

- The challenges for the near future include generating (new) funds, creating DE/GCE synergies, dealing with the most relevant topics (which may sometimes be in contradiction with official policies) and strengthening the collaboration with schools and Ministries of Education.

Lastly, the Peer Review Team noted that the NGO sector is well aware of the importance of the Sustainable Development Goals for the future of Global Education. The team also noted that there is not yet a coherent approach among organisations to engage, which may be in part due to the newness of this global agenda. In the months to come, it would be imperative for the NGO sector to organise and co-ordinate between the main bodies, to formulate a strategy of engagement.

3.6 University Platforms

Universities play a role in the field of development co-operation and DE/GE. There are two university platforms in Belgium that are actively pursuing both 'north' and south' programmes: VLIR-UOS (Flemish community) and ARES (French-speaking community).

VLIR-UOS⁵² was founded by the Flemish Interuniversity Council (VLIR), which is an overarching consultative organisation between the Flemish universities and the Belgian government. VLIR-UOS receives funding from the Belgian Development Co-operation with a yearly budget of approximately 35 million Euros (2014). VLIR-UOS in turn funds co-operation projects between professors, researchers and teachers and awards scholarships to students and professionals in Flanders and the South. The institution also helps to strengthen higher education in the South and the globalisation of higher education in Flanders.

ARES, Academy for Research and Higher Education, is a partner of Belgian Development Co-operation and supports partnerships between higher education institutions of the Federation Wallonia-Brussels Federation and institutions in the South.⁵³ It aims to strengthen them in their training missions, research and service to society, and in their development role. They support dozens of collaborative research projects (multidisciplinary and innovative) in approximately 20 countries, through the establishment of training and support to university governance in 16 partner institutions.

52 <http://www.vliruos.be/en/about-us/>

53 <http://www.ares-ac.be/en/>

Djapo

Djapo is an NGO and educational organisation that works on Education for Sustainable Development (ESD) in primary education (3 – 12 years). Its overall aim is to contribute to a world where everyone enjoys the right to a dignified life on a healthy planet. The main goal of Djapo is to teach children to make conscious choices towards a more sustainable society, by empowering and professionalising teachers.

Inspired by the whole school approach, Djapo supports teachers and schools to realise ESD three on different levels:

- Classroom-level: using didactics with a focus on sustainability themes and global skills whilst treating the classroom as an influencing environment.
- School-level: treating the school as an influencing environment and making school policy more ESD-friendly.
- School environment-level: facilitating work at classroom and school-level.

Djapo works on 11 main themes: water, food, air, nature, raw materials, energy, fair and sustainable trade, ecological footprint, waste, climate change, migration. By integrating Global Skills in its work methods, Djapo has developed an innovative approach to working with the sustainability themes, focusing on:

- Systems thinking which contributes to investigating the world.
- You can make better choices towards a sustainable society when you have sufficient insight in the complex problem and when you are able to see how most sustainability issues are interconnected.
- Philosophising which contributes to giving meaning to the world people want to live in.
- Creative thinking which contributes to designing the world people want to live in.
- Taking action. Throughout projects, children investigate sustainability problems and work towards possible actions.

Djapo provides teachers with ready-to-use materials, and with didactical models that they can apply on any sustainability theme that interests them. This way, they are able to focus on issues from the news or on themes which are close to the realities of their pupils.

Source: www.djapo.be

In Belgium, ARES supports the organisation of Master's Degrees and training courses specialised and oriented towards the development field. They also provide research support for development policy, in partnership with the Belgian Development Co-operation.

Both university organisations are involved, alongside the wider CSO sector, in the Strategic Common Framework. According to them this process offers new opportunities in spite of the extra administrative load. They are looking forward to seeing the output of this reform, especially concerning the long term results.

3.7 Academia and Research on Global Education

In Belgium there is a long and rich tradition of research on Global Education, along with a tradition of policy development that is informed by such research. Policymakers gain information from both theoretical and empirical studies, and also commission necessary research work to ensure that policy making is evidenced-based and relevant.

One example is a recent study for Kleur Bekennen on the impact of Global Citizenship Education (GCE) in secondary schools. The research was carried out by HIVA Research Institute for Work and Society, led by the University of Leuven. It identifies the challenge to find strong educational answers to current trends in society like the issue of terrorism and radicalisation. The study calls for a more differentiated conceptualisation of Global Education and raises the question of whether the field should be using more consistent terminology in terms of what it is referred to, be it Development Education or Global Citizenship Education. This research was supported by the different educational networks, which is a strong indication of the tremendous efforts that organisations in Flanders are putting in to make Global Education a joint effort.

A similar study was done by HELMo (Haute Ecole Libre Mosane - Liège) in the French community, focussing on what role Global Education plays or could play in secondary schools and how GE could be introduced in schools more widely. This study served both as evidence for the most recent programmes (2014-2019) as well as an important input for the sector as a whole. To achieve sustainability in terms of impact, both programmes are increasingly focused on embedding GE at school level, which means targeting the overall policy level of the school in addition to supporting teachers.

The research finds that the freedom that exists for schools with regard to implementing the curriculum would allow them to pursue a more integrative approach to GE than may be possible elsewhere. At the same time, limited integration may be due to increasing pressure on teachers and limited room for manoeuvre at schools. Meanwhile, some confusion regarding terminology, and a certain lack of conceptual clarity can sometimes mean that many different approaches are classed as GE, which may mean that a more

detailed discussion and guidelines could result in a more “in-depth-approach” to GE in schools. In this regard, there are already some research initiatives underway that try to clarify conceptual issues. The research – which focuses on conceptual clarification as well as theories of action – seems to be moving in a very interesting direction – from results-based management to results-based learning.⁵⁴

Another example of research activity is the linking with Global/Development Education in the social sciences at the University of Liège. Here, there are a series of research projects looking at how to tackle change in society and how to achieve greater conceptual clarity. The research also pays particular attention to the complex relationship between education and social change.

3.7.1 Peer Review Reflections

In the research area, the Peer Review team noted a strong appeal to DGD to further support research. This could come from sources such as ACROPOLIS (ACademic Research Organisation for POLicy Support)⁵⁵, a multi-actor research platform developing policy support. The review also recommends that a research network be established and supported, building on work done by the previous research platform, PULSE.⁵⁶

The Peer Review notes that a challenge exists to strengthen synergies and dialogue between universities and the stakeholders/providers of GE in order to conduct research and quality assessments that inform learning processes and citizen engagement in a coherent way.

The strong tradition of policy-focused Global Education research in Belgium, along with the fact that other countries in Europe have recognised, and drawn upon, Belgium's experience at the forefront of this area, has led the Peer Review to conclude that Belgium might join the small number of countries in Europe that support a dedicated Chair in Global Education at a relevant university. Given the diversity of Belgium's regions and communities, it may not be beyond the realms of possibility that such a recommendation could extend to more than a single region or language community.

54 J. Van Ongevalle, Measuring the effects of global education programmes: towards a learning centered monitoring and evaluation practice (2013), chapter in book: I. Pollet, J. Van Ongevalle (eds), *The Drive to Global Citizenship - Motivating people, Mapping public support, Measuring effects of global education*, Garant, pp.141-168.

