

# Global Education in Poland

The European Global Education  
Peer Review Process  
National Report on Poland



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**The European Global Education Peer Review Process  
National Report on Global Education in Poland**

GENE  
GLOBAL EDUCATION NETWORK EUROPE



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# Abbreviations & Acronyms

CCE	Centre for Citizenship Education
CoE	Council of Europe
DAC	Development Assistance Committee of the OECD
DE	Development Education
DEAR	Development Education & Awareness-Raising
DEEEP	Development Education Exchange in Europe Project
eFTe	eFTe Group Warsaw, Fair Trade and Critical Consumption
ESD	Education for Sustainable Development
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
IBE	International Bureau of Education (UNESCO)
LRA	Local and Regional Authorities
MDGs	Millennium Development Goals
MoE	Ministry of National Education
MFA	Ministry of Foreign Affairs
NGDO	Non-governmental Development Organisation
NGO	Non-governmental Organisation
NSC	North-South Centre (Council of Europe)
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
PHO	Polish Humanitarian Organisation
PISA	Programme for International Student Assessment
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation



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The Secretariat would also like to express thanks and appreciation to the Ministry of Foreign Affairs and the Ministry of National Education, Poland, as the key national partners to the process. Thanks also to the development education working group of Grupa Zagranica, to NGOs and civil society organisations; and indeed to all those who met with the Peer Review Team and provided valuable information and insight. A list of the organisations with which the Peer Review Team met in the course of the process is provided in Appendix 1.

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Eddie O’Loughlin & Liam Wegimont

*Report Editors and Secretariat, European Global Education Peer Review Process, GENE*

# Executive Summary

This National Report on Global Education in Poland is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in Europe. This report is the culmination of a Peer Review Process led by an International Peer Review Team. Through research and interviews with key stakeholders, information has been gathered and critical perspectives developed about the current state of, and the future prospects for, Global Education in Poland. This year-long process, facilitated by GENE (Global Education Network Europe), was developed in partnership with the Ministry of Foreign Affairs and the Ministry of National Education, Poland, as the national counterparts in the process.

The Peer Review recognises the significant progress that has been achieved in Global Education in Poland, particularly over the past five years. It commends the various actors involved in achieving this progress to date.

In the report Chapter 1 provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in Poland – including the institutional, development cooperation, funding, public opinion and educational contexts. Chapter 3 examines Global Education in a number of key sectors, including the formal education sector, and in civil society and other sectors. Chapter 4 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

The Peer Review acknowledges the achievement of the Ministry of Foreign Affairs in establishing the basis for a sound initial structure for an annual funding round. This framework is based on learning from other countries. The Peer Review notes the strong leadership of the Ministry of National Education in curriculum reform in favour of Global Education, and in other initiatives that prioritise Global Education. It recognises the important cooperation between the Ministry of Foreign Affairs and the Ministry of National Education in the area of Global Education. The Peer Review also recognises the vibrant, committed and growing practice of Global Education among development NGOs, guided by a clear vision, sound values and with a strong voluntary base.

While acknowledging the good work achieved over recent years in Global Education, the Peer Review also acknowledges the need for further capacity building, strategic planning and resourcing of institutions and organisations involved in Global Education in Poland.

One of the key recommendations in the Peer Review is to consider the establishment of a National Committee for Global Education, under the auspices of the Ministry of Foreign Affairs (Polish Aid) as the key funding body, with the Ministry of National Education,

and including other relevant ministries and agencies, and coordinating bodies for NGOs and relevant civil society organisations. The purpose of this national committee should be to ensure increased coordination and improved quality, thus building on the progress to date.

The Peer Review also recommends that the Polish Aid development education funding scheme should be revised to make it as useful and effective as possible within the current resources available, but also with a view to strategically preparing for the time when additional resources should allow for adequate incremental growth. Specific suggestions are made with regard to how the scheme could be improved.

With regard to the formal education sector, the Peer Review urges the Ministry of National Education, the Ministry of Science and Higher Education, and the responsible third level institutes, to support information sharing and coordination among emerging initiatives in initial or pre-service teacher education and training.

Furthermore, the Peer Review proposes that Non-governmental Organisations (NGOs) active in Global Education seek to develop broad strategic alliances and partnerships with broader civil society organisations in Poland, with a view to embedding Global Education within civil society structures.

These and other key observations and recommendations of the Peer Review Process are contained in Chapter 4 of the report.

It is intended that the Peer Review recommendations contained in this report (along with others that national stakeholders might develop in response), will stimulate further debate and critical reflection on the development of Global Education in Poland, as similar Peer Reviews have done in other countries.

The Secretariat and the Peer Review Team will continue to be available to the national partners in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the Peer Review and its recommendations. It is also clear that the experience of Global Education in Poland, as outlined in this report, will provide inspiration and learning for others involved in Global Education in Europe.

GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

*Chapter 1*

**Introduction**



# Chapter 1

## Introduction

### 1.1 The National Report on Global Education in Poland: An Introduction

The National Report on Global Education (GE) in Poland is part of the European Global Education Peer Review process initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE<sup>1</sup>. This report is the seventh such national report; following previous reports on Norway, the Czech Republic, Austria, the Netherlands, Finland and Cyprus<sup>2</sup>.

The report gives an overview of the current state of Global Education in Poland<sup>3</sup> and provides perspectives on the prospects for increased and improved Global Education. It outlines key observations and recommendations for the future.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process, and about the methodology of the process with Poland. Chapter 2 situates Global Education in the contexts of Polish institutional, global development cooperation, funding, public awareness and educational realities. It also outlines the roles of key ministries, agencies and national coordinating bodies. The third chapter provides an overview of Global Education in a number of key sectors. It looks at the formal education sector, and highlights the work of Non-governmental Development Organisations (NGDOs) and civil society in Global Education and awareness-raising, as well as focusing on a number of case studies. The concluding chapter details the main observations and recommendations of the Peer Review.

The Polish National Report has been produced with the involvement of a number of national partners in the process – the Ministry of Foreign Affairs, and the Ministry of National Education. The Peer Review team comprised reviewers from Austria, Ireland and the Netherlands, along with the GENE secretariat<sup>4</sup>.

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1 GENE has provided the secretariat and expertise for the Peer Review process since 2006, from 2003-2005 the North-South Centre facilitated the secretariat of the Peer Review process, with support from GENE.

2 Copies of these national reports are available at the GENE website [www.gene.eu](http://www.gene.eu)

3 The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

4 The international team which visited in September 2009 was composed of Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria; Ms. Carmel Madden, Irish Aid, Ireland; and Ms. Elisabeth van der Steenhoven, Global Education specialist, Netherlands; and the GENE Secretariat.

## 1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to “*test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...*”<sup>5</sup>.

In 2003 a study was carried out<sup>6</sup> to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields<sup>7</sup>. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review process could be an effective mechanism for the further improvement and increase of Global Education in Europe.

Since then, this has proved to be the case. As mentioned above, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, the Czech Republic, Norway and now with this report, on Poland. Peer Review processes have led to the development, strengthening or growth of national structures, strategies and coordination in the countries reviewed, according to stakeholders. Further national reports are planned in the coming period with Belgium Ireland and Portugal, along with continued follow-up to existing processes.

## 1.3 Aims of the Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national Peer Review process is to provide international peer support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides

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5 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at [www.gene.eu](http://www.gene.eu) or [www.nscentre.org](http://www.nscentre.org)

6 Eddie O’Loughlin, Policy Coordinator with GENE, carried out this feasibility study on behalf of the North-South Centre in 2003, concluding by recommending the development of a European Global Education Peer Review Process.

7 These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC peer review of development assistance. Finally, it considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

an overview of the state of Global Education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

National reports, and the peer review processes leading to them, act as tools for national actors to enhance quality and impact nationally. They also act as a source for international learning, comparative analysis, benchmarking, policymaking and improvement<sup>8</sup>.

#### **1.4 Methodology & Terms of Reference of the Polish Peer Review**

The methodology used in the Global Education Peer Review of Poland involved both desk research and country visits. Each visit involved a series of consultations with national stakeholders. The Global Education Peer Review secretariat consulted stakeholders in November 2008, and made a preparatory visit to Poland, in April 2009. The main aim of this visit was to gather information and documentation, agree method and process with key stakeholders (through agreed terms of reference), develop key questions, and develop contacts in advance of the main international Peer Review visit. This visit took place in September 2009. The Terms of Reference for the process were prepared in keeping with the key aims of the process as outlined in section 1.3 above.

The key objectives of the Global Education Peer Review of Poland, as outlined in the agreed Terms of Reference were:

- To highlight examples of good practice of Global Education.
- To assess the state of Global Education and Awareness-Raising in terms of provision, structures, strategies and results.
- To provide an international comparative perspective on the strengths and areas of potential strategic development of Global Education.
- To make recommendations for the further improvement of Global Education in Poland.

The International Peer Review visit in September 2009 involved further meetings with key stakeholders to gather further information, to clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. This visit concluded with the development of draft observations and recommendations.

A draft of this report, and/or the sections pertaining to their own work, was circulated to key stakeholders, for comment, prior to publication. Comments from stakeholders have been taken into account in concluding this report.

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<sup>8</sup> The European Global Education Peer Review Process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review Process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or Global Education).

It is intended that the launch of this National Report on Global Education in Poland will stimulate further debate, as well as critical reflection on the issues dealt with in the report.

## 1.5 Key Concepts

### Global Education Definition

GENE and the Peer Review Team uses the term “Global Education”.

