



North-South Centre
of the Council of Europe

KommEnt

Gesellschaft für Kommunikation und Entwicklung
Society for Communication and Development

Global Education
Network
Europe
(GENE)

National Structures for the Organisation, Support and Funding of Development Education

A Comparative Analysis

North-South Centre of the Council of Europe and KommEnt, Austria

With participating GENE members

Germany (InWEnt); Ireland (DCI); Netherlands (NCDO);
Norway (Rorg & Ministry of Foreign Affairs);
Switzerland (Foundation Education and Development) and
the United Kingdom (DEA).

Abbreviations

ADA	Austrian Development Agency
AGEZ	Austrian umbrella organisation of NGOs
BMZ	German Federal Ministry for Economic Cooperation and Development
CADA	Coalition of Aid and Development Agencies (Northern Ireland)
CDG	Carl Duisberg Gesellschaft
CIDAC	Centro de Informação e Documentação Amílcar Cabral (Portugal)
COE	Council of Europe
DAC	OECD Development Assistance Committee
DAF	Development Awareness Fund (UK)
DCI	Development Cooperation Ireland
DDC	Department of Development Cooperation in the Austrian Federal Ministry for Foreign Affairs
DE	Development Education
DEA	Development Education Association (United Kingdom)
DEAC	Development Education Advisory Committee (Ireland)
DEFY	Development Education for Youth (Ireland)
DEU	Development Education Unit (of DCI)
DEZA	Department of Foreign Affairs (Switzerland)
DFA	Department of Foreign Affairs
DFID	Department for International Development (UK)
DSE	German Foundation for International Development
EC	European Commission
EED	Development Service of the Protestant Church (Germany)
EU	European Union
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
GNP	Gross National Product
IDEAS	International Development Education Association of Scotland
IPAD	Portuguese Institute for Assistance and Development
InWEnt	Capacity Building International, Germany.
KEPA	Service Centre for Development Cooperation (Finland).
KommEnt	Society for Communication and Development (Austria)
MOE	Ministry of Education
MFA	Ministry of Foreign Affairs
NCDE	National Committee for Development Education (Ireland)
NCDO	National Committee for International Cooperation and Sustainable Development (Netherlands)
NGO	Non-governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
NSC	North-South Centre of the Council of Europe
ODA	Overseas Development Assistance
OECD	Organisation for Economic Cooperation and Development
OSCE	Organisation for Security and Cooperation in Europe
PR	Public Relations
RORG	Framework Agreement Organisation (Norway)
SBE	Swiss Foundation Education and Development
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme

UNESCO	United Nations Educational, Scientific and Cultural Organisation
VENRO	German coordinating body for NGOs
WTO	World Trade Organisation

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Susanne Höck, Munich, Germany

Liam Wegimont, Lisbon, Portugal.

September 2003

Preface

Global Education is growing throughout Europe. At the same time there is also growing recognition of the need for greater co-ordination and learning in the field. This recognition - and the need to ensure public awareness of development co-operation endeavours and critical public ownership of development aid – has led to the establishment, over the past thirty years, of a number of structures at national level for the coordination and funding of “*global*” (or development) *education*.

The workings of these existing structures – NCDO in the Netherlands, NCDE (later the Development Education Unit of DCI) in Ireland, KommEnt in Austria, SBE in Switzerland, along with other structures at national level such as the DEA (UK), BMZ, Venro, and later InWEnt (Germany) and the RORG-Network (Norway) – form the basis of the present study.

These national organisations, some of whom have been co-operating on a bilateral basis for some time, came together, at the invitation of the North-South Centre of the Council of Europe, to participate in the **1st Roundtable on Multilateral Networking of Member States Development Education Support Structures** in June 2001, in Strasbourg. This meeting, and a prior consultation process, led to the development of **GENE – Global Education Network Europe**.

The purpose of the GENE process is two-fold: to share learning between existing and emerging national structures of support for development education in Europe; and, through the development of a common agenda, to share such learning with other member states of the Council of Europe.

The organisations in the GENE network represent a significant part of the admittedly inadequate pool of national funding for development education in Europe, playing the key role in their countries with combined budgets of over 40 million euro annually¹.

¹ This approximate figure does not reflect the overall national budgets for Development education and information of the countries concerned, which totals approximately 75 million; see Graph D below.

This survey is the first publication associated with the GENE process. Its purpose is to provide comparative information regarding existing and emerging national structures of support and policies of funding for development education. This information will be useful, in the first instance, to inform existing and emerging structures. It will provide useful information to development and education Ministries in Council of Europe member states interested in greater co-ordination of global education and to NGOs. Finally, given the lack of historical studies in the field of global education, it is hoped that the study might, when read in conjunction with Susanne Höck's previous work², provide a snapshot in 2003 of the growing professionalisation and systematisation of the fields of development and global education.

Jos Lemmers

Executive Director

North-South Centre

²“*Structures of Support and Funding in 4 countries*”; KommEnt, Vienna, 1997

INTRODUCTION

Global Education in Europe, as a critical education response to the realities of globalisation - and as an attempt to bring together differing types of education for social change (human rights education, sustainable development education, the global dimensions of citizenship education, etc;) - has been growing apace. This growth is based on differing starting points and differing foundations – in some countries based on decades long traditions of awareness-raising regarding issues of North-South Interdependence; in others based on strong traditions of civic education; in others on more recent commitments to environmental education and access to information on environmental matters.

In Maastricht, Netherlands, in November 2002 governments, civil society representatives, local and regional authorities from over 50 countries came together to discuss ways to strengthen, improve and increase global education, with an eye on related global political processes such as the Millennium Development Goals, the outcomes of the World Summit on Sustainable Development, and the UN Decade on Education for Sustainable Development.

A key concern of this Congress was to agree the ways and means by which concerned actors might together increase and improve global education at national level. While issues of quality and concern are foremost in the minds of many global educators, another constant theme throughout the proceedings – reflected in the “Maastricht Declaration”³ – were issues of funding and support. These concerns are very much the *raison d’être* for the current study.

This study

This GENE study: *National Structures for the Organisation, Support and Funding of Development Education in a Selection of Members States of the Council of Europe: A Comparative Analysis*, provides comparative information regarding existing and emerging national structures of support and policies of funding for development education.

Examining the various national models outlined in this report highlights both the interesting similarities and significant differences between the varied national approaches. The organisations involved often have similar functions, for example a national funding, policy and coordinating role, and a national role for quality assurance, evaluation, training, as well as some international networking and representation role. On the other hand structurally they are often quite different. Some are independent from government while others are very closely linked to government. Modes of funding are very different, as are levels of funding and resources.

While Global Education benefits from the richness of approaches, perspectives and actors, having strong national co-ordination helps to focus activities, identify common agendas and share good practise. Strong national coordination also helps with regard to attracting funding from a variety of sources, on the basis of sound policy-making and transparent funding mechanisms.

The information set out in this report will be of particular interest to Overseas Development Administrations and to Education Ministries as well as to other Ministries and other actors (civil society, parliamentary, local or regional powers) involved in supporting existing national global education structures in Council of Europe member states and those involved in developing emerging structures.

Based on an analysis of the various national models for development education contained in this report, a number of **Key Learning Points and Policy Recommendations** are listed below in Chapter 5.

Follow-up

The current study is very much an initial step in what is intended to be an ongoing process; the GENE network has committed to developing and updating this study on a periodic basis, through a web-based resource.

³ See appendix 2 for a summary text, and see www.globaleducationeurope.net for full text.

CHAPTER 1

THE IMPORTANCE OF GLOBAL EDUCATION IN A GLOBALISED WORLD

1.1 Globalisation: The world we live in

To suggest that we are living in a world that is increasingly “one world” is only a partial truth. Indeed, we live in a world of increasing injustice, wealth differential and exclusion. Nevertheless, we live in a world that is increasingly ⁴ being considered as a whole, being viewed as one world. The world is not shrinking – its circumference remains more or less the same - but our views and understandings of the world are increasingly “globalised”.

As Doug Bourn of the Development Education Association in the UK puts it:

*“aspects of our daily lives from the food we eat to the clothes we wear, the television we watch and where we work is affected by globalisation, the global market place and the economic and social forces determined outside the national state.”*⁵

There are a myriad of ways of understanding the process of “globalisation” – the process by which we have come to view the world as one world. It might be suggested that there are four differing schools of thought or approaches to globalisation:

- **theories of global economy**, which understand the world in terms of the global economic whole;
- **theories of global society**, which understand the world as one social system;
- **theories of global culture**, which examine the role of culture, and of mass communication, in the movement of the world becoming one; and
- **theories of global polity**, which understand the world as a political system.

What each school of thought shares in common is the notion that the globe, the whole world, is the primary unit of analysis. To understand anything, we must understand it

⁴ See, for example, Anthony Giddens “The Dimensions of Globalisation” in *The Consequences of Modernity* Stanford University Press, Palo Alto, CA. 1990.

⁵ Douglas Bourne “The Challenge of the Global Society: Development Education in the 21st Century” DEA, UK, 2001.

including from the perspective of the world as whole. We effect, and are affected by, the whole world, in a more real sense than ever before.

However, if this is a fact, it is not a neutral fact. It is clear that if we live in a globalising economy, it is one which includes the means of global consumer resistance to inequitable economic development; if we live in a global society, it includes the emergence of a global civil society; if we live in a world of globalising culture, the ascendance of dominant cultures will provoke the resistance of alternative cultures: and if we live in a global political system, then counter-globalisation politics is born of that system⁶.

We begin to see that we can only understand the world beginning with the world as a whole, but in ways critical of that world. And that such understanding requires an educational response – a critical educational response. As Richard Helbling of the Foundation Education and Development, Switzerland, puts it:

“global learning today is a necessity simply because our everyday life is marked by global aspects. The values that determine our life are no longer passed on by the community, but by global means of communication which create completely new guidelines.”⁷

There can be no understanding of the world as a whole, without a critique of the world as a whole; no WTO without Attac; no Davos without Porto Allegre. Understanding this world requires a global perspective; but a critical global perspective.

To expect people to engage as critical citizens may very well require critical global education.

⁶ The very notion of “globalisation” itself, and the theoretical bases of those advocating globalisation theory, is the subject of some critique. See for example Justin Rosenbergs “The Fathers of Globalisation Theory”, London, Verso, 2000. Irrespective of ones stance vis a vis globalisation theory, and globalisation per se, it is our assertion here that the rise of the global as a mode of analysis, has been accompanied by the rise of theoretical critique, and that the rise of power of advocates of particular versions of globalisation , has been accompanied by growing critical forces countering particular versions of globalisation (and often misnamed “anti-globalisation”). These critical forces are themselves increasingly global. See for example David Held and Anthony McGrew Globalisation/Anti-Globalisation; Polity Press, Cambridge, 2002.

1.2 Global Education: A Critical Educational Response to Globalisation

For the past thirty years, a number of educational movements have been developing strategies and models designed to integrate global perspectives into the curriculum, and ensure global learning and active global citizenship.

These areas of educational endeavour with a global perspective include development education, environmental education, human rights education, education for peace and mutual understanding, intercultural education, and the global dimensions of citizenship education.

This varied series of educational movements are characterised by a number of commonalities:

- **A global dimension** – including in all education and analysis of the links between local and global dimensions of the causes of injustice, and between local and global solutions;
- **A justice perspective** –recognising that education can never be neutral, but can provide learners with the choice to maintain the world as it is, or to change it, in all its complexity, in favour of greater justice for all;
- **A rights-based approach** – recognising the rights of citizens globally, including the right of European and other citizens from the global North, to a type of education that engages them in active global citizenship; and
- **Participatory educational processes** – so that there is congruence between the educational endeavour and the vision of global justice and interdependence espoused and advocated (i.e. educated for, not indoctrinated towards).

Global Education as a construct emerged since the United Nations Conference on Environment and Development, which took place in Rio de Janeiro in 1992. Here, through a parallel NGO Global forum which brought together development and

⁷ Richard Helbling “Global Learning Concerns us all”, Interview; available at www.globaleducation.ch/english/pages/A_Se.htm

environment Non-Government Organisations from around the world, it became clear that the concerns of sustainable environmental education and the concerns of development education overlapped; that there were common concerns, common local and global agendas, and common (as well as diverse) methodologies; but that there were uncommon constituencies, national and international fora, sources of funding and areas of power and influence.

Those involved in bringing together the concerns of environmental education and development education began to recognise the duplication of effort⁸. Strategies for integration into curricula had been developed independently, sometimes with environmental and development educators competing for curricular space in already packed curricula; competing for funding, policy support and official recognition; or independently learning lessons and devising strategies which might more easily have been achieved together. It also became clear that similar incongruities existed, not only between development education and environmental education, but also between a number of interrelated educational advocacy fields: human rights education, environmental education, intercultural education, education for sustainability, and the global dimensions of education for citizenship.

Each of these areas was focused on education for social change in favour of greater justice, local and global; had grown a committed, highly skilled and strategic advocacy base among educators; many were networked effectively at national, regional and even global level; and yet there was little communication and networking across the boundaries between development education, environmental education, human rights education, etc.

⁸ Of course, this was not the first time that such recognition dawned. The English educationalist, Robin Richardson, in 1981, told the story of “elephant education”, a story he repeated in 1990; worth reading in full in *Daring to be a Teacher* Trentham Books, 1991, pp 78 – 91; it points to the silliness associated with un-coordinated or even competitive approaches between the varieties of global education outlined above; and constitutes a *crie de coeur* for greater co-ordination of approaches.

1.3 Coming to Terms

Recognition of the incongruity of this situation, and commitment to drawing together the strategies and skills of these differing areas of common educational concern, led to the development, in the mid 1990s, of the *Global Education* construct. Led in Europe by the North-South Centre of the Council of Europe, some practitioners and engaged theorists involved in this concern came together to develop a Global Education Charter⁹, the purpose of which was to define global education in a way that was both politically and practically fruitful.

Audrey Osler, in her recent work on *Citizenship and the Challenge of Global Education*, also draws on the UNESCO definition of global education, which includes “Education for human rights, peace, international understanding, tolerance and non-violence. It also [includes] all aspects of education relating to the principles of democracy and multicultural and intercultural education.”¹⁰ Professor Osler’s own definition is also instructive. She states that:

*“Global Education encompasses the strategies, policies and plans that prepare young people and adults for living in an interdependent world. It is based on the principles of co-operation, non-violence, respect for human rights and cultural diversity, democracy and tolerance. It is characterised by pedagogical approaches based on human rights and a concern for social justice which encourage critical thinking and responsible participation. Learners are encouraged to make links between local, regional and worldwide issues and to address inequality.”*¹¹

Recently, the Global Education Week network of national co-ordinators from 35 member states of the Council of Europe agreed the following common understanding:

⁹ One of the authors of the current work is currently Global Education co-ordinator of the North-South Centre of the Council of Europe; and was previously involved in the formulation of the Global Education Charter. The Charter is available at www.globaleducationeurope.net

¹⁰ UNESCO 2000 *Fifth Session of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance*: final report. ED-2000/CONF.501, 25 March, Paris: UNESCO.

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 Citizenship¹².

This definition stresses both the “umbrella” nature of the term, and the focus on common perspectives and was used in November 2002 as the basis for the **European Strategy Framework for Increasing and Improving Global Education to the Year 2015 – the “Maastricht Declaration”¹³**. This understanding of global education is the basis of the resolution of the Parliamentary Assembly of the Council of Europe, which in January 2003 called on member states to:

“promote global education to strengthen public awareness of sustainable development, bearing in mind that global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens”¹⁴.

Global education has come increasingly to be understood as an umbrella term for the varieties of education for social change towards greater justice, local and global.

