towards responsible global citizenship

¹⁰ DEEEP stands for 'Developing Europeans' Engagement for the Eradication of Global Poverty' and is an EU-funded project of the CONCORD Development Awareness Raising and Education (DARE) Forum: www.deeep.org

¹¹ North-South Centre of the Council of Europe, 2008: Global Education Guidelines – A Handbook for Educators to Understand and Implement Global Education, p.13

A transformative education is based on participatory decision-making processes and collaborative learning, with the aim of challenging existing power structures, stereotypes and discourse. Starting from greater self-awareness, transformative learning aims to create change on the personal and local level and then through participation and collaboration of engaged and active people, challenging the power structures and bring about change on a global level.

In this context, Global/Development Education is particularly relevant in societies facing crises, as it offers a way for the people to overcome the status quo of a crisis and achieve change, starting within their immediate community and building up towards the national and global level.

Global/Development Education on European Level

Global/Development Education at a policy level

Global/Development Education is gaining an increasingly prominent stance nowadays in the development discourse and within development policies on a European level. This chapter highlights the main European processes and commitments with regards to Global/ Development Education.

European Consensus on Development: the contribution of Development Education and Awareness Raising:

In 2005, the European Parliament, the Council and the European Commission agreed on the European Consensus on Development, outlining the challenges to be faced in eradicating poverty and in promoting sustainable development, as well as the commitments of the European Institutions and the EU Member States in meeting those challenges. The Consensus emphasized the importance of participation of civil society in responding to the development challenges¹²:

[4.3] Participation of civil society

[...] The EU supports the broad participation of all stakeholders in countries' development and encourages all parts of society to take part. Civil society, including economic and social partners such as trade unions, employers' organisations and the private sector, NGOs and other non-state actors of partner countries in particular play a vital role as promoters of democracy, social justice and human rights. The EU will enhance its support for building capacity of non-state actors in order to strengthen their voice in the development process and to advance political, social and economic dialogue. The important role of European civil society will be recognised as well; to that end, the EU will pay particular attention to development education and raising awareness among EU citizens.

In 2007, the Contribution of Development Education and Awareness Raising was added to the European Consensus on Development, developed by a wide range of stakeholders with an interest in Global/Development Education, including governments, European Commission, the European Parliament, OECD, local authorities and civil society in order to facilitate the implementation of the Consensus with regards to Development Education and Awareness Raising. Specifically, the strategy framework aims to contribute to:

- 14.1. a deepening of European public awareness, critical understanding of, and creative engagement with global development and its relationship with local situations and change – in the European Union and elsewhere;*
- 14.2. an increase in the European public's ability to enact their own and support others' right to*

¹² European Consensus on Development, 2005 (2006/C 46/01)

development; and

14.3. public challenges of attitudes, policies and practices that perpetuate poverty and hamper sustainable development.¹³

Furthermore, the strategic framework document includes a set of recommendations for the various stakeholders, encouraging greater coordination among them, as well as specific and strategic actions by each group of stakeholders individually. It calls on the European Parliament to initiate the development of a report on Development Education and Awareness Raising, it also calls on national and regional governments to include Development Education and Awareness Raising in “[49. ...] *their development policies, programmes and budgets and in formal and informal education policies, programmes and budgets*”. It also calls on civil society to give explicit attention to Development Education and Awareness Raising, to establish genuine collaborations with practitioners and decision-makers, as well as to establish collaboration with practitioners, people and organisations in the global South, ‘[56. ...] *enabling the public to respond to and play their part in responding to the challenges of poverty eradication and sustainable development*’.

Maastricht Global Education Declaration:

In 2002, the first Europe-wide Global Education Congress in Maastricht, Netherlands, resulted in the ‘*Maastricht Global Education Declaration*’ – the first framework document of its kind with regards to Global/Development Education. This declaration, jointly agreed by parliamentarians, governments, local and regional authorities and civil society organisations and founded on international commitments to global sustainable development, recalls the definition of Global Education of the North-South Centre of the Council of Europe as an ‘*education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all*¹⁴’. Furthermore, the declaration recognizes that all citizens need ‘*knowledge and skills to understand, participate in and interact critically with our globalized society as empowered global citizens*¹⁵’. The Maastricht Global Education Declaration calls for greater coordination between the different actors, and for the development of national action plans for Global Education in the context of the Millennium Development Goals and their target year 2015. Moreover, the declaration calls for greater support from the relevant ministries to enhance and include Global Education within the education system, as well as to enhance networking between policy-makers and practitioners.