The definition of Global Education used is taken from the Maastricht Declaration on Global Education in Europe.

*“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 pays particular attention to development education. While GENE and the Peer Review use the term Global Education, GENE also welcomes the use of specific national terms.

**Sources:** *The Maastricht Declaration (2003). Available at [www.gene.eu](http://www.gene.eu)*

## *Chapter 2*

# The Context of Global Education in Poland



## Chapter 2

# The Context of Global Education in Poland

### 2.1 Introduction

This chapter gives some perspectives on the context of Global Education in Poland. It does so by first presenting the institutional context, then outlining the development cooperation, funding, public opinion and educational contexts.

### 2.2 Institutional Context – Ministry of Foreign Affairs, Ministry of National Education, other key ministries and coordinating bodies

There are a number of key institutions involved in supporting and facilitating Global Education in Poland at a national level. These include in particular the Ministry of Foreign Affairs, the Ministry of National Education, and the development education working group in the NGDO co-ordinating body Grupa Zagranica. See Table 1 below for a summary list of key organisations and their areas of involvement concerning facilitating Global Education in Poland.

**Table 1. Key Institutions involved in Global Education in Poland**

Organisations	Summary of GE Activities
Ministry of Foreign Affairs	Provides leadership at a national level in Global Education. Organises its own promotion of global development issues. Provides Development Education funding for NGOs, universities (academia), local administration bodies and In-service Teacher Training Centre & co-production with media.
Ministry of National Education	Facilitates GE within the formal education sector at primary and secondary school levels. Cooperates with MFA on the DE funding scheme. The National In-Service Teacher Training Centre is an Agency of the MoE and promotes GE and incorporates it into the in-service training system through cascade trainings and a national GE trainers network.

Ministry of Science and Higher Education	In 2009 the Ministry cooperated with MFA and MoE on the DE funding scheme addressed to academia and local administration bodies. It shares responsibility for teacher training with the MoE.
Ministry of the Environment	Involved in the related area of Education for Sustainable Development (ESD).
Grupa Zagranica - Development Education Working Group	Provides leadership in Global Education in the NGO sector, coordination and a focus on quality.
Education for Democracy Foundation	Since 2005 it has been awarded each year the role of implementing the MFA/MoE funding scheme for NGOs concerning Development Education.

As Table 1 outlines, on the ministry side - the Ministry of Foreign Affairs, and the Ministry of National Education are particularly active in this field and cooperate closely in areas such as the development education funding scheme which they provide to Nongovernmental Organisations, universities (academia), local administration bodies. In 2009 the Ministry of Science and Higher Education cooperated with MFA and MoE on the development education funding scheme addressed to academia and local administration bodies. Ministries should be encouraged to play a stronger role in supporting Global Education where opportunities exist. For example, the Ministry for Science and Higher Education is in a particularly good position to play a stronger role in supporting Global Education through third level education and in teacher training colleges. The opportunities for greater cooperation and coordination with the Ministry of the Environment are also strong especially concerning the related area of Education for Sustainable Development.

Civil Society is also strongly involved in Global Education. On the NGDO side, the working group on development education of Grupa Zagranica, plays a very important role in providing leadership and encouraging greater coordination and improved quality among Non-governmental Organisations concerning Global Education.

Below, the report outlines in greater detail the activities of many of these key players. It goes on in Chapter 4 to recommend that coordination between these bodies is strengthened and will make a number of practical suggestions in this regard.

### **2.3 Development Cooperation Context**

Global Education (GE) in Poland, has developed significantly since 2004, and has been closely connected to the emergence of Poland's development cooperation programme and growing engagement by many actors, including the Ministry of Foreign Affairs (MFA), Ministry of National Education (MoE) and Non-governmental Organisations (NGOs) as key actors, as well as other institutions.

Polish Development Assistance which increased dramatically after the accession to the European Union (EU) is still in the phase of being established. Many important achievements have already been accomplished but there are also significant challenges ahead. These may include the passing of an Act on Development Cooperation, the possible creation of an implementing agency, the necessary introduction of multi-annual projects as well as the need to increase political and public support, and greater understanding in particular, concerning development cooperation and global development issues.

The Ministry of Foreign Affairs is a key stakeholder in Global Education and has taken the lead in policymaking, institutional support and in the initiation of public funding. The Under Secretary of State in the MFA officially coordinates the government's development policy and its implementation. Another key stakeholder is the Ministry of Finance which decides on or approves the allocation of the vast majority of funds categorised as Official Development Assistance - for example the Polish contribution to the European Union budget for development cooperation (which amounted to 73% of Polish ODA in 2008), as well as debt relief and loans. A number of other ministries are involved, as are a number of NGOs who implement government funded projects.

The Development Cooperation Department in the MFA, established in 2005, currently has 33 employees. The department has four units, including an Information, Development Education and Volunteering Programme Team which has 5 permanent staff, including one official directly responsible for development education.

The Ministry of Foreign Affairs is a key funder for Global Education in Poland and a lead institution in increasing public awareness in Poland about development cooperation. The Polish Aid funding for Global Education is dealt with in greater detail in the section below.

### **2.4 Funding Context**

In 2005 the Ministry of Foreign Affairs began the regular process of an open call for proposals in development education. Funding mechanisms were developed, informed by experience from other European countries. In 2009 there were approximately 40 NGO Global Education projects financed. Additionally, MFA funds educational components of aid projects (up to 10% of project budget) and a volunteering programme, which also has an optional educational initiative for every volunteer involved. 20 volunteers are funded annually.

Recently, the Ministry of Foreign Affairs in cooperation with the Ministry of National Education and Ministry of Science and Higher Education opened also a possibility for local governments, research institutions and universities to apply for funding for Global Education projects. MFA funds also provide grants for researchers to participate in international conferences. To support teacher-training, MFA funds a training scheme in Global Education implemented by the National In-Service Teacher Training Centre (see Chapter 3 below).

To increase public support for development cooperation the Ministry of Foreign Affairs, through the Information, Development Education and Volunteering Programme Team, organises public awareness events. Since 2007 they have organised an annual Forum of Polish Development Co-operation each September, with public discussions, workshops, and stands by all domestic partners: NGOs, academia, local administration bodies, and central administration bodies. Here the annual report on Polish Aid is also launched. Other important public awareness activities include cooperation with the media (including training for journalists, first funded in 2009), funding of media programmes, as well as the commissioning of public opinion polls (every year since 2004 – see section below on public opinion). The Minister of Foreign Affairs regularly engages in public debate on issues of development cooperation.

The Ministry of Foreign Affairs is also represented in GENE, the European network of ministries, agencies and other national bodies responsible for support, funding and policy-making in the field of Global Education in Europe.<sup>9</sup>

The level of funding by the MFA to the Global Education field has increased significantly since Polish accession to the European Union. In 2005 the MFA spending on development education and information was 200,000 PLN (approx. 50,000 euro), this has risen to almost 2.9 million PLN (approximately 0.83 million euro) for 2008 (see Table 2 below). The annual estimate for 2009 increased slightly more, to approximately 3.5 million PLN (0.80 million Euro).<sup>10</sup>

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9 As well as participating in the regular GENE roundtables where Ministries and agencies share learning with each other, the Ministry of Foreign Affairs has actively involved itself in the learning and sharing possibilities that GENE provides – for example it led a bilateral visit to Ireland with Polish NGOs involved in development education; it hosted a GENE international round table meeting in November 2008; and the Development Education Desk Officer (Ms. Joanna Poplawska) participated as a member of the international peer review team to Norway in March 2009.

10 The figures for 2008 and 2009 show a significant increase, when accounted in PLN. The euro equivalent does not reflect this increase, due to exchange rate fluctuation between 2008 and 2009.

**Table 2. Spending on Development Education and Information in 2008, MFA, Poland**

Activity	PLN	EURO (average exchange rate for 2008 1 euro=3,44 PLN)
Grant scheme for NGOs (including a scheme providing funds for young PhD candidates)	1,050,000.00	305,232.55
Development Education component in assistance projects (not covered by DE & Information budget)	80,000.00	23,255.80
National In-Service Teacher Training Centre - project for teachers and educators (2nd edition)	119,250.00	34,665.70
Grants for higher education institutions and academia	181,095.00	52,643.90
Other information and educational activities (e.g. collaboration with the Polish public radio Channel 3; annual event - Polish Development Cooperation Forum)	1,453,882.00	422,640.00
<b>TOTAL</b>	<b>2,884,227.00</b>	<b>838,438.00</b>

*Source: Ministry of Foreign Affairs, Poland.*

The MFA funding programme for development education and information was initiated based on sound principles based on international learning, and has increased significantly over the years, albeit from a low base in 2005. However, the organisations involved, including the Ministry of Foreign Affairs, and the implementing body engaged over several years, realise that when circumstances allow through increased funding etc, the scheme needs to grow. Even without extra funding, there are a number of practical adjustments that could be made to the scheme which would make it more user-friendly and more effective. The Peer Review makes a number of practical recommendations in this regard in chapter 4.

## Implementing body - Education for Democracy Foundation

Since 2005, the Education for Democracy Foundation has been selected each year to run the Ministry of Foreign Affairs' re-granting programme for NGOs in the field of development education. In 2009, the call for projects was published in April, and NGOs started implementation of projects in July. They are obliged to finalise them by December. The Education for Democracy Foundation provides support for NGOs through meetings, training and e-learning courses.

Apart from facilitating the MFA re-granting programme over recent years, the Education for Democracy Foundation is among others also involved in partnerships in Global Education projects funded by the European Commission (EC), and runs the RITA programme (this involves supporting Polish NGOs who promote knowledge about democracy and a free market economy working with partners from Eastern Europe, the Caucasus and Central Asia).