The term is favoured by a number of organisations. In the Netherlands, the oldest European structure for national statutory support for development education, the NCDO (National Committee for International Cooperation and Sustainable Development), advocates the global education construct. In September 2000, in Bonn

¹¹ Audrey Osler and Kerry Vincent *Citizenship and the Challenge of Global Education* Trentham Books, Stoke on Trent, 2002; p. 2

¹² Quoted in Eddie O’Loughlin and Liam Wegimont, (eds) *Strategies for Increasing and Improving Global Education for Sustainable Development*, North-South Centre, Lisbon, April 2002; p. 35. available at www.globaleducationeurope.net

¹³ See www.globaleducationeurope.net for the full text; Appendix 2 for a summary version.

¹⁴ Parliamentary Assembly Resolution 1318 (January 30th 2003) (par 20, xii)

Germany, the National Development NGO Platform convened the first National Congress on Global Education for Sustainable Development, while a similar Congress held in Austria in May 2001 engaged development and human rights educators in reflection on Global Learning.

The Swiss Foundation Education and Development also puts global education at the centre of its theoretical reflection¹⁵; but prefers the term “global learning” as representative of a more dynamic process¹⁶. The term is also the preferred one of the North-South Centre of the Council of Europe; in that, working with 45 countries in the wider Europe, it is necessary to use such a broad-based term if learning and strategies developed at national level are to be usefully shared and adapted in differing national contexts.

The terminology question is not merely academic. As a construct it can be used to coordinate disparate efforts. Global education is the favoured term in Finland in recent years. Here, KEPA (Service Centre for Development Cooperation) and its member organisations have started a three-year project funded by the European Commission, the Ministry of Foreign Affairs, the Ministry of Education, the Ministry of Labour, and KEPA, aimed at supporting global education work conducted by NGOs (to date over 80 organisations are registered in the network). Their website states “Global education is used in Finland as an umbrella term covering fields such as:

- development education
- peace education
- environmental education
- human rights education
- democracy education
- multicultural and tolerance education.”¹⁷

Nevertheless, like many such attempts to “define” interdisciplinary areas, the normative process of developing a common, agreed, consensus definition can

¹⁵ See www.globaleducation.ch

¹⁶ See Richard Helbling op.cit.

sometimes lead to truncation of theorising and the stultification of the development of differing theoretical perspectives.

The global education construct is not without its critics. There are those who argue that it is too closely aligned to the forces promoting certain types of globalisation, that it is too easily co-opted, that constituent elements such as development education or human rights education, with particular structural relationships – development education to a Southern perspective, a commitment to North/South equity, and to public awareness of, and support for, policies of international solidarity and co-operation; human rights to particular legislative frameworks and working mechanisms at national, regional and global levels; might be lost or watered down to the “lowest common denominator” approach of global education.

Based on these and other valid concerns, Development Cooperation Ireland, for example, choose to use the term development education over global education; the Portuguese platform of NGDOs advise that emerging structures in Portugal should maintain the language of “education for development” while the DEA in the UK prefers to focus on the role of “*development education in a global society*”¹⁸.

Furthermore, the Europe-wide Global Education Congress, held in Maastricht, Netherlands in November 2002, which brought together a wide range of actors from the member states of the Council of Europe, and further afield, and which led to the aforementioned “Maastricht Declaration”, a Strategy Framework for Increasing and Improving Global Education in Europe to the Year 2015, recognised that while the global education construct, as defined by the Global Education Week network of the North South Centre, could provide a useful basis for the strategic growth of Global

¹⁷ For further information on this Finnish GE network see its website www.kansainvalisyyskasvatus.net

¹⁸ Although the DEA position is more differentiated than this general frame; in that it is engaged in debates regarding the Global dimensions of Citizenship Education; and in the development of Global Youth Work, a term it favours over that of youth development education. On this latter point see Jose Josephs *Global Youth Work: Re-conceptualising development education*, The Development Education Journal Issue 5, Summer 1996, pp10-13. In Norway the common term for DE was originally “*u-landsinformasjon*”, meaning “information about developing countries”, sometimes used as synonym to “*bistandsinformasjon*”, meaning “information about development co-operation”. In recent years the term most used has been “*nord/sør-informasjon*”, meaning “information about north-south issues”. For many of the actors the educational aspect has been inherent as part of the Nordic tradition on “peoples

Education in Europe, the use of an umbrella term such as “global education” needs further conceptual development. Further work on the “nonnegotiable” in global education is currently underway.

The GENE network recognises then that different national realities require different approaches to the nomenclature. Nevertheless, while the current authors, along with some organisations considered in the study embrace the term global education; and while other organisations included in this study prefer the term development education, this study will not settle this issue.

enlightenment” (folkeopplysning), while for others the various terms used has been closely linked to PR and fund-raising efforts.

1.4 Global Education and Development Education structures

Irrespective of the nomenclature preferred, we recognise that in those countries in which development co-operation has developed over the past 50 years – generally countries with an overseas development aid budget– there has also been an associated budget for public awareness of development issues and for development education. These budget-lines, initially exclusively focused on development co-operation, generally grew to include other related concerns¹⁹.

One clear example of this is the recent Irish national development education strategy plan which states that:

“Development Education brings a justice and global dimension to education initiatives ...It shares similarities of approach, core values and common objectives with other related educations such as Intercultural Education, Anti-Racism Education, Multi-cultural Education and Human Rights Education. We will support the integration of a global and justice perspective in these programmes and policies.”²⁰

Thus, in countries with an ODA budget with a specific funding allocation to development education, this development education funding became the “enabling factor” for both development education and other forms of global education

This is in no way to suggest that other forms of structure funding or policy-making in non-donor countries might not also yield interesting learning for policy-makers.

¹⁹ See, for example, the case of the NCDO in the Netherlands, growing from an exclusively development focus, to include environment and development; and from an exclusively Development Co-operation budget-line, to now include funding from 5 different Ministries.

²⁰ *Deepening Public Understanding of International Development* Development Education Unit, Development Co-operation Ireland, Dublin, 2003. Section 6, p.13

Indeed, an analysis of funding and support structures for human rights education in South Eastern Europe; of civic education initiatives in the Balkans; or of environmental education in the Baltic region (particularly in the context of the Haga Declaration) while not perhaps as well-funded or as structurally developed, will provide rich possibilities for the development of international learning for national strategies for increasing and improving global education, and might be the focus of future studies.

Nevertheless, for the purpose of this study, we confine ourselves to a comparative analysis of structures of development education support.

CHAPTER 2

OVERVIEW OF SUPPORT STRUCTURES FOR DEVELOPMENT EDUCATION

Summary Overview of National Structures

There are a growing number of national structures for the support, funding and co-ordination of development education in different European countries. Since the 1970s, a number of models have been developed independently; thirty years later, mutual learning is leading to the development of national structures for the co-ordination, support and funding of development education in an increasing number of member states of the Council of Europe.

Netherlands

In 1971 the Netherlands government established the NCO (National Committee for Development Education) in response to a UN call for greater public awareness in donor countries. The NCO in 1996 merged with the Dutch platform of environmental education to become the **NCDO - the National Committee for International Co-operation and Sustainable Development**. The NCO was the first national structure for the support, promotion and funding of Development Education in Europe. The largest and most well-resourced funding structure in this field in Europe, the NCDO has, in recent times moved beyond a funding remit to develop also as a “Centre of Excellence” in the field of global education, and to engage more widespread public and political dialogue on issues of development policy coherence and public and political ownership of global interdependence and solidarity.

Ireland

In 1979 the Irish government established two parallel systems of support for development education in Ireland – DESC, a support service for development education practitioners and NGOs; and the National Development Education Grants Committee, which administered funding on behalf of the Irish government. In 1994 these structures were replaced by the National Committee for Development Education – NCDE – an intermediary structure including government and civil society, with a policymaking, support and funding remit. In 2002, following external review, the NCDE was integrated into the Irish Ministry of Foreign Affairs, with the establishment of the **Development Education Unit within Development Co-**

operation Ireland, and the publication of a national Strategy for Development Education 2003 – 2005.

Austria

In Austria, **KommEnt (Society for Communication and Development)** was founded in 1994. Established as a service agency, KommEnt has, since 1994, been mandated by the Austrian Ministry for Foreign Affairs and by the Ministry for Education, Science and Culture with the task of providing support for NGOs, improvement of programmes, funding and co-ordination of projects and international co-operation in the field of development information and education. KommEnt works on the basis of three year contracts, for which it tenders. KommEnt was established following learning from the Dutch model NCDO. In 2004, the new Austrian Development Agency (ADA) will take over the development co-operation function previously carried out from within the Austrian Ministry of Foreign Affairs; discussions are ongoing regarding the implications of this change for KommEnt.

Switzerland

In Switzerland, the Swiss agency for Development Co-operation (DEZA) has an information and communication function that also includes some specific development education campaigns. However, since the establishment, in February 1997, of the **Foundation Education and Development**, the function of support, training, coordination (and, to a lesser extent, funding) is carried out by the Foundation– with funding provided by **Swiss Development Co-operation**, development NGOs and cantonal education ministries. The development of the Swiss model was informed by both the Austrian and the Dutch models.

United Kingdom

In the UK, a different model of statutory support for development education prevails. While many of the aforementioned models draw civil society and NGDO involvement into the statutory/foundation funding and support structure; in the U.K., the Department for International Development (DFID) engages in direct support for development education through a number of schemes in line with a published strategy. It devolves responsibility for small grant funding, to the national representative NGO/civil society development education body – **the Development**

Education Association in England, CADA in Northern Ireland; IDEAS in Scotland; Cyfanfwyd in Wales.

Norway

The Ministry of Foreign Affairs finances "The North South Grant" related to structural issues and to smaller national and local organisations and groups. In addition the Norwegian Agency for Development Cooperation (NORAD) also handles support arrangements for the "five big" NGOs (Red Cross, Save the Children, Norwegian Peoples Aid, The Refugee Council and Norwegian Church Aid). NORAD also supports umbrella organisations on environment and gender and several smaller arrangements for schools and friendship towns. In Norway, NORAD encouraged the establishment of a NGDO/civil society network – the **RORG-network** – with the remit to support and co-ordinate the DE-activities funded by NORAD for those organisations with a framework agreement (the “Rorgs”).

Other emerging systems of Support

As well as existing systems of statutory support for development education, there are a number of European countries with emerging systems of support, or where structures of support are under active consideration or re-construction.

Germany

In Germany, the **German Ministry for Economic Cooperation and Development, BMZ;** has reflected with other actors on the appropriate mechanism of support, and recently established **InWEnt (Capacity Building International Germany)**. InWEnt, an amalgamation of two previous organisations, has a wide mandate which includes capacity building training with partners in the South, international policy dialogue, and support, funding and capacity building in development education and development information in Germany.

Portugal

In Portugal, a previous Portuguese government commissioned **CIDAC** – a development education focused NGO – to develop proposals for a statutory/NGO structure, and a plan of action; while the current government is, at time of writing, considering models of government/NGO partnership for support of development education, in the context of the recent establishment of **IPAD –the Portuguese Institute for Aid and Development**.

Conclusion

It is clear, then, that in the past 30 years a number of countries have reflected on, and developed mechanisms for, the support, funding and co-ordination of development education. What do these structures look like? We will now look at 7 of these structures in some detail before engaging in some comparisons.

CHAPTER 3

MODELS OF SUPPORT STRUCTURES FOR DEVELOPMENT EDUCATION

Austria

– the not-for-profit tendering Company KommEnt

Background

Austrian development co-operation is based on the Law on Development Co-operation which, dating from 1974, was reformed in 2002. In the context of globalisation and growing international interdependence, the law states that the co-operation with and assistance of developing countries is not only a social obligation but also a political necessity. It acknowledges the contribution of development co-operation to the task of addressing global problems. It encompasses a clear commitment to the international agreements and development goals and focuses Austrian development policy on poverty alleviation, securing of peace and environmental protection in order to achieve sustainable development. The new law also states that informing the Austrian public, through cultural and educational activities as well as public relations are part of the official Austrian development co-operation²¹.

The Department for Development Co-operation (DDC) in the Austrian Federal Ministry for Foreign Affairs (MFA) is responsible for defining and co-ordinating the framework on development co-operation, laid down in regular Three-Year-Programmes. They set specific objectives and perspectives for Austrian development co-operation. The current programme (2002 to 2004) reflects the concentration on the Millennium Development Goals, which are woven into priority sectors and the bilateral co-operation with priority countries as cross-cutting issues.

In general, civil society involvement in Austrian development co-operation is high. Having had no implementing agency of its own, the government has up to now delegated these tasks to NGOs or companies, which receive substantial funding (in some cases up to 100% of their income).

²¹ Bundesgesetzblatt der Republik Österreich, Nr. 49, 29. 3. 2002, Teil I, S. 260, (3) g).

In 2004 an Austrian Development Agency (ADA) will be founded, which will mark a substantial change in the relationship of the MFA with the NGOs. However, there are many big and small NGOs that are fully independent, most of them with a confessional background. As private sponsorship or funding for awareness-raising and development education activities is difficult to obtain, NGOs specialised in these areas are, to a larger extent, dependent on public funding. Through close links with their stakeholder-communities, however, most NGOs ensure their integration within civil society. Again, organisations with a church background are the most independent ones.

Regarding the information of the public on development issues and development education the Three-Year-Programme defines shared responsibilities. The information desk at the Ministry focuses primarily on the macro-communication with decision makers, the public administration and larger audiences within the Austrian public. Micro-level communication, including awareness-raising and information work with more specific partner and target-groups is supported through funding NGO activities in the field of education and culture. It is expected that activities in both areas contribute, among other aims, to a better understanding of and support for the priority issues, sectors and countries in the field of development co-operation as described in the Three-Year-Programme.

KommEnt: Strategy and Structure

In a nutshell, the Three-Year-programme favours a two-fold strategy in order to achieve the objectives, taking into account the different roles of government and NGOs as well as of the need for a clear profile and approach of both actors. With KommEnt, which since 1994 has dealt with funding and co-ordinating NGO activities, this strategic approach has been institutionalised. KommEnt itself also defines a framework for the field of development information and education every three years (encompassing activities in the fields of information, education, culture, the media and research), outlining priority strategies and issues for NGO-activities.

KommEnt is a not-for-profit firm. It operates on the basis of two contracts with the Ministry for Foreign Affairs and the Ministry for Education, Science and Culture.

The structures of KommEnt include:

- **A Council:** made up of about 20 representatives from the political, academic, education and development co-operation sector, the media, churches, trade unions, employer's federation, international organisations, NGOs. It includes the executive board; its task is the development of long- and mid-term perspectives and programmes.
- **4 Specialist Advisory Bodies:** of 6 to 10 members each, representing education, culture, science/ publications, and PR/media; their purpose is to give funding recommendations and define funding criteria.
- **Executive Board:** of 7, including Chair and Executive Director; decides on funding recommendations, defines the annual policy and budget and oversees management issues.
- **The Staff:** a team of 6, including the Executive Director.

Level of Funding to DE

Austria: ODA spending to DE/Info

	1999	2000	2001	2002	2003
ODA as % of GDP	0,26	0,23	0,29	Na	
Combined DE/Info in Mio €	5,36	4,37	5,73	5.38	5.38
€ per capita for DE and Info	0,66	0,54	0,70	0.66	
Population in Mio (2000)	8,2	8,1	8,1	8.1	
Combined DE/Info as % of ODA	1,8	0,95	0,96	Na	

Source: KommEnt

The level of funding in Austria for Development Education and Information has remained stable. While there is no readily available disaggregation of figures between the two, nevertheless, it is clear that at around 1% of ODA Austrian funding for development education is modest but consistent.

An increase of circa 10% in funding for development education is expected in 2004, taking place in the context of Austrian commitment to reach 0.33% of GNP to Overseas Development Assistance by 2006.

