



Dolt: Baltic Regional Conference on Global/Development Education

Riga, Latvia

April 29-30, 2010

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I Executive summary

The first ever meeting of Baltic global educators took place at Dolt, the Baltic Regional Conference on Global/Development Education in Riga Latvia April 29-30, 2010. It brought together about 80 participants from Estonian, Latvian and Lithuanian ministries, governmental agencies, representatives from non-governmental organisations dealing with global/development education, representatives of institutes of higher education, active teachers as well as foreign experts from Finland and the North-South Centre of the Council of Europe. The conference took place in co-operation and with the support of the North-South Centre of the Council of Europe and the European Commission.

Globalisation calls for a new way of looking at education in the 21st century. The European Union and the Council of Europe are supporting efforts in global/development education. EU Commissioner for Development Mr. A. Piebalgs spelled out priorities – to improve education and health systems across the world to achieve the MDGs, and urged that the Baltic States uphold their development commitments. Global education can help Europeans achieve the understanding to promote changes that lead to improvements world-wide.

Officials from Estonian, Lithuanian and Latvian Ministries of Foreign Affairs and Ministries of Education emphasised their appreciation of the work done by educators and non-governmental organisation in promoting global/education. None of the Baltic States governments has a formal global/development education policy. All are opting to integrate development education into their mainstream curriculum.

One challenge is to train teachers and provide sufficient materials. Teachers can be motivated by involving others - administration, local government officials, parents and

entrepreneurs in global/de projects. NGOs can assist by going into the classrooms, and doing extra-curricular activities with the youth.

National support of GE/DE related work in the non-formal sector is a reality in all Baltic States at all levels. Gains are made, where the national government financially supports efforts (Estonian World Days) or where the work is partially done by semi-governmental institutions (ie. The Lithuanian Youth Centre). GE/DE grant competitions (Latvia, 2007) unleash the potential of the NGO sector. Local fundraising, volunteer work, philanthropy, etc., might in the future be used more to promote global education.

Baltic stakeholders hope that the European Commission will continue to support DE, and at a level that would encourage small, practical initiatives. The EU is seen as having the authority to increase in political pressure to spur the national level politicians to take interest.

In the meantime, NGOs are active domestically, and could cooperate amongst each other in the future. Joint work among the Baltic States NGOs in Development Education could focus on such areas as:

- Collaboration in developing National DE websites
- Joint GE/DE youth summer camps
- Sharing academic resources
- Exchanging tips on customisation of material translated from EU 15 member states, etc.

Ideas for Baltic cooperation, elaborated during the practical part of the conference are included in the report.

The conference was organised by the *Latvian NDGO Platform – LAPAS* in partnership with the *Estonian Roundtable for Development Cooperation (AKÜ)*, *Lithuanian Youth Centre (LYC)*, *LITDEA - Lithuanian Network for Development Education*, *Lithuanian National Platform of Development Non-Governmental Organisation*.

II The conference - purpose and aims, the report and methodology

DoIt: Baltic Regional Conference on Global/Development Education

April 29-30, 2010 took place in Riga Latvia.

see *Appendix 8.1. Programme*

The conference brought together approximately 80 participants from Lithuanian, Latvian and Estonian ministries, governmental agencies, representatives from non-governmental organisations dealing with global/development education, representatives of institutes of higher education, active teachers as well as foreign experts from Finland and the North-South Centre of the Council of Europe. EU Development Commissioner and Representatives of the European Commission participated via teleconference.

see *Appendix 8.2. Participants' List*



A. Ambrukaitiene
Lithuanian Youth Centre

DoIt was organised by the *Latvian NDGO Platform – LAPAS* in partnership with the *Estonian Roundtable for Development Cooperation (AKÜ)*, *Lithuanian Youth Centre (LYC)*, *LITDEA - Lithuanian Network for Development Education*, *Lithuanian National Platform of Development Non-Governmental Organisation*. The activity took place in co-operation and

with the support of the North-South Centre of the Council of Europe and the European Commission.

The purpose of the conference was to convene the key stakeholders in the field, assess the state of art of global/development education in the Baltic countries of Lithuania, Estonia and Latvia and raise public awareness on the basis of the EU strategy “European Consensus on Development Education” as well as the Council of Europe’s current process towards adopting a recommendation on global education. This assessment is intended to compare best practise in the Baltic States in order to firmly establish global/development education on the education agenda.