*For further information on the Education for Democracy Foundation see [www.edudemo.org.pl](http://www.edudemo.org.pl)*

## Other sources of funding for global / development education

Apart from funding provided by the Ministry of Foreign Affairs, there are a number of other sources of funding used for Global Education in Poland, including funding from the European Commission and supplementary funding from other public and private sources. European Commission funding is provided through the Non-State Actors and Local Authorities budget line and is estimated to amount to approximately 2 million PLN<sup>11</sup> (approx. 488,000 euro) annually. The advantage of such funding is that it can be for a maximum duration of 3 years, thus giving stable funding over a significant period of time. However, weaknesses are, that such funding can cause organisations to become dependent; such funding is not aligned with national funding priorities; and such funding is generally only available to the larger more experienced NGOs.

## 2.5 Public Opinion Context

The Ministry of Foreign Affairs has been commissioning opinion polls on global development issues every year since 2004. These polls provide good insight into the current situation in public opinion and are also a source of information regarding trends over time.

The most recent poll, from December 2008, shows that 84% of Poles believe that Poland should provide development assistance to less developed countries. This is the highest figure recorded to date and provides evidence of the gradual and systematic increase of support for development cooperation. 76% of Poles surveyed agree that the government should earmark money from their taxes to development assistance for poorer countries.

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<sup>11</sup> Rough estimate based on the following calculations: there are 10 projects funded by the EC where Polish NGOs are either the leading agency (main applicant) or project partner; the assumed average budget of each Polish NGO within such projects is 50,000 euro per annum.

In the respondents' opinion Poland should first and foremost direct its development assistance to African countries (52%) followed by Poland's eastern neighbours: Ukraine and Belarus (37%). When asked about major challenges faced by developing countries, more than a half point to infectious diseases, including HIV/AIDS (51%), and a significant number of respondents point to: armed conflicts and other domestic conflicts (43%); lack of access to clean water (37%); inability to produce sufficient quantities of food (35%); and illiteracy (28%). Non-democratic governments and violation of human rights are mentioned far less frequently (16%) and so is pollution and exploitation of natural resources (13%). Most Poles prefer that Poland should channel its aid through specialised international organisations (55%) as well as Polish NGOs and companies (52%).

On the other hand, public opinion polls show that there is still relatively poor awareness among the general public in regard to the realities of global issues and development cooperation. For example, only 13% of Poles surveyed have heard about the UN Millennium Development Goals (MDGs).

However, the outcomes of the public opinion polls generally give rise to optimism with regard to support for development cooperation and global development issues generally into the future. Most Poles share a set of values and general mind-set that is supportive of the aims of development cooperation and global development issues. When asked about reasons for giving support for aid, most Poles point to the moral obligation to help the less privileged (58%) and the need to return the assistance Poland received in the past (47%).

Public opinion polls seem to indicate strong general support for global development issues, but at the same time suggest the need to increase development education and public awareness-raising in this field, in order to assist the public in better understanding the issues concerned.

## **2.6 Educational Context**

Since the period of political transformation, which began in 1989, Poland has undergone much change in its education system. A series of reforms based on legislation have since then provided the basis for change both in schools and in higher education. The educational context of Global Education will be dealt with in greater detail in the next chapter



## *Chapter 3*

# Global Education in Key Sectors



# Chapter 3

## Global Education in Key Sectors

### 3.1 Introduction

This chapter provides an overview of Global Education in a number of key sectors in Poland. It outlines the work being undertaken in Global Education in the formal education system, in teacher training, and among Non-governmental Organisations (NGOs) and broader civil society sectors. It identifies a broad range of initiatives that are undertaken by the organisations involved in Global Education and identifies a number of challenges and opportunities.

### 3.2 Overview of Global Education in Formal Education

Poland has been a significant location in the history of changing world views. It could be argued that the philosophical origins of a global perspective were born with the revolution in the world view of Copernicus<sup>12</sup>.

The promotion of tolerance in and through education also has a long history in Poland. As one historian puts it “[to] the objective observer, the most outstanding feature of pre-Partition society in Poland-Lithuania was its multicultural character...It promoted an environment of cultural “cross-fertilisation” where open-minded people could learn from their neighbours, and it encouraged a strong tradition of education...”<sup>13</sup>.

The cities of Krakow and Warsaw are home to universities that are among the oldest in Central Europe. The Commission on National Education, Komisja Edukacji Narodowej, the first of its kind in Europe, is considered to be the first Ministry of Education in the world. It was established in Poland in August 1773, as part of larger administrative reforms and the Polish Enlightenment. While its work was of short duration – two decades – it managed to reform the school curriculum, convert schools, develop a new Polish language vocabulary and new textbooks in major curriculum subject areas, and also reform the Universities<sup>14</sup>.

More recently, the name Kapucinski<sup>15</sup> for many connotes the intelligent, empathetic ability to learn deeply of the local in the global and the global in the local; to learn from living

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12 *On the Revolutions of the Heavenly Spheres*, trs A.M. Duncan, New York, Barnes and Noble, 1976, ISBN 0-06-491279-5.

13 Davies, Norman. *Heart of Europe: The Past in Poland's Present*. Oxford University Press. Oxford, 1984, 2001. P. 278-279. Of course Poland is not, as other countries, without its own history of intolerance also – the point here is that the confluence of tolerance and education has a long tradition in the region.

14 *Ibid*, Davies, Norman. *Heart of Europe: The Past in Poland's Present*. Oxford University Press. Oxford, 1984, 2001. P. 278-279.

15 See, for example Ryszard Kapucinski (2009) *The Other*, Verso: London.

with people in the global South; to do justice and report accurately the lives of people in the developing world, and to assert their importance and depict their dignity in the course of human history.

In the past two decades, the Polish Education system has undergone a series of reforms. Long-term education policy in schools is the responsibility of the Minister of National Education, and that of Higher Education the responsibility of the Minister of Science and Higher Education. The Education Act of 1991, following the political transformation of 1989; amendments to that Act; and the 1999 Act on the Implementation of Education System Reform provided the legislative basis for a series of curriculum and education structure reforms which served to decentralise the pre-school, primary and second level systems. Higher Education has followed similar reform leading to the autonomy of Universities.

The Ministry of National Education (MoE) summarises the changes in the direction of decentralization in the school system thus:

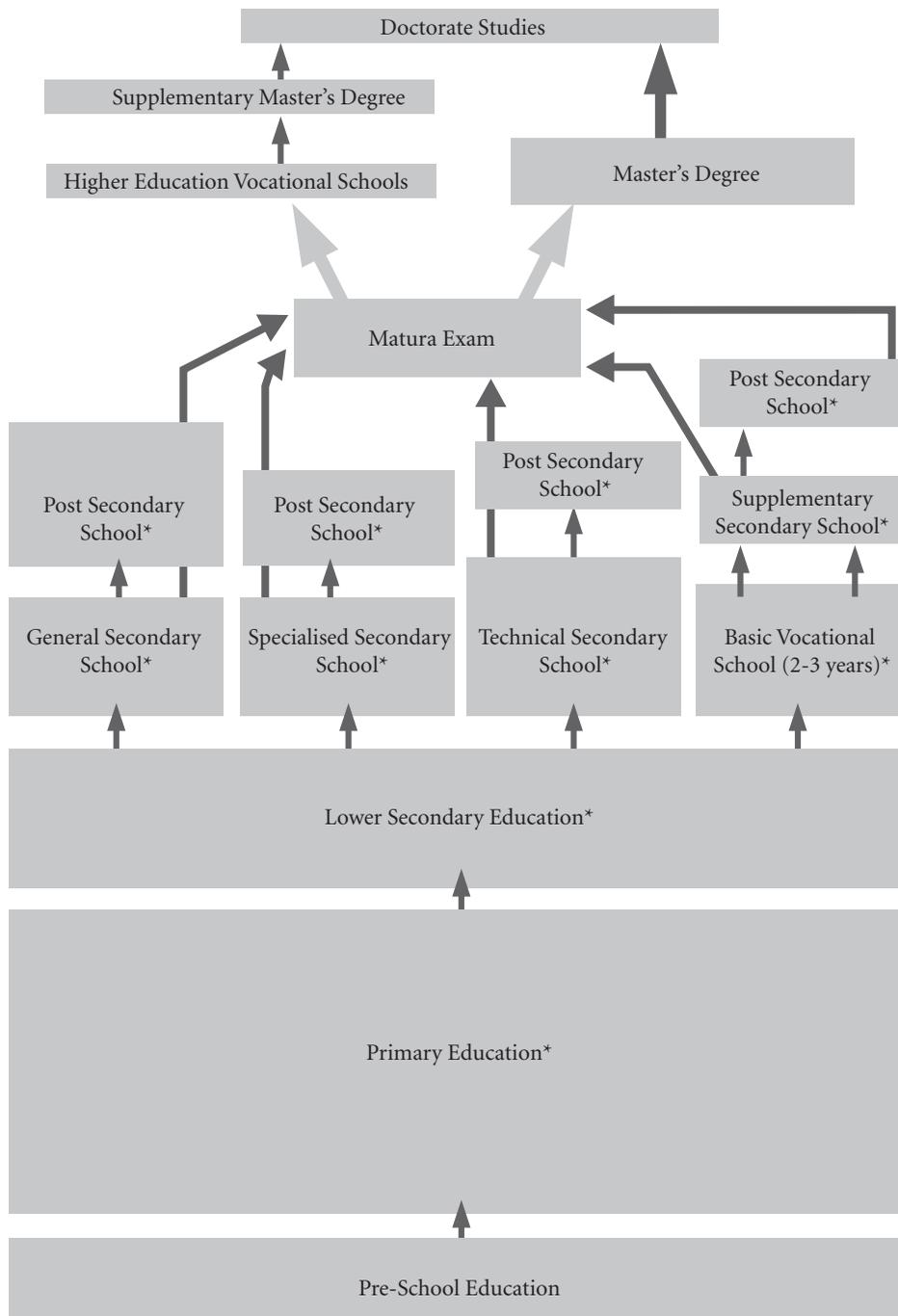
*“The...education reform assumes that only the national education policy will be carried out centrally, while the administration of education and the running of schools, pre-school institutions and other educational establishments are decentralised. The responsibility for the administration of public kindergartens, primary schools and gymnasias has been delegated to the local authorities (communes). It has become the statutory responsibility of powiaty (districts) to administer upper secondary schools, artistic and special schools. The provinces (voivodships) have the coordinating function, supervising the implementation of policy of the Ministry and being responsible for pedagogical supervision”.*<sup>16</sup>

The graph below gives a summary overview of the structure of the Polish education system from pre-school to third level.