Overview of Funding Mechanism

As mentioned above, the central policy document at KommEnt is the three-year-funding-programme, which defines the priority aims, strategies, target groups and issues for the funding of development information and education in Austria. The paper is designed in consultation with the Austrian umbrella organisation of NGDOs (AGEZ), the KommEnt advisory bodies, the executive board and the Council.

It stresses the importance of

- strategic partnerships in projects in order to increase their effectiveness and to reach out successfully at decision-makers and the broader public
- networking with partners within and outside the field of development co-operation
- capacity building of predominantly voluntary organisations
- ensuring follow-up activities to make projects sustainable
- relating development information and education to development co-operation acknowledging that the public perception still focuses on humanitarian aid
- positively influencing the perceptions and opinions of decision makers on the issues of development in general, of development co-operation in particular and of the necessity and effectiveness of development information work specifically
- giving partners from the South an active role in development education in Austria
- increasing international co-operation in this field especially on an all-European level
- supporting innovation and experiment
- initiating self-evaluation processes to improve the quality of the work

- acknowledging the structural and methodical difference between public relations and education work
- giving partners from the South an active role.

Beside the three-year-programme, special policy papers define guidelines for specific types of activities and projects. So far, policy papers on films, festivals, publications and journals, online communication, global education, North-South-exchange projects and non-profit radio have been published (see www.komment.at).

To stimulate projects on typical issues, on an annual or bi-annual basis KommEnt calls for proposals, allocating up to 10% of the annual funding budget from MFA to such projects. In 2002, 18 projects dealing with Agenda 21 and the World Summit of Johannesburg on sustainable development were funded. To allow for longer-term planning and more financial stability, in 2002 the possibility of bi-annual funding was introduced. To facilitate access to EC-funds, KommEnt matches funds NGOs obtain from the European Commission for development education and awareness raising programmes. Although low in percentage terms, due to a new threshold level for the minimum size of project volume (in absolute terms EUR 50.000) co-financing through national funds is rather crucial for most NGOs. However, KommEnt reserves the right to deny funding on the basis of its criteria, even if a project is approved by the European Commission.

The approach to development education is rather broad and not confined to educational activities in the strict sense of the word. A large share of funding is allocated to this field.

One of the ambitious goals of both KommEnt and several specialised NGOs is to work towards deeper integration of Global Education into the formal education system. The curriculum for the age group 10-14 includes a global dimension, allowing teachers to address global issues within all subjects. For the age group 6-10 (elementary school) and age group 14 and above, global education is only integrated in specific subjects such as geography. Over recent years, schools in Austria have gained more autonomy, opening up ways for schools to develop more independent

school profiles²². However, there is no system in place for ensuring the integration of development issues in all relevant subjects, nor is global education a cross cutting topic in the majority of teacher training courses. Hence, global education so far has remained a segregated topic which is mainly dealt with either in extra-curricula activities often offered by NGOs or in “special projects” initiated by highly motivated teachers. The Austrian Ministry for Education, Science and Culture so far has not yet taken full account of this situation: while NGO-projects for schools are modestly supported through funds administered by KommEnt, there is not yet a policy in place to systematically enhance the mainstreaming of global issues in all fields addressed.

KommEnt is mandated by the Ministry for Foreign Affairs (MFA) / Department for Development Co-operation (DDC); and by the Ministry for Education, Science and Culture; to support, fund and coordinate development information and education activities of NGOs and to contribute to further capacity-building and improved co-operation and networking. Most government funding for development information and education is administered by KommEnt, which is allocated funds on an annual basis from both ministries. Most of the money (EUR 3,1 million in 2003) comes from the Ministry for Foreign Affairs.

Applications for funding can be submitted twice a year (spring and autumn). Access to a small-grants scheme (maximum grant 1.500 euro) for funding of small-scale educational and cultural projects is open all year round.

KommEnt is in charge of the entire funding cycle, which includes advising applicants regarding both national (to some extent, regional) as well as EC funding, assessment of applications, preparation of funding recommendations and decisions, issuing of contracts, allocation of funding and monitoring of implementation mainly through reporting. KommEnt staff prepares funding recommendations, four advisory bodies (education, culture/film, science/publication, public relations/media) are consulted and the executive committee proposes final ranking of the recommendations. The respective ministries take the final, formal decisions.

²² Information from E. Tiefenbacher, BAOBAB, Vienna, July 2002

Especially when it concerns larger funding, contentious issues or experimental approaches, KommEnt calls on the services of external experts. Decisions on funding of small-scale projects are made directly by KommEnt staff.

The ministries take the final decisions, but they are not involved in the process that leads to the recommendations. NGOs are not directly involved in the decision-making process either. However, the advisory bodies and the executive committee are composed of representatives from civil society who have a like-minded knowledge of NGO-activities. Indirectly, through their participation in the Council both the ministries and the NGDO-umbrella organisation are represented along with various other representatives from civil society organisations, thus having an overall influence on strategies, funding criteria and guidelines.

Germany **– from Government to Parastatal partnership**

Background

Germany's decentralised federal system is particularly strong in relation to education - with responsibility for education policy and provision lying with the regional governments or Lander (German states). Nevertheless, co-ordination of regional initiatives also occurs at national level, and in the field of development education while much policy, provision and resources are provided at local and regional government level the German Federal government has for many years engaged in support of development education initiatives. German Federal support for development education distinguishes four related, but separate areas: development education per se, information regarding development issues (which might have an educational impact), information regarding German development programmes, and PR.

Until recently, responsibility for Federal government support in these 4 areas lay with BMZ – the German Federal Ministry for Economic Co-operation and Development. BMZ awarded both small and larger grants to development education organisations, supported development issues information, and provided information regarding German development programmes. BMZ also engaged in surveying of public opinion to ascertain levels of public information regarding, public knowledge about, and public support for development co-operation.

InWEnt – Capacity Building International

Recently some of these roles have been delegated. Following a process of consultation with major actors in the field, in 2002 the German government established InWEnt - Capacity Building International Germany. InWEnt is a merger of two former German institutions – Carl Duisberg Gesellschaft (CDG) and the German Foundation for International Development (DSE). The new organisation has a wide remit which includes international human resource development, advanced training and dialogue. Along with training managers and experts from the South, the preparation of German

experts in the field of development co-operation, and the facilitation of international policy dialogue, the responsibilities of InWEnt also include Federal support and co-ordination of development-related education and information, with a new dedicated division for this task. This development takes place in the context of growing German federal funding for development education – growing significantly to 8.8 million euro in the year 2003.

InWEnt is a large organisation with over 900 employees in 356 locations in Germany and abroad and with an annual turnover of c.130 million euro, its mandate goes beyond, but includes development education and information. It is a company wholly owned by the Federal Republic of Germany. Its governance structure includes ministerial representatives from the German Federal Ministries of Economic Co-operation and Development, of Education and Research, of Economics and Labour, along with the Federal Foreign Office, together with representatives of the amalgamated organisations and of the employees. Decisions regarding development education and information funding are taken by InWEnt together with BMZ.

Level of Funding to DE

While funding for development education in Germany decreased from 1998 to 1999, and remained static between 1999 and 2000, in 2001 funding of development education in Germany increased significantly, in line with government recognition of the importance of development education to German aspirations in relation to global poverty reduction and the achievement of the Millennium Goals.

This increased recognition of the importance of development education is also evidenced in structural changes – with plans for the establishment of a development education support structure. Germany has also contributed significantly to European co-operation in this field recently – joining the Council of Europe’s North-South Centre in 2001, and inaugurating this membership with a Conference “Meeting the Millennium Targets in Partnership with Africa: the role of Germany in a greater European context: Public Awareness, Education and Critical Public Support” clearly linking the possibility of achievement of the Millennium targets to increased support for global education. German membership, through BMZ, and InWEnt, of the GENE

(Global Education Network Europe) is further evidence of growing German commitment to European co-ordination for increased and improved global education.

Germany: ODA spending on DE/Info

all figures in Million €

Year	ODA (Q. 1.3.)	bilateral	multi-lateral	bilateral %age of ODA (Q. 1.4.)	multi-lateral %age of ODA (Q. 1.4.)	Funding of DE and gov. information activities*	as %age of ODA
1998	5.020,2	3.140,0	1.880,2	62,55	37,45	9,209	0,18
1999	5.176,6	3.076,3	2.100,3	59,43	40,57	7,176	0,14
2000	5.458,1	2.915,3	2.542,9	53,41	46,59	7,898	0,14
2001	5.571,3	3,186,1	2.385,2	57,19	42,81	3,579 (only BMZ)	
2002 **	5.686,0	3.551,7	2.134,3	62,46	37,54	4,790 (only BMZ)	
2003						8,800	

* no separate figures available, figures include funding of DE activities and government information activities.

Figures do not, however, include the substantial funding to DE provided by the German Lender.

** Provisional figures; please see www.nscentre.org for up to date figures.

Source: BMZ Germany; InWEnt Germany

BMZ Concept number 123 sets out the strategy for development education and information in Germany from the federal government viewpoint. Here it is clear that federal funding also is allocated in the context of both the new InWEnt structure tasked with addressing this field, and with national co/ordination of local and regional authority work in the area – co-ordination achieved through the “Service Agency Communities in One World. The German Federal Minister for Economic Cooperation and Development, Heidemarie Wiecek-Zeul points out that there have been significant increases in Federal support for development education in Germany in recent years – with an increase from DM 4.2 million in 1998 to 7.9 million in 2002. Funding is set to increase further in 2003 by 39.7% to 6.69 million euro.

Nevertheless, levels of funding for development education in Germany fall far short of the calls by Venro - the German co-ordinating body of development NGOs – and others to raise the level of funding to development education to 2% of ODA.

Overview of Funding Mechanism

Despite a considerable increase in federal funding for development education in 2000 and 2001, national funding in Germany is augmented by significant private sources. There is a large amount of funding from the Committee for Development Education and Publications of the Protestant Church, now part of the Development Service of the Protestant Church (EED). Together with BMZ the newly established InWEnt will take responsibility of federal funding for development education .

Over the last 5 to 7 years, following up on Agenda 21 of the first Rio-conference in 1992, a few federal states have engaged in considerable support for development and sustainable education activities of NGOs. In North-Rhine-Westfalia (the state with the largest population in Germany) a state-wide network of professional “one-world-promoters” is funded by both the state government and communities. Currently, in various states resources from regional or national lotteries are being secured for funding development education.

Funding policy at federal level is laid out in the aforementioned BMZ Concept paper 123²³, which, in its Appendix 2 outlines the policy for the deployment of funds in relation to development education. It is based firmly on a values perspective – sustainable development, concern for our global future, global interdependence and citizenship, and solidarity, achieved in partnership with civil society. German funding policy regarding development education is based on the recognition of starting where the public is at in terms of opinion and understanding, identifying gaps in public knowledge, and supporting (in cooperation with partners in school and out of school sectors) greatest yields in terms of learning. While funding will be maintained, and, as stated above, increased significantly in the short term, there will also be a strengthened emphasis on the support of new and innovative approaches, and

²³ BMZ Konzepte 123, BMZ, Bonn, June 2002, P. 18.

increased international networking, including with other German speaking European countries, via the North-South Centre of the Council of Europe, and through support of the European Education and Action Community.²⁴

²⁴ Ibid p. 20-22.

Ireland

– From Intermediary Support Structure to Dedicated Unit in the Development Co-operation Directorate of the Ministry

Background

The National Committee for Development Education (N.C.D.E.) was established in 1994; bringing together the functions previously carried out by the National Development Education Grants Committee (funding) and DESC – the Development Education Support Centres (support and co-ordination of development education). The NCDE also had a policy-making remit, and in its original terms of reference was also tasked with lobbying for adequate levels of funding for development education in Ireland.

In 2002 the Government approved the recommendations contained in the Report of the Ireland Aid Review Committee. With regard to the NCDE the Committee held:

“that the purposes for which the NCDE was created in the first instance would be more efficiently served by locating this work within a dedicated unit of Ireland Aid, staffed and resourced appropriately²⁵”.

The former NCDE model

Here we present the historical model of the NCDE, before outlining the current situation.

The NCDE was an agency that came under the aegis of the Department of Foreign Affairs (DFA). Staff members were employed directly by DFA. While the NCDE had no independent legal status, and was fully funded by the Ministry of Foreign Affairs, it had independent decision-making functions and apparatus.

²⁵ Report of the Ireland Aid Review Committee. Dublin, Department of Foreign Affairs, 2002; Section 11.14; p. 105

The NCDE was comprised of a National Committee, appointed by the Minister for Foreign Affairs, for a three year period; with both representative (majority) and expert (minority) seats. There was a high level of civil society involvement – including youth, trade union and women’s sector. The Ministry of Foreign Affairs was represented, as was the Ministry for Education and Science, both directly and through the National Council for Curriculum and Assessment (NCCA). While there was regional NGO representation on the Committee, there was no regional or local government representation.

The National Committee decided allocations, policy and programme. The Committee selected working groups (at its demise three: Formal, Non-formal and Research and Evaluation), which included National Committee members and other selected individuals.

Policy for the organisation was to be found in the 1999 – 2002 strategic plan - see <http://www.ncde.ie/inner/aboutstrat.html>. The organisation disbursed funding and also engaged in proactive work. In 2000 the ratio of administration to grants funding was: 75% Grants, proactive and special projects and 25% Administration including salaries; of the 75% expenditure on DE; 13% was spent on proactive projects and special activities, while 87% was disbursed in grants to development education organisations. The NCDE had a staff of 6.

Development Education Unit in DCI

As stated above, in 2002 it was decided to locate the work of the former NCDE into a dedicated Development Education Unit (DEU) in Development Cooperation Ireland (DCI – formerly Ireland Aid), at the Ministry of Foreign Affairs. The staff complement of NCDE was transferred to the new unit, and a senior official, at Principal Officer/Counsellor level, has been appointed to head the unit.

Furthermore, in 2003 DCI produced a Development Education Strategy Plan 2003 – 2005 outlining future development. As John Boyd, Assistant Principal Officer in the DEU, puts it

“Ireland Aid recognises that increased understanding by the public in Ireland of key policy issues relating to poverty and inequality is critical. As the aid programme expands in the years ahead, the issue of development education will assume an even greater importance in ensuring continued and increased awareness of global and development issues in Ireland.”²⁶

The Development Education Strategy plan is based on a clear mission statement that includes a rights-based approach to access to development education²⁷. Following a consultative process with key stakeholders, and building on three decades of development education work by practitioners, the strategy document is underpinned by a clear understanding of development education, and on clarity regarding the distinction between, and relationship between, development education and public information²⁸.

The Development Education Strategy Plan outlines 6 objectives:

Objective 1: To integrate a development education perspective in relevant education policies.

Objective 2: To integrate and support the delivery of development education in selected areas in the formal and non-formal education sectors.

Objective 3: To provide support to civil society organisations in Ireland to increase public understanding of development issues.

Objective 4: To facilitate capacity building of the development education sector to support and promote development education.

Objective 5: To promote more effective use of communications to increase public understanding of development issues.

Objective 6: To identify and maximise educational opportunities for public engagement with the Ireland Aid programme (*now DCI*).

²⁶ Index, Issue 2, Dublin, Comhlámh May 2003.

²⁷ Mission Statement “Everyone in Ireland will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world” *Deepening Public Understanding of International Development: Development Education Strategy Plan 2003 -2005*. Development Education Unit, DCI, June 2003 p. 12.

²⁸ *Ibid*, p. 12; See also *Report of the Ireland Aid Review Committee*, op. cit; and Maeve Collins “The Implications for Ireland Aid” in John A. Weafer *Attitudes Towards Development Co-operation in Ireland*. Dublin: DCI, Department of Foreign Affairs; June 2003.