55 <https://www.ulb.ac.be/rech/inventaire/chercheurs/8/CH12098.html>

56 PULSE was a research platform on Public Support for International Development Co-operation and Development Education at the University of Leuven, run by Jan Van Ongevalle, Ignace Pollet, Tom Debruyne, Huib Huyse, Sarah Vaes, Bénédicte Fonteneau.

Chapter 4

The Formal Education System and Global Education

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4.1 Introduction

This chapter provides a brief overview of the main elements of the education sector in Belgium, attempting to illustrate the complex character of the different systems involved. Education in Belgium is regulated and primarily financed by one of the three communities: Flemish, French and German-speaking. Each community has its own unified school system with some differences from one community to another. The federal government plays a very specific role, only deciding on matters such as the age for mandatory schooling (6 to 18 or until graduation from secondary school) and influencing indirectly through the financing of the communities.

4.2 Communities Competence and Spending

The Flemish Community of Belgium is the competent body for Flemish-speaking education with education spending directly derived from its budget. The main items of expenditure covered by the federal budget are pension costs and family allowances linked to education.

The total education budget covers education and training as invested by the Flemish Community, but excludes the budget for adult education and part-time artistic education. The total (anticipated) budget for education and training in 2015 – including adult education, part-time artistic education as well as specific budgets devoted to projects, subsidies, operating funds, cross-level budgets and educational research – amounts to nearly 11 billion Euro.⁵⁷

The French Community of Belgium is the competent body for French-speaking education, with education spending directly derived from its budget. Reported data only covers expenditure for educational institutions and students (excluding administrative expenditure of the Ministry). This totals 7 billion Euro.⁵⁸

⁵⁷ <https://webgate.ec.europa.eu/fpfs/mwikis/eurydice/images/8/8f/194EN.pdf>

⁵⁸ National Sheets on Education Budgets in Europe 2015 Eurydice – Facts and Figures http://eacea.ec.europa.eu/education/eurydice/index_en.php

The German Community of Belgium is the competent body for German-speaking education, including kindergartens, primary schools, secondary schools, special schools, further and higher education establishments, universities. This competence is extensive and includes teachers' salaries, study grants, school buildings and boarding schools, lesson content, school transport, length of holidays, etc.⁵⁹

4.3 Types of Schools

The following networks make up public education in Flanders and Wallonia-Brussels: (Dutch: *netten*; French: *réseaux*):

Community education is public education organising on behalf of regional government:

- the Flemish government public institution GO! ('*Gemeenschapsonderwijs*')
- organised by the Wallonia-Brussels Federation ('*Wallonie-Bruxelles Enseignement*')

Subsidised public education includes municipal education (organized by the local authorities) and the provincial education (organized by provincial authorities).⁶⁰ ('*officieel gesubsidieerd onderwijs*'; '*réseau officiel subventionné*')

Subsidised free schools ('*Gesubsidieerd vrij onderwijs*' – '*Enseignement libre subventionné*')

- Organised by an organisation affiliated to the Catholic church ('*Koepel Katholiek Onderwijs Vlaanderen*'/'*SeGEC - Secrétariat Général de l'Enseignement Catholique*')
- Others: Flemish community: 4 educational organisations, united in a consultation platform.⁶¹ French community: FELSI (Fédération des Etablissements Libres Subventionnés Indépendants) Group of pluralistic and non-confessional schools.

4.4 Stages of Education

The different stages of education are the same across all communities:

Basic education (Dutch: *basisonderwijs*; French: *enseignement fondamental*)

- Pre-school education (*kleuteronderwijs*; *enseignement maternel*): < 6 years

⁵⁹ <http://www.bildungserver.be>

⁶⁰ Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap (OVSG) Provinciaal Onderwijs Vlaanderen (POV) 'Conseil de l'Enseignement des Communes et Provinces' (CECP) 'Conseil des Pouvoirs organisateurs de l'Enseignement Officiel Neutre Subventionné' (CPEONS)

⁶¹ Overleg Kleine Onderwijsverstrekkers (OKO): Federatie van Onafhankelijke Pluralistische Emancipatorische Methodescholen (FOPEM) Federatie Steinerscholen Raad van Inrichtende Machten van het Protestants-Christelijk Onderwijs (IPCO) Vlaams Onderwijs OverlegPlatform (VOOP)

- Primary school (*lager onderwijs*; *enseignement primaire*): 6–12 years

Secondary education (*secundair onderwijs*; *enseignement secondaire*): 12–18 years

Higher education (*hoger onderwijs*; *enseignement supérieur*)

- University (universiteit; université)
- Polytechnic/Vocational university (*hogeschool*; *haute école*)

4.5 Global Education in the Formal Education System in Belgium

The freedom of education is a constitutional right in Belgium. Educational networks enjoy extensive autonomy and get public funding. GE in the formal education system is integrated in a number of ways. In this section, we outline the approach in the Flemish and French Communities.

4.5.1 Overview

The Flemish education authorities issue a core curriculum in the form of attainment targets or final objectives. These are minimum objectives, issued by the Flemish Parliament and they define knowledge, skills and attitudes for all schools. There are both subject-related final objectives as well as cross-curricular final objectives.

In French community education, there are basic skills (up to secondary level) and final objectives/skills (at the end of secondary school). These competences are listed and structured by subject. There is no assessment of the final targets. The general objectives are included in the 'Mission Decree' of the French community and approved by the Federation Wallonia-Brussels (FWB) Parliament.

The organising authorities for the different educational networks in both communities have the right to implement the curriculum autonomously, within the framework of the final objectives, but with complete freedom regarding elaboration, specialisation and methodological choices.

In the Flemish schools 'Education for Citizenship' is primarily addressed through the compulsory core curriculum. This curriculum contains a number of objectives (called final objectives) for certain levels of education (end of primary and end of each cycle in secondary). They are formulated per learning area, subject or cross-curricular theme. The objectives are determined by a decree of the Flemish Parliament. All Flemish schools are obliged to make sufficient efforts to work towards these objectives. Financing and the right to issue diplomas depend, among other things, on compliance with the compulsory core curriculum. At the same time, schools are free to determine their own way of implementing the cross-curricular themes: through subjects, projects and different types of activities.

In the French community citizenship skills are implicitly present in the 'Mission Decree' and explicitly dealt with in the 'Decree for Citizenship'. There are no final objectives connected in this area to subjects or cross-curricular attainment. In September 2016 an educational course on 'Philosophy and Citizenship' was launched in primary education. This course has an educational frame of reference and is evaluated accordingly. The course will be launched in secondary schools from September 2017.

In Flemish education the term Global Education as such does not feature in the final objectives, but many aspects of GE are nonetheless present. Teachers, teacher trainers and school advisory teams may choose for themselves to what extent they engage, depending on and adapted to school context and population.

In the FWB's decree and framework for the educational course 'Philosophy and Citizenship' the terms 'World Citizenship Education' and 'local-global' are mentioned, especially in secondary education (less in primary).