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<sup>16</sup> FRSE, (2008) The System of Education in Poland. Warsaw: Foundation for the Development of the Education System. Page 8

## Poland: Summary Structure of the Education System



Source: *International Bureau of Education*<sup>17</sup>

<sup>17</sup> [http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/Countries/WDE/2006/CENTRAL\\_and\\_EASTERN\\_EUROPE/Poland/Poland.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/CENTRAL_and_EASTERN_EUROPE/Poland/Poland.pdf). Last downloaded November 2009

In 2008 the most recent curriculum reform has been introduced in the 1st years of both elementary school and secondary school. This most recent reform involves root and branch reform of the curriculum, with a greater focus on educational outcomes. The consultation process prior to the initial implementation of the curriculum reform in September 2008, as outlined in greater detail below, has provided both an impetus for, and a clear entry into the system at a structural level, for Global Education in all schools in Poland.

### *3.2.1 Key Challenges and Opportunities arising from recent reforms*

A significant impetus for Global Education took place at the beginning of 2008, when the Under-Secretary of State (Krzysztof Stanowski) at the Ministry of National Education stated publicly that Global Education is an important part of formal education in Poland and one of the priorities of the Ministry.

In February 2008 a first public consultation meeting in regard to Global Education was conducted. Subsequently, several mechanisms for supporting Global Education integration were initiated. An Open School competition for schools in 2008 and 2009 was organised by the Ministry of National Education, with a strong Global Education focus as one of the 5 main categories of the competition. In November 2008, a conference in Warsaw for teacher training centres from across the country took place. The emphasis placed on Global Education by the Ministry of Education provided additional encouragement for schools to engage in Global Education. The patronage by the Ministry of National Education of the international Global Education Week in Poland (third week of November), over a number of years, has also had a positive impact.

A very important step in the integration of Global Education into the formal education system was the invitation to representatives of NGOs engaged in Global Education to participate in the process of preparation of core curriculum reform (initiated in 2008, with implementation begun in September 2009).

The Ministry of National Education estimates that by the time the reform is fully implemented throughout the curriculum (in all years of primary and post-primary schooling) 5% of the education that is carried out in Polish schools will be quality Global Education. The fact that the Ministry is thinking in these terms – with Global Education as a Ministry priority, with Global Education becoming integrated into the process of curriculum reform, with a positive inclination towards access to all, and with an outcome focus and a target of implementation – augers very well for the possibility of future integration of Global Education within the school system at all levels.

However, such vast and open opportunities also provide very considerable challenges. One challenge involves Polish NGOs –who have had unprecedented access in the recent past to the transformation processes of curriculum reform. It is clear to the Peer Review that Polish NGOs in the field of Global Education have content expertise, the commitment and the

dynamism to effect change in the education system in favour of Global Education. There is a need, however, for both modesty and for partnership with educators and educational institutions in this regard<sup>18</sup>. Another challenge, among the largest, is the need for increased and improved teacher training in Global Education, to go hand in hand with the rolling out of curriculum reform. This is dealt with in the section below.

### *3.2.2 Global Education in the Reformed Core Curriculum*

An examination of the reformed core curriculum suggests that the changes made for the improved integration of Global Education into the core curriculum are indeed notable, and that there is significant progress in terms of curriculum reform in favour of Global Education. Let us take, for example, the Geography Core Curriculum for Upper Secondary School.

Here the main general aims of Geography are outlined as enabling students to:

- Use various sources of information to analyse and to present contemporary problems of nature, economy, society, culture and politics.
- Formulate and verify hypotheses regarding the causes of the problems of the contemporary world.
- Understand the relations between human beings, nature and society in local and global scales<sup>19</sup>.

Regarding the contents of teaching this subject, there are detailed requirements regarding specific topics. Some of these related to Global Education include the following:

The student

- Classifies countries based on analysis of human development and economy indexes, identifies poor and rich regions (rich North and poor South) and gives causes of disproportions in social and economic development of regions in the world. [point 2.1]
- Assesses and designs various forms of aid from government and Non-governmental Organisations to countries affected by crisis (natural disasters, wars, hunger) [point 2.2]
- Describes and assesses the diversity and changes in structure of the use of energy sources in the world, assesses the dependence on non-renewable sources of energy, is able to describe the claim that 'oil rules the world' [point 2.8]

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<sup>18</sup> See [www.udir.no](http://www.udir.no) for further details of Subject Programme Curricula. Please note that in this section we do not deal with vocational education and training. For an overview of the Folk High School see Chapter 2.

<sup>19</sup> See for Polish version [http://www.reformaprogramowa.men.gov.pl/images/Podstawa\\_programowa/men\\_tom\\_5.pdf](http://www.reformaprogramowa.men.gov.pl/images/Podstawa_programowa/men_tom_5.pdf) page 166, last accessed November 2009. English translation: Marcin Wojtalik.

- Gives examples of globalisation processes and their impact on local and regional development. [point 2.14]
- Identifies causes of contemporary global climate changes (global warming) and assesses global and regional solutions to prevent this phenomenon [point 3.3]<sup>20</sup>

### *3.2.3 Global Education in Teacher Training*

In-service teacher training in Poland is the responsibility of the Ministry of National Education, implemented by the National In-service Teacher Training Centre and by local and regional teacher training Centres. Pre-service training is the responsibility of the Universities and other third level institutes. In this section we deal with the integration of Global Education into the former, while the latter is included in the subsequent section on third level.

Since 2004, the National In-Service Teacher Training Centre (NTTC) has been carrying on educational activities in cooperation with NGO's aiming at education professionals in regional and local in-service teacher training centres. They are: conferences, seminars, education forums and workshops. Since 2007, NTTC has engaged in a project, supported by the Ministry of Foreign Affairs, which aims at developing a cascade system of in-service teacher training throughout Poland in the field of development education.

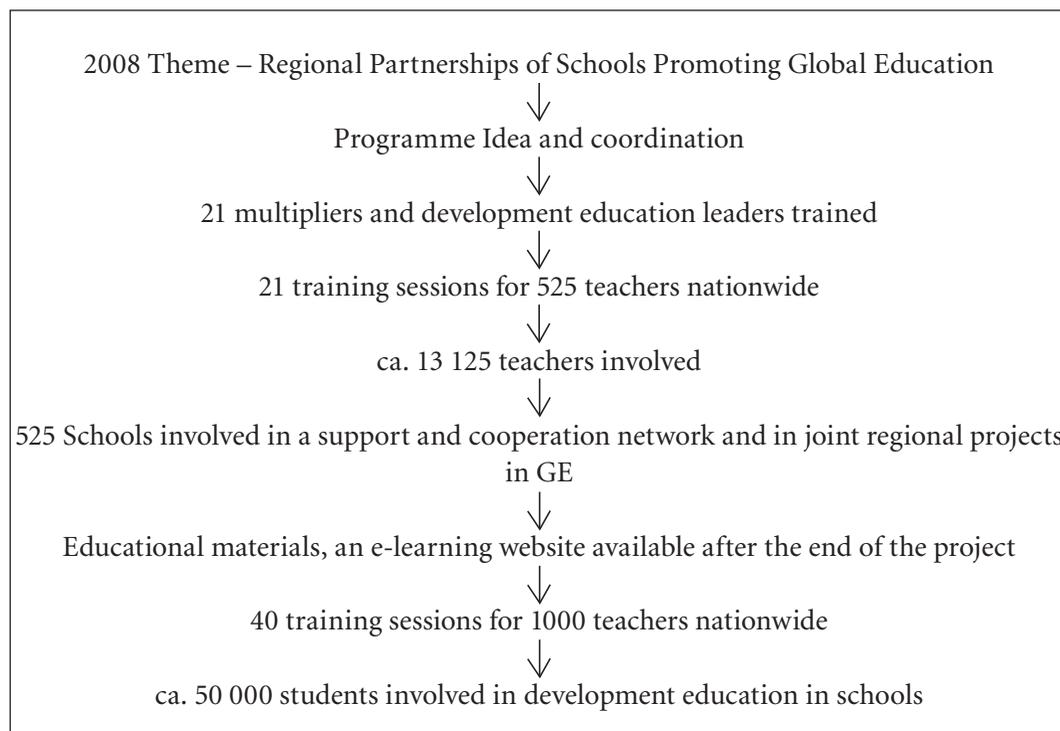
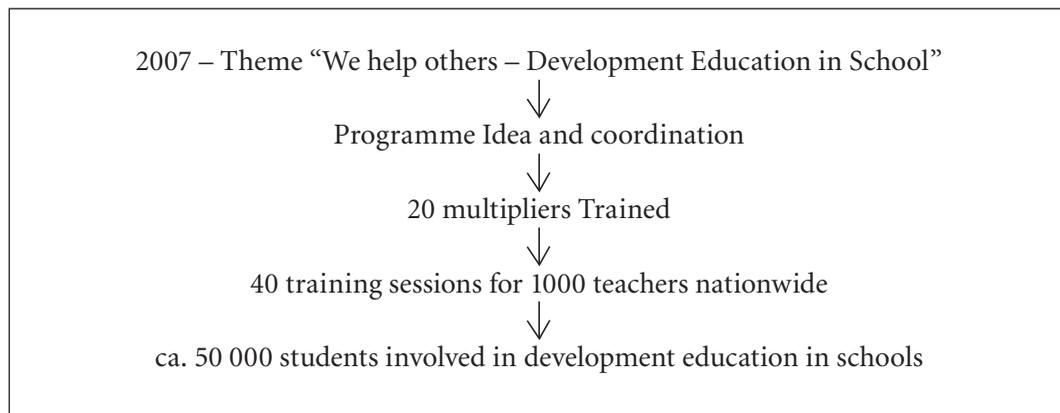
The aims of this programme are outlined thus:

- “To create a support system for and assure further development of education leaders by giving them the knowledge and skills needed for smooth and creative delivery of tasks related to the implementation of system solutions for education, including training in the above-mentioned areas.
- To extend the reach of development education in Poland through more intensive training for teachers in the regions and, thereby, to prepare teachers for joint planning and implementation of various initiatives and activities in the field of the Global Education development in their local communities.
- To provide long-term substantive and methodological support for teachers multiplying the developmental education at schools and local communities.
- To equip students with the knowledge and skills furthering the understanding of complex problems in the modern world and processes taking place in it, to raise the awareness of responsibility and dependence upon global transformations.
- To provide new materials with the Global development scope.”

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<sup>20</sup> ibid

The National In-Service Teacher Training Centre works with the Ministry of Foreign Affairs, the Ministry of National Education, Regional and local teacher training centres and a growing core network of committed and trained “multiplier” teacher trainers to provide training in development education nationwide. Training moves downstream to practical applications in classrooms during Global Education Week in the third week in November, with a theme chosen nationally which provides a hook and focus for Global Education locally. The development of the strategy can be seen in a comparison between the model of training used in 2007 and in 2008.



In 2009 the training has moved also to focus to a greater extent on the curriculum reform, and to provide distance e-learning and web-based training materials. Support for the development of a network of engaged and trained teachers is also ongoing<sup>21</sup>.

One of the key challenges faced by in-service training is the need to move beyond the engagement of a number of committed teachers (which, as can be seen from the project, are both significant in numbers and growing); to a more universalist approach, where all teachers are provided with in-service, related to curriculum reform, focused on development education. This would require far greater resources than currently available.

### *3.2.4 Global Education in Third Level Education*

Tertiary education is under the responsibility of the Ministry of Science and Higher Education. As an actor in Global Education in Poland its significance should be underlined as it has a crucial role to play in three important aspects of building a solid base for the long-term development of Global Education in Poland. Firstly, it manages the higher education system where future teachers are trained. Secondly, it manages budgetary resources for research. Thirdly, it deals with foreign students, lecturers and researchers working at Polish scientific facilities and higher education institutions.

In 2009, the Ministry of Science and Higher Education, together with the Ministry of National Education and Ministry of Foreign Affairs, launched a call for proposals for Global Education projects to local governments, research institutions and universities. Five public Third Level Institutions received grants (total amount of approximately 75,000 euro). In 2008, the Ministry of Science and Higher Education also published on its website the information about the possibility for young researchers to apply for grants funded by the MFA (within the “Research for Development” budget line).

The Ministry of Science and Higher Education shares responsibility for teacher training with the Ministry of National Education. The ministries cooperate in the field of defining teacher training standards. The Ministry of Science and Higher Education holds responsibility for issuing regulation on study programmes requirements ( standards).

The current regulation on standards for each field and level of study was issued on the 12th July 2007. It’s worth mentioning that the standards include matters related to Global Education, such as: promotion of sustainable development- biology, chemistry; human rights - administration, law, social policy or intercultural dialogue- management, journalism, social communication.

Third Level Institutions are numerous in Poland and enjoy great autonomy. This creates for them an opportunity to decide about their engagement in Global Education but it also

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<sup>21</sup> See [www.edukacjaglobalna-codn.pl](http://www.edukacjaglobalna-codn.pl) for the dedicated web-site of the project.

makes it very difficult to coordinate initiatives or to reach all of them at once. There is no general approach to the systematic introduction of Global Education into Third Level Institutions. Instead individual initiatives are emerging and it can be hoped that they will strengthen with time and experience and eventually network, share learning and pave a way for greater coordination in future.

In terms of the specific coordination of teacher training approaches between autonomous third level institutions in support of strengthened Global Education, Poland might also continue to learn from some successful experiences in this field in other European countries.

Currently, there are three Third Level Institutions which offer courses directly connected to Global Education: Institute of Global and Regional Studies at the Warsaw University (post-graduate Development Studies), three faculties of the Warsaw University in their joint post-graduate course on Humanitarian Aid and Tischner European University in Krakow with a focus on Peace and Development Studies. Smaller initiatives also emerge, for example, a number of third level institutions have also engaged in specific projects in support of Global Education in schools.

Below we outline two very different projects. The first is a project organised by the Faculty of Oriental Studies of Warsaw University, focused on the global dimensions of intercultural understanding, and targeted specifically at schools, with ready to use teaching units. The second project on Global Education, at The Maria Grzegorzewska Academy of Special Education in Warsaw, is focused on the pre-service training of teachers and pedagogues. Both were launched in 2009.

### **Faces of the Orient: Educational Toolkit**

The Faculty of Oriental Studies at Warsaw University has developed an educational toolkit, designed for use in the new curriculum and with a specific focus on Global Education. With an emphasis on particular areas in Africa and Asia, the pack includes two booklets published by the faculty, with an educational commentary. These books focus on challenging perceptions, on “them” and “us”. Another book prepared for the pack presents development problems of selected regions of Asia and Africa – provides data and overview. The pack includes a multimedia CD (also available online<sup>22</sup>) with 30 teaching units, introducing contemporary Orient, encouraging understanding of diversity and complexity, reaching behind cultural determinism. The teaching units are ready to use in the classroom<sup>23</sup>.

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<sup>22</sup> See Faculty's website: <http://orient.uw.edu.pl>.

<sup>23</sup> Katarzyna Górak-Sosnowska, Project Coordinator, Faculty of Oriental Studies, Warsaw University. [katarzyna.gorak@gmail.com]

## **The Maria Grzegorzewska Academy of Special Education in Warsaw**

The Academy for Special Education in Warsaw has developed a programme in the field of Education for Sustainable Development entitled Join in! Education for Sustainable Development. It involves three dimensions – a knowledge transfer activities and students' skills training dimension; a student action component, and a focus on creating structures and mechanisms which will support people (students, academic staff, teachers and others) in the action for sustainable development and intercultural understanding. The process is open to a wide range of cooperation with other institutions: academies, NGOs, companies and others (such as MSCDN – the Masovian Teachers' Development Centre). The formation of an Intercultural Student Research Group accompanies the process.

The intercultural learning dimension of the programme is based on a programme of research conducted from 2007 to 2009, which identified the preparation required, the needs and the expectations of initial trainee teachers in regard to Intercultural Education in culturally diverse classrooms.

The focal point of the programme is the pre-service teacher training course entitled Introduction to Global Education, which has two distinct and complementary modules; focusing on sustainable development and intercultural understanding. Both include practical application dimensions, and also include web-based materials, information boards and the development of educational games. This course includes a 30-hour lectures cycle, which covers a wide range of philosophical and ethical problems of global society.

A further dimension of the programme is directed at both students and academic staff, and involves an Autumn Academy on Global Education- Africa for students, including student's own educational initiatives in Global Education Week; and an expert lecture series for academic teachers entitled "Education for development – development for education – course Africa" in November 2009.

This course seems to be highly organised, particularly well targeted, and because it is based on research into needs, may have a high probability of success. The alliance of Global Education and Special Educational Needs Teacher Training is innovative, appropriate, and may be the only one of its kind in Europe. The use of the Global Education umbrella to bring together Intercultural Education training and training in Education for Sustainable Development may also be of interest to those in other countries. At the same time, a challenge lies in the possibility of sharing experience with other, autonomous teacher training academies and Universities, to ensure greater access of all initial trainee teachers to Global Education.

### 3.2.5 In summation

Admirable work is being accomplished by pioneering individuals and a small number of institutions in formal education, some of whom call on the expertise of NGOs or policymakers. However, individual initiatives cannot adequately respond to the significant possibilities opened up for Global Education by the recently introduced new core curriculum. In this context, those strategising the provision of Global Education within initial and pre-service teacher training must move from single initiatives, to networking, up-streaming and up-scaling of initiatives. Along with developing the capacity in this sector, a strategy and time-line for achieving the integration of Global Education training within all teacher training should be developed.