The DEU is supported in its work by the Development Education Advisory Committee (DEAC), whose functions are (1) to furnish advice to the Minister for Foreign Affairs and DCI on policy matters and on strategies for the promotion of development education, (2) to oversee reviews and evaluation of development education activities and (3) to manage an annual consultation forum on development education. A Grants Advisory Committee makes recommendations on grants allocations to the Minister of State at the Department of Foreign Affairs (with Special Responsibility for Overseas Development and Human Rights).

Level of Funding to DE

Irish government support for development education has been maintained at a significant level in recent years; a significant increase from 1994 – 1995, following the inception of the National Committee for Development Education, was followed by some years of constancy, with only slight fluctuation. However, somewhat ironically, a development education campaign, which in 2000/2001 encouraged the Irish government to increase ODA to 0.7% of GNP by 2007, while successful, has meant that the percentage of ODA to development education has been declining as ODA itself increases. Following sustained lobbying in 2000 by the National Committee for Development Education (whose original remit included the task of lobbying government for adequate funding for development education) and by NGOs, significant increases were achieved for 2001. The budget in 2001 was €2.3 million (IR £1.8m). This budget had a slight drop in 2002 and increased again in 2003.

Below is outlined the levels of funding for development education, and for the information activities for DCI, in recent years²⁹.

²⁹ 2003 figures represent allocations

Ireland: ODA spending DE

Year	Euro € ODA Total	Euro € DE Total	% ODA for DE
1998	177.2m	1.4m	.79%
1999	230.2m	1.2m	.55%
2000	255.6m	1.6m	.64%
2001	320.1m	2.3m	.72%
2002	422 m	2.1m	.50%
2003	454m	2.5m	.55%

Source: Development Education Unit, DCI

Ireland : ODA spending on Information Activities, DCI

Year	Euro € ODA Total	Euro € info	% ODA
1998	177.2m	0.13m	0.071%
1999	230.2m	0.13m	0.056%
2000	255.6m	0.13m	0.049%
2001	320.1m	0.17m	0.053%
2002	422 m	0.25m	0.059%
2003	454m	0.76m	0.167%

Source: Development Education Unit, DCI

As stated above, there is a clear distinction between information activities carried out by a small information department of DCI, and development education activities coordinated and funded by the NCDE. According to the Report of the Ireland Aid Review Committee, the relationship can be understood in the following manner:

“Development Education has a crucial role to play in enlarging public understanding of development issues, both global and local. It seeks to challenge attitudes which perpetuate poverty and injustice and, through education, to empower people to act to bring about more equal development. An effective development education system stimulates greater public interest in these issues and contributes to greater public understanding of the underlying causes of poverty and development. A spin-off from this process could be greater public awareness of, and support for, the Governments official aid programme”³⁰.

A recent survey of public attitudes³¹ has led one DCI official to suggest that there is both a communications challenge and a development education challenge in the years ahead³²; given Irelands commitment to reach 0.7% of GDP to ODA by 2007, these twin challenges have resource implications. The Development Education Strategy Plan states that “Ireland Aid is committed to sustaining the level of funding for development education in the short to medium term and increasing it in the longer term”³³.

Overview of Funding Mechanism

While funding for development education in Ireland comes from a variety of sources, including NGDOs and the EU, the lion’s share of funding for development education comes from DCI. Previously NCDE, and more recently the Development Education Unit within DCI, administers the entire funding process. Its service includes advising applicants (e.g. through funding information workshops prior to application closing dates), assessment of organisational and project eligibility, allocation of funding, issuing project contracts and monitoring of project implementation by way of reports as well as external evaluation. Applications can be submitted twice a year.

All applications go through a three-level appraisal system. DEU staff assess applications and make proposals for project funding, which are assessed by the **Grants Advisory Committee**. This committee comprises representatives of the

³⁰ Report of the Ireland Aid Review Committee, op.cit., Section 11.10.

³¹ Weaver, 2003, op.cit.

³² Maeve Collins, 2003, op.cit.

Ministry of Education and Science, the National Council for Curriculum and Assessment (NCCA), an independent consultant; and is chaired by the Principal Officer/Counsellor in the Development Education Unit. It makes recommendations to the Minister of State at the Department of Foreign Affairs (with Special Responsibility for Overseas Development and Human Rights), who makes the ultimate decisions regarding grants.

A number of different types of grants are available. These guidelines are currently being reviewed. The national development education strategy plan suggests that previous, sectorally-based funding distinctions (formal, non-formal, research, etc.) will give way to a more strategic approach, with grants for partnership work; for development education with civil society sectors; for work in capacity building; and also proactive, or “challenge” type funds, including a media challenge fund, which might, one presumes, respond to gaps identified as a result of mapping activities. However, this should also be understood in the context of a clear, sectorally-focused strategic plan, with particular sub-sectors within both formal and non-formal education being prioritised.

Minister Tom Kitt, in the Foreword to the Development Education Strategy Plan 2003–2005, states that:

“As the Aid Programme expands in the years ahead, the issue of development education will assume an even greater importance”³⁴.

With the advent of the first National Development Education Strategy, it is clear that Irish funding for development education will be firmly linked to this strategic plan, in line with the recommendations of the aforementioned external review. In macro-level terms, the plan suggests, as mentioned above, that funding levels will be maintained, and eventually increased. More specifically, it has been announced as part of the Strategy plan that in relation to Objective 2 - the integration and supported delivery of development education into selected areas of the formal and non-formal education sectors (teacher education, curriculum support, youth work, adult and community

³³ Op cit p. 24.

education, and third level) the percentage of funding available here will increase over the course of the plan (2003 – 2005).

³⁴ Op cit. p. 4

Netherlands **– Developed Intermediary Structure**

Background

The NCDO is the oldest development education support structure in Europe; with the largest annual budget of any of the support structures surveyed. Originally the NCO – National Committee for Development Education – in 1996 it amalgamated with the Council on Environmental Education to become the National Committee for International Co-operation and Sustainable Development. The general aim of the NCDO is to strengthen support for international co-operation and sustainable development among the Dutch public.

The highest decision-making structure of the NCDO is the National Committee, comprising 30 organisations including churches, trade unions and other civil society sectors, and NGOs. The National Committee also has a strong private sector representation, along with Migrant organisations and local and regional authorities. The National Committee has a strong, but independent relationship with the Ministry. While established as a not-for-profit foundation, the NCDO is fully government funded. It receives funding from 5 Ministries. However, there is little formal involvement of the Ministry of Education.

In 2003, in parallel to its funding and coordination role, the NCDO is developing its role in capacity building, in becoming a centre of excellence, and developing broad public and political dialogue on national and EU policy coherence in relation to global interdependence and solidarity.

Level of Funding to DE

Funding for development education in the Netherlands is consistently high – the combined budgets of the Netherlands and Sweden accounts for over 40% of total OECD DAC members spending on development education and information. While overall amounts and per capita spending on development education remain

consistently among the highest in Europe (second only to Luxembourg) in the context of the Netherlands high GNP to ODA ratio – an average of 0.8% from 1998 – 2002 – the percentage of ODA to development education remains consistent.

Netherlands: ODA spending on DE/Info

Year	Total Dev Ed/info €	Dev Ed €	Information €	Dev ed/ ODA %	info/ODA %
1998	27.690.599	19.238.250	8.452.349	0,66%	0,29%
1999	28.889.486	18.906.991	9.982.495	0,60%	0,32%
2000	30.612.700	20.646.350	9.966.350	0,59%	0,28%
2001	32.877.050	22.525.025	10.352.025	0,60%	0,27%
2002*	33.581.000	22.834.000	10.747.000	0,60%	0,28%

Source: Henny Helmich “Netherlands” in Ida McDonnell et al, Public Opinion and the Fight Against Global Poverty OECD/NSC, Paris, 2003

* Provisional

Government support for sustainable global education is announced, along with other budget items, on the 3rd Tuesday of September annually. Thus allocation for ODA, and for development education, takes place in the context of political discussion regarding ODA and public support. Furthermore, the 4 year terms of governments are marked by preceded public opinion polls on levels of support for development co-operation.

There is a clear distinction between funding for information work regarding development co-operation and development education. The Netherlands foreign policy states clearly that it is the work of government to inform the public regarding their own work in the field. There is also a tradition in the Netherlands of fulsome government support for the development education work of different constituencies from differing faiths, the humanist tradition, and non-religious publics and from differing political backgrounds – on the basis that these diverse civil society actors should be supported to engage the public in differing views regarding development issues and development co-operation. This is mirrored in funding arrangements.

Most development education funding has, in the past thirty years, been channelled through the NCDO (previously named the NCO). This is changing, however, and in 2002 funding was also channelled through 5 of the largest NGDOs - NOVIB, Cordaid, ICCO, HIVOS and Plan International (Netherlands).

Overview of Funding Mechanism

NCDO executes the following four programmes to foster awareness for sustainable development and international co-operation.

- The Sustainable Development Education Programme where information and education projects of NGOs, educational institutions and the media are being funded
- The small Local Activities Programme with funding of activities combining fundraising with development education
- The Agenda 21 Programme to stimulate debate about the issues following the conference in Rio 1992
- The Nature and Environment Education Programme

In close dialogue with NCDO the ministries design the general rules of the respective programmes which are then implemented by NCDO mainly but not only by ways of funding activities of organisations and institutions. These national resources make up the main source of funding for development and sustainability education. The NCDO project department deals with the entire funding process, which includes advisory service to applicants, screening applications, preparing funding decisions for the executive board, issuing contracts, allocating funds as well as monitoring and control of implementation. The executive board takes the funding decisions

Norway

- Government Inspired NGO Co-ordination

In Norway the Information Office of NORAD played a central role in funding, supporting and co-ordinating DE activities during the 1970s and 1980s. However, this changed somewhat in the early 1990s, when NORAD decided to focus its information activities on bilateral aid, leaving the broader north/south issues for the NGOs. Today, there are a number of different support structures available for different actors.

The Ministry of Foreign Affairs finances a separate grant "The North South Grant" more related to structural issues and to smaller national and local organisations and groups. In addition NORAD also handles support arrangements for the "five big" NGOs (Red Cross, Save the Children, Norwegian Peoples Aid, The Refugee Council and Norwegian Church Aid). NORAD also supports umbrella organisations on environment and gender and several smaller arrangements for schools and friendship towns.

The main support structure for DE at present is the RORG-Network, established in 1991/92 as a joint initiative of NORAD and the RORGs – i.e. those organisations with a framework agreement with the NORAD. From the start it functioned as an informal and loose network of the RORGs, but in 1999 it was formally established. It is open for membership to NGOs funded by NORAD through their framework agreement arrangement. It is a fully NGO-run network. It has, since its start in 1991/92 been funded by NORAD on the basis of annual applications from the NGOs. As from 2003 it has a 4-year funding arrangement with NORAD.

The main areas of work in the RORG-Network have been: 1) lobbying through political processes for increased funding and the strengthening of DE in Norway, 2) pushing issues of common concern related to the administration of the funding of DE

and 3) stimulating debate on DE issues and exchange of information between the RORGs. It runs an extensive web-site on North/South issues and initiated the establishment of a national portal for school-related resources in co-operation with other actors.

The RORG-network is governed by its conventions, outlining the aims, procedures for membership, its governing structures etc. This document is available on the web: <http://solidaritetshuset.org/rorg/RORG/vedtekt.htm>

The highest authority of the RORG-network is its annual general meeting, responsible i.a. for approving its plan of action and budget and electing its steering committee, which is responsible for the day-to-day work of the full-time coordinator of the network (the RORG-coordinator). As from 2003 the RORG-network has been involved, through a special agreement with NORAD, in the administration of additional funding of DE for the RORGs aimed at supporting innovative initiatives/activities and broader co-operation among NGOs on DE.

In 2003 a major external evaluation of the Norwegian Development Administration was carried out on the initiative of the Minister for International Development.. The evaluation report is currently under consideration in the MFA. A parallel process has been initiated by the MFA to look at the different funding arrangements for DE/GE within NORAD and the MFA. An external group has been commissioned by the MFA to make a study/evaluation in order to consider and make recommendations i.a. "for a qualitatively more relevant, effective and better co-ordinated DE among the recipients of government funding". The publication of this report and recommendations of the group is expected in 2003.

Level of Funding to DE

Funding for development education in Norway remains among the highest per capita in OECD DAC member states.

Since 1998, overall levels of funding for development education have grown, as a percentage of ODA; from 0.43% in 1998, through 0.45% in 1999 and 0.47% in 2000, before it fell to 0.42% in 2001. Nevertheless, any such seeming improvement must be read in the light of decreasing overall ODA levels – ODA falling to the lowest level in Norwegian history in 2000 (0.8% of GNI) of course still comparatively among the highest. Nevertheless, the government (with broad support in parliament) has committed itself to reach ODA at 1% of GNI by 2005 and projected ODA for 2003 is at 0.93% of GNI.

Decrease in the support for the RORGs in 2001 was reversed in 2002 with a further substantial increase in 2003. The increase was to a large extent due to an increase in the number of NGOs holding framework agreements with NORAD as from 2003.

In relation to development education funding per se, the RORG-Network has engaged for a number of years in a lobbying for increased political recognition and understanding of, and increased financial support for, development education. When a major government white-paper on South policy was debated in parliament in 1996 a majority voted in favour of increased funding for DE, while several political parties - the Christian Democrats (KrF), the Centre party (Senterpartiet) and the Socialist Left (SV) – (a minority) suggested more specifically that the funding of DE should increase from under 0.5% to reach a target of 1.5% of ODA within 10 years.

The current government has been supportive of DE and the level of funding will be considered as part of an MFA study of funding arrangements for DE to be finalised by the end of 2003.

Below in table form are levels of funding in recent years, for development education and for information activities.

Norway: ODA Spending on DE/Info

Year	DE - NOK	DE %age ODA	Info – NOK	Info%age ODA
1998	43.4m	0.43	10.5m	0,10
1999	47,8m	0,45	12,8m	0,12
2000	54m	0,47	13,7m	0,12
2001	54m	0,42	13,0m	0,11

Source: Rorg

Overview of Funding Mechanism

As already mentioned the Information Office of NORAD played a central role in funding, supporting and co-ordinating DE activities in Norway during the 1970s and 1980s. However, this changed dramatically in the early 1990ies, when NORAD decided to focus its information activities on bilateral aid.

Currently NORAD has the responsibility for the administration of the two separate framework agreement arrangements with 1) the “RORGs” - Norwegian acronym referring to some 30 NGOs holding framework agreements on DE with NORAD (a funding arrangement established in 1975/76), most of whom are members of the co-ordinating network for DE, the RORG-Network, and 2) the so-called “big five” of Norwegian NGDOs (Norwegian Church Aid, Norwegian Peoples Aid, Norwegian Red Cross, Norwegian Refugee Council and Save the Children – Norway), that have received NORAD funding for DE activities since 1997. MFA, on its part, is responsible for the administration of funding for the Norwegian UN Association and other UN-related NGOs (The UN Association has a particular role in Norway and gets about the same amount of funding as the RORGs together) as well as another funding arrangement intended for smaller NGOs, including regional NGOs and other groups, that doesn't qualify for framework agreements. However, RORGs may also apply for funding.

Framework agreements with NORAD are made for a four year-period, obliging the applicant organisation to design a four-year strategy for its development education

activities. Applications are sent to NORAD. In the last round of negotiations (in 2002) NORAD was supported by an external advisory (expert) committee, that made recommendations on the basis of current NORAD guidelines for funding. The negotiation process and time-frames were designed in dialogue between NORAD and the RORG-Network and there was close contact in establishing the advisory committee and the mandate for its work. When NORAD guidelines for funding were reviewed in 2000/2001 the RORG-coordinator was included in the team appointed by NORAD to carry out the review and make recommendations for the new guidelines.

As from 2003 the RORG-Network has been involved, through a special agreement with NORAD, in the administration of additional funding of DE for the RORGs aimed at supporting innovative initiatives/activities and broader co-operation among NGOs on DE.