General Administration of Education – Wallonia-Brussels

The mission of the General Administration of Education (GAE) is to participate in the development and implementation of educational and pedagogical policy in Wallonia-Brussels and provide administrative and financial management of the educational staff of Wallonia-Brussels. GAE's manages the education system of the Wallonia-Brussels Federation and is in charge of assessment, programmes, monitoring and evaluation. GAE funds scientific and educational research and supports the implementation of legal regulations related to regular and specialised compulsory education, non-compulsory education and psycho-medical and social centres (PMS). It monitors and ensures compliance with relevant standards in the various sectors of education, and in particular regarding the calculation and use of endowments and operating grants, as well as school programmes and schedules. GAE is also involved in teacher training, education standards and textbooks. It works to improve relevance and efficiency, and puts forward proposals as well as assisting the government with textbook design and effectiveness evaluation.

GAE's vision is to respond to societal changes and challenges by offering quality education that increases the level of knowledge of the population and enables all pupils, students and learners in Wallonia and Brussels to reach their full potential. They aim to equip them with the knowledge and skills necessary for a successful transition into social and professional life and to encourage personal development, relating well to and respecting other people and understanding the meaning of citizenship for a harmonious society. To this end, GAE tries to attract, recruit, train and foster professional and motivated educational teams.

Source: www.enseignement.be

4.5.2 Primary education

In primary education, objectives relating to global education are mainly part of the 'Man and society' learning area (an integrated approach to learning about man, society, time and space). The final objectives are built around three main areas: socio-economic, socio-cultural and political and legal factors. This means that pupils do not only learn about themselves and their fellow human beings but also about how to relate to and function within society. Of course, in many realms of society, primary school children do not have an active role, for example in politics, justice or the labour market. However, through parents, their wider environment and the media, they are regularly confronted with these topics and the aim here is to develop insight and media literacy.

4.5.3 Secondary education

Global Education features in some subject related final objectives, such as history and geography, but it is mainly found in cross-curricular attainment targets - CCAT. The second generation of CCAT's was introduced in secondary education in 2010. They were developed based on the results of scientific research and pedagogical and social relevance. The general structure consists of a common "core" of key skills and attitudes (critical sense, empathy, respect), seven contexts or areas of application and learning to learn. The seven contexts are: Physical health and safety; Mental health; Socio-relational development; Environment & sustainable development; Political-legal society; Socio-economic society; and Socio-cultural society. The main focus of global education is to be found in the last four contexts that each integrates local and global issues. As far as the political-legal aspect of democratic society is concerned, special attention is paid to four related themes – active citizenship, human rights, democracy and the European/international perspective. The CCAT's are part of all six years of secondary education and they are the responsibility of the school team rather than of individual teachers.

The Minister of Education has planned a revision and update of the compulsory education curriculum, and as part of the process a public multi stakeholder debate took place in early 2016 with over a hundred organisations, several hundred people and several thousand pupils involved in different ways. The debate made clear that topics like world citizenship, diversity and sustainable development are top priorities and that global citizenship should be a more explicit part of the curriculum. It is expected that the Flemish parliament will decide on further steps in late 2016.

Assessing the Cross-Curricular Attainment Targets (CCAT)

The Flemish inspectorate monitors and assesses the CCAT by means of an instrument that looks at school policy and implementation in practice. One overarching question has to be answered: how does the school make sure that it pursues the CCAT with all students?

As part of school policy, four aspects of quality are investigated:

- Goal orientation - is there a vision on CCAT? Does the school have a plan to put this vision into practice? Are there concrete objectives put forward?
- Support - how does school organisation and co-ordination related to CCAT support these goals? How does the school communicate about CCAT? How does the school ensure structural support?
- Effectiveness - does the school evaluate its efforts regarding CCAT, at policy as well as implementation level? Does it make adjustments regarding the CCAT policy?
- Development - how does the school ensure expertise with regard to CCAT?

Assessment of CCAT is further based on a sample of two contexts, one chosen by the school, and one by the inspection. Because school policy has to be contrasted with practical implementation, the inspection tries to establish whether there are courses or projects that strongly contribute to the implementation of CCAT in these two contexts, whether these initiatives cover all underlying targets sufficiently and if it is likely that all students will gain sufficient experience in the target areas.

Self-evaluation by the schools is part of the process; schools receive the inspection instrument beforehand and can use this as a means to assess their own quality. If the schools so desire, this self-evaluation can be used as a basis for the investigative interviews with the inspection.

Source: www.onderwijsinspectie.be

Education and Society Commission at the VLOR

The Vlor (Flemish Education Council) is the official independent advisory body on education and training policy of the Flemish Community. It is both a platform for consultation and debate, and a study and documentation centre. In September 2015, a new commission called 'Education and Society' was initiated to respond to current complex societal and educational challenges. Members of the commission are education providers, pupils, parents, trade unions, guidance services, authorities, teacher training institutions, academic experts and external providers of health promotion and global citizenship education.

The objective of the commission is to organise a permanent debate on the relevance of global citizenship education (and health promotion) for the curriculum, to make the existing approach more transparent, and to professionalise both the educational experts in schools and involved actors from external organisations. The themes are approached from a meta-perspective, rather than from a thematic perspective and promotes a whole-school approach.

In its first working year, the commission gathered eight times with an average of 25-30 representatives each time. They shared inspiring practices at schools as well as information on relevant publications and events. Vlor consider this commission an 'inspiring practice' in the field of global citizenship education that has garnered a lot of enthusiasm. As it is work in progress, the methodologies and processes will be evaluated and updated in the years to come.

Source: www.vlor.be/english

4.5.4 Tertiary Education

Universities have an important role to play in Global Education besides research. Specific courses on Development Education/Global Citizenship Education are included within some Masters programmes, particularly those that deal with development or educational issues. These programmes are designed to challenge students and equip future professional with knowledge and skills in areas such as global-local relations and 'emancipatory education'.

The Faculty of Social Science of the University of Liège offers a Master "Sciences Population and Development" that focuses specifically on the issues of "development" and "citizenship issues." Two seminars, one on "Issues of development education" and another "Exercises educational practices in development" have been integrated into the curriculum. Teachers of the Faculty of Education Sciences are collaborating on this Master.

Moreover, a specific module on the DE is offered in the university certificate in development co-operation for operators of international solidarity.⁶²

4.6 Global Education Initiatives and Formal Education

A number of organisations and programmes (NGOs and CSOs) provide support, training or didactic materials to help to implement the objectives relating to Global Citizenship Education in Belgium. For example, for the school year 2016-2017 Kleur Bekennen, the NGOs Studio Globo and Djapo have jointly initiated a pilot project for teachers in primary education in Gent and Leuven (Flanders). Schools who want to participate have been asked to engage at least one teacher for each grade. As part of the project, teachers from different schools, but of the same grade, come together, learn and share knowledge on Global Citizenship Education. During the last session the teachers from different grades but of the same school will have the opportunity to share the lessons learned and reflect on the possibilities to embed GCE in their overall school policy. Several other initiatives feed into the formal system:

- In the Flemish region, Kleur Bekennen is involved in an advisory commission (VLOR) of the Minister of Education (see case study Education and Society Commission).
- Kleur Bekennen/Annoncer la Couleur and one other NGO are involved in the development of the framework for a new 'Philosophy and Citizenship' course. Kleur Bekennen/Annoncer la Couleur have launched a new nation-wide programme until 2019. Three new calls for proposals for Global Education projects have been launched with good response: more than 100 schools are supported. The programme will continue to provide coaching, advice and training for teachers and school teams. Educational materials will be made accessible throughout the country.
- A mapping of the practices and expectations of students and teachers with respect to GCE in schools has been undertaken. An exercise has also been undertaken to define the way the conclusions are used and different projects are being developed, such as:
 - Developing a Global Citizenship Education (GCE) offer for technical & vocational schools.
 - Developing a diagnostic tool to define the school profile and ways of introducing GCE in the school.
 - A co-operation agreement between development co-operation ministry and education ministry of the French Community

- Both Kleur Bekennen and Annoncer la Couleur have launched a specific "knowledge platform" for Global Citizenship Education in schools in the Flemish and French communities. It started with a successful one-day workshop in both parts of the country with enthusiastic and committed participation. By bringing together people with different background (academic, government, and civil society) a lot of relevant knowledge was shared. Also, by creating several 'labs of innovation', new knowledge and tools will be generated in the near future.

Flemish NGOs Suggest GE Competencies for Formal Education

An important trend in Belgium is the move to a more competence-oriented understanding of education. Belgian NGOs have begun to identify specific competencies for GE that they would like to see introduced into the formal education system, competencies that would encourage students to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender, and our common humanity, as well as developing skills for living in an increasingly diverse world;
- develop and apply critical thinking skills in areas such as critical inquiry, information technology, media literacy, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others, for the environment and to respect diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

A similar initiative has recently been launched by Annoncer la Couleur through a working group of the 'knowledge centre' in collaboration with the French speaking NGOs.

Source: NGO Federatie - Federation of Dutch speaking Development NGDOs & Annoncer la Couleur.

62 <http://www.progcours.ulg.ac.be>

4.7 Peer Review Reflections

A decisive dimension of GE in the school system is the emphasis on the quality of teaching. There was agreement among NGOs that were involved in the peer review that more differentiation in teaching methods should be applied going forward. Participatory methods involving all students and the participation of external stakeholders like NGOs were particularly highlighted. Differentiated teaching methods and participatory learning styles are by no means the sole preserve of Global Education. Nevertheless, in Belgium, as in other countries in Europe, Global Education can be at the forefront and central to broader initiatives in the improvement of teacher education and training, in curriculum design and development, and in school improvement processes.

One of the challenges for the respective communities in Belgium is the connection of subjects and cross-curricular targets. In different ways across the different communities, there is much scope for a blended approach to integration, which would see a strengthening of the integration of GE across curricula, particularly through cross-curricular targets, and a deepening of Global Education within a growing number of particular subject areas. In addition to this pedagogical services of GO! (public schools) launched overviews in which they have linked targets for example for wood work, physical education, technical lessons and English related GE.

The Inspectorates play an important role and may be a useful partner as one of their key tasks is to evaluate the effectiveness of teaching and to contribute to capacity building. The Peer Review witnessed an inspiring commitment among the Inspectorate to ensure that there is joint thinking with regard to the relationship between teacher education, curriculum development, school provision, and the inspection process – including in the realms of subject excellence, in school self-evaluation processes and in whole school improvement and school improvement.

Growing commitment at school level to Global Education can be progressed and enhanced by the Inspectorate commitment witnessed by the Peer Review. Equally, a strong school policy is vital. Looking at it from the point of view of a whole-school approach, integrating GE presents a challenge for which schools need a vision to succeed in their implementation. In this endeavour, Global Citizenship Education (GCE) should not be seen as an add-on, but can in fact be used as an integral part of ensuring that school-based education is relevant to the needs of 21st Century learners in the real world.

School advisors face the challenge that schools are very different from each other. Their role in stimulating and supporting schools with regard to GE is crucial, as GE is about mindset and attitude development on the part of school teams, teachers and pupils. These attributes and competencies are less straightforward to assess, unlike traditional subject that can be more easily measured and evaluated.

The Peer Review notes the initiation by Kleur Bekennen and Annoncer la Couleur of a study to create a “knowledge platform” for GCE in Belgium, that may become an equivalent of GENE at a country level. The study has begun with the identification of the expectations of the key players in GCE in respect of this platform. Meanwhile a concrete follow-up has been created.

Chapter 5

Key Observations and Recommendations

Chapter 5

Key Observations and Recommendations

This Peer Review of Global Education in Belgium, organised by GENE in co-operation with its Belgian partners, presents the following observations and recommendations for consideration by the different Belgian stakeholders, including the Federal State, the Flemish, French and German speaking communities, local authorities and others stakeholders, taking into account their own specific political and organisational context, competences and priorities.

The Peer Review wishes to acknowledge the work of the Reference Group, and the willingness of all those policymakers and stakeholders who were involved or provided information to the Peer Review process. The Peer Review recognises that feedback from the Reference Group and others stakeholders, suggests that this has been a useful process and that there is a willingness to engage in greater sharing of perspectives and policy learning across levels, regions, communities and sectors. GENE presents these observations and recommendations to the stakeholders as a modest contribution to work already in progress.

Observations

1. Belgian society faces many challenges. The Peer Review recognises that those involved in Global Education (GE) in Belgium have been working directly with such challenges and issues of concern to Belgium and the world; using educational processes, and working from a global justice perspective. The infrastructure, systems, processes, conceptualisation and expertise that has been built up by GE stakeholders, are at the heart of an educational response to the challenges of our contemporary world. While not the only response necessary, GE⁶³ in Belgium has the basis to be central to an educational response to the challenges of the times.
2. The Peer Review recognises the strong traditions, rich diversity, quality work and active engagement of the various actors and stakeholders in GE in Belgium.
3. The Peer Review also recognises that GE in Belgium has a strong policy base, with admirable documentary foundations. This includes the consensus-based

⁶³ In the Peer Reviews GENE uses the following definition for Global Education as an umbrella term, it is also the definition used in the Maastricht Declaration: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.* GENE also appreciates the varieties of national terminology, and the linguistic challenges involved in translating such a term in various languages. The full report will deal with the issue of terminology, including GCE (Global Citizenship Education), WCE (World Citizenship Education), ESD (Education for Sustainable Development), etc.

documents of 2011, the 2012 strategic note, and the subsequent legal base in the law of 2013, along with more recent processes of common context analysis, etc. The review also observes the participative nature of many of the processes. This policy base and documentary foundation is, from a European comparative perspective, an example of good practice.