Recommendations on the Council of Europe Charter on education for democratic citizenship and human rights education

The Committee of Ministers of the Council of Europe adopted this recommendation in May 2010, the core mission of the Council of Europe is to promote human rights, democracy and the rule of law. Even though this recommendation does not specifically focus on Global/Development Education, but rather on education for democratic citizenship and human rights education, it can be considered relevant, as both education for democratic citizenship and human rights education overlap with Global/Development Education. This recommendation calls on the governments of the member states to implement measures based on the provisions of the Council of Europe Charter for Education for Democratic Citizenship and Human Rights Education¹⁶, namely considering these forms of education a lifelong learning process, in which a wide range of stakeholders are to be included, among them ‘*policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public*’. Furthermore, the Charter refers to teaching and learning

¹³ European Consensus on Development: The Contribution of Development Education and Awareness Raising, 2007

¹⁴ North South Centre of the Council of Europe 2003: Global Education in Europe to 2015: Strategies, Policies and Perspectives, Appendix 1: Maastricht Global Education Declaration (2002)

¹⁵ *ibid*

¹⁶ Council of Europe 2010: Recommendation of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, CM/Rec(2010)4

methodologies, which overlap with those fostered within the concepts of Global/Development Education, such as democratic and human rights values and principles which underpin teaching and learning practices; fostering the empowerment and active participation of learners, educational staff and stakeholders, as well as to *'not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society'*.

Recommendation on education for global interdependence and solidarity

The Committee of Ministers of the Council of Europe adopted this recommendation in May 2011, recalling that education for global interdependence and solidarity aims to build 'a culture of global solidarity and to promote equality and respect for human dignity and intercultural dialogue'¹⁷. Even though it does not directly refer to the terminology of Global/Development Education, this recommendation is based on the same principles. Global Interdependence and Solidarity are two crucial components of Global/Development Education. The Recommendation calls on governments of the member states to 'allow education for global interdependence and solidarity to play a more prominent role in the context of educational policy making and reforms'¹⁸, it further calls for greater support in terms of policies and strategies that would strengthen and promote education for global interdependence and solidarity, both within the formal and non-formal education.

Written Declaration on Development Education and Active Global Citizenship

In July 2012, the European Parliament adopted the Written Declaration on Development Education and Active Global Citizenship, co-tabled by MEP Filip Kaczmarek (PL, EPP), Catherine Grèze (FR, Green), Fiona Hall (UK, ALDE), Maria Badia I Cutchet (ES, S&D) and Michael Gahler (DE, EPP).

The declaration, which promotes the strengthening of development education policies, both at national and European level represents a paramount political milestone for the development education sector. The Written Declaration

1. *Calls on the Commission and the Council to develop a long-term, cross-sectoral European strategy for development education, awareness-raising and active global citizenship;*
2. *Calls on the Member States to develop or strengthen national development education strategies;*
3. *Instructs its President to forward this declaration, together with the names of the signatories, to the Commission, the Council and the parliaments of the Member States.*¹⁹

The Declaration thus underlines previous political commitments and once again calls for a European strategy as well as for national strategies where they do not yet exist.

Council Conclusions on civil society in partner countries

The most recent political commitment to Global/Development Education is in the framework of the Conclusions of the Foreign Affairs Council of the European Union, which met on 15th October 2012.

The conclusions state that:

15. *The EU will continue to promote a strategic approach to increase the level and quality of Development Education and Awareness Raising (DEAR) as well as the capacity of CSO networks in that regard.*

¹⁷ Council of Europe 2011: Recommendation of the Committee of Ministers to member states on education for interdependence and solidarity, CM/Rec(2011)4

¹⁸ *ibid*

¹⁹ European Parliament 2012: Written Declaration on Development Education and Active Global Citizenship, P7_DCL(2012)0007

19. The Council calls on European CSOs to connect with organisations from partner countries with long-term and equitable partnerships based on local demand, which should include monitoring and promoting Policy Coherence for Development, awareness raising and education on development-related issues, mentoring, coaching and peer learning, networking, and building linkages from the local to the global level.²⁰

With these council conclusions, the governments of the European Union reacted to a Communication by the European Commission on the role of civil society in development, entitled “*The roots of democracy and sustainable development: Europe’s engagement with civil society in external relations*”²¹, which fails to address the role of civil society in Global/Development Education. The Council Conclusions reinforce the political message of the Written Declaration on Development Education and Awareness Raising that had just been adopted by the European Parliament a few months earlier.