The framework agreements of the “big five” with NORAD on DE require that a specific part of the funding is used for projects and activities that these organisations carry out together (in co-operation).

The political rationale and basis for government funding of DE was formulated in the Report of the government-appointed Commission on North-South issues and Development Assistance) in 1995, later largely approved by the government and the parliament³⁵. It states that

- Norway is a co-responsible actor in a global society where poverty, unjust distribution, pollution and the use of resources are challenges for a common responsibility. A development that will ensure welfare and human dignity for all will increasingly have to be managed within global democratic structures.

- Information and awareness-raising is important to induce changes, but also to create acceptance of such changes

³⁵ (NOU 1995:5 *Norsk sør-politikk for en verden i endring*)

- We have to acknowledge that we are in a process of global change that will require critical engagement and a search for new insights and new solutions. Information and awareness raising thus have to be understood in a broader perspective aiming at stimulating active popular participation in these processes of change. It has to be a main goal for information and awareness raising to prepare a political will within broad layers of the population for the consequences required by global sustainable development.

The funding guidelines for DE of NORAD and the MFA are based on the government policy developed in the mid 1990ies as spelled out in the current NORAD guidelines . These guidelines emphasise that government funding should stimulate critical engagement, should ensure cooperation with Southern partners, should facilitate cooperation between Norwegian organisations, and should ensure capacity building in development education within organisations funded.

NORAD guidelines (valid as from 2003) also provides for additional funding for the RORGs. Such additional funding shall comply with the general aims of the funding arrangement, but with a specific aim of stimulating innovative and new projects and broader co-operation among DE actors.

As from 2003 the RORG Network have entered into a special framework agreement with NORAD, ensuring funding for this support structure for a 4 year period (as the RORGs individually).

Switzerland

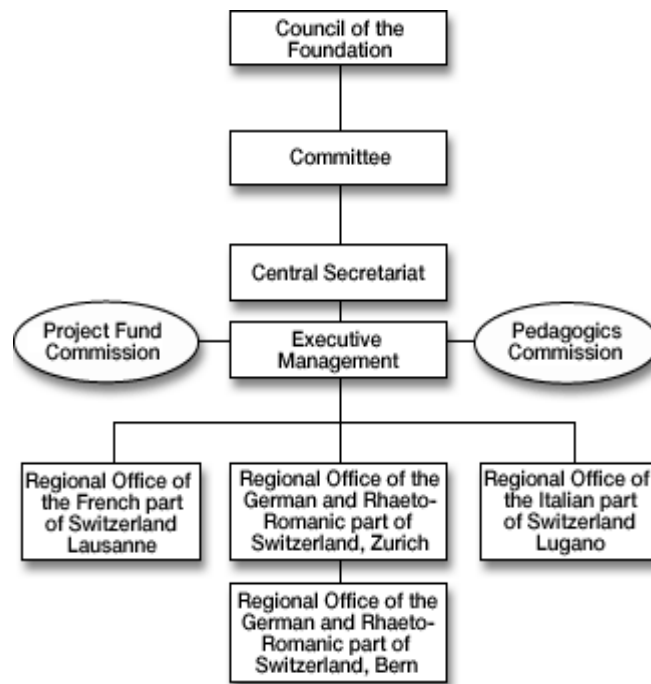
- A Foundation of Federal and Cantonal partners

The Swiss Foundation Education and Development, founded in 1997, is a legal foundation – the only national structure in the field of development education in Switzerland. It is legally registered as such, and has a three-year credit contract with the Department for Foreign Affairs (DEZA).

It was established on the initiative of NGOs and educators, including representatives from Schulstelle 3. Welt of the Swiss Coalition Swissaid; the Catholic Lenten Fund; Bread for All; Helvetas; Caritas and the Forum School for One World (Forum Schule für eine Welt) - the umbrella organization of those institutions that work in the field of development pedagogics.

A study conducted in 1993 suggested that the aid agencies were no longer reaching their target group – the teachers of the Swiss schools – to a satisfactory extent, with the way they presented development pedagogics; in spite of a wealth of publications, projects and appeals. As a result of the study, the Forum School for One World led a process of reflection towards a more comprehensive educational response - “global learning”.

This conceptual construct influenced the development of the Swiss Foundation SBE, which has a structure which, in its own words, is described as “a complex build-up”. This is as much due to Swiss cantonal realities as to development complexities. Below is a chart of the organisation, and its structure as described on the SBE website www.globaleducation.ch :



The Foundation Education and Development cooperates with several institutions and thus has a complex build-up.

- **The Council of the Foundation:** Its members are representatives of the federal and cantonal authorities, of teachers associations and private organizations. The Council supervises all activities of the Foundation and convenes at least twice a year.
- **The Committee:** The Committee consists of five members of the Council of the Foundation and is directed by the vice-president of the Council. Its task is to supervise the activities of the executive management and advises and supports the management in their work. The Committee convenes at least four times a year.
- **The Central Secretariat:** This is the headquarters of the foundation having its seat in Berne. The central secretary is entirely responsible for the operational activities as well as for the positive further development of the Foundation. He presides the executive management, consisting apart from him of the directors of the three regional offices.

- **Regional Offices:** The foundation maintains regional offices in three language regions. These offices look after the implementation of the mandate of the foundation according to the practical needs required and offer their services to the teachers of each respective region.
- **The Pedagogics Commission:** The Pedagogics Commission consists of renowned experts of education from all of Switzerland. They follow a double task: On the one hand the commission is to attend the activities of the foundation with a critical eye, and on the other hand the commission should prepare ideas and concepts for the further development of the foundation's profile and program.

The SBE (Stiftung Bildung und Entwicklung - "Education and Development Foundation") has 2 funds for financing educational projects in the school environment:

1. the SBE project fund
2. the fund for projects to combat racism and promote human rights.

For each fund, a committee is tasked with the selection of projects; the committees consist of specialists in the field of education and culture. Servicing of the two funds and their respective committees devolves on the central secretariat.

The Foundation, while providing seed grants (4% of it's budget devoted to funding) is, in effect, a co-ordination, support and service organisation for the strengthening and improvement of development education throughout Switzerland. The Swiss Foundation had in June 2003, 12.3 staff positions, accomplished by 18 staff persons.

Level of Funding to DE

Switzerland spends a relatively high percentage of its ODA on development education; among the highest in DAC member states, as the table below suggests:

Switzerland: ODA Spending on Information and Development Education (SF millions)

Year	Total ODA in million Sfrs	ODA in % of GDP	Total: Information Activities on Development Issues (CH: Sensibilisation)	% of ODA on Information Activities on Development Issues
1996	1'268.655	0.34	4.487	0.35
1997	1'320.900	0.34	5.148	0.39
1998	1'301.549	0.32	1.349	0.1
1999	1'490.222	0.35	7.847	0.5
2000	1'502.851	0.34	5.654	0.37
2001	1'430.900	0.34	7.828	0.54

Source: DEZA, Sektion Statistik ; SBE.

However, this proportion must be understood in the context of a relatively small ODA allocation (0.32% in 1998, 0.35% in 1999). Furthermore, while there is a commitment to increase ODA allocation, this commitment is limited to reaching 0.4% of GNP to ODA by 2011.

There is, as stated above, broad general public and political support for development co-operation and for increasing overseas development co-operation. The most recent DAC review recognises the role of development education in bringing about and sustaining such support. There is a clear distinction in Switzerland between development education activities – responsibility for which is clearly delegated by the federal government to the Swiss Foundation for Education and Development (SBE); and the work of information regarding government activities, which is the preserve of DEZA. DEZA do, however, engage in broad based, mass communication and development education-type campaigns. Those engaged in development education – in Switzerland the term global learning is favoured – are clear, however: the government is ahead of the NGOs in terms of clarity of distinction between support for development education, and support for promotional activities.

Funding for development education - while significant, and co-ordinated, is unlikely to increase significantly in real terms, and there is a danger that it may, in the absence of concerted political effort to the contrary, diminish as a proportion of ODA, as ODA increases in coming years.

At the same time, analysts also suggest that there are no major threats to existing levels of funding. Nevertheless, in an increasing ODA scenario, public support may be eroded without increased funding for development education.

Overview of Funding Mechanism

Along with DEZA funding and support for development education, the SBE, while having a strong operative and service mandate for the education sector in Switzerland, and not so much a funding mandate, the foundation for education and development allocates only 4% of its budget to funding of development-activities of NGOs. The entire process is administered by the central bureau of the foundation. While the bureau itself examines the eligibility of organisations and projects, a committee of eight experts decide about the funding of projects. It's decisions are binding, there is no right of appeal.

In the experts' committee, the Swiss Agency for Development Co-operation (DEZA) is represented with one person. There is no NGO-involvement in the funding decision itself.

The SBE has 2 funds for financing educational projects in the school environment:

(1) SBE project fund

To support educational projects in the sphere of global education in Switzerland, the SBE has at its disposal one of the project funds financed by the DEZA with a capacity of 100 000 SFR per year. Contributions from this fund are intended to benefit projects which have a close practical connection with school, education and training. Assessment of projects submitted is the task of a fund committee made up of outside experts. The resources of this fund are part of the SBE budget and constitute about 4% of it.

The fund committee responsible for selection of projects consists at present of four outside experts (1 in teacher training, 2 from NGOs, 1 belonging to a cultural organisation).

(2) Fund for projects to combat racism and promote human rights

In January 2001 the Federal Council decided on a special allocation of 15 million SFR to run for 5 years and support educational and preventive projects in the fields of human rights, anti-Semitism, racism and xenophobia. Of this amount, 2.5 million SFR (500 000 SFR per year) is earmarked for projects in the school sector. The SBE is responsible for the use of these resources. The target groups are at all levels of education from nursery to senior secondary and vocational schools and teacher training institutes.

The resources of this fund are administered not by the SBE but by the Federal Department of Internal Affairs (EDI). The committee of experts consists of 9 outside experts from the educational sector of the country's three linguistic regions. Their decisions have to be officially approved by the EDI. In principle, the Ministry can overrule such a decision, but must justify this step which has never yet been taken. The importance of the SBE as a funding agency has substantially increased with its acquisition of control over this fund, even though the SBE does not administer the resources itself.

Here we view funding policy in Switzerland in relation to one of the two specific funds mentioned above administered by SBE. As the two funds managed by the SBE have different historical and institutional backgrounds, they also differ as to their financing policy. However, coherence in this respect is expected to be improved shortly.

SBE project fund

The contributions made from this fund are meant to benefit projects in the field of global education which have a close practical connection with school, education and training, and are aimed at the following groups:

- Teaching staff and their pupils;
- Youth and neighbourhood groups and their leaders;
- Associations and other groups.

Schools, associations, teacher groups, neighbourhood and youth groups and also other groups formed and organised to make training offers are eligible to apply. The fund only supports projects within Switzerland from Swiss applicants. Projects submitted to the fund must be in the sphere of practical educational work, eg teaching materials, school events and projects, training offers, etc. The project fund supports projects in the field of global education which contribute to one of the following areas of learning:

- Understanding of the forms of global interdependence;
- Insight into the effects of stereotypes and prejudices;
- Comprehension of the links between social justice and human development;
- Ability to analyse conflicts and evolve non-violent solutions;
- Understanding of past and future change.

The bodies running the project must deliver their own contribution of at least 25% of the total outlay. Financial means, expended work, receipts from sales, admission fees, other dues and infrastructure may count towards this contribution. The funding request can represent not more than two-thirds of the budget and must not exceed the total of 30 000 SFR. It is the task of the central secretariat to decide on the acceptance of a project in the light of the aforementioned criteria.

In each of the first two years of the fund's existence (2002-2002), 144 projects were submitted to the SBE and 42 were approved.

United Kingdom

- Government strategy with NGO network support

The UK Department for International Development (DFID) sees its role in the realm of development education as firmly tied to its commitment to the international Development Targets. Based on the 1997 White Paper on International Development, which calls for increased public understanding of global interdependence and solidarity, and which also includes a vision of the right of every child in the UK to be educated about development issues, in 1999 DFID developed a strategy paper “Building Support for Development”.

This strategy paper acknowledges that for the previous two decades government had neglected development education. It goes on to outline a strategy for moving beyond those traditionally supportive of development, and aims to “reach people right across society”. Such a strategy is in line with the work that had been achieved by, for example, the Development Education Association in the UK, which brought together not only development NGOs, but also broader civil society actors to develop partnership development education strategies for and with the youth sector, adult and community education, the black and ethnic communities, and for particular key-stages and subjects in the formal education curriculum.

In this strategy paper DFID identifies 4 priority targets: formal education, the media, business and trade unions, and the faith communities.

DFID works through strategic partnerships in the different priority sectors and regions. For example, in the formal sector, a series of guidelines are developed in unison with key government agencies and nongovernmental organisations active in education.

In terms of funding support, DFID supports development education through the Development Awareness Fund and through the Development Awareness fund small grants scheme. The former is administered directly by DFID, with advice from

consultants, the latter is devolved to the Development Education Association and its sister networks in Scotland, Wales and Northern Ireland.

DFID is particularly interested in assessing the impact and effectiveness of its work in broad societal terms, and is establishing benchmarks for such assessment through a strong commitment to research into public opinion and public awareness of issues of global interdependence and solidarity. While the relationship between effective development education and changes in public awareness is a complex one³⁶, this commitment to public opinion research is coupled with a commitment to evaluation of projects and development education materials.

In 2003 the Department also began supporting new forms of partnership and relationship with broader sectors of civil society whose primary function was not development. These Strategic Grant Agreements have a development education component. Initial grant recipients have been Trades Union Congress, British Medical Association and consortium of Black Organisations.

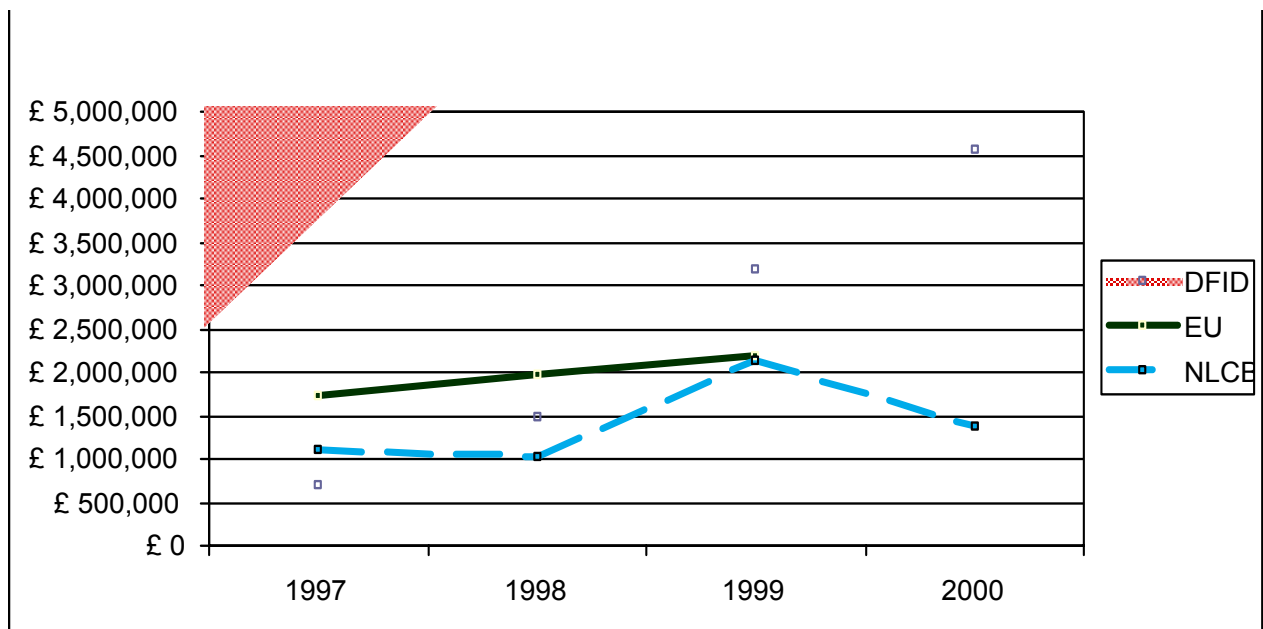
Level of Funding to DE

In its White Paper on International Development the government has made the commitment to increase ODA to 0,7% after 2004, with an interim target of 0,33% in 2003/2004. However, no time limit has been set for the 0,7%-target. In 1998, ODA was 0,27%, in 1999 0,23%, 0,31 % in 2000. According to the White Paper published by DFID, the Department for International Development which in 1997 replaced the former Overseas Development Aid, the main focus of UK development co-operation is poverty eradication and the achievement of international development targets as stated in the United Nations Millennium Summit Goals. DFID has an information department which through its own information measures and increasingly by funding of NGDO-activities promotes development awareness. In 1999 0.042% of ODA were allocated to DFID-information, falling to 0.035% in 2000. A significant increase

³⁶ For a discussion of these issues see O'Loughlin, Quigley and Wegimont, *Irish Attitudes towards Overseas Development, Challenges for a Research Agenda*, DEFY, Dublin 2000, and Cremin, Dr Peadar "The Educational Perspective" in Weafer, John A. *Attitudes Towards Development Cooperation in Ireland*, Ireland Aid, Dublin, 2003 For an overview of public opinion research in OECD and

benefited the funding of awareness and education activities, increasing from 0.032% in 1999 to 0.11% in 2000.