The aims of the conference were:

- to exchange information on best practise and challenges in Baltic States on implementing Global/Development Education
- to provide civil servants, members of the NGO and academic communities information on European aims in development education
- to provide opportunity to develop joint collaboration
- to elaborate recommendations for furthering development education in the Baltics

This Report includes insights into:

- major conclusions about the similarities and differences in the Baltic contexts
- the level of commitment of the Baltic governments to development education and recommendations to strengthen this.
- global/development education in the formal education system (curricula, primary, secondary levels as well as universities and teacher training institutes,
- the role of authorities and key stakeholders in this regard
- global/development education in the non-formal education system, civil society and youth organisations
- educational resources and support services, good practices

Key observations resulting from the exchange of experience and recommendations for future collaboration are found in the conclusion.

The Report appendix includes a rich array of presentation materials and best practice information – for use by Baltic global/development education stakeholders

Methodology of the process

The programme was the result of 11 months of cooperation between the Baltic NDGO platforms, the Youth Initiative Centre in Lithuania and the Lithuanian LITDEA network. This group identified *4 major building blocks* of development education that are to be discussed: 1.) DE in General Education, 2.) DE in Higher Education, 3.) DE in non-formal education, 4.) DE policy.

The conference went from general to specific. It began with a keynote speech on the new paradigm for education in the 21st century vis a vis globalisation. This was followed by a panel discussion to clarify why and how Europe has been engaging for global education.



Once the broad context was provided, the EU Commissioner for Development, Mr. Andris Piebalgs, joined the group via teleconference to emphasise the urgency of understanding global development challenges. He went a step further to spell out priorities – to improve education and health systems across the

world to achieve the MDGs, and urged that the Baltic States uphold their development commitments. This was the first time that a Development Commissioner addressed a Baltic audience.

Among the listeners were the next panellists : officials from Estonian, Lithuanian and Latvian ministries of foreign affairs and ministries of Education. They gave the context about government stances on development education. They were generally supportive, but reticent. *see Appendix 8.3. Summary of the presentations and appendices 8.4-8.7 presentations mentioned above.*



Foreign affairs and education ministry officials

The practical sessions began with working groups on formal and higher education, non-formal education and government policy. The foreseen working group on the local authorities' role was called off due to many last minute cancellations. This is an indicator that, although local authorities in the Baltics are involved in development cooperation, they are less aware of their opportunities in global/development education. The working group members exchanged experience, identified common challenges and created recommendations for responses to these challenges. Conclusions are used throughout this report and full working group reports are attached in *appendices 8.8, 8.9 and 8.10.*



Working group: formal education



From working group: government issues



Working group: non-formal education

After thinking had been done on Baltic issues, a comparative menu of challenges and new solutions faced by Finland in working with different stakeholders was presented. The felt need was great, judging by the number of participants who rated this presentation as the highlight of **DoIt**. *see Appendix 8.11 How Finland Does It – ppt.*

Toward the end of the conference, representatives of Centres of Excellence in development education - LITDEA, Jaan Tõnisson Institute, the Education Development Centre in Latvia, the Lithuanian Youth Centre - described their work. Centres of excellence provide continuity and sustainability in development education initiatives and gave **DoIt** participants an understanding of the diversity of activities that is already taking place in the Baltics. This provided inspiration for the final step. *see Appendices 8.12 Best practice examples – Centres of Excellence working in the Baltics.*

At the end – approximately 40 of the 80 attendees participated in a doTalk event. The rest of the remaining participants continued discussions in small groups on common issues of interest. The aim was to come up with practical ideas/projects/cooperation possibilities.

Ideju talka is a methodology developed by Latvian NGOs that is gaining popularity for looking for new ideas and bringing them to fruit. Participants described project initiatives focussed on the following: What initiatives we can cooperate in to get development education "on the ground" and "to the people" in the Baltics? The participants shared project ideas, resources, knowledge and ways to cooperate and implement DE projects in the Baltics.