The good cooperation to date of the Ministry of National Education and the Ministry of Foreign Affairs in the Global Education field is commended. The Peer Review would like to see this cooperation further strengthened and institutionalised, including with other key ministries such as the Ministry for Science and Higher Education, and with other coordinating bodies, as outlined in detail in the recommendations in Chapter 4.

### **CASE STUDY: Global Development Research Group**

The Global Development Research Group was established in 2007 by a group of economists, geographers, historians, linguists, political scientists, sociologists and specialists in cultural studies who undertake joint research initiatives aimed at developing and popularizing knowledge concerning global development. It identifies a number of key target groups or beneficiaries of its initiatives – NGOs, the media, students and decision makers.

As well as carrying out research aimed at popularising knowledge about development issues, the group is also involved in awareness projects concerning development issues, produces research and policy papers and facilitates expert commentaries to the media.

In 2008 it was one of two implementers of the major training programme funded by the MFA: *Academy of International Development Co-operation*. The programme consisted of two parts: the Summer School of Global Development (aimed mainly at university students, 9 days) and seminars and workshops (aimed primarily at NGO volunteers and staff as well as other groups). In 2009, the Global Development Research Group was again among two NGOs which won the MFA's call for proposals for *Academy of International Development Co-operation*. This year it organised a Summer School on Global Development in September. In 2009 it is also organising a training course for journalists which includes a week long study visit for journalists to a developing country.

A second major initiative the group is involved in is the educational programme Democratic Governance for Development. This programme aims at enhancing and propagating knowledge on mutual inter relationships between democratization, social and economic transformation and social and economic development. In particular this involves learning from Nordic experience in this field.

A third area of work for the group is on Development Policy. This includes the production of an annual series of research journals - Dialogues on Development. The authors include academics and development practitioners, and deal with the complexity of development processes.

The Global Development Research Group has managed to source funding from a variety of sources – from MFA Poland, Norwegian Financial Mechanism, and the European Commission, it is also exploring private sources.

*For further information on the Global Development Research Group see [www.gdrg.org.pl](http://www.gdrg.org.pl)*

### **3.3 Global Education in Civil Society and Other Sectors**

#### **3.3.1 Introduction**

Global Education in the Civil Society Sector in Poland has been growing over the past five years in particular. The section begins with a brief overview of the Grupa Zagranica working group on development education, as an important coordinating structure for this sector. The section also gives the reader a brief introduction to a cross section of NGO organisations and their Global Education activities<sup>24</sup>.

#### **3.3.2 Grupa Zagranica - NGDO Development Education Working Group**

As mentioned above, Grupa Zagranica is an association of Polish non-governmental organizations working abroad in cooperation with and for the benefit of foreign partners. The group works mainly through its working groups, and its development education working group is one of the most active. This group is open to all NGOs involved in Global Education (also non-members of the Grupa Zagranica), and it makes efforts to involve as many member organisations as possible. It meets on a monthly or bi-monthly basis and most of the meetings take place in Warsaw, in the office of Batory Foundation, a host organisation of Grupa Zagranica's secretariat.

The working group on development education plays a very important role in providing leadership and encouraging greater coordination and improved quality among Non-governmental Organisations concerning Global Education. It performed a valuable function as a consultative advisory service to the development of the new curriculum, and the Peer Review would expect to see it playing a continuing progressive advisory role with regard to the implementation of the new curriculum. It is clear that the working group would like to see greater coordination in the Global Education field in Poland and is ready to work closely with the key ministries and others to this end.

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<sup>24</sup> The Peer Review team met with representatives of many of these organisations during meetings in Warsaw and Krakow. While it is not possible to go into detail on the activities of all the organisations which the Peer Review team met with, a selection of initiatives are listed in this section. For the full list of organisations which the Peer Review team met with, see Appendix 1. It should also be noted that while seeking to meet with all those active in GE in Poland at present, there are actors which might have a strong role to play in the future – such as trade unions, or youth organisations – which the Peer Review team did not have the possibility to meet, and who might nonetheless be involved in follow-up.

The Peer Review would like to see this working group strengthened, with greater resources, support and capacity building. It would also like to see it eventually reaching out to broader civil society groups, with a view to embedding Global Education within civil society structures.

*For further information on Grupa Zagranica see: [www.zagranica.org.pl](http://www.zagranica.org.pl)*

### ***3.3.3 Education for Democracy Foundation***

The Education for Democracy Foundation, among other things has since 2005 ran the MFA's re-granting programme for NGOs in the field of development education. (for further information on this see also chapter 2 above).

### ***3.3.4 Polish Humanitarian Organisation (PHO)***

The Polish Humanitarian Organisation, PHO, established in 1992, is one of the largest NGOs in Poland. PHO is mainly a humanitarian NGO which operates in various parts of the globe, particularly in conflict and post-conflict countries (e.g. Sudan and Afghanistan). It runs programmes also in Poland, including a Pajacyk programme (supplementary feeding for pupils in Poland) and programmes for refugees in Poland and for Polish repatriates. The organisation has approximately 50 employees.

PHO has run its educational activities since 1994 (initially called humanitarian education) and it is involved in European cooperation in Global Education since 2002. It runs several three-year projects financed by the EC either as a main applicant or as a partner organisation. PHO has published a number of publications in Global Education, conducted many training courses for teachers, students and NGOs and runs projects that include topics such as: Global Action Schools, ethics in garment industry, and promotion of knowledge about official development assistance among decision makers. PHO is also a member of the GLEN network and some of its volunteers are sent to Africa through financing from MFA's volunteering programme (through MFA's standard funding scheme). Similarly, PHO implements Global Education projects funded by MFA through a re-granting scheme administrated by the Education for Democracy Foundation - mostly as an additional funding for PHO's projects funded by the EC.

*For further information on PHO see: [www.pah.org.pl](http://www.pah.org.pl)*

### ***3.3.5 eFTe Group Warsaw, Fair Trade and Critical Consumption***

The NGO eFTe is an interesting example of young Polish people having the confidence and interest in trying to make a difference in the area of ethical consumption. They come together in this organization to learn more about how everyday consumer choices can have much wider impacts for society, for the environment and has political and economic dimensions. They try to influence others and list a broad range of target groups including

children, students, family and friends, adults NGOs, restaurants/cafes and private companies. Their activities include running a website, holding fair-trade breakfasts, a campaign to “change plastic (bags) for linen”, a school project, the development of a cook-book, facilitating mail-shots to cafes and other practical initiatives. Their name eFTE derives from ‘Fair Trade’.

*For further information on the eFTE group see: [www.efte.org](http://www.efte.org)*

### **3.3.6 Centre for Citizenship Education (CCE)**

The Centre for Citizenship Education, CCE, established in 1994, is one of the leading educational NGOs in Poland. CCE specialises in citizenship education. Thousands of schools participate in educational programmes of CCE which are known to most teachers in Poland. It also operates a non-profit teacher-training institute registered with the Ministry of Education. Some of its programmes are widely promoted by “Gazeta Wyborcza”, the main daily newspaper in Poland.

CCE considers Global Education to be a part of a modern citizenship education, and therefore implements some projects in Global Education. CCE is a partner in the EC funded project named Watch and Change, which includes: preparation of a set of documentary films and methodological publications for teachers, training for teachers and group leaders as well as activities in schools. The Centre for Citizenship Education also implements projects funded by MFA through a re-granting scheme and is actively involved in the development education working group of Grupa Zagranica.

*For further information on the Centre for Citizenship Education see: [www.ceo.org.pl](http://www.ceo.org.pl)*

### **3.3.7 Partners Poland Foundation**

The Partners Poland Foundation, established in 1995, is committed to building sustainable local capacity to advance civil society and a culture of change and conflict management. It is associated with the international non-governmental organisation, “Partners for Democratic Change” which has offices in the USA and other regional offices, especially in post-soviet countries. Partners Poland Foundation has a network of consultants and trainers and implements projects in the Balkans, Eastern Europe and Central Asia. It facilitates training for local activists, provides guidance for local governments, organises study visits and provides mediation. In 2008 and 2009 Partners Poland Foundation operated an MFA funded programme named “Research for Development” which was a re-granting scheme aimed at enabling Polish researchers to participate in international conferences connected to global development issues. It also published a basic guide about the role of researchers in development cooperation. Partners Poland Foundation is also a Polish partner in an EC funded project of Global Education aimed at the promotion of the MDGs which includes workshops at schools, training for teachers and an international competition for pupils.

*For further information on the Partners Poland Foundation see [www.fpp.org.pl](http://www.fpp.org.pl)*

### ***3.3.8 Angelus Silesius House***

Angelus Silesius House is a non-governmental education and training centre based in Wroclaw, established by Jesuits in 1993. Their goal was to create a place in Wroclaw, in which young Europeans could get to know one another and develop in the spirit of dialogue. The focus of the activity is young people - through workshops, voluntary service and training, the House tries to ensure friendly, pro-development space for them. Recently the organisation has developed further in the direction of becoming an organisation focused on Global Education, and has also developed the philosophical, reflective and spiritual dimensions of Global Education themes.

In 2008 and 2009 Angelus Silesius House was one of two implementers of the major training programme funded by the MFA: the *Academy of International Development Co-operation*. The programme consists of two parts: the Summer School of Global Development and a set of workshops in the Autumn (covering three main topics: corporate social responsibility, gender in development and development education). The main target group are university students but is also open to volunteers of NGOs.