4. This Peer Review recognises and commends the strong strategic work and leadership role of DGD over the past two decades to ensure that Global Education is, slowly but surely, becoming integrated into all necessary sectors – NGOs and civil society, the formal, non-formal and informal education sectors, and within the work of regional and local authorities. The policy and strategy leadership, in tandem with the coherent provision of funding and co-ordination in GE over the past two decades have yielded clear impact and results. The support and funding should be particularly acknowledged as they target a wider range of specific actors, including media, audio-visual production, cultural institutions and a specific call for youth organisations.
5. The reform process and creation of a common strategic framework presents a unique opportunity to reinforce the policy on Development Education/Global Education and to anchor it widely through an inclusive participative process.
6. The DGD-led Common Context Analysis on the creation of the Joint Strategic Framework was a demanding process for everyone involved. It has, however, according to feedback to the Peer Review, led to a better mutual understanding of common strategic aims and will provide a foundation for greater co-operation, co-ordination and common programmes among stakeholders delivering programmes in and across a variety of sectors.
7. The recent Barometer also promises to provide much useful data; and while its analysis was not available at the time of the Peer Review, the initiative stands in a long tradition of Belgian emphasis on evidence-based policy-making that augurs well for continued growth of integration of GE based on knowing what people in Belgium already know, and what they need to know.
8. The Peer Review recognises especially the role that BTC is playing in co-ordinating the educational programmes Kleur Bekennen, Annoncer la Couleur, Info Cycle, the Trade for Development Centre and the Junior Programme. These programmes and projects play a strategic role in reaching diverse audiences and providing them with unique opportunities to learn through education, awareness raising, campaigns and work experience in the South.
9. This review also recognises that the complex structures and the levels of democratic governance, policy making, support and provision in Belgium and its communities also contribute to the rich tapestry that is GE in Belgium.

The architecture is complex, and can lead to challenges in co-ordination, complementarity, cross-fertilisation and policy learning.

10. An open, consensual approach to the integration of GE at all levels, and to the challenges associated with a multifaceted landscape and architecture is also in evidence. The Peer Review acknowledges that the different stakeholders share much in common, including an open, self-critical, learning approach to the improvement of policy making, strategy, and practice.
11. At the same time, feedback from regions and communities, and from different sectors and levels suggests that there is willingness to engage in greater sharing of experience and policy learning across levels, regions and sectors.
12. The Peer Review has seen evidence of political support, and a future-oriented and enlightened stance among some policymakers in regard to the necessity of strong commitment to GE. Some policymakers suggest that, on the one hand, GE is the future of development co-operation and, on the other hand, GE is the future of education in a changing world. While the greater involvement of policymakers is necessary, the forward-looking perspectives that are in evidence among some policymakers, augur well for the future of GE.
13. The Peer Review also recognises that there are challenges at a structural level. There is some evidence that, as in other countries, the integration of GE is too reliant on single committed individuals. There is, on the other hand, also evidence that the commitment to and support for GE over previous years has led to increased integration of GE across systems and levels.
14. Regarding the use of terminology: this Peer Review notes the continuing commitment to a critical discourse regarding terminology, while moving to a new Global Education/World Citizenship frame. This trend, which is more in line with the SDGs, may also speak more clearly to educators. At the same time, research suggests that educators use a variety of terms for the same initiatives, and also that a lack of clarity may lead to a superficial, rather than a deeper, understanding of GE.
15. Regarding the formal education system, the Peer Review acknowledges that there are strong movements and spaces for integration of GE in curricula at all levels, in teacher training (Initial Teacher Education (ITE) and In-Service Education and Training (INSET)), and in some areas there is an impressive focus on the integration of GE within whole school planning (including school profiles) and school culture. There is also an immediate opportunity in connection with Flemish and French curriculum reform.
16. This Peer Review sees ample evidence of quality initiatives, and also notes that the focus on quality is widespread – among practitioners, among stakeholders,

and among policymakers. There is, however, a challenge, in that some models of quality assessment assume a certain short-term perspective; while education, and the strengthening of global solidarity among a whole, diverse, differentiated public, are long-term, ongoing processes. The Peer Review welcomes the move towards long-term planning processes on the part of some stakeholders.

Recommendations

1. The Peer Review acknowledges the strong tradition of GE in Belgium and its leadership at European level. Given the role of GE as an educational response to current pressing realities that are also political priorities – one that emphasises long-term processes over short term reactions – the Peer Review recommends that the strong political support evident during the review be further strengthened.
2. The leadership work of DGD in GE in Belgium is widely recognised. This Peer Review recommends that, given the complexity of the architecture, the enormity of the tasks, and the current possibilities as mentioned, DGD consider the need to recognise the importance of the role of the Development Education unit and to strengthen its support as well as its profile.
3. The emerging 5-year programme model of funding should give more continuity to the field; the Peer Review recommends that it should be adequately supported and resourced. Also, the current support of the wide range of partners and actors (NGOs, media and audio-visual production companies, 4th pillar organisations, Africa Museum, target groups not covered by other instruments) dealing with GE should be continued and the process of aligning programmes, initiated by DGD, should be continued.
4. With regard to the role of BTC, the Peer Review recommends that the specific position of Kleur Bekennen and Annoncer la Couleur in collaboration with the provincial authorities should be supported and guaranteed. Their key role can be even further developed in terms of the strategic alignment of the different stakeholders, the development of knowledge management and pedagogy, the debate on quality of GE and in deepening the definition of GE. A stronger collaboration and cross-fertilisation with the Info-Cycle training programme, Junior Programme and Trade for Development programme could also be considered to maximise impact.
5. The issue of funding is crucial to the quality of GE in a country. Belgium has played a leading role in this regard among European countries. Given the strong foundations of GE in Belgium, the challenges that Belgium faces as a society, the expertise and integration already achieved, and given the huge potential for GE afforded by current curriculum change in formal education

sectors, this Peer Review proposes that Belgium should ring-fence the federal budget for DE, shielding this long-term investment from current budget cuts. The Peer Review also suggests that community-level authorities consider strengthening their funding and support for this field, in conversation with, and in mutual alignment with, the federal Ministry, recognising the various, different and possibly mutually reinforcing roles in this regard to the field. The Peer Review also suggests that development NGOs consider a similar prioritisation of GE in their own funding decisions.

6. Furthermore, emerging co-operation agreements between federal ministry and regional Ministries in the area of global education are a very welcome development, and should be given adequate priority and support. These agreements are proof of the good work of DGD, BTC and other stakeholders. They might be considered inspirational in some other countries in Europe experiencing growing decentralisation.
7. Feedback from stakeholders suggests that there is openness to greater sharing across the country. The Peer Review, recognising that willingness to come together, opines that sharing of policy and practice learning across communities and regions and between stakeholders would be beneficial for the increase and improvement of GE. This review, recognising and respecting the differing levels of competence between federal, regional and community levels, therefore recommends that DGD consider concrete mechanisms for establishing a regular, structured dialogue with key partners in GE. The existing Peer Review reference group could serve as a possible basis for an ongoing policy learning platform. This could also lead in due course to a process of preparation of a national conference, focused on sharing good practice and policy learning between stakeholders.
8. The Peer Review recommends the consolidation and strengthening of the current policy in the area of GE, particularly in the context of the SDGs and of the values underlying them. DGD together with education ministries and other relevant ministries, might benefit from stronger sharing of strategies, exploring complementarity and policy learning in this field. Existing co-ordination and policy coherence mechanisms should consider GE in the context of the SDGs on a regular basis within their agendas.
9. Given the importance of the SDGs for our common future, and their universal nature, the Peer Review notes that this may be an opportune time to re-examine the umbrella terms, with a view to achieving greater clarity – recognising that it may simply be a case of amalgamating and agreeing common terms from work already done. However, it is the view of the Peer Review team that this is not just about a terminological debate, but about providing a deeper pedagogical conceptualisation which will allow for a recognition of the realities of Belgium in the world, and the world in Belgium; which can work from the realities of

Belgium and the actual practice of educators, to draw on the rich intercultural diversity therein.