All the projects, their contacts and what collaboration they are looking for are posted in the participants' project gallery on Facebook:

<http://www.facebook.com/home.php#!/album.php?aid=21271&id=100000050628891>

Those who are not Facebook users can view pictures here:

<http://www.facebook.com/album.php?aid=164863&id=103811788028>

III Similarities and differences: Baltic context of global education/development education

The concept of a Baltic identity is more widespread outside of the Baltic countries of Lithuania, Estonia and Latvia than it is within these states. Both Lithuanians and Latvians are Balts, but Estonians are Finno-Ugric. Estonians and Latvians have roots in Protestant traditions, while the Lithuanians have a Catholic tradition. Lithuania was once a large country, both Latvia and Estonia are small. There are many cultural differences that result in different ways that the countries govern themselves and deal with challenges.

In spite of cultural differences, there have been similarities in the history of the past 100 years. All of the countries gained independence after World War I, lost it after WWII, regained independence and completed EU accession at roughly the same time. Since the renewal of independence, each country has forged its relations with the EU independently. Balts more often meet in Brussels than they do in each others' capital cities. Travel, telecommunications and other links are all directly with EU 15 countries, rather than interconnected amongst the Baltics.

It is through the filter of a common history, but because of different cultural backgrounds that the people of the Baltic countries exhibit nuanced differences in approaching new areas such as governance, policy planning, the role of NGOs in society and – what is relevant for this report - differences in development cooperation and development education.

Baltic context of global education/development education

People in the Baltic States have been active in global/development education for some time. Teachers, non-governmental organisations, academicians have been transferring knowledge, skills and attitudes necessary for citizens of Estonia, Lithuania and Latvia to play a responsible role in the increasingly globalizing world.

The concept of global/development education (henceforth GE/DE) has been primarily introduced by the UN system organisations, the Council of Europe and NGOs connecting in Europe through initiatives such as the DEEEP project. Most of the inroads in each of the Baltic States have been made by bi-lateral interconnections with these international stakeholders.

There has been no thorough and systematic cross-fertilization of experience between those active in global/development education in the Baltics. This is unfortunate, since the social and historical similarities between the three countries may imply a similarity of challenges in embedding the theme in the education sector.

By drawing upon each others' best practises, comparing challenges and finding unique ways of sharing resources, Baltic DE stakeholders can intensify work in global/development

education in spite of – or rather to counter - the challenges that the global financial system is bringing to the shores of the Baltic Sea.

The development cooperation context

Support for development cooperation has fallen within the remit of the ministries of foreign affairs in the Baltic States, albeit without a measurable mandate from the people or support of the political parties. Like many policy areas firmly established in the Baltic States, it arose as a reaction to expectations by the Western market economies and was a prerequisite for EU accession.

All three countries began participating in development cooperation around EU accession and all of have identified transition countries as development cooperation partners. All three countries have focused their efforts in assisting Georgia. In addition, Lithuania placed a strong emphasis on support of Afghanistan and Estonia into wider areas. Latvia's development cooperation has been focussed mainly on assistance to Georgia, Moldova, Ukraine and Byelorussia, with very limited support to Afghanistan.

Political context and support for GE/DE

Global education has even a more complicated political context. In the early 1990s it was manifested by NGOs in the environmental/sustainable development field, gaining credence through global education week and other environment related events. In this aspect, it has been the core political philosophy for ministries of environment. UNESCO national committees have taken forward global and inter-cultural education in all three Baltic countries, often engaging ministries of culture and education in global/sustainable education policy choices. The concept of development education has also found support from ministries of foreign affairs, which until recently have seen it in a narrower sense- as a way of achieving public awareness that would give legitimacy to development cooperation.

Parliament members of foreign affairs and European affairs committees have taken an interest in development cooperation, less so in development education.

Key GE/DE stakeholders: government, civil society, local authorities

Government

Ministries of foreign affairs in Latvia and Estonia have been the driving forces for global/development education while in Lithuania, the ministry of education together with its implementing agency, the Lithuanian Youth Centre have been the major protagonists for global/development education at the official level.

Government support of NGO work in GE/DE has differed across the Baltics. Early on, the Estonian Ministry of Foreign Affairs cooperated with the Estonian Roundtable for Development (AKU) in establishing World Days, a regular informational week on development issues. In Lithuania, the national development cooperation platform was established in 2007, but work in development education has taken place for many years. The Ministry of Foreign Affairs of Latvia conducted open calls for proposals, including for NGOs in development education in 2007.

Civil society

Non- governmental organisations have worked with global/development organisations for some time. In all three countries they have united in networks and platforms.