*For further information on the Angelus Silesius House see [www. Silesius.org.pl](http://www.Silesius.org.pl)*

### ***3.3.9 Polish Green Network***

The Polish Green Network is an association of Polish environmental NGOs from various cities, promoting sustainable development and the building of civil society in Poland. The network has two major projects in regard to global development issues and Global Education; and provides an interesting example of the way in which an organisation whose *raison d'être* may be focused on green issues, is nonetheless committed to a broad understanding of sustainable development which has a strong global ethic and a concern for matters of global economic justice.

Polish Green Network's campaign named *Buy Responsibly* is aimed at ethical consumption in Polish society. The campaign includes a set of educational materials, training for teachers as well as a web site on ethical consumption. It is also a founding member of the Polish Fair Trade Coalition which was created in 2009 and has 11 member organisations.

Polish Green Network also has a programme named Action for Global South, which combines aid activities in Ghana (funded mainly from MFA) with public awareness work about official development assistance, with its web portal which is one of the main sources of information about the subject.

The network's Global Education activities are funded from various sources, including the EC, MFA's re-granting scheme as well as a Fund for Non-governmental Organisations.

### *3.3.10 Institute of Rural Development*

The Institute of Rural Development, established in 2007, aims to contribute to awareness of sustainable development issues in rural Poland, but also shares this learning and thinking with countries in the south.

Since 2008, the organisation has worked in partnership with a Dutch NGO in the implementation of a two year Global Education project funded by the European Commission. The main target group of the project are leaders of rural communities who are being trained and subsequently organise public awareness activities about global development issues. The project will finish with a conference in the first half of 2010.

### **CASE STUDY: Salesian Voluntary Missionary Service “ Youth for the World”**

The Salesian Missionary Voluntary Service - “Youth for the World” - is based in Krakow, with local chapters in other cities. It was registered as an association in 1999 as a means to support Salesians (A Roman-Catholic religious order) in organising and offering help to the poor, in particular children and young people from the poorest countries in the world. Since then, 190 Polish volunteers have been trained and sent abroad, completing missions, mostly in Africa but also in Latin America and Eastern Europe. Pre-mission training includes a strong focus on the perspective of bringing experience home for development education in Poland.

Global Education is one of the main focuses of the Salesian Missionary Voluntary Service “Youth for the World”. It organises educational and cultural events, conferences, exhibitions (including an MFA funded exhibition on the MDGs) and other forms of activity in development education as well as workshops in schools (with a small fee payable by schools). Work in schools is strategic, targeted and uses a range of methods – one project, for example, works with youth leaders in Poland and in developing countries to use the Brazilian theatre educator Augusto Boal's methodologies such as “Forum Theatre” And “Theatre of the Oppressed”, to explore generative themes with young people in Polish schools.

Since 2007, the Salesian Missionary Voluntary Service “Youth for the World” operates an African Village in Krakow, which consists of a set of three cottages which was built to imitate a village in Ghana. Now the village has been expanded on 1.5 hectares of land to a Development Education Park which consists of a set of buildings from various parts of the world. It is a tool designed to enable young people to explore and understand the realities of the lives of people in developing countries – using the theme of housing as an entry point, depicted graphically in three dimensions, and also using the physical geography of a Peters projection map of the world, laid out in the open countryside. These real life spaces are augmented by new technologies such as learner – LED touch-screen information displays; and workshops for teachers and students are provided, to ensure a structured learning experience that is balanced and comprehensive.

The Salesian Missionary Voluntary Service “Youth for the World” has also published educational materials, including a simulation game about the sugar trade and a brochure on the MDGs. The organisation is involved in EC funded projects as well, and raises funds for Global Education through other schemes, including the Fund for Non-governmental Organisations (Programme Operacyjny Fundusz Inicjatyw Obywatelskich). The organisation has been heavily involved in the Grupa Zagranica working group on development education.

*For further information on the Salesian Missionary Voluntary Service “Youth for the World” see [www.swm.pl](http://www.swm.pl)*



## *Chapter 4*

# Observations & Recommendations



# Chapter 4

## Observations & Recommendations

### 1. General Overview and Context

The Peer Review recognises the significant progress that has been achieved in Global Education<sup>25</sup> in Poland, particularly over the past 5 years. It commends the various actors involved in achieving this progress to date.

The Peer Review acknowledges the achievement of the Ministry of Foreign Affairs in establishing the basis for a sound structure for an initial annual funding framework. This framework is based on learning from other countries. The Peer Review notes the strong leadership of the Ministry of National Education in curriculum reform in favour of Global Education, and in other initiatives that prioritise Global Education. The Peer Review also recognises the vibrant, committed and growing practice of Global Education among development NGOs, guided by a clear vision, sound values and with a strong voluntary base.

While acknowledging the good work achieved over recent years in Global Education, the Peer Review also acknowledges the need for further capacity building, strategic planning and resourcing of institutions and organisations involved in Global Education in Poland.

*The Peer Review acknowledges the achievements to date in Global Education and the strong commitment by the Ministry of Foreign Affairs, the Ministry of National Education, Non-governmental organisations, and others, involved in Global Education in Poland. It recommends that this should be further strengthened, supported and built upon. Those involved should seize the opportunities currently available, and position the sector for further impact, as more adequate capacity, clearer strategic initiative and greater and more targeted financing becomes available in the coming years.*

### 2. Issues of Understanding and Conceptual Development

There seems to be a good understanding among practitioners and policy-makers of the conceptual basis of the field. There are clear operative understandings of the distinctions between Global Education, development education, awareness-raising, fund-raising, advocacy and public relations (PR). There is also a practical and strategic use of the

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<sup>25</sup> The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. GENE pays particular attention to development education. While GENE and the Peer Review use the term Global Education, GENE also welcomes the use of specific national terms.

umbrella term Global Education (by the Ministry of National Education); clear use of the term development education by the Ministry of Foreign Affairs (Polish Aid), and good practical usage of the overlap and of both terms by the Non-Governmental Organisations (NGOs).

*The conceptual development of the field in Poland seems clear, practical and strategic. There will be a need for further reflection on understandings (in the coming years), as more sectors and practitioners become involved. There is also a need, expressed by practitioners, for a related debate on standards, on quality and on future perspectives. At the same time, there also seems to be a need for a deepened conceptual debate, and for conversation across academic disciplines (for example, between Oriental Studies and Development studies and Pedagogy). The Peer Review recommends that this deepening of debate be encouraged and supported.*

### 3. Strategic Issues

The strategic thinking and vision shown by the Ministry of National Education and the Ministry of Foreign Affairs, is to be welcomed. Strategic engagement by Non-governmental Organisations (NGOs) involved in Global Education, and their reflection on the possibilities and challenges for Global Education in the future, is to be welcomed.

*The opportunity afforded by the current Polish school curriculum reform is considered by the Peer Review to be very significant. It may have the capacity to become an international model for Global Education integration into curricula. While recognising limitations of resources, greater coordination by Ministries, agencies and other relevant bodies; further strategic planning, and strengthened capacity is required, if the potential for Global Education is to be realised.*

*In this regard, the establishment of a national committee for Global Education might be considered, under the auspices of the Ministry of Foreign Affairs (Polish Aid) as the key funding body, with the Ministry of National Education, and including other relevant ministries and agencies, and coordinating bodies for NGOs and relevant civil society organisations. The purpose of this national committee should be to ensure increased coordination and improved quality, thus building on the progress to date.*

*The development of further strategic thinking, might, in the view of the Peer Review, be brought forward through a process of facilitated analysis of strategic issues between particular stakeholders within the frame of such a national committee.<sup>26</sup>*

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<sup>26</sup> Such a process might eventually lead to the development of a national strategy on Global Education. GENE is available to advise the national partners about other comparative experiences in Europe concerning national strategic development in this field.

*These strategic areas of focus might include reflection concerning:*

- *The structure and institutionalisation of Ministry of Foreign Affairs / Ministry of National Education / Non-governmental Organisation dialogue in this field;*
- *The structure and level of Ministry of Foreign Affairs / Ministry of National Education coordination (and including other key ministries such as the Ministry of the Environment and the Ministry of Science and Higher Education);*
- *Non-governmental Organisation strategic coordination, both between NGOs active in Global Education, and with broader civil society structures (youth, trade union, community) parliamentarians, media, etc.;*
- *Elaboration of criteria for choosing strategic sectors for work;*
- *Elaboration of standards of quality and good practice.*

#### **4. Funding Mechanisms and Issues**

The overall aim, intent and framework of the Polish Aid development education funding mechanism is sound, with the Ministry of Foreign Affairs clearly developing the grants mechanism based on international learning. The involvement of the Ministry of National Education in decisions, the outsourcing of the small grants scheme, and the guiding principles are all to be commended. Non-governmental Organisations recognise many of the strengths of the Ministry of Foreign Affairs funding procedure, and the good work of staff. A number of limitations, however, including funding level and duration, are hampering further development.

