



3th newsletter

DEAR STUDENT Project





The DEAR STUDENT Project_ To Educate on Sustainable Human Development_ is aimed at the promotion of LA, in cooperation with local NSA, as catalysts to support sustainable changes in their communities especially through development education activities.

It is important to stress that paradoxically unless there is an overall receptiveness on the part of EU citizens to contribute to poverty eradication and social exclusion, they often lack information on development cooperation and there is a slightly decreasing perception of development cooperation and the importance of personal and public commitment in favour of sustainable human development. It is therefore fundamental to foster an active participation and citizenship's awareness of our global interdependence, of Millennium Development Goals (MDGs) and on development issues. In this sense, Development Education constitutes a relevant tool.

As mentioned in the Development Education Consensus, "the aim of Development Education and Awareness Raising is to enable every person [...] to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world"

The European Union already elaborated strategic documents in which the conceptual framework and contents of Development Education has been drawn (European Consensus on development: the contribution of Development Education and Awareness Raising; Declaration of the European Parliament of 5 July 2012 on development education and active global citizenship; Commission Staff Working document on Development Education and Awareness Raising (DEAR) in Europe)

Thus, in this newsletter, we want to focus on the legal frameworks that regulate the Development Education actions (and other topics, closely related such as sustainable development and civic education or global citizenship) and how there are implemented among the 6 European countries the DEAR STUDENT project (Bulgaria, Croatia, Italy, Portugal, Romania and Spain)

A horizontal banner with a blurred background of people. In the center, a blue rectangular box contains the word 'BULGARIA' in white, uppercase, sans-serif font.

The main legal reference on DEAR at national level in Bulgaria is the present legal framework of the Bulgarian education system and state education requirements. There are structural changes foreseen in the education system and a project for a new law on preschool and school education. New education standards are also in process of development. These will lead to changes in the aims and also the content of the education. Since these changes are still a project, therefore here the present legal framework will be discussed.

According to the Law of public education the state education requirements are designed from the Ministry of education and science and they define the necessary levels of both general and vocational education, the school curriculum and syllabus, the content of textbooks and extracurricular activities. This content should correspond to the national education standards and the syllabus. The schools do not have the jurisdiction to choose their syllabus – subjects depend on the state education requirements and the syllabus. Teachers can choose textbooks and teaching methods.



Public school education

Civic education, global citizenship or development education does not exist as separate subjects in Bulgarian school education. Looking at the state education requirements we will try to display how are these topics integrated in the present syllabus (humanities) for students from the 1st to the 12th school grade.

The analysis shows that development education and global citizenship are not represented. Civic education is a part of standard 4 in the cultural-education field “Social sciences and civic education”. Therefore it is a transversal topic in school subjects in all school grades.

According to this standard civic education is oriented to gaining knowledge and ability to apply human rights consistent with democratic legislation. Within the purposes of civic education the following is foreseen: gaining knowledge on the social sphere and civic skills; understanding and adopting universal values and legislation of the democratic state; knowledge on the structure and activities of the state and supranational unions; orientation in regional and global processes. It is obvious that there are points of intersection with development education and global education. Still, some of their main characteristics are missing: critical thinking, studying the interactions and the interdependence in the global world; adopting values and skills which refer to applying civic rights not only in the frames of the national state but also to declaring active human and civic position regarding global topics.

Following we will display how separate topics of DEAR – sustainable development, global citizenship, international cooperation, poverty issues - are included in the school syllabus in Bulgaria:

Sustainable development

The subject of sustainable development is represented in the state education requirements and the school syllabus in the context of environment protection. Environment protection is the only component of sustainable development that is defined as a separate education standard. Ecological issues are studied as part of saving the natural resources. No links are foreseen to the other components of sustainable development – economic and social development. The state education requirements do not pay any special attention also to components of the development like information, participation or integration.