Funding for development education in the UK is, however, available from a number of sources besides the Overseas Development Aid budget. The Development Education Association has a membership of over 250 organisations, including civil society organisations, with a minority of members being development NGOs. Funding sources have included the national lottery, although this discontinued in 2002 and, in common with the Netherlands, other government ministries including Education and Environment play a funding role.



Source: DEA

Nevertheless, the Department for International Development plays a pivotal role in the funding of development education in the UK. There is a clear and policy driven commitment by DFID to enhance the impact and effectiveness of development education. DFID recognises the previous neglect in government funding of development education in the UK, as well as the role of development education in enhancing public understanding, and the importance of such understanding as the

Council of Europe countries see Mc Donnell, Solignac Lecomte and Wegimont, *Public Opinion and*

basis for political will in regard to the eradication of poverty and the achievement of International Development Targets.

This commitment can be seen in increased financial support for development education in recent years, as outlined below.

United Kingdom: ODA spending on DE/Info

Year	DE Funding £s	DE %age ODA	Information £s	Info %age ODA
1997/98	£0.750m	N/a	N/a	N/a
1998/99	£0.765m	0.030	£1.004m	0.039
1999/00	£2.877m	0.102	£0.886m	0.032
2000/01	£3.827m	0.125	£1.751m	0.057
2001/02	£4.074m	0.126	1.338	0.041
2002/2003	5.430	0.149	1.606	0.044
2003/2004	5m (projections)	0.136	N/a	N/a

Source: DEA

The Development Education Association, while working in partnership with DFID on a range of areas including funding, suggests that this level of funding for Development Education and Awareness raising remains inadequate, and plans to develop a strategy to increase development education funding to 10 million pounds Sterling in the coming years.

Overview of Funding Mechanism

As stated above, DFID supports development education through a Development Awareness fund, and through a small grants funding process. Larger grant decisions (from £10,000 per year) are taken and administered by DFID through the development awareness fund (DAF).

the Fight Against Global Poverty Paris, OECD, 2003.

On behalf of the Department for International Development (DFID) with which DEA closely cooperates in a range of issues, it administers a small grants scheme (minimum £1,000, maximum of £10,000 per year) for local and regional development education activities. DEA delegates the funding decision to an appointed small sub-committee of representatives which represent key stakeholders in development education. DEA administers the grant scheme in England; in Scotland it is the task of IDEAS, in Wales of the Welsh Centre for International Affairs and in Northern Ireland of CADA. DFID advises on the decisions but is not involved in the decision-making process. Projects can last for a maximum of three years. DEA also channels grants from the European Commission, mainly via the capacity building programmes (budget line B7-6000) to smaller NGOs. It also plays a role in advising its members (over 250) on public funding such as from DFID, other government departments and the European Commission.

There is only one project cycle both for small and large grants, respecting the UK financial year which runs from 1st of April to 31st of March.

Apart from DFID, there are other sources of funding as well. A number of NGOs, for example, receive grants from the Ministry for Environment (DEFRA), for their projects on sustainable development.

DFID, as stated in the 1999 strategy paper on Building Support for Development has a clear focus on formal education, the media, trade unions and business groups as well as the various faith communities. Through a variety of strategies DFID works to strengthen awareness and understanding of international development issues within these areas. The development awareness fund is an instrument focused on these key sectors. However, it is open for other civil society organisations as well as long as their projects are directly linked with the central issue of DFID, namely the “commitment to the internationally agreed target to halve the proportion of people living in extreme poverty by 2015, together with associated targets including basic health care provision and universal access to primary education by the same date.”³⁷

The overall aim of the fund is to support activities that promote the following issues:³⁸

- knowledge and understanding of the major challenges and prospects for development, in particular the poverty reduction agenda; but also of developing countries themselves;
- understanding of our global interdependence, and in particular that failure to reduce global poverty levels will have serious consequences for us all;
- understanding of and support for international efforts to reduce poverty and promote development including the international development targets;
- recognition of progress made, and that further progress is both affordable and achievable;
- understanding of the role that individuals can play; enabling them to make informed choices.

Projects aimed at the formal education sector are only being considered if they can prove how they are linked to the so called Enabling Effective Support initiative which on a regional level supports teachers and school to integrate a global dimension in their work. For small grants additional criteria apply in order to foster projects with strong links to the local or regional communities.

³⁷ Quoted from DFID-website: www.dfid.gov.uk, “how DFID works in the UK”

³⁸ Quoted from DFID-website: www.dfid.gov.uk, “how DFID works in the UK”

CHAPTER 4

COMPARATIVE ANALYSIS

4.1 Comparing Models of Support Structure

A model is a useful heuristic device for comparing elements of a particular reality; for recognising crucial elements, and their interrelatedness to each other and to the whole³⁹. Here we compare support structures in terms of their essential elements, similarities and differences. It is clear that there is no perfect model, that models must be developed primarily from the basis of national experience and reality (but informed by other national experiences to avoid re-inventing the wheel and replicating mistakes already learnt from) and that even at the national level what works well at a particular stage in the growth of development education may need a radical rethink as national circumstances change.

Elements of Difference

Examining existing and emerging national structures for support of development education in Austria, Germany, Ireland, Netherlands, Norway, Switzerland and the UK; it becomes clear that there is a great diversity, and that in terms of crucial elements these structures **differ greatly in terms of:**

- **Legislative framework** – varying from non-existent to regularly, explicitly legislated. Here the legislative bases of the Austrian, Dutch and Norwegian structures and/or of development education in these countries provide the strongest example of legislative foundation for development education.
- **Policy Framework** – varying from national development education strategy with strong policy support; to no policy (or indeed, even resistance to policy formulation). In respect of this crucial element of support for development education, the clear policy framework of DfID, the policy concept of BMZ in Germany and the recent Irish national

development education strategy all provide clear examples – with differing types of civil society involvement and consultation in the process of policy development.

- **Nature of body** - varying from NGO co-ordinating body, to contracted agency, to para-statal body, to dedicated unit within the Ministry of Foreign Affairs. Here once again we see that the development of national structures is very much a question of “horses for courses”, of adaptation based on national realities and grown best on the foundation of national energies, synergies and existing provision. We also see great flux, as differing necessities at different times require differing strategies and types of support structure.
- **Proximity to/distance from ODA administration** – varying from internal function of the ODA administration, to total separation. Here we see that there are a number of comparative advantages to proximity with the ODA administration, such as ease of policy formulation and inter-ministerial co-operation; and other advantages to a more “arms-length approach” including greater ease of structural involvement of civil society. Once again, in this element of any model of support structure, we can see that different times require different positioning on this continuum; in 2002 as the German Ministry for Economic Cooperation and Development, BMZ was deciding to move the function of support to a more arms length approach through InWEnt, and establishing a new mechanism in dialogue with civil society, the Irish government, following a root and branch evaluation, was moving in the opposite direction, and moving the function of support for development education back into the Ministry, as a dedicated unit. Each movement, while seemingly opposite in direction, was based on the particular realities and necessities at national level.
- **Involvement of NGDOs and civil society** - varying from representative involvement and decision/making, to non-involvement. Here again

³⁹ See Ian Barbour: **Myths, Models and Paradigms**, New York: Harper and Row, 1974 for a useful

differences abound – with some government or para-statal structures involving NGOS in a structural fashion; others preferring an advisory role, and another stipulating that grant-receiving NGOs cannot participate in the decision-making process. Differences abound even between those NGO structures such as Rorg, established in partnership and response to the initiative of the Ministry/NORAD; and the DEA, which grew from a collective of regional development education Centres to become an umbrella body for development education with a devolved funding remit. Here there are also issues for the NGO bodies regarding questions of autonomy and the dangers of losing independence as “sub-contractors” of governments.

- **Structure** – from formal hierarchical structure with functional sub-structures; to advisory body. Different structures are also based on different national realities, and on the relationship between national and regional administrations and their varying roles and responsibilities (in particular in Germany and Switzerland). Some structures involve funding disbursement sub-structures arranged along sectoral lines (e.g Austria, Netherlands); others preferring a more transversal approach with sectoral priorities (eg Ireland, UK) with others simply approaching the issue from the perspective of scale (small-grants; larger structural, long-term or strategic grants).
- **Level of funding, and mode of funding disbursal** – while it must be recognised that those countries studied are the most committed, with the highest levels of national funding for development education and the most systematic approaches to ensure effective disbursal and impact; it is also clear even with this recognition that in all cases levels of funding are low even the highest does not come half-way towards reaching the UNDP recommendation that 3% of ODA should be devoted to development education.

While these and other types of continua as outlined above might serve to assist us in analysing the difference between national structures, it is also clear that the varied structures also have **similar roles and functions viz :**

- **National policy-making role.**
- **National co-ordinating role.**
- **National quality assurance/evaluation/training/support role.**
- **National funding role.**
- **Multi-sectoral spread and responsibility.**
- **International coordination/representation tasks.**

It is also clear that national structures and strategies have evolved and changed over time. Innovation and excellence in the field have been achieved by trial and error. It is also clear that what suits one country may not suit another, and that at a particular stage in the national ownership and development of development education and necessary support structures, different types of structure are required.

If, in Germany at a given time, and following consultation, it is decided that support for development education directly from the Ministry should be devolved to an intermediary structure, at the same time, in Ireland, a movement is occurring in the opposite direction. At a time when most structures are consolidating and strengthening their role in funding disbursement, SBE is clearly more focused on training than on funding, while the NCDO is moving from being primarily a funding agency to also becoming a centre of excellence and growing its role in fomenting political debate and dialogue regarding larger issues of policy coherence regarding issues of interdependence and solidarity.

The analysis of models of support structure above suggests that the development of new support structures in countries where such structures have not yet been developed might should be based on the national reality and the existing level of development or global education provision; should include existing actors (state, civil society and

others) and can learn from existing structures (perhaps through the GENE network, or bilaterally) in order to decide along the above continua, and regarding the above roles, where it should be situated. To support this, we briefly outline below a mechanism for such international learning.

4.2 Learning between Existing and Emerging Structures of Support

There has been much bilateral learning between some of these different structures. There has been little comparative or multilateral learning. In 1997, KommEnt, commissioned Susanne Höck to develop a comparative study of the structures of 4 such structures – in Austria, Ireland, the Netherlands and Switzerland; a study which, according to feedback, proved invaluable to those working at national level for improved and increased co-ordination. This comparative analysis is the only existing literature on the differing structures in an international frame.

More recently, the North-South Centre of the Council of Europe facilitated, in June 2001, the GENE – Global Education Network Europe – process, bringing together 6 of the abovementioned existing and emerging structures of national support for global/development education, with a view to sharing learning between structures, and developing a common learning agenda in regard to new structures and to European development education. It is envisaged that this network will continue to expand.

This network has developed a common work agenda focusing on 5 areas of work; including sharing strategies in relation to evaluation of global education; training; and the development of a common European policy and public awareness initiative in the frame of the Presidencies of the Council of Europe, the EU and the OSCE.

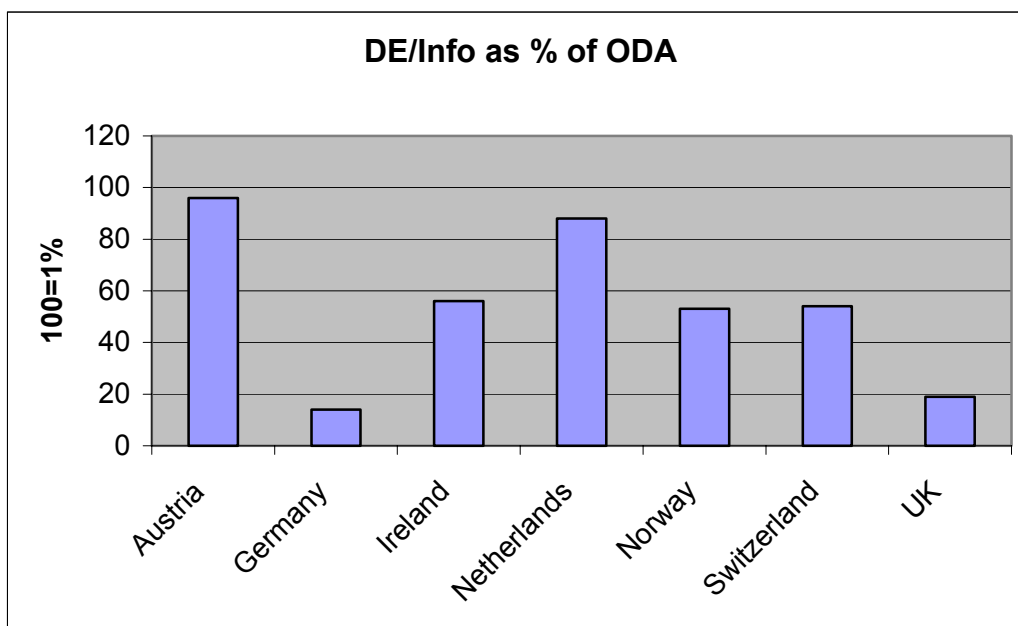
4.3 Comparing Levels of Funding

Below we compare levels of funding for development education in the countries concerned, in terms of the percentage of ODA, the percentage of ODA to development education compared to percentage of GNP to ODA; and in absolute terms. Finally we look at trends over time⁴⁰.

Funding for DE and Information as a % of ODA

Based on the information given in the tables in the country sections of this report, we can make some limited but nevertheless interesting comparisons in the amounts spent on DE and information in the countries in question.

GRAPH A.



Source: Based on figures from tables in the country sections of this report.

Note: Austria, combined DE/info budget 2001; Germany, combined DE/info. 2000; Ireland, combined DE/info budget 2002; Netherlands, combined DE/info budget 2002;; Norway, combined DE/info budget 2001; Switzerland, DE budget 2001; UK, combined DE/info budget 2002/03.