European connection: NGOs have been inspired to work actively in global/development education due to several Europe wide initiatives: the Council of Europe Global Education Weeks, CONCORD Development Education Forum and DEEEP Summer Schools. In addition, different organisations have had the opportunity to implement EU development education and awareness raising projects.

NGO networks at work: The most specific activities have been implemented by international NGO networks that are active (have branches) in all 3 Baltic States. In Latvia – GLEN has been a LAPAS Platform member that has led the development education agenda for the past 5 years. Heifer Foundation International has Baltic branches, but is firmly grounded in Lithuania. Humana People to People is Baltic wide, and is present in all three Baltic States. The sexual and reproductive health rights organisations, members of the IPPF in the Baltic, have strong partnership with Nordic associations and cooperate together in the neighbourhood, as well as the global South.

Locally originating development education expertise is found in strong teacher training institutes as well as smaller grassroots NGOs.

For the most complete information in 2007 on the state of NGO work in development cooperation and in development education, read TRIALOG studies:

www.trialog.or.at/images/doku/ee_countrystudy_final_dec2007.pdf
http://www.trialog.or.at/images/doku/lt_countrystudy_final_dec2007.pdf
http://www.trialog.or.at/images/doku/lv_countrystudy_final_dec2007.pdf

For the most recent and complete information on national development education issues, read: http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp
Final Reports of seminars on Lithuania, Estonia and Latvia on development education.

Policy context

A clear global/development education policy has not been formally approved by any decision making bodies in the Baltic States. Latvia's stakeholders, with financial support of the Ministry of Foreign Affairs and content support by education and foreign ministries, as well as institutions of higher education and NGOs, developed an unofficial DE policy for 2008-2014.

The Latvian national development platform LAPAS coordinated a two year multi-stakeholder process for developing education. In Estonia a Global/Development Education policy is being elaborated in 2009/2010, led by AKU. In Lithuania, work on a formal global/development education policy is just beginning, but both LITDEA and the Lithuanian Youth Centre are active umbrella groups for activities in development education, and some members of the Lithuanian Platform are also very active.

4. Government support for development education

The participants of the **Dolt** Conference identified the main challenges for Baltic government involvement in development education – lack of financing, lack of political will and process management issues. The conference participants also produced recommendations for solving these issues, as outlined in the table below.

| | Challenges | Recommendations |
|----------|--|---|
| 1 | Funding | |
| 1. | Overall lack of funding (due to the financial crisis and/or low political support). | More EU funding (ask and use more actively + allocate more from the EC) |
| 2. | Very little national funding – EC funding is distant for people and creates connotations with propaganda. | Alternative sources of funding at the national level: <ul style="list-style-type: none"> - National governments (legal mechanisms to force the governments to meet their 0,33% of GNI obligation) - Local authorities - Sponsors - Foundation for initiatives from society – philanthropy |
| 3. | | Increased use of volunteers. |
| | Political Will | |
| | Low political support and will from the higher level civil servants and politicians. This is also related to low public awareness and low public support to the topic. | Develop a clear message. Explain why supporting global education is useful for them. |
| | | Joint messages from different civil society organizations. |
| | | Provide information regularly. |
| | | Form a parliamentary inter-fractional global education group, which should be led by vice-chairmen of either education, foreign affairs or European affairs committees' leaders. |
| | | NGO private contact management – lobby the right persons |
| | | Engage a broad range of politicians (MPs, MEPs, ministers, party leaders). This is a long term process. |
| | | Create dialogue to explain what is global education and to come up with a common |

| | |
|---|--|
| | understanding, which can lead to a strategy. |
| | Involve society. |
| Too much populism. | Publicly expose most common populist arguments and provide alternative/better arguments in support of global education. |
| No requirements from the EU level, which would motivate politicians. | Stronger pressure/new mechanisms from outside (EU) |
| 2. Process Management | |
| Very many organizations and definitions (national and international) make it difficult to find a consensus and a common starting point for discussion. | |
| National language vocabulary is often limited. | |
| No clear leader for the process in some cases, which also means low ownership, inconsistencies and incoherence. | <p>Work with a range of department directors.</p> <p>Create an independent agency to coordinate the work.</p> <p>NGOs should take the lead in lobbying for global education.</p> <p>Create a national strategy, which explains responsibilities.</p> |
| Different understandings in national and international contexts: Africa and MDGs vs Moldova, Ukraine, etc. | |
| If combined with other strategies, there is a risk of marginalizing the topic. | |
| In Latvia, the CSO-public sector cooperation used to be formal, but now improved. In Lithuania, cooperation works mostly when there is a concrete topic (not on regular basis). | <p>Improve cooperation by mentoring from NGOs to civil servants.</p> <p>More active working groups among the NGOs +</p> |
| | Increased cooperation between CSOs and public sector. |
| | <p>Mandatory annual national report on global education. EU reports are too broad and not specific to the local circumstances.</p> <p>Capacity building for NGOs.</p> |