10. Non-formal and informal education initiatives in GE are crucial to the transformative education of an engaged citizenry. While the Peer Review has seen ample evidence of excellent initiatives, the review recommends considering the youth sector – and voluntary youth organisations – as strategic partners. Work with adult education, with cultural organisations is also evident. The Review recommends strategic support for partnership approaches with co-ordinating bodies in these sectors to encourage innovation and inviting new approaches.
11. The current curriculum reforms also provide an opportunity to share and improve practice and engage in policy learning between communities and across sectors or types of initiative in the integration of GE into formal education systems (through curriculum, ITE and INSET (Initial Teacher Education and In-Service Education and Training), NGO initiatives, inspectorate, whole school-planning processes, school culture, school leadership training, school umbrella bodies training, etc.). The Peer Review recommends that the federal, Community level and local authorities and stakeholders at all levels take this opportunity to compare, contrast, and share policy learning. For example, within the curriculum reform in the communities, there are strong moves towards greater curricular integration of GE within current, ongoing or forthcoming curriculum change. This provides a unique opportunity for comparative analysis between different forms of curricular integration that are being pursued (compulsory subject integration versus a transversal approach).

The role of the school inspectorate in following this integration, as part of their inspection of cross-curricular themes or particular subjects, is impressive, has begun well and should also continue and be strengthened.

12. The Peer Review also recommends following up on potential further opportunities for integrating GE in the formal education systems. Building on existing initiatives, it is recommended that emphasis be placed on school-leadership training, and also whole school training. This could be done in collaboration with umbrella organisations and through further engagement with the school inspectorate, education advisors and education councils.
13. This Peer Review is aware that there is a significant possibility opened up for spreading quality GE through the confluence of GE and ICT, approached with necessary caution to ensure a positive and safe use of new tools and platforms. However, while there is a willingness to consider such possibilities, there is also, it seems, with some very notable exceptions, a certain hesitation regarding what is required. This Peer Review suggests that a working group, comprising those

with expertise in this field, along with GE organisations and with a strong direct youth participation, might be established to develop a strategy in this field.

14. The Peer Review acknowledges the importance of Belgian research in GE, not only to Belgium, but to European and other countries. Building on this leadership, and strengthening it, the Peer Review recommends the establishment of a Chair in Global Education Research, with a strong focus on learning processes. The review also recommends that a research network be established and supported, building on work of the previous research platform.
15. Following on from Observation 16 above, the Peer Review respectfully suggests that in the field of GE/DE/WCE – both with regard to formal and non-formal education, as well as public information and awareness raising – more long term goals, and more long term structural support, are required in addition to existing moves toward more long term planning processes.

Appendices

Appendix I

Peer Review Process Meetings (Belgium)

As part of the process of the Peer Review of Global Education in Belgium, the Peer Review international team met (or were in contact) with over 100 individuals, from Ministries, CSOs and groups, including the following invitees:

Invitees	Department or Organisation
	REFERENCE GROUP
Florence Depierreux	BTC/Annoncer la Couleur
Jan Verschueren	BTC/Kleur Bekennen
Emmanuel Rifaut	Administration Générale de l'Enseignement
Ann Dejaeghere	Departement Onderwijs en Vorming
France Wéry	ACODEV
Magali Lucy	ACODEV
Luc Langouche	ACODEV
Annemie Demedts	NGO-Federatie
Katrien Geens	11.11.11
Denis Dubuisson,	Cabinet Ministre De Croo (Development Co-operation)
Chico Kebsi	Cabinet de l'Enseignement
Michel Destinée	(Ministre Schyns)
Isabelle Pistone	
Elien Werbrouck	Kabinet Onderwijs
Dirk Broos	(Minister Crevits)
Sarah Bongartz	Kabinet Deutsche Gemeinschaft
Serge Heinen	Minister Mollers

Invitees	Department or Organisation
Charles Bois d'Enghien Yves Dricot	DGD
Michèle Deworme Hazel Onkelinx Mara Coppens & team Elise Pirsoul Martine Warck Chris Simoen	DGD
Carl Michiels Krista Verstraelen	BTC
PANEL SCHOOL EDUCATION	
Carine Desmet, Vanderhauwaert Rik Marleen Clissen Lisbet Colson Dilys Vyncke Christophe Calis Wouter Schelfhout Bart Maes Bea Merckx Vincent Merken Frie Vancamp Inge Plackle Ann Dejaeghere Emmanuel Rifaut	VLOR Katholiek onderwijs Pedagogische begeleidingsdienst Katholiek onderwijs Pedagogische begeleidingsdienst Katholiek onderwijs Pedagogische begeleidingsdienst GO! Pedagogische begeleidingsdienst Departement Onderwijs Vlaanderen Onderwijs Vlaanderen Inspectie Onderwijs Vlaanderen Inspectie Lerarenopleiding Arteveldehogeschool Wallonie Bruxelles Enseignement OVSG (VUB) Vereniging Lerarenopleiders Vlaanderen Departement Onderwijs en Vorming Administration Générale de l'Enseignement

Invitees	Department or Organisation
PANEL NGOS	
France Wéry Hugo Roegiers Fiona Nziza Julie Berthelier Laurent Deutsch Carine Thibaut Severine Quinoa Antonio de la Fuente Cecile Imberechts Piet Spanhove Miette Plessers Femmy Thewissen Sarah Lamote Johan Verstraete Sara Depotter Anneleen VanKelcom Fiona Ang Mitch Vannecke	ACODEV Oxfam Mdm Louvain-Coopération Campus Plein Sud Iles de paix CNCD-11.11.11 ITECO ITECO ITECO Studio Globo Djapo 11.11.11 11.11.11 Protos Plan Belgie Unicef Vormen School Zonder Racisme
RESEARCHERS	
Jan van Ongevalle Leen Alaerts Sidney Leclercq Adelie Miguel Veronique Fettweis Ellen Claes	HIVA KUL UCLL ULB ULG ULG soc.kuleuven.be

Invitees	Department or Organisation
UNIVERSITY UMBRELLA ORGANISATIONS	
Camille Roegiers	ARES
Murielle Andersson	ARES
Julie Poppe	VLIRUOS
Kristien Verbrugghen	VLIRUOS
OTHER EDUCATIONAL ACTORS	
Patrick Vleeschouwer	LNE Vlaanderen
Simon Schepers	Herinneringseducatie
Katrien Goris	VVOB
Luc Ameye	APEFE
Joelle Vandenberg	Réseau Idee
Dirk Terry	Canon Cultuuredcuatie
LOCAL AUTHORITIES: PROVINCES AND CITIES/ MUNICIPALITIES	
Jean-Michel Reniers	AVCB-VSGB
Karliën Gorissen	VVSG
Isabelle Compagnie	UVCW
Jan Dessen	Provincie West-Vlaanderen
Marie-Pule De Wael	Provincie Oost-Vlaanderen
Frederic Pierre	Province Brabant-Wallon
CALL FOR PROPOSAL ACTORS	
André Bossuroy	MEDIEL
Bart Cornille	Idrops
Mathijs Wouters	Globelink
Jérôme Van Ruychevelt	Esperanzah