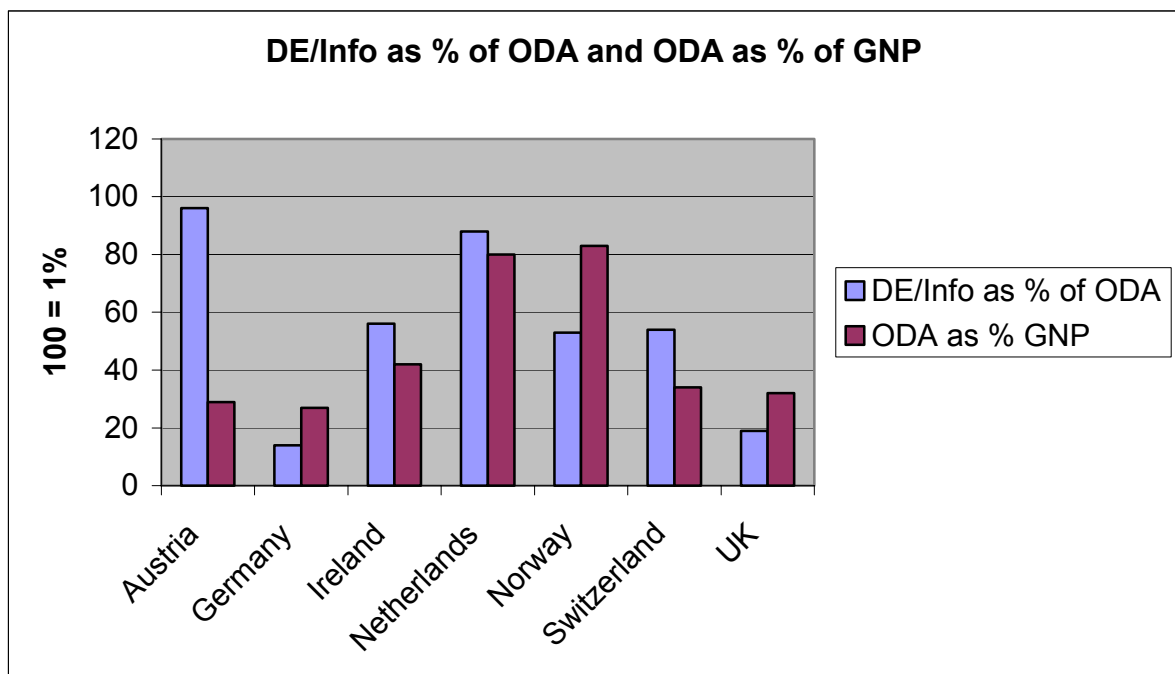
⁴⁰ It must be pointed out that there are methodological difficulties associated with such comparisons, including: availability of up-to-date data; differing budgetary years; and most importantly, non-comparable procedures regarding the differentiation between development education and development information budgets. It is hoped that this first comparison – although the most accurate currently available – will be honed to greater accuracy with more comparable data in future editions.

Looking at Graph A above, we can see that the amount spent on DE and information as a percentage of ODA is varied between these countries ranging from 0.14% to 0.96%. We must keep in mind that the countries studied here rank among the best-funded in Europe in terms of DE and that we must assume that given the nature of the structures under consideration, also among those who use these funds most systematically and effectively. Those spending the highest percentage on DE and information include Austria and the Netherlands, 0.96% and 0.88% respectively.

Funding for DE and Information as a percentage of ODA vis a vis ODA as a percentage of GNP

Comparing amounts spent on DE and information in each country, it is also important to take into consideration the percentage of GNP spent on ODA. When we do this in Graph B below it is clear that from an ODA/GDP perspective, that Norway and the Netherlands are the highest spenders on ODA as a percentage of GNP, at 0.83% and 0.8% respectively both having met and surpassed the UN recommended target of 0.7%.

GRAPH B



Source: Based on figures from tables in the country sections of this report.

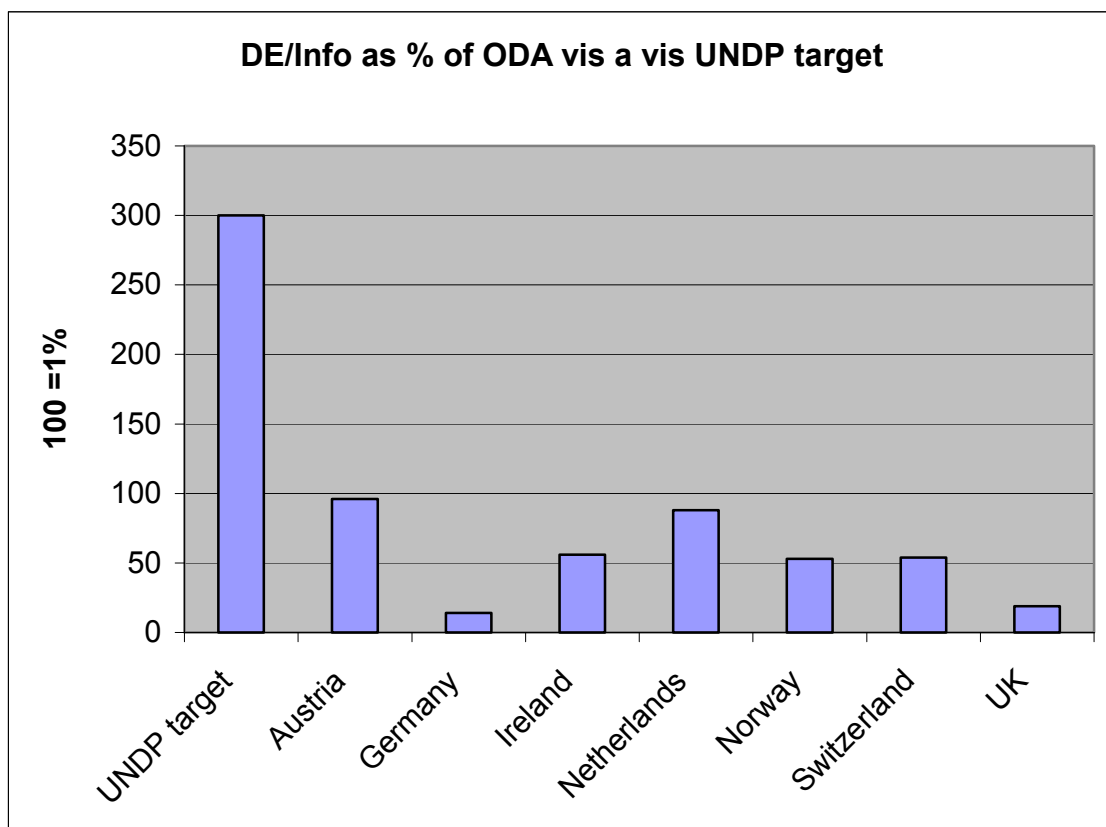
Note: Switzerland, DE budget 2000; Austria, combined DE/info budget 2001; Netherlands, combined DE/info budget 2002; Ireland, combined DE/info budget 2002; Norway, combined DE/info budget 2001; UK, combined DE/info budget 2002/03; Germany, combined DE/info. 2000.

So for example, when we see that the Netherlands spent 0.88% of ODA on DE and information, this is coming from a much stronger ODA budget (0.8% of GNP), than for example Austria with spending of ODA on DE and information of 0.96% which comes from a far more modest ODA budget (0.29% of GNP). Thus in real terms in 2002 the Netherlands spent over €33.5 m on DE and information, while Austria spent the equivalent approximately €5.38 m.

ODA Spending on DE and Info vis a vis the UNDP target

Looking at Graph C, it is clear that while significant amounts are spent in all countries there is a long way to go before they come anywhere near the figure of 3% of ODA recommended by the UNDP.

GRAPH C



Source: Based on figures from tables in the country sections of this report.

Note: Switzerland, DE budget 2000; Austria, combined DE/info budget 2001; Netherlands, combined DE/info budget 2002; Ireland, combined DE/info budget 2002; Norway, combined DE/info budget 2001; UK, combined DE/info budget 2002/03; Germany, combined DE/info. 2000.

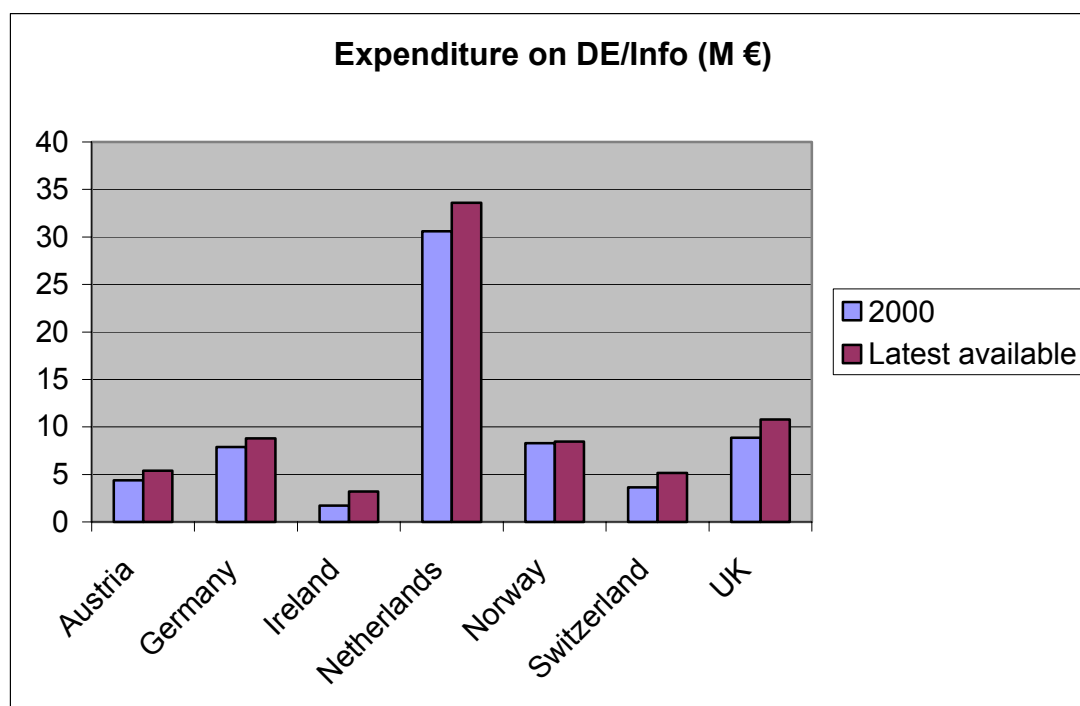
A more modest figure of 2% of ODA to GE was suggested by Henny Helmich, Director of NCDO, the Netherlands, when speaking at the Europe-wide Global Education Congress held in Maastricht, the Netherlands in November 2002. All 7 countries under consideration in this report are still far from this figure also. Speaking at the congress, Henny Helmich stated:

“...one clear message we should all take back to our respective countries from this Congress, is that funding for GE is currently ridiculously low and that a strategy to ensure long-term adequate funding for GE is required. Surely the goal of Global Education in Europe, and its accompanying values, is worth investing in.”

Absolute and Combined levels of Funding

While some argue that development education funding should be linked to ODA, others suggest that it should be linked to a per-capita expenditure; or to Education budgets. With these concerns in mind, we outline the overall expenditure on global education in absolute terms for the years specified.

GRAPH D



Source: Figures are from tables in country sections in this report;

Note: Latest available: Austria 2002, Germany 2003; Ireland 2003, Netherlands 2002, Norway 2001, Switzerland, 2001; U.K. 2002/2003. Currency exchange rates from <http://www.oanda.com/convert/classic> using median values.

What is clear from the figures is that, at least in monetary terms, all countries have shown a sustained or (for the majority) increased overall level funding for development education and information in recent years .

Trends over Time

Looking at trends in spending over a series of years on DE and information for each of the 7 countries in question, we can also make some interesting observations. While there are limitations to what we can infer, not least due to the fact that for some countries we don't have figures for all years, nevertheless we can make some qualified observations based on the figures available.

The most significant trend that is clearly lacking from our perspective when one looks at this graph (Graph E below) is any indication of an ongoing sustained increase in the percentage of ODA being spent on DE and information. In most cases it would appear to be static or in slight decline. Only in the case of the UK does there appear to be a reasonably consistent upward trend, but this is qualified by the fact that it is coming from such a low base (still under 0.2% of ODA).

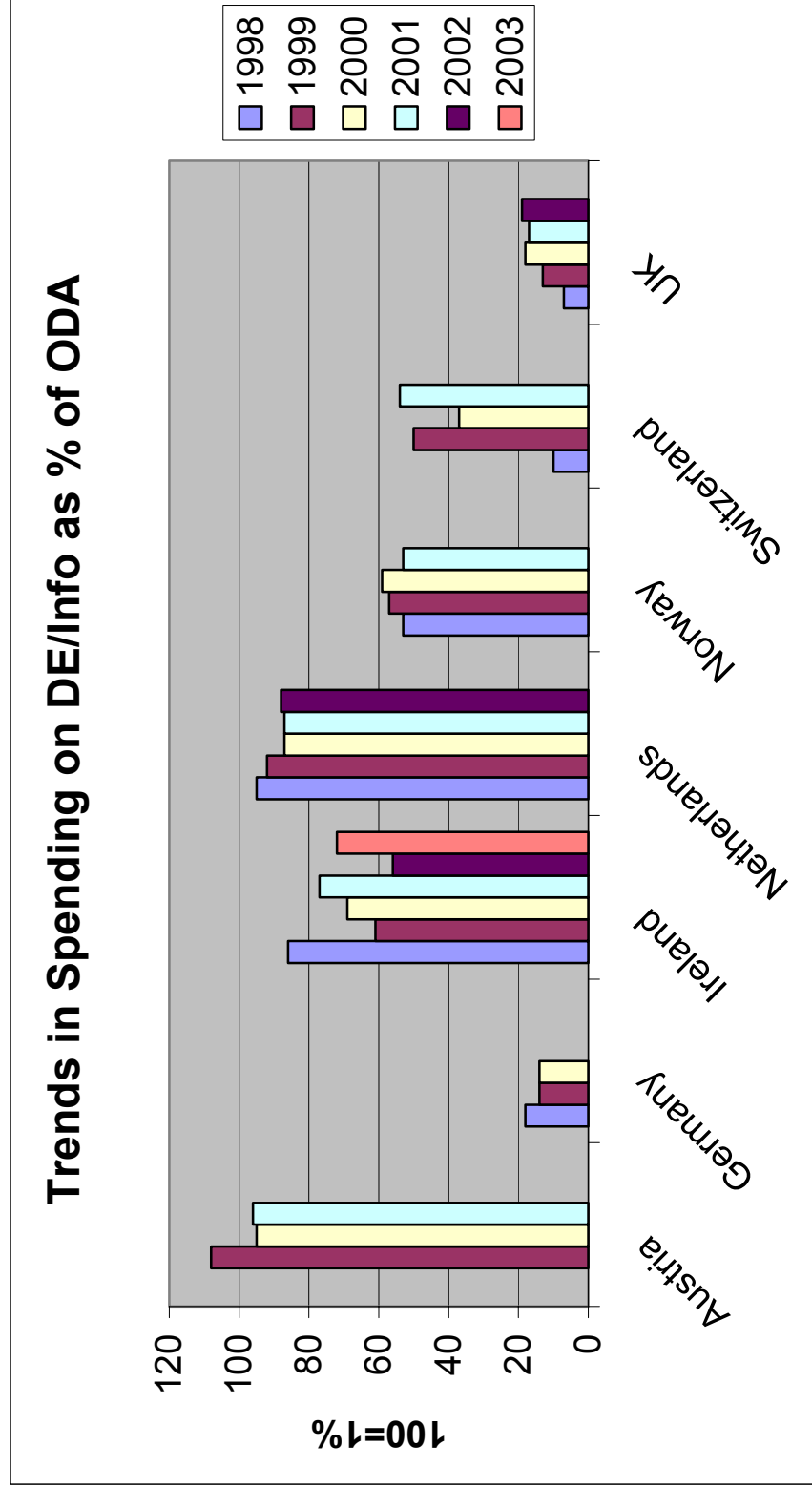
Norway, and in particular the Netherlands, are both interesting in that they have both kept a reasonably consistent level of ODA being spent on DE and information over time. Such consistency is needed to allow for the planning and implementation of professional DE and information campaigns on a long-term basis.