Global/Development Education at Civil Society Level

Civil Society across Europe has been very active on many levels with regards to Global/ Development Education. The ‘DEAR-Study’, commissioned by the European Commission, looked into all projects that had received funding from the EC within the Development Education/Awareness Raising (DEAR) budget line between 2005 and 2009 and concluded with a report in November 2010, which highlighted the main achievements of civil society project in Global/Development Education, as well as the main challenges. Further to this report, the ‘DE Watch Report’²², also published in 2010, examined the Development Education landscape across Europe, looking both at the civil society and the government commitments, practices and challenges. According to the *DEAR Study*²³, the main thematic focus areas that Development Education/Awareness Raising projects focus on are:

- *Classic development themes, [such as]: Poverty, MDGs, and Development policies, closely followed by Livelihoods, Rural/agricultural development, Humanitarian Aid, and MDG-specific themes (Education, Gender/Women & Development, Health, HIV/AIDS).*
- *Economic issues, [such as]: International Trade, Global Economic System, Fair Trade, Labour Conditions, European Policies (often Agriculture & Trade policies), Consumption, Globalisation, Trans-National Corporations.*
- *Ecological issues, [such as]: Ecology, Sustainable Development, Environment, Consumption, Climate Change, Water Resources, Biodiversity, Energy, Forests.*

With regards to target groups and sector, the report shows that Development Education and Awareness Raising projects vary from the formal education sector to the wider public, as well as decision-makers:

- *The Formal Education Sector is important. Target groups: teachers, schools, pupils, universities*
- *Reaching high numbers of people, usually via the media, is often a priority. Target groups: General public, Journalists, Media. (Note: media and development was a priority in the Calls for Proposals)*
- *Influencing policies (through advocacy/lobbying) appears to be a frequent (explicit or implicit) objective. Target groups: Decision makers, Companies, Local Authorities.*

²⁰ Council of the European Union 2012: *Council Conclusions on The roots of Democracy and sustainable development: Europe’s engagement with Civil Society in external relations*; 3191st Foreign Affairs Development Council Meeting, Luxembourg, 15 October 2012

²¹ European Commission 2012: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: *The roots of democracy and sustainable development: Europe’s engagement with Civil Society in external relations*, COM(2012) 492

²² European Multi-Stakeholder Steering Group on Development Education 2010: *European Development Education Monitoring Report “DE Watch”*

²³ Davis, P., Fricke, H.-J., Krause, J, Rajacic, A., Surian, A. 2010: *DEAR In Europe – Analyses and Consultations*. Annex A of the Development Education and Awareness Raising Study Final Report, p.18-20

Civil Society has become a major actor within the Development Education field, and especially in the EU-12 countries²⁴, civil society initiatives have promoted the concept of Global/Development Education. However, overall the level of Development Education activities are much lower in the EU-12 as opposed to the older EU Member States – especially compared to countries with a colonial history. Nine out of the twelve ‘New Member States’, including Cyprus, have a ‘weak’ performance, according to the DE Watch Report when mapping their commitment to Development Education. Only Czech Republic, Poland and Hungary are at an ‘intermediate’ level with regards to the NGOs’ commitment.²⁵

Even though many of the civil society activities focus on non-formal education, public awareness raising and advocacy, a significant number of interventions and Global/Development Education initiatives within schools and the formal curriculum is made possible because of civil society activities, and partnerships between CSOs, schools and educational authorities.

One of the main challenges for civil society, especially in the EU-12 countries but not only limited to this group, is the lack of sufficient funding sources to finance Global/Development Education activities, or to ensure continuity in the activities offered.

Global/Development Education within the School Curricula

Europe-wide, Global/Development Education has become more prominent within schools over recent years. A report published by the Development Awareness Raising and Education Forum of CONCORD in 2009²⁶ shows a steady increase of Global/Development Education within schools across Europe – even though a different approach may be employed in different countries. There was a 40% increase between 2006 and 2009 in the number of curriculum subjects, in which Development Education is part of the lesson.²⁷

Furthermore, the report highlights the improved collaboration and coordination of civil society with the educational authorities, which have resulted in increases in:

- official (ministerial) approval of *DE/GE/ESD perspectives in school projects and in curricula (from 10 to 21 countries)*.
- *Planning or the launch of a national DE/GE strategy in 16 countries*.
- *DE/GE/ESD taken into consideration in the definition of new education policies and strategies for delivering the curriculum (from 8 to 13 countries)*²⁸

It should be noted that the terminologies and concepts used across the education systems of EU member states with regards to Development Education is not at all unified, but covers a wide range of terms that refer to concepts overlapping with Global/Development Education, such as ‘Intercultural Education’, ‘Education for Global Citizenship’, ‘Global Learning’, ‘Education for Sustainable Development’ and others.