5. Global Education in the formal education system

A comparison of the Baltic experience in formal and higher education reveals

Growing relevance of GE/DE topics in Baltic societies

It appears that due to the financial crisis and economic recession, themes of social justice, poverty, sustainable consumption and fair trade are becoming more relevant to Baltic people. Therefore GE/DE projects targeting schools receive positive responses from involved teachers and students. Thus, for example, the project of Latvian Education Development Center “Schools as Satellites in Development Education” received applications from 88 Latvian schools, although it could only facilitate the participation of 9 schools.¹

GE/DE elements are present in school curriculum

School curriculum includes some GE/DE topics in terms of values and attitudes and subjects. However, actual teaching of GE/DE depends on competencies and attitudes of teachers. The experiences of individual teachers and teacher training projects suggest that it is possible to teach elements of GE/DE in the context of existing curriculum without overloading the students and teachers. The teaching of GE/DE involves creating links across curricula, and connecting global and local issues through different methods. Teacher competence and supportive school environment are necessary ingredients for this process to be successful.

Effective use of active learning methods

Teachers who have been involved in GE/DE projects and received training are using active learning approaches in their classrooms to teach global issues. According to workshop participants active learning methods like simulations, art projects, films, exhibits, essay contests, are popular among teachers who are self-motivated to improve their teaching.

Some organizations, such as Jaan Tõnisson Institute in Estonia have gone beyond conventional informing approach and facilitated direct links with schools in Afghanistan, thus promoting deeper engagement and using firsthand experience from Afghanistan to better communicate MDGs and development problems to students and teachers.²

Translation and adaptation of teaching materials and methodologies

NGOs and teachers are active in translating and adapting teaching materials and teacher manuals that have been prepared by NGOs, international organizations and global education centers, e.g. Oxfam. Several project websites also feature teaching materials grouped according general GE topics. For example Estonian project, maailmakool.ee also feature documentary films on education, fair trade, migration and exile, women in development, climate change and others. The films can be borrowed by schools for free-time viewing.

In Lithuania Youth Career and Advising Center has taken a multi-step approach in stimulating access to development education in schools. The project was implemented in several steps. During the first “Get global” step skills based approach to global citizenship was taken. Teachers were provided manuals and worksheets. The next step “Go bananas” provided school case studies, and “Millenium Development goals” involved creating posters and other activities.

In Higher Education there is good starting ground for providing teacher training and research in Sustainable Education, Environmental Management, Intercultural Communication.

¹ Education Development Center, Latvia. Project “Schools – satellites for development education,” <http://www.skolaskasateliti.lv/en>

² Jaan Tõnisson Institute, Estonia. Project “Afghanistan Twin School Project,” <http://www.jti.ee/>

Common challenges and possible recommendations, including information on stakeholders are found in the following table.

| | Problem | Recommendations | Stakeholders |
|----|--|--|---|
| 1. | Low recognition of GE/DE concepts in formal education | <p>Effective communication of GE/DE ideas and concepts to specific target groups (policy makers, managers of education etc).</p> <p>Provide translation and localization of GE/DE concepts.</p> <p>Better targeting of GE/DE awareness raising projects according to their objectives</p> <p>Networks, such as North-South Centre should keep supporting national and local campaigns in order to increase the reach and better advocacy.</p> | National platforms, Universities, NDGOs, Experts Networks, such as North-South Center |
| 2. | Insufficient Teacher training | <p>Advocate the inclusion of GE/DE in teacher training</p> <p>NGOs should avoid overlaps in target groups in awareness raising projects, therefore one should consider making criteria for selecting schools</p> <p>NGOs should target teachers who teach natural sciences, not just history and social science teachers.</p> | Umbrella organizations, Teacher training organizations National platforms, Universities |
| 3. | Lack of Teacher Motivation | <p>Teacher trainers should effectively demonstrate connections and provide comparisons between local and global issues</p> <p>Teacher trainers should show how it is possible to teach global topics without overloading curriculum</p> <p>Create supportive school environment for GE/DE by involving several members from single school and community (teachers, administration, student, local government officials, parents, entrepreneurs).</p> | <p>Teacher training organizations</p> <p>Teachers who are teaching GE/DE topics</p> <p>School administrations</p> |
| 4. | Inefficient Access to Teaching Materials | <p>Continue translation and adaptation of teaching materials</p> <p>Provide easy access to teaching materials via integrated websites with links to different GE/DE projects</p> | <p>Teacher training organizations</p> <p>National platforms</p> |
| 5. | Lack of financing | <p>Strengthen the capacity of schools in local fundraising</p> <p>Develop coalitions in awareness raising at local and regional levels with supporters from local government, universities and private sector.</p> | <p>Schools</p> <p>Local authorities</p> |

| | | | |
|----|---|---|---|
| 6. | Insufficient coordination and sustainability of GE/DE initiatives | Systematization of GE/DE experiences and best practices in project methodology in National and Baltic Level Broader co-ordination and association of actors through education boards, student bodies, federations and parent associations, school directors, regional education authorities and teacher's training centers and programmes. | National platforms Universities Local authorities |
| 7. | Low awareness of GE/DE among politicians and civil servants in government institutions | Strengthen dialogue with politicians on local and national levels as well as with servants from ministries in order to raise awareness on development education. Involve politicians and civil servants in GE/DE training on international and national levels. | NGOs, National platforms |

6. Global Education in the non-formal education system, civil society and youth organisations

The Conference participants named several challenges to implementing GE/DE, including:

- Too many local problems. (lack of mindfulness, information overload, etc.)
- Lack of funding for activities and projects.
- Low motivation to participate in GE/D Education activities (teachers, students, scholars) due to overload with formal education
- To find interesting/important and personally touching topics.
- Low interest of the media (no real understanding how to reach youth through media)
- Better dialogue between NGO's & ministries
- Limited information and materials in the national language

Recommendations for strengthening global/development education in the Non-formal education

Ministries:

- Sending a clear message and support the values of GE through awards, certificates etc.
- Promoting global values in strategies, curriculum and other initiatives, long-term programmes etc.
- Developing close collaboration among ministries

Schools:

- Capacity building: partnership projects, trainings, production of materials, exchanges
- Linking outgoing activities with a global perspective
- Using various opportunities to fund activities (Comenius, Youth in Action, Europe for Citizens etc.

For local authorities:

- Town twinning North-South
- Strengthening cooperation with NGO's

- Valuing work of NGO's and other institutions working in the field of GE.

NGO's

- Coming up with small and simple goals that people can achieve on a voluntary basis
- Creating new ideas to motivate, raise awareness in general public concerning GE
- Capacity building actions. Looking for cooperation with more experienced partners.

7. Educational Resources and support services, good practices

Information exchange on good practice took place at various levels during the conference.

Educators in non-formal education identified the following best practice events.

| Latvia | | | |
|---------------------------------------|---|--|------------------|
| What? | How? | Result | Contact e-mail |
| World Days (LAPAS, local NGO centers) | Activities in the regional towns of Latvia | Knowledge about other countries | info@lapas.lv |
| MDG activities | Involving youth, week long training, youth developing a website | MDG youth experts | info@lapas.lv |
| Documentary films (GLEN) | Going to developing countries during different projects and filming their activities. | 2 movies (Haiti & Georgia) | Janis@glen.lv |
| Estonia | | | |
| Documentary film clubs | Making documentary films concerning G/D education topics. | 150 teachers involved + schoolchildren | siisi@jti.ee |
| Afghanistan twin schools | Pairing schools in Estonia and Afghanistan. | 10 + schools involved, 20 teachers | maari@jti.ee |
| Fair trade sailing ship 'Estelle' | Use a biggest finish sail boat to promote fair trade values. | 1000 + visitors. Media attention | siim@roheline.ee |
| Global education week | Rise awareness on G/D education topics among children and youth | 50 schools | ptpest@hot.ee |
| Lithuania | | | |
| Accessing development education | 4 projects concerning G