The figures for Ireland show considerable fluctuation from year to year. It should be noted that this is against a backdrop of a fast growing ODA programme over the last number of years. The figures for Germany are reasonably consistent, but low, however there are signs that it is embarking on an upward trend as outlined in the section on Germany in this report.

Austria experienced the highest percentage of ODA to DE and information of all 7 countries, when in 1999 it spent 1.8% of ODA in this area. This dropped sharply to 0.85, and has held steady since.

So from these figures illustrated in Graph E, it can be shown that the experiences of the 7 countries in question have varied considerably with regard to trends in the percentage of ODA being devoted to DE and information.

GRAPHE



Source: Based on figures from tables in the country sections of this report.
Note: Figures were not available for all years for all countries studied. Also figures for 2002 and 2003 are generally provisional.

4.4 Funding for Development Education: Emerging Issues

In December 2000, members of the OECD DAC senior-level meeting heard calls for member states to develop a target percentage of ODA to development education. The Development Ministers Council of the European Union, in late 2001, passed a resolution on support for development education. The North-South Centre of the Council of Europe has begun a process of dialogue with member states regarding adequate levels of funding for development education. The United Nations Development Programme (UNDP), through its Human Development Report, has called on governments to devote 3% of ODA to development education (in the context of the UN target of 0.7% of GNP to ODA). This target is largely unknown and ignored.

Few of us would argue the case made by Julius Nyrere that, if global justice is to prevail, 100% of aid should be devoted to development education in richer countries; but leading development thinkers such as Michael Edwards argue for significant increases in development education funding.

Edwards suggests devoting 25% of ODA to development education over time, with an immediate doubling of funds⁴¹. Such thinking is supported by recent international consensus in relation to, for example, the Millennium goals, the Global Compact and the 2002 international conferences on Financing for Development (Monterrey, Mexico, March 2002) and Sustainable Development (Johannesburg, September 2002) recognise that real change towards global justice for all, requires real change in commitment of Northern countries to global equity. Such political commitment will only be possible with broad and critical public support for global equity; which in turn requires greater investment in development education in donor countries.

⁴¹ See Michael Edwards *Future Positive: Development Co-operation in the 21st Century*; Earthscan, 1999.

Funding for development education in European countries in the last thirty years has, however, been at best, paltry and at worst, non-existent. As Ian Smillie has pointed out, the overall amount of funding for development education in OECD countries in 1996 was less than the amount spent on the commercial launch of one new perfume – Egoïste by Chanel ⁴². The Department for International Development in the UK – DFID, recognised the neglect of development education: “for much of the last 20 years, the...government had attached little importance to development education work...leaving it to others...to take the lead in promoting greater awareness and understanding”. What it says of development education in the UK is even more true for some other countries being surveyed. And, as one Irish NGO pointed out, the Irish government – among the leaders in Europe in terms of both structural support for, and funding of, development education – spent three times more in one year advertising the sale of one public company, than on development education⁴³.

Development education in Europe is under-funded. It is clear that while some countries provide more support to development education than others, there is no country in Europe providing adequate statutory support for development education – either in per capita terms, or in terms of the percentage of ODA to development education⁴⁴. In many E.U. countries national development education spending is underwritten – and national development education programmes made possible – by EU funding.

Nevertheless, there is growing recognition of the need for adequate resources to ensure adequate quality in development education for global citizenship. In a number of the countries surveyed, there are increasing calls for increased funding. These calls, led or initiated by development NGOs or development education networks, are increasingly taken up by political parties, civil society sectors, and other social partners.

⁴² Ian Smillie, OECD Conference, Dublin, October 2001.

⁴³ DEFY Position paper on “5% of bilateral aid to development education”. DEFY, Dublin, 2000.

⁴⁴ The one exception may be Luxembourg, which has the highest percentage of ODA to development education. Development NGOs report adequate levels of funding for development education; however, government commitment to increasing development education funding annually, as well as statements by the Luxembourg Minister for Development Co-operation, Mr Goerens, that a “democratic deficit” might emerge unless public opinion and public support for development education keeps pace with increased ODA, suggests that Luxembourg might agree with our general statement here. See Liam

In November 2002 in Maastricht, Netherlands the Europe-wide Global Education Congress, which brought together governments, parliamentarians, civil society organisations and local and regional authorities from the 45 countries of the Council of Europe agreed a ***“European Strategy Framework for Increased and Improved Global Education to the Year 2015”***. This ***“Maastricht Declaration”*** simply proposes commitment to “increased funding for Global Education”.

Wegimont “Luxembourg” in Ida McDonnell et al, Public Opinion and the Fight Against Global Poverty (2003, OECD/NSC, Paris).

4.5 Arguments for Increased Funding for Development Education

A number of arguments have been put forward for increased funding for development education; these could be characterised as follows:

Global society citizenry: the needs of citizens in a global society to understand global processes, and the development and international solidarity agenda within global processes;

Democratic requirement: public spending on development co-operation requires a public educated in the issues surrounding development co-operation; lack of such spending can lead to a democratic deficit.

Good sustainable development requirement: for development to work, it requires ownership – not only by Southern governments and peoples, but also by Northern publics. Critical knowledge by Northern publics ensures greater scrutiny and clearer development priorities.

Public opinion research: while there are differing levels of support for development co-operation, and knowledge and awareness of development issues, in different countries; public opinion research suggests that there is in each donor country a gap between deep public support for development co-operation (universally strong) and shallow public knowledge of development issues (universally weak)⁴⁵;

Human Security: since September 11th 2001, there have been increasing calls for greater international solidarity to increase human security in the South, in order to increase public security in the North; and increasingly, a recognition that such solidarity will not be achieved without increased awareness and knowledge in the North of the realities of life, and the underlying causes of inequity, in the South.

⁴⁵ See O’Loughlin E, and Wegimont L., chapter 2, Global Education in a Wider Europe, in Mc Donnell, Solignac Lecomte & Wegimont, Public Opinion and the Fight Against Global Poverty Paris, NSC/OECD, 2003.

While each of these arguments by advocates has merit, perhaps the single most important issue for those who lobby, and for policy-makers alike, is the actual, and prospective, level of funding, vis a vis ODA budgets⁴⁶.

⁴⁶ Some would argue that while development budgets are one initial indicator, and therefore that percentage of ODA to development education is initially useful; the more important benchmark is the ratio of development education funding to the national education budget.

CHAPTER 5

KEY LEARNING POINTS AND POLICY PROPOSALS

KEY LEARNING POINTS AND POLICY PROPOSALS

Here we provide a brief overview of key learning and policy proposals based on this study of the structures for the support, co-ordination and funding for development education in 7 (Austria, Germany, Ireland, Netherlands, Norway, Switzerland and the UK) council of Europe member states:

Learning Point 1: a growing number of national structures.

There are a growing number of countries with structures of national support for development education. Some of these structures are learning from each other, and have developed a common agenda around increased networking, learning, and sharing that learning with other countries that do not yet have national structures of funding, support and co-ordination.

It is also clear that these structures have emerged in those countries which are among the most proactive in terms of Overseas Development Assistance and among the strongest in terms of national public support for policies of interdependence and solidarity.

Given the fact that global education in Europe is also growing and improving apace, it is safe to say that this trend of increased national support and co-ordination will continue. This should lead to increased and improved global education at national and European level.

Policy Proposals 1 - Systematic national support in more countries.

Member states of the Council of Europe, and in particular national ODA administrations and Education Ministries in countries, should consider the development of national structures for the support, funding and coordination of development education where such structures of support do not yet exist. In the immediate future, those countries newly in accession to the EU (but longstanding

members of the Council of Europe) who have committed to particular targets of GNP to ODA in the coming years, should consider developing such national structures while allocating suitable budgets for such support, in consultation with existing initiatives and actors.

Learning Point 2: Different models required for differing national circumstances; but no need to reinvent the wheel.

It is clear from an analysis of the structures that there is no “one size fits all” solution. Models of support structure for development education are varied, and must be “home grown” based on the reality in particular countries.

Nevertheless, as is the experience of both KommEnt (Austria) and SBE (Switzerland), the process of learning from other structures in the process of development of a new structure is crucial; it ensures no reinventing of the wheel, allows learning from one country to be transferred, and ensures some coherence internationally. Naturally such learning leads to adaptation – KommEnt was established following learning from the NCDO, but is very different; SBE established following learning from both NCDO and KommEnt, but again adapted the learning to the very different Swiss reality to develop a more complex structure more appropriate to the Swiss reality.

It is also clear from the development of various structures that different strategies are required at different times. It is also clear that different models – ranging from integrated units within Ministries to fully independent bodies – have different comparative advantages. These must be judged according to national circumstances.

Policy Proposal 2 - Systematic international sharing.

The Council of Europe’s North-South Centre will continue to facilitate the GENE network, growing to incorporate all existing national structures for support and funding, and systematically sharing the learning from existing structures with all member states of the Council of Europe, and via the OECD DAC and the European Union, as well as through civil society, parliamentary and local and regional authority

networks to ensure access to models of existing practice for those countries considering systematising support.

The GENE network has undertaken to establish a web-based space to update periodically information on the existing structures of support, beginning with the 7 countries in this report.

While models of national structure should be based on national realities, and on consultation with national actors and decisions by national Ministries, the GENE network will work to support, through information-sharing, the development of national structures in those countries that respond to policy Proposal 1.

Learning Point 3: Development Education Funding inadequate but growing.

It is clear from the figures presented in Chapter 3 and the comparative analysis in Chapter 4, that development education funding is reasonably stable or growing in the countries studied, and that this growth in funding is often coupled with growing policy coherence and growing recognition of the relationship between global education, public awareness and ODA.

However, levels of national funding for development education in European countries is starting from a meagre, even a paltry base. It must be recognised that while those countries under consideration are the most well-resourced and the most committed in terms of global education, even in these countries none reach anywhere near the UNDP proposal of 3% of ODA to development education.

It is also clear that throughout Europe, there are growing questions about the adequacy of levels of funding for development and global education, growing coherence of argumentation regarding the need for increased support for development education, and a matching growing effectiveness of practice and quality assurance.

Policy Proposal 3 - Debate at national and European level regarding adequate levels of funding for development education

While UNDP suggests that 3% of ODA might be the correct target for funding of development education by national administrations, it is not the role of the current authors to suggest to national governments what are adequate levels of funding for development education. Nevertheless, this study evidences growing debate, both among NGOS and policymakers, regarding the question of an adequate level of funding (including ODA) to development education. This study suggests that national administrations might engage in national level dialogue to answer the question: what is an adequate level of funding to development education, given national capacities and requirements.

The North-South Centre, in keeping with its mandate, and through facilitation of the GENE network and in pursuit of implementation of the Maastricht Declaration, will facilitate international dialogue and debate regarding the decisions of national administrations and the perspectives of differing actors in this regard.

Learning Point 4: ODA is the crucial enabling factor and Ministry of Foreign Affairs/ODA administrations provide the initial impetus; but for support structures for development education to succeed there must be inter-ministerial, and particularly Ministry of Education, engagement.

In each of the structures studied, the role of the Overseas Development Aid administration – either directly the Ministry of Foreign Affairs or Development, and/or through its independent aid administration body where such bodies exist – is crucial as the enabling factor. In many cases the recognition that the responsibility to engage in ODA carried with it a public responsibility to inform and educate at home, provided the initial impetus for development education and for the development of budget-lines and eventually support structures. There is both a direct and indirect relationship between development education, development information and public ownership of, and support for, the overseas development and global solidarity

initiatives of European governments; and increasing clarity regarding the differentiation of these roles – as can be seen in the clear policies outlined, for example, in the sections on Ireland and Germany in chapter 3.

It is clear that development education – and other forms of global education – rely on this impetus, and the associated funding and will continue to do so. But it is also clear from a study of support structures that there is growing recognition of the need for inter-ministerial co-operation, primarily with Ministries of Education but also with Ministries of Environment, Labour, etc. Furthermore, in those European countries without a tradition of ODA, it may be appropriate to start with Ministries of Education.

Policy Proposal 4 – Key Ministries

Member states considering the establishment of structures of funding and support for development education should include Ministries of Foreign Affairs, Overseas Development and Education, along with other appropriate Ministries. While in many cases the Ministry with responsibility for Overseas Assistance will take the lead, and may provide the bulk of funding, in those member states without such budgets it may be more appropriate that the Ministry of Education lead the process of development of national support structures.

Learning Point 5: Limitations of data

From an international networking perspective, it is difficult to provide comparative learning in the absence of comparability of data. Some of the analysis is limited as a result.

Policy Proposal 5: Comparable data

Ministries responsible for development education provision might consider disaggregating statistics in a comparable fashion; in the first instance the GENE network might consider agreeing the basis for such comparability, as part of its ongoing information sharing work.

APPENDICES

APPENDIX 1

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APPENDIX 2

A European Strategy Framework For Improving and Increasing Global Education in Europe to the Year 2015. Summary of the Maastricht Global Education Declaration

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 (including the Millennium Development Goals and the World Summit on Sustainable Development (WSSD), international regional and national commitments to increase and improve support for Global Education (G.E.), and the Council of Europe's North South Centres definition of G.E.⁴⁷

2. Profoundly aware of the fact that:

Vast global inequalities persist; sustainable development can be achieved through informed choices of empowered citizens; global education can contribute to this process.

3. Recognising that:

Europe is diverse; existing in a globalised world where multilateral responses are required. Challenges to international solidarity must be met with firm resolve. Global education can contribute to strengthening international solidarity, empowering active global citizens, through active and reflective educational practices that celebrate diversity.

4. Agreeing that:

Access to global education is a necessity and a right. This requires increased co-operation at all levels, follow-up work with all actors; significantly increased funding and support/co-ordination mechanisms at national and international levels; increased support across Ministries to ensure integration into curricula.

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 Continue the process of defining global education in an inclusive fashion.
- 5.2 Develop (or build on existing) national action plans for more and better GE to 2015.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education into education systems at all levels.
- 5.5 Develop/improve appropriate national structures for funding of GE in member states
- 5.6 Develop/improve strategies for raising and assuring quality in Global education.
- 5.7 Increase support for networking of Regional, European and International strategies.
- 5.8 Develop a system of regular peer review, monitoring and national GE reporting.
- 5.9 Contribute to the WSSD follow up and preparations for the UN Decade for ESD.

and to ongoing dialogue with the South on the content and form of Global Education

⁴⁷ 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. Abbreviations: GE= Global Education; ESD= Education for Sustainable Development; WSSD = World Summit on Sustainable Development
For the full text see www.globaleducationeurope.net

Global Education Network Europe

This Report gives an overview of the structures of support for development education in 7 Council of Europe member states (Austria, Germany, Ireland, Netherlands, Norway, Switzerland and the UK), and shows how there are important similarities and differences between the approaches taken in each country. There is no right or wrong model, but it is useful for existing and emerging models to learn from comparative experience in this field, which is why like-minded organisations came together in the first place to establish GENE (Global Education Network Europe).

One point which emerges from the report, is that while they are among the countries most committed to financing development education, and show evidence of sustained and even increasing overall levels of funding, nevertheless the existing level of ODA funding being devoted to DE is found to be low and certainly far below the UNDP recommendation of 3% of ODA to development education. On this and other issues, it is hoped that policy makers and DE practitioners will find this report, and in particular the policy proposals, helpful and informative in supporting the case for improved and more systematic national support for DE in Europe.

The purpose of the GENE process is two-fold: to share learning between existing and emerging national structures of support for development education in Europe; and, through the development of a common agenda, to share such learning with other member states of the Council of Europe.



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