The main challenge identified throughout the EU with regards to Global/Development Education within the school curriculum is the ‘*Limited availability and insufficient levels and quality of initial teacher training and in-service training*’. A more specific study by the CONCORD DARE Forum looked into how Initial and In-Service Teacher Training is organized across Europe, and how Global/Development Education is addressed within this

²⁴ EU-12 refers to the 12 “New Member States” that joined the European Union in 2004 and 2007: Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia

²⁵ European Multi-Stakeholder Steering Group on Development Education 2010: European Development Education Monitoring Report “DE Watch”, p.28-29

²⁶ CONCORD DARE Forum, 2009: Development Education in the School Curricula

²⁷ CONCORD DARE Forum, 2009: Development Education in the School Curricula, p.14

²⁸ *ibid*, p.18

framework, which essentially provides the foundation for inclusion within the curriculum and teaching plans. According to the survey, Global/Development Education is officially part of Initial Teacher Education in 8 out of the 21 countries that responded to the survey²⁹. In many of the other countries, Global/Development Education may be offered by individual universities and CSOs. These initiatives, although evaluated very positively, usually cover a limited number of schools, training centres and teachers. In general, the survey identifies *'a general weakness of a systemic approach to DE in ITE as well as IST (and the whole school), along with a lack of quality standards'*.³⁰

Overall however, the trend is clearly towards greater inclusion of Global/Development Education and closely related concepts into the school curriculum, the teacher education, and the classroom activities.

Global/Development Education in Cyprus

Global/Development Education within the Education System

Cyprus is one of the founding members of the North South Centre of the Council of Europe. Since 1999, the North South Centre invites all 47 member states of the council of Europe to participate in the Global Education Week. Global Education Week strives to encourage pupils, teachers and youth groups to explore educational activities within the context of global citizenship, focusing on all dimensions of global citizenship (see 1.3 above). It is an opportunity for teachers and pupils to implement a global education project in their own schools and reflect on their very role as citizens in a globalized world.³¹ Cyprus started with two pilot schools only, and since 2004 is participating under the coordination of the Ministry of Education and Culture. Since 2007, the Global Education Week is open to all Cypriot schools – from Nursery to Upper Secondary level.

The recent reform of the school curriculum has opened the doors for Global/Development Education to be more prominent in Cypriot schools. The new curriculum aims to address the needs of the pupils within the 21st century, and incorporates Environmental Education as well as Education for Sustainable Development. This offers excellent entry points for Global Learning approaches within the curriculum, classroom activities, as well as teacher training, as the core issues of Education for Sustainable Development, the values and attitudes promoted within this context overlap with the concept of Global/Development Education. A clear advantage of the reformed curriculum is the greater flexibility given to teachers with regards to the use of teaching materials, which offers the opportunity to enhance the lessons with Global/Development Education activities, discussions and methodologies. Different teaching resource materials are now available to each school, covering themes of Sustainable Development and Global Education, with many suggestions for classroom activities. Cypriot civil society organisations (CSOs) have contributed significantly to making these teaching resources available to the schools and their teachers. CSOs have also become an important actor with regards to teacher trainings, seminars and school activities in the context of Global Education. Many schools have become engaged and have been participating in numerous training programmes organized by Cypriot CSOs, involving not only the teachers, but also the pupils in exploring the different dimensions of active global citizenship.

Global/Development Education within CyprusAid and the Development Policies

CyprusAid, the Development Cooperation Service of the Republic of Cyprus, has been established in 2005 as the government agency responsible for Cypriot Official Development Assistance (ODA). CyprusAid is governed by a coordination body, headed by the Ministry of Foreign Affairs, with members the Ministry of Finance and

²⁹ CONCORD DARE Forum, 2011: Development Education in Initial Teacher Education across Europe: Outcomes of a European Survey, Presentation during International Conference: "Learning for a Just and Sustainable World: Global Education and Education for Sustainable Development in initial teacher training", Warsaw 14/12/2011, organized by Zagranica Group and DEEEP

³⁰ *ibid*

³¹ More information on the Global Education Week: http://www.coe.int/t/dg4/nscentre/GE/GEW_en.asp

the Planning Bureau. The priorities of the Mid-Term Strategy³² include the Millennium Development Goals (MDGs), especially poverty reduction, Aid Effectiveness and Sustainable Development. However, within the framework of CyprusAid, there is no programme or provision for Global/Development Education and no budget allocation for activities within Cyprus.

The Ministry of Foreign Affairs and CyprusAid have participated in individual seminars related to Global/Development Education organized by Cypriot Civil Society, but to date there have been no coordination between the Ministry of Foreign Affairs/CyprusAid and the Ministry of Education with regards to Global/Development Education, nor are there any funding provisions for Cypriot CSOs for Global/Development Education activities. In 2010, the Cyprus NGO Platform 'The Development' – a member of CYINDEP, in collaboration with the North South Centre held a National Seminar to bring together stakeholders related to Global/Development Education and initiate the discussion towards a coordinated strategy.

However, even though the Ministry of Education and Culture has been very active, there has not been a coordinated multi-stakeholder follow-up process.

Global/Development Education within the Civil Society

Compared to other European countries, the involvement of Cypriot civil society in Global/ Development Education activities may seem low, however quite a number of Cypriot CSOs are engaged in projects and activities that can be considered within the broader context of Global Education and Active Global Citizenship. CYINDEP, the Cyprus Island-wide NGO Development Platform³³, which serves as the umbrella of the two platforms in the Greek Cypriot and Turkish Cypriot communities, represents a total of 25 CSOs, with most of them engaged in promoting Active Global Citizenship or Global/Development Education, including Human Rights Education, Peace Education and Intercultural Education.

Due to the lack of national funding resources, Cypriot CSOs rely almost entirely on project funding to be able to implement their activities.

To date, three of the CSOs have been leading and/or participating in projects funded by the 'DEAR' budget line of EuropeAid. These projects contributed to public debate about development issues, engaging the academic sector in Development Education and in global issues such as the Millennium Development Goals, engaging young people in making sense of the global challenges and taking small actions to raise public awareness, and in teacher education, teaching resource development and engaging schools in Global Education activities.³⁴

CYINDEP has been participating in the CONCORD Development Awareness Raising and Education Forum since 2007 and has been a member of the DARE Steering Group since 2009.

Policy Recommendations

Recommendations towards the Ministry of Education and Culture

- Based on the Maastricht Global Education Declaration, ensure full integration of Global/Development Education into the curriculum of formal education at all levels; specifically integrate the various dimensions of Global/Development Education into the school curriculum for primary and secondary education;

³² http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/page06_en/page06_en?OpenDocument

³³ CYINDEP was created based on a Memorandum of Understanding between the two platforms in 2008 and joined CONCORD as full member in 2009. For more information, see: www.cyindep.eu

³⁴ For more information about these projects, see www.developmenteducation.info, www.developmenteducation.org, www.ngo-sc.org, www.teachmdgs.net, www.youth4world.com, www.medevenet.org,

- Integrate the different dimensions of Global/Development Education into the pre-service (initial) and in-service education of teachers;
- Enhance coordination and partnership with other actors, mainly civil society organisations and academic institutions to further promote and integrate Global/Development Education into teacher training and teacher education, as well as with regards to developing relevant teaching resources;
- Based on the Maastricht Global Education declaration, dedicate funding for Global/ Development Education activities

Recommendations towards the Ministry of Foreign Affairs

- Based on the Maastricht Global Education Declaration and European Consensus for Development Education, develop national structures for funding, support and policy-making in Global/Development Education within a funding scheme for civil society organisations and as part of the CyprusAid budget, according to the target of 3% of ODA, as suggested by UNDP³⁵;
- Enhance coordination with the Ministry of Education and Culture but also the Ministry of Agriculture with regards to Sustainable Development

Recommendations towards Civil Society Organisations

- Based on the European Consensus on Development Education, give explicit attention to the importance of Global/Development Education in internal strategies, budgets and public communications programmes, projects and activities;
- Establish and strengthen partnerships and collaborations with other practitioners, decision-makers, academia and media in order to enhance Global/Development Education and increase public participation in Global/Development Education;
- Establish and sustain genuine partnerships with practitioners and researchers on a global level, linking the global development challenges to local realities and to both local and global action

³⁵ European Consensus on Development: The Contribution of Development Education and Awareness Raising, 2007: p.16

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About the NGO Support Centre

The NGO Support Centre is a non-governmental organisation, formed in 1999, to support the development of an emerging civil society, providing assistance and resources to NGOs so that they may take their role as full partners in the socio-economic development of Cyprus. The Centre contributes to increasing the capacity of NGOs by providing technical assistance and training and by promoting dialogue between civil society organisations and with international institutions. The NGO Support Centre also implements projects dedicated to the strengthening of civil society in fields of conflict resolution, gender equality, human rights and development cooperation both locally and internationally. This policy paper is published by the NGO Support Centre within the framework of the EuropeAid funded project «Knowledge Makes Change! Strong cooperation between NGOs and academics in promoting development among politicians and public», which the Centre currently manages in cooperation with Polish Humanitarian Action and Pontis Foundation in Slovakia.

www.ngo-sc.org

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