Invitees	Department or Organisation
OTHER EDUCATIONAL ACTORS	
Isabelle Van Loo	Africamuseum
Sara Geradin	Africamuseum
Frederic Jacquemin	Africalia
Dorine Rurashitse	Africalia
Bjorn Maes	Africalia
Nathalie Maelfait	Info Cycle
Samuel Poos	Trade for Development Centre
OTHER REGIONS/COMMUNITIES	
Els Yperman	DIV (Departement Internationaal Vlaanderen)
Gitti Vandendorre	DIV
Danielle Moreau	WBI
Alain Verhaagen	WBI
Valérie Vandervecken	CWBCI

Appendix II

Key Documents for Global Education in Belgium

DGD Development co-operation/Development education – Global Citizenship Education

Policy Documents

In 2005, the Council of the European Union, representatives of the governments of EU Member States, the European Commission and the European Parliament issued a joint declaration on development, called “The European Consensus on Development”. The text of the European Consensus on Development: the contribution of Development Education & Awareness Raising can be consulted in all the official languages of the European Union. The document sets out the concrete action to be taken to implement the European Consensus on Development and is based on the following statement: “The EU will devote special attention to development education and raising the awareness of EU citizens”. The European sets guidelines for the development of a strategy at local, regional, national and European level.

These texts are a joint piece of work by representatives of the federal government (viz. development co-operation ministerial office, DGD [Directorate-General for Development Co-operation] and its development agency, BTC [Belgian Development Agency]) and the representatives of the Belgian NGOs. It is the result of discussions held and consensus reached in the joint consultative committee (JCC) working group between the government and NGOs. The texts will serve as common reference for the most important actors in the field of development education. This does not mean that the interpretation which the actors personally attach to notions and concepts are disregarded or that regulatory reference documents currently applicable are being questioned.

General Documents

- European Consensus on Development (ENG pdf)
- Development Education (ENG pdf)
- Strategical Note on Development Education (*Strategienota Ontwikkelingseducatie / Note de stratégie Education au développement* (Dutch/French pdf).
- Development Education: definitions and concepts (*L'éducation au développement. Définitions et concepts - Ontwikkelingseducatie. Begrippen en concepten* (French/Dutch pdf)

- Descriptive Note on Development Education (*extraits d'une note descriptive générale sur l'ed 17 sept 2015* (French/Dutch pdf))
- Note self-critique on Development Education. (*extraits d'une note générale auto-critique sur l'ed à la DGCD 10 sept 2015* (French/Dutch)/

Documents concerning legal framework

Law on development co-operation 19 MAART 2013. — *Wet betreffende de Belgische Ontwikkelingssamenwerking - 19 MARS 2013.* — *Loi relative à la Coopération au Développement* (French/Dutch).

New partnership analysis & common strategy: *DGD Un partenariat renouvelé pour les acteurs de la coopération non gouvernementale au sein de la Coopération belge 15.07.07* (reform 2015-2016') (French/Dutch pdf). Quote referring to the common contextual analysis: "Within the non-governmental co-operation, we recognize the specificities of two distinct groups of players: (1) civil society organizations that have a societal anchoring in the Belgian civil society (NGOs, trade unions, mutual, migrant organizations) and (2) the institutional players that are or represent functional utility or organic and therefore controlled by the government."

Policy documents Kleur Bekennen (KLB)

- Baseline report Kleur Bekennen (Dutch)
- Call for proposals 2016 for schools (*Handleiding en richtlijnen projectoproep*) (Dutch)
- Coaching of schools (Dutch).
- Final report research on Global Citizenship Education in secondary schools by HIVA (Research Institute for Work and Society)⁶⁴ (*eindrapport HIVA behoefteonderzoek*) (Dutch)
- Strategy for Documentation Centers ('Strategische Nota Doccentra') (Dutch)

⁶⁴ HIVA Research Institute for Work and Society (Catholic University Louvain). http://hiva.kuleuven.be/en/research/rg-sustainable-development/global-development/topics/Citizenship_DEAR

Policy documents Annoncer la Couleur (ALC)

- Baseline report - Rapport de démarrage (French)
- Presentation of programme on Global Citizenship Education (French).
- Programme on Global Citizenship Education brochure programme 2015-2016 (French)
- Note about quality committee ALC (French)
- Report research on impact of Global Citizenship Education (French). *L'Éducation à la citoyenneté mondiale dans les écoles de l'enseignement secondaire en FWB, 2015 & synthesis.* By HELMO Liège (Haute Ecole Libre Mosane)⁶⁵
- Framework/checklist for educational material screening. Grille d'analyse des ressources pédagogiques en ECM, 2012.

Policy documents Flemish Community School Education

Attention: there is no central curriculum that is compulsory for the schools. The different school groups (Schools owned by the communities/Subsidised public/Subsidised free schools) do develop their own curriculum within the general framework with development goals and final goals.

⁶⁵ Cornet J., Waaub P., Miguel Sierra A., L'Éducation à la Citoyenneté Mondiale dans les écoles de l'enseignement secondaire de la Fédération Wallonie Bruxelles, Annoncer la Couleur, mars 2015. <https://www.helmo.be/CMS/Institution/Presentation.aspx>

Documents

- Cross-curricular final objectives in mainstream secondary education:
 - <http://www.ond.vlaanderen.be/curriculum/english/corecurriculum/crosscurricular/index.htm> (ENG)
 - Starting points for the cross-curricular final objectives outlined for secondary education. (pdf Eng)
 - Secondary education Cross-curricular final objectives (pdf Eng)
- Note about ‘citizenship education/global education’ (Ann Dejaeghere) (Eng)
- Advisory note of VLOR (Flemish Council of Education) on Global Citizenship Education) <http://www.vlor.be/advies/advies-over-mondiale-vorming>(Dutch)
- Publication on the quality of educational material VLOR (Flemish Council of Education) <http://www.vlor.be/publicatie/kwaliteitsindicatoren-voor-mondiale-vorming>(Dutch)
- Context documents: Eurydice study 2015 on Citizenship education
- Study on Citizenship education - Data collection - Questionnaire May 2011(English) http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf
- Eurydice meeting – Citizenship Education Questions for discussion (English)

Other Context documents

- Results ICCS 2009-2010: <http://www.ond.vlaanderen.be/OBPWO/links/ICCS/default.htm>
- Evaluation/research about ‘old’ cross-curriculum on impact of citizenship education. <http://www.ond.vlaanderen.be/OBPWO/projecten/2006/0601/default.htm> (English)
- Research of prof. Dimokritos Kavadias on citizenship education (VUB- Vrije Universiteit Brussel): http://homepages.vub.ac.be/~dkavadia/PUB_2011_SchoolenEnBurgerschapeducatie_01DK.pdf (Dutch)

Basic (general) competences for teacher training

http://www.ond.vlaanderen.be/curriculum/lerarenopleiding/documenten/BC_0.1.pdf(pdf Eng) *Future teachers for pre-school get an ‘allround’ training, teachers for secondary schools only for specific subjects (so no special attention to cross curricula projects).*

Reform of the curriculum (2016): Through participative debate and process the new curriculum will be created (end 2016). This is (also) a challenge for (Global) citizenship education. See <http://www.onsonderwijs.be/>(Dutch)

Policy documents Flemish Community development education

The Flemish Community / Ministry for development co-operation is launching a new call for proposals on ‘development education’, the ‘the global Challenges’ (linked to the SDGs). Budget: 1 million.