*If the Ministry of Foreign Affairs is to get best value for the money spent, and if the huge possibilities opened up by the current curriculum change in the formal sector, and by other opportunities for Global Education in other sectors, are to be realised, then the overall level of funding needs to be re-considered and increased significantly over time.*

*The Polish Aid development education funding scheme is at a stage where it might also grow in regard to the knowledge base within the Ministry of Foreign Affairs. The funding scheme should be revised to make it as useful and effective as possible within the current resources available, and also with a view to strategically preparing for the time when additional resources might allow for adequate incremental growth. (Some specific suggestions are outlined below.)*

*There is also a need for greater continuity and predictability for applicants. Until such time as multi-annual funding is made possible, there should be a lengthening of the implementation phase for the implementing organisations, to allow for as close to a full annual cycle as possible, informed by the needs of the activity proposed.*

*The guiding which the Ministry of Foreign Affairs, rightly seeks to achieve, should be focused not on topics chosen annually, but on guiding in, for example, the strategic choice of target groups, quality criteria, and the achievement of results at national level.*

*In order to plan, monitor and evaluate, the Ministry of Foreign Affairs, should consider the strengthening of human resources devoted to this area; with the aim of eventually growing the expertise and knowledge base of the Ministry in this field in order to ensure knowledge, expertise and the strategic implementation of its aims in Global Education.*

*The Ministry of National Education has shown significant commitment to ensuring that funds under its general ambit have included Global Education criteria. This is to be applauded, and the Peer Review urges the Ministry of National Education to continue this approach of recommending the inclusion of Global Education, including in all local and regional level funding.*

*Non-governmental Organisations (NGOs) involved in Global Education have shown excellent initiative in attracting additional funding for this work – from European Union (EU) and other international sources of funding, and from funds dedicated to development education, and those with broader aims that can be applied to development education. Without proposing automaticity, the Peer Review suggests that a greater availability of matching funds from national development education funding is a way to maximise funding for this area with minimal investment.*

## **5. Ministries and Agencies Involved – leadership, engagement, coordination**

The Peer Review recognises the important cooperation between the Ministry of Foreign Affairs and the Ministry of National Education, with obvious synergies resulting.

*The Peer review recognises the commitment of both the Ministry of Foreign Affairs, and the Ministry of Education in this field, with a Development Education desk officer in the Ministry of Foreign Affairs, and a desk officer in the Ministry of National Education who has Global Education as an important part of her duties. The Peer Review urges the Ministries involved to further strengthen and institutionalise this cooperation, in order to build on the strong commitment and capitalise on the work already achieved, as well as to take advantage of the opportunities arising for example from curriculum reform. As mentioned above, the Ministry of Foreign Affairs might also consider strengthening its staff complement in this field, over time, as might the Ministry of National Education, as resources allow.*

*The inter-ministerial cooperation might also be expanded, when appropriate, to include greater cooperation and coordination with the Ministry of Environment and the Ministry for Science and Higher Education. In particular there may be opportunities to explore North-South and Global dimensions in the Education for Sustainable Development (ESD) strategy. Meanwhile, there are perhaps emerging opportunities for the Ministry of National Education to work with the Ministry of Science and Higher Education to ensure that the gains made in the formal school curriculum might be supported by initiatives in higher education.*

*The Peer Review urges the Ministry of Science and Higher Education to continue to strengthen its prioritisation of Global Education, not only in respect of the Bologna process, but also in respect to support for research in the field.*

*The Peer Review also suggests that the Ministry of National Education, having ensured that Global Education is an important part of the duties of a designated desk officer, and with clear commitment also among senior officials, might consider a senior level working group to monitor implementation of this Ministry of National Education priority across all fields and sectors.*

## **6. Global Education in Formal Education**

The Peer Review recognises that with the reform of the national core curriculum a significant opportunity is afforded to those working to move the Polish education system towards access of all to quality Global Education. The review also noted an impressive model of Global Education integration within mainstream in-service teacher training, including the proposal to pilot an e-learning model for teachers, and opportunities within the third level sector.

*The Peer Review urges the Ministry of National Education, the Ministry of Science and Higher Education, and the responsible third level institutes, to support information sharing and coordination among emerging initiatives in initial or pre-service teacher education and training. This initiative should be informed by existing experience of in-service teacher training in Global Education in Poland, and by international examples of effective implementation.<sup>27</sup> A support mechanism and time-line for the achievement of the integration of Global Education into the pre-service teacher training for all trainee teachers in Poland should be developed, in consultation with the Universities, Colleges and other Pre-service teacher training providers.*

*The initiative of the National In-Service Teacher Training Institute observed by the Peer Review, concerning in-service teacher training, should continue to be supported. It might be viewed as a pilot to be replicated by regional teacher training centres. The Peer Review suggests that a national strategic plan and time-line to achieve universal in-service in Global Education for all teachers in Poland should also be elaborated and resourced.*

*Non-governmental Organisations (NGOs) have been active in supporting Global Education in the formal sector, and there are clearly opportunities for even greater mutual cooperation between the actors involved and even greater access for NGOs to more strategic roles and partnerships in this regard.*

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<sup>27</sup> GENE can provide specific examples where required.

## 7. NGOs and Civil Society

The Peer Review noted the good work taking place and the strong commitment concerning Global Education among a broad range of Non-governmental Organisations (NGOs) in Poland. This commitment and support for Global Education, based on clear vision and values, along with a strong voluntary base and a clear intention of sustainable integration, is, in the view of the Peer Review, very impressive and inspiring. The work of the group on identifying key challenges into the future, and promoting forward planning, is also recognised.

*The Peer Review noted the important coordinating role among Non-governmental Organisations (NGOs) of Grupa Zagranica and its Global Education working group, including its role in the development of positions in relation to the new curriculum. This coordination is welcome and should be strengthened, supported and adequately resourced, without diminishing independence.*

*The Peer Review recommends that the work of the Grupa Zagranica Global Education working group, which has performed the valuable function of a consultative advisory service to the development of the new curriculum, should be supported to continue this advisory role in relation to the progressive implementation of the new curriculum over the next 6 years, along with a monitoring and content knowledge function.*

*The Peer Review also proposes that Non-governmental Organisations (NGOs) active in Global Education seek to develop broad strategic alliances and partnerships with broader civil society organisations in Poland, with a view to embedding Global Education within civil society structures. The Peer Review also recommends that the NGOs consider their role vis a vis parliamentarians, with a view to building understanding of global issues, and broad parliamentary support for Global Education.*

*As experience among Non-governmental Organisations (NGOs) increases in Global Education, the Peer Review proposes that further strategic thinking is to be encouraged regarding the level at which NGOs work within particular sectors. There may be increasing opportunities to make a bigger impact with limited resources if the learning and commitment of NGOs is moved upstream and up-scaled, to work more strategically. (For example, while the Peer Review has seen examples of good practice in non-formal work with young people and youth leaders, which is acknowledged, the possible emergence of a National Youth Council, with the support of the Ministry of Education, provides a significant possibility for also working with youth sector management to ensure broad NGO/civil society coordination in the youth field in favour of Global Education, with a view to eventually reaching all young people involved in youth organisations).*

## 8. International Engagement

The Peer Review notes the willingness of all the key actors involved in Global Education in Poland to involve themselves in international engagement with others in the field. This, it holds, is one of the reasons for the rapid growth, integration and main-streaming of this field in Poland.

The Peer Review recognises the work of Polish organisations and institutions in the work of DEEEP, Concord. It sees the positive effects of international networking programmes on the development of Global Education in Poland. It recognises the engagement of Poland in the work of the OECD DevCom, and sees the fruit of public opinion polling in this regard. The Peer Review also recognises the willingness of Polish officials, in both the Ministry of Foreign Affairs, and more recently, the Ministry of National Education, to participate in, learn from, host and contribute significantly to the development of Global Education Network Europe (GENE). The Peer Review also recognises the good work achieved through bilateral cooperation and suggests that this two-way learning process continues.

*The Peer Review commends Polish engagement, at both Non-governmental Organisation (NGO) and Ministry level, in international sharing of good practice and policy development. It urges continued international involvement, to ensure continued Polish comparative learning, and also to share this learning with other countries.*



# Appendices



# Appendices

## APPENDIX I

### Peer Review Process Meetings

As part of the process of the Peer Review, meetings and presentations with the following groups and organizations took place in Poland in Warsaw and Kracow, in April and September 2009.

- 1 Angelus Selisius House
- 2 Centre for Citizenship Education (CCE)
- 3 Education for Democracy Foundation
- 4 eFTe Group Warsaw, Fair Trade and Critical Consumption
- 5 Faculty of Oriental Studies at Warsaw University
- 6 Global Development Research Group
- 7 Grupa Zagranica
- 8 Institute for Rural Development
- 9 Institute of Global Responsibility
- 10 Institute of Regional and Global Studies
- 11 Maria Grzegorzewska Academy of Special Education, Warsaw
- 12 Ministry of National Education
- 13 Ministry of the Environment
- 14 Ministry of Foreign Affairs (Polish Aid)
- 15 Ministry of Science and Higher Education
- 16 National In-service Teacher Training Centre
- 17 Partners Poland Foundation
- 18 Polish Green Network
- 19 Polish Humanitarian Organisation (PHO)
- 20 Salesian Voluntary Missionary Service “ Youth for the World”
- 21 Tischner European University

## APPENDIX II

### Maastricht Global Education Declaration

#### *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 cooperation 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.*

## Select List of Web Sources<sup>28</sup>

Ministry of Foreign Affairs, Poland	<a href="http://www.msz.gov.pl">www.msz.gov.pl</a>
Ministry of National Education, Poland	<a href="http://www.men.gov.pl">www.men.gov.pl</a>
Polish Aid	<a href="http://www.polishaid.gov.pl">www.polishaid.gov.pl</a>
Grupa Zagranica	<a href="http://www.zagranica.org.pl">www.zagranica.org.pl</a>

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<sup>28</sup> Note: most of the organisations referred to in the text of the report, have their website address listed for further information at the end of their particular section or overview.

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## The European Global Education Peer Review Process

The European Global Education Peer Review Process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. This process is facilitated by Global Education Network Europe (GENE).

This Peer Review Process on Global Education in Poland consulted and involved Polish ministries, agencies, non-governmental organizations, civil society and other sectors. The international Peer Review of Poland included reviewers from Austria, Ireland, and the Netherlands.

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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.



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