The concept of limited resources and renewable resources are introduced in the 5th grade. The expected education results include making difference between the various types of resources and declaring a stand on the necessity of reasonable use of nature. Other important issues of sustainable development (like responsible consumption) are not represented in the syllabus.

Issues from the **development education** are not studied in primary or lower-secondary schools. The link between environment protection and sustainable development is introduced in 9th grade (age 16).

Global citizenship and International cooperation

Civic education in primary school in Bulgaria is focused on the national state. Concepts like citizen of the world and basic economic processes are introduced in lower-secondary school. Still, development issues or solidarity are not discussed. Standards that show the interdependence of Bulgaria with the rest of the world are not foreseen until the last school grade where the concept of global citizenship is introduced (in one lesson only) academic hour and the role of Bulgaria for solving global issues is discussed. At the same time, the adoption of knowledge and skills required for “practicing global citizenship” is not enough represented in the syllabus. Civic education is focused on building national and European consciousness and identity and teaching knowledge on the national state and the EU.

International cooperation is introduced in the context of the following topics: global conflicts, limited ecological and energy resources; crisis and conflicts. International organizations are mentioned as key

stakeholders in the international cooperation. The concept of international cooperation is introduced but there is a **lack of depth regarding the issues of development education, global processes and skills development.**

Poverty issues

The problems developing countries are facing are included in the subject Geography and economy for grades 6 and 7. The aims of the syllabus foresee gaining knowledge on the various regions of the world. Poverty and development issues are linked to the continents Asia, Africa and South America. The issues are discussed in the means of natural resources, stage of economic development and demographic processes. It is important to note that there is no link to development politics or agreements on solving these issues. Still, this is the subject that is mostly relevant to DEAR in Bulgarian public education.

Conclusion

As a conclusion we could note that an analysis of the Bulgarian school syllabus and the state education requirements shows that DEAR is not represented enough as part of the public school education. Problems of “the global south” are represented as economic challenges only and there is no link made to other countries or mutual aid.

CROATIA

In Republic of Croatia there are no direct references on Development Education and Awareness Raising program. However, Republic of Croatia is adopting legislation and recommendations from EU and implementing them into internal legal frame for years through the EU accession process. As a new EU member state Croatia enacted number of laws and other documents regarding sustainable development and its implementation into educational system.

Some of laws are particularly important, for instance, **Law on Environmental Protection** foresaw the adoption of **Strategy of Sustainable Development**, which was enacted in year 2009. Strategy emphasizes education for sustainable development a prerequisite for the successful implementation of the Strategy. The strategy stated that it will be conducted through four Action Plans:

- ✓ Action Plan for Education for Sustainable Development
- ✓ Action Plan for Sustainable Production and Consumption
- ✓ National Environmental Action Plan
- ✓ Action Plan for the Protection of the Adriatic coast and islands.

Croatia is signatory of many of relevant EU and international treaties and protocols regarding sustainable development and cooperates with international organizations like UNDP, UN/ECE, UNEP, Global Environmental Facility, etc.

Based on the goals of the UN Decade of Education for Sustainable Development and Sustainable Development Strategy of the Republic of Croatia, Croatian Education and Teacher Training Agency is implementing modular training for teachers in the framework of Education for Sustainable Development program. Aim of training is to develop projects about education for sustainable development and to disseminate the principles, ideas and good examples to a wider range of educational institutions of the Republic of Croatia.

Osijek-Baranja County signed Sustainable Development Charter of European Cities (Aalborg Charter) and The European Sustainable Cities and Towns Campaign. Sustainable development is one of the goals stipulated in County Development Strategy. In Croatia there is large number of NGOs dealing with sustainable development issues at national and local level.

ITALY

The results of Euro barometer 2013 on “EU Development Aid and the MGDs” indicates an increasing EU citizens awareness of development issues, especially among young people, but in Italy more than 60% of people don’t know what are the Millennium Development Goals. Nevertheless, 57% of Italians think they could play a role in tackling poverty in developing countries, but less than half of them is ready to spend more on food, supporting Developing Countries. However, the current socio-economic crisis urges Italian citizens to review their ways of living towards sustainability and fairer relations between Europe/Italy and Developing Countries.

Facing this situation, the Italian Network on Development Education (Piattaforma Educazione Cittadinanza Mondiale¹ – 32 NGOs) has produced a key document on the “Development Education and Awareness Raising”, in line with the larger EU Development framework, as defined in particular by the European consensus on Development and the Agenda for Change . This document, “Global Education Paper” defines what Development Education in Italy is, and what its objectives are:

- To increase public awareness on global interdependence;
- To promote active engagement in awareness raising;
- To create links between different countries and different people to reinforce mutual co-operation;
- To foster individuals to act as changing actors;
- To build new knowledge with new methodologies and instruments;
- To influence political, social and economic policies at local, national and international level.

Along to this document, CoLomba (COoperazione LOMBardia), a network of more than 100 NGOs and associations of Lombardy Region, has produced another relevant document on Development Education (“The role of Global Education for CoLomba” - Il ruolo dell’Educazione alla Cittadinanza Mondiale secondo CoLomba²) that reaffirms the purpose of the Global Education is to build responsible global citizens able to create fairer and ethical relations between Italy and others countries. CoLomba also underlines that International Cooperation and Development Education/Awareness Raising have to be interdependent in the NGOs' actions, in reference to Law n. 49/1987 of Italian Parliament.

¹ <http://piattaformaitaliana.ning.com/>

² http://www.onglombardia.org/wp-content/uploads/2011/06/2011-_Manifesto-ECIM-Colomba-def-ri_.pdf

Despite the formalization of specific national strategies in Italy, Global education is still little known in several territories or implemented with limited impact and sustainability, without being included in school curricula, reaching restricted targets, implying traditional awareness raising methodologies or approaches. The Civil Society Organisations engagement is leading to coordinated efforts towards more effective programs in the formal education sector and during last years, the Italian Public and Private Institutions are increasing their support to Development Education and Awareness Raising. Here some examples:

- The Italian Ministry of Foreign Affairs has a dedicated call for proposal on DEAR (Mae Info/eas³)
- The Municipality of Milan has financed 8 projects on Food Security having impacts in Developing Countries and Italy. In particular, it has financed a project exclusively in Development Education led by the CoLomba network.
- Different Foundations are financing DEAR projects, like Fondazione Cariplo, Compagnia di San Paolo, etc.



In Portugal, the concept of Development Education (DE) was introduced in our society around 1985 with the creation of the Portuguese Platform of DNGO (Development Non Government Organization). Some developments in the end of the 90's had led to the recognition of DE as a matter of competence of DNGO through legislation, mainly with the creation of the Law 66/98 of the 14th of October.

At government level, the participation in international forums by IPAD (Instituto Português de Apoio ao Desenvolvimento) led to the awareness of the need to adopt a strategy in terms of promoting DE.

We thus highlight some of the pioneering legislation on this topic:

- ✓ IPAD's Organic Law, DL No. 120/2007: establishes the mission of the IPAD "propose and implement the policy of Portuguese cooperation and coordinate cooperative activities undertaken by other public entities involved in implementing that policy" (Article 3, point 1).
- ✓ Statute of the IPAD, approved by Ordinance 510/2007, of April 30, "it is for the services to analyze, coordinate and monitor programs, projects and actions of a horizontal nature including the Education for Development." (Article 4, paragraph g).
- ✓ Resolution of the Council of Ministers No. 196/2005: approves the document "A Strategic Vision for Portuguese Cooperation" Part II, 4.2.c) establishing the ED as a sector of high priority of Portuguese cooperation.
- ✓ Protocol of Cooperation between the Ministry of Foreign Affairs and Portuguese NGDO Platform of 2001: establishes the support from the Instituto de Cooperação Portuguesa (ICP) to the activities of NGO notably on ED (clause 1).

³ <http://www.info-cooperazione.it/2013/12/approvata-la-delibera-dgcs-per-i-progetti-info-eas/>

- ✓ Law 66/98 of 14th of October adopting the Statute of Non-Governmental Organizations of development cooperation. Article 9, paragraph f) establishes the ED as one of the areas of intervention of the NGO.

From 2008, the government began to work on the establishment of a "Estratégia Nacional de Educação para o Desenvolvimento" (ENED) 2010-2015.

In 2009, the Business and Cooperation State-Secretary and the Assistant Secretary of State and Education approved the document that guides ENED, through order n. º 25931/2009, published in the *Diário da República*, Series II, of 26th of November. In the same document, a Monitoring Committee of ENED was established, chaired by Camões Institute (former IPAD) and also composed by the *Direção-Geral da Educação* (DGE), the DNGO Portuguese Platform and by CIDAC – *Centro de Intervenção para o Desenvolvimento Amílcar Cabral*.

ENED's action plan comprehends the realization of Youth Journeys for Development, considered as a "boosting activity" of the Strategy itself, assuming this framework a "structuring and transversal" character. The I Journeys (23rd of November of 2010) were dedicated to the theme "Political Influence" (Lobby, advocacy) and gathered mainly the DNGO. The II Journeys (21st of January of 2012) were dedicated to "DE in schools" and gathered 134 teachers and other DE agents in the field of formal education. Following the recommendation of the first monitoring report of ENED (2010-2011), the III Journeys (30th of May of 2013) aimed for the deepening between DE and others "Educations for ...".

A Development Education definition is a never ending task and a comprehensive and interdisciplinary theme. It has evolved and new concepts arise such as Education for Development and Active Global Citizenship according to a statement written and adopted by the European Parliament since 2012. Thus, the topics to be addressed are:

- Road safety Education
- Education for Development
- Education for Gender Equality
- Education for Human Rights
- Financial Education
- Education for Safety and National Defence
- Volunteering promotion
- Environmental Education / Sustainable Development
- The European Dimension of Education
- Education for the Media
- Education for Entrepreneurship
- Education for Health and Sexuality
- Education of the Consumer

This short summary is the result of a thorough desktop research and otherwise confirmed information about two developmental topics, closely related such as sustainable development and development education.

Apparently, Romania has been engaged in different sustainable development initiatives ever since 1998, through the 'Romania 2020' program of the Romanian Academy, offering to the governmental officials, civil society, youth and academic people the opportunity to express their opinion on the Romanian society of the year 2020.

Since 2000 through a number of projects developed by the National Center for Sustainable Development, such as "Local Agenda 21", the Local Plans for sustainable development (2000 – 2008) and the 'Regionet' regional development program when Romanian territory was divided into 6 development main regions. For details, see: www.ncsd.ro/documents/regionet/Regionet_National_Report_Romania_EN.pdf

As a result of these, 'A National Strategy for the Sustainable Development of Romania - Perspectives for 2013-2020-2030' has been drafted in 2008. The Executive Summary of this Strategy, clearly describes the context of Romania stating that: "Despite notable progress made during the recent years, Romania still has to recover considerable, gaps as compared to the other EU member states, and has to learn and implement the principles and practices of sustainable development under the context of globalization. It is a reality that the Romanian economy is still inefficient, based on excessive consumption of resources...and a new development model, generating high added value and innovation oriented is needed".

In 2006, in line with the European practice, the **Ministry of Foreign Affairs elaborated the "National Strategy on National Policy on International Development Co-operation"** and its related **Action Plan**, adopted by Government Decision. This document marks the transition of Romania from receiver to donor country and its support availability for other regions. In the **Approval Memorandum of the Multi-annual Strategy** on the Official assistance for development (**2011-2015**) reference to DEAR and education and training in the development area is made as being a complementary part of the development cooperation policy of Romania. It is decided that the Universities will train experts in development cooperation. Specialized training courses are to be planned on 'Development Cooperation Studies' and the participation of NGOs, business sectors, mass media, trade unions, as well as churches its is highly recommended. Details about ODA, can be found at http://www.mae.ro/sites/default/files/file/2010/brosura_oda_2007-2009.pdf.

While sustainable development goes under the responsibility of Ministry of Foreign Affairs, global education goes under the responsibility of the Ministry of National Education.

In terms of education development and awareness raising (DEAR), the efforts in Romania to implement it at all levels are rather disparate than consistent. The **National Seminar on Development/Global Education on "Setting the national framework for development education in Romania" in 2010, Bucharest, organized by FOND (Federation of non-governmental organization for development in Romania) – Development Education Working Group** is one initiative attempting to bring together stakeholders in the field of development/global education and raise awareness among governmental and

non-governmental actors, as well as to approach the key concepts in global / development education. FOND is one structure having serious contributions in this area. Further details about the contents, conclusions and recommendations of this important seminar concerning the DEAR concept and where we are available at <http://fondromania.org/pagini/seminar.php>

Moreover, most of the initiatives taken in Romania on DEAR are projects primarily linked with environmental issues (green Earth, green energy, recycling and reusing, so on), secondly with health issues, especially in terms of healthy food or healthy life style for children and young people, followed by tradition / inter (multi)-cultural themes, while very few concern issues such as fair trade, or responsible consumption or social economy, so on.

Therefore, this context gives the three Romanian partners in the DEAR STUDENT project lots of opportunities and space to further support the introduction of DEAR in the education of the young generation, in many forms, on a diversity of DEAR related issues and thus, contribute in the promotion, understanding and implementation of this concept in the Romanian Education system.

Additional information resources:

www.fpd.ro

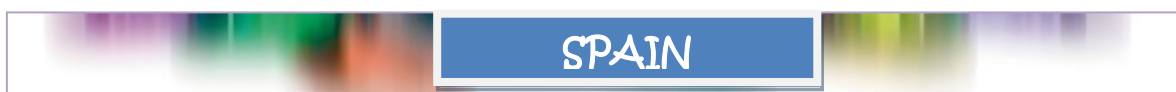
<http://fondromania.org/pagini/educatie-pentru-dezvoltare.php>

<http://www.deeep.org/>

<http://www.gene.eu/>

Few Examples of Development Education Projects:

- ✓ „Building support in the New Member States for gender-sensitive and responsive European development co-operation”, at <http://www.resurseumane-aur.ro/web/Proiecte/Fonduri-Europene-Educatie-pentru-Dezvoltare-20>
- ✓ „Mobilizing for a sector dialogue for the improvement of working conditions in the globalized toy industry”, at <http://www.stop-toying-around.ro/>
- ✓ “Decent Life – decent work. Enhancing international strategies and policies of trade unions”, at <http://www.muncadecenta.ro/index.php?lang=1>



In Spain, various national and regional legal documents have legal effects and outcomes on the way DEAR is implemented in our territory.

At national level, it is first important to mention the **Spanish constitution** makes reference to DEAR. In its Preamble, the Spanish nation declared its wish to support the strengthening of peaceful relations and effective cooperation among all peoples on the Earth (...). The Constitution establishes then the principles and values that must be present in the international Spanish Cooperation⁴.

⁴ www.boe.es/buscar/act.php?id=BOE-A-1978-31229

Then the publication of the **National Law (23/1998) for International Development Cooperation** in 1998 marked a turning point since it shaped the general legislative framework for Spanish development cooperation. This legal frame underlines the importance of DEAR as one of the main tool to put in practice the Spanish' International Development Cooperation⁵.

The article 13 defines DEAR in a broader sense than an instrument, since DEAR is the " set of actions developed by public authorities, directly or in collaboration with non-governmental development organizations, to promote activities that encourage a better perception of the society towards the problems facing developing countries and to stimulate solidarity and cooperation with them." The role of Local Authorities in DEAR is also pointed out in the Article 39 that states: "The public administrations (...) will foster (...) the promotion of volunteerism and the participation of Spanish society in initiatives in favour of developing countries, as well as awareness solidarity and active cooperation with them through awareness campaigns, programs training, etc. "

Then to develop, at national level, a common strategy to put in place the principles established by the law, the **Spanish Agency for International development cooperation**⁶, in a consensus building partnership with NSA, approves a **quadrennial Master Plan (developed in Annual Plans**⁷) as well as a **DEAR Strategy of Spanish Cooperation**⁸.

This Paper on DEAR specifies the principles, approaches and concepts that lead the Spanish Development Education Cooperation. It is important to mention the strategic document considers Development Education as "an educative process (formal, no formal and informal) continuously aimed, through knowledge, attitudes and values, at promoting a global citizenship who seed a culture of committed solidarity to the fight against poverty and exclusion as well as to the promotion of sustainable and human development" The development Education is an educative process based in various steps:

- Sensitization
- Training
- Awareness raising
- Individual commitment

The conceptual contents of Education development used to be:

- **Social justice and equity**
- **Globalization and interdependence Development: Diversity Peace and conflict**
- **Development aid:**
- **Global citizenship**

Thus Education development deals with the concepts of Social justice, co-responsibility, no discrimination, equality, gender equality, equity, empowerment, solidarity, participation, dialogue, ownership, coordination, transparency, fair trade, responsible consumption, critical conscientiousness, sustainable human development, Global citizenship, Common Goods, Co-development, Education for global

⁵ <http://www.boe.es/buscar/act.php?id=BOE-A-1998-16303>

⁶ <http://www.aecid.es/ES>

⁷ <http://www.exteriores.gob.es/Portal/es/SalaDePrensa/Multimedia/Publicaciones/Documents/Cooperacion/Planificacion/Planes%20directores/PD%202013-2016.pdf>

⁸ <http://www.aecid.es/ES/la-aecid/educaci3n-y-sensibilizaci3n-para-el-desarrollo>





citizenship, intercultural education, environmental education, Peace, Human Rights, and Democracy Education, Education in values, etc.

Due to shared Administrative competences in Spain, the regional public administration also developed current law and strategic documents dealing with DEAR. In this sense, in Andalucía, the Andalusian Regional Government promoted in 2003 the **Law 14/2003 of International Development cooperation**⁹.

The Law states that one of the objective of the Andalusian International development cooperation is the awareness raising and information of the Andalusian society about the disadvantaged situation suffered by social groups in third countries and the causes of this unbalanced situation in order to promote the relevant channels for participation and social solidarity in the framework of cooperation actions especially through DEAR activities (training and awareness campaign) among Andalusian society and in the framework of formal education. The **Andalusian Agency for International Development Cooperation**¹⁰ is in charge of the implementation of the guiding principles of the Andalusian International Development cooperation especially through the **Andalusian Plan for Development cooperation**¹¹. It is also important to mention the **Operational Programme for Development Education**¹² aimed at the promotion, among Andalusian citizenship, the knowledge, understanding and commitment in the fight against poverty, in order to foster an engaged and long lasting solidarity.

The **contribution of Platform of Non State Actor** in the development of legislation on DEAR is also relevant. They are the main stakeholders responsible for the implementation of education development and raising awareness activities in the territory and their recommendations and guidelines provides an important feedback to shape the education development policy.

THE PARTNERSHIP



⁹ www.juntadeandalucia.es/boja/2003/251/d2.pdf

¹⁰ www.juntadeandalucia.es/aacid

¹¹ www.juntadeandalucia.es/aacid/images/Servicios/Publicaciones/PACODE_2008_2011.pdf

¹² www.juntadeandalucia.es/aacid/images/Ambitos/POED_2010_2012_BOJA.pdf