Criteria: <http://www.vlaanderen.be/int/ontwikkelingseducatie> (Dutch)

Bibliographical recommendations ACODEV (NGO umbrella organisation French part)

Notes produced by the NGO sector

Development Education in general

- Document in response to the *Joint Context Analysis* (‘ACC Nord et CSC Belgique’) (French)
- Reference document on WCE (Global Citizenship Education) (ACODEV, *Référentiel ECM*) *Référentiel Education au développement*, 2005.
- *Rôle de l’éducation au développement dans les parcours de vie de personnes engagées dans les actions solidaires. Etude d’impact*, 2014.
- *Panorama de l’éducation au développement. Focus sur des activités menées par des ONG belges*, 2014.
- *Orientations stratégiques des ONG pour l’éducation au développement 2013-2018*, 2013.
- *Guide pour un processus de qualité en éducation au développement*, 2013. English version: Quality guide for DE process, 2013.
- *Séjour d’immersion dans le Sud. Une démarche éducative de solidarité internationale*, 2013.
- Note de clarification sur l’articulation entre la sensibilisation, les processus éducatifs, la mobilisation citoyenne et le plaidoyer politique, 2013.
- The drive to Global Citizenship. Motivating people. Mapping public support. Measuring effects of global education, 2013 (I.Pollet, J.Van Ongevalle PULSE research) <http://www.acodev.be/ressources/23%2031>).
- *Manifeste pour l’éducation au développement. Pour une autre citoyenneté ouverte aux questions de solidarité internationale*, 2011. English version: Development Education manifesto.
- Séminaire ACODEV-COPROGRAM du 11.05.2011 « Les pratiques de partenariat Nord/Sud pour un changement social dans les démarches éducatives, le lobbying

politique et la mise en réseau », 2010 (rapport complet et synthèse). ACODEV-COPROGRAM (NGOfederatie)

Development Education in schools

- UNICEF, Etude sur l'intégration des droits de l'enfant dans les hautes écoles pédagogiques (en cours).
- Iles de Paix, *L'ECMS au sein de la formation initiale des enseignants. Etat des lieux au sein des hautes écoles et des universités*, décembre 2015 (en attaché).
- *Education citoyenne en milieu scolaire : une assise nécessaire pour agir dans la société du XXIe siècle. Recommandations adressées par des réseaux et associations actives dans l'éducation à la citoyenneté aux ministres de l'enseignement obligatoire et de l'enseignement supérieur de la Fédération Wallonie-Bruxelles, 2015.* (ACODEV, Annoncer la Couleur, CRIBW, Empreintes, Good Planet, Réseau Financité, Réseau Idée)
- *Réforme de la formation initiale des enseignants : des enseignants mieux outillés en matière d'ECM. Note d'ACODEV et d'Annoncer la Couleur à destination du Cabinet du Ministre de l'enseignement supérieur de la Fédération Wallonie – Bruxelles, 2015.* (ACODEV-ALC)
- *Position commune des acteurs de la citoyenneté mondiale et solidaire: développer l'éducation à la citoyenneté dans l'enseignement obligatoire de la Communauté française de Belgique », 2015.* ACODEV-ALC
- La solidarité internationale en classe. Propositions d'outils de 29 ONG belges (2015-2016). Common catalogue educational tools for schools (*Catalogue commun des outils pédagogiques adressés au monde scolaire*).
- *Présentation de quelques caractéristiques du terrain de l'éducation à la citoyenneté mondiale en milieu scolaire, 2013.* ACODEV
- Iles de Paix, *Approcher d'autres mondes est possible. Quelle éducation au développement au sein des filières techniques et professionnels de l'enseignement secondaire, 2010.*
- *L'éducation au développement dans l'enseignement. Un cadre commun pour l'action des ONG dans les écoles en tant qu'élément du travail Nord, 2010.* Ngo-federatie

Sustainable Development Education in schools (French)

- *L'ERE DD DANS LES HAUTES ECOLES PEDAGOGIQUES. Enquête sur la place de l'ErE DD dans les Hautes Ecoles pédagogiques, 2015.* Réseau IDée
- *L'éducation relative à l'environnement et au développement durable (ErEDD) dans le système éducatif en FWB. Quelques portes d'entrée dans les référentiels inter-réseaux, 2013*

Key Documents Flemish NGOs federation

- Common framework NGOs for school activities 2014-2016. *Gemeenschappelijk kader voor de ngo's met een luik scholenwerking 2014-2016* (Dutch)
- Common Strategic Framework - *Gemeenschappelijk Strategisch Kader voor België (waaronder scholenwerking) 2017-2021 2.*

Vision texts (Dutch)

- Note 'Added value in a 21century co-operation'. *Meerwaarde bieden in de samenwerking van de 21ste eeuw*
- Note 'Which future do Belgian NGOs have in a international co-operation of the 21century'. *Welke toekomst voor de Belgische NGOs in de internationale samenwerking van de 21ste eeuw? Discussienota*
- Vision text 'Agenda innovation by and for the Belgian NGOs' *Visietekst Een agenda tot vernieuwing van en door de Belgische ngo-sector*
- Note 'the road to the innovation of and by the Belgian NGO sector' Adding value to the collaboration of the 21st century.
- Discussion paper 'the future of Belgian NGOs in the international collaboration of the 2st century - the road to innovation'.

NGO federation (Dutch)

- Finances north activities 'Document met overzicht van financiering Noordwerking: (education) cijfers uit rapportage DGD tot 2011 & cijfers over toekenning medefinanciering Noordwerking tot en met programma's 2014-2016
- Mapping of the offer (this exercise will be done again for Joint Context Analysis). *Analyse van de gegevens uit onze mapping van het ngo-aanbod, naar leeftijdsgroep, thema en werkvorm (2013)*
- Vision text about the link between DE and fundraising. *Visietekst over de band tussen fondsenwerving en OE op school*
- Manifesto Flemish NGOs Position paper on the debate concerning the final

learning objectives, *Basistekst over wereldburgerschapeducatie in onderwijs, gemeenschappelijk standpunt in eindtermendebat* « Onderwijs voor de toekomst dat wij willen, 2015

Appendix III

Maastricht Global Education Declaration (2002)

A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the UN *Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education (2002)**
 - Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.
 - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that....

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.

5.2 Develop, in co-operation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

5.3 Increase funding for Global Education.

5.4 Secure the integration of Global Education perspectives into education systems at all levels.

5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.

5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.

5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

Appendix IV

The Espoo Finland Conclusions on Global Education In Curriculum Change (2011)

Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).

*The Symposium "Becoming a Global Citizen" led to the **Espoo (Hanasaari) Finland Conclusions:***

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.

6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through co-ordination and co-operating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.
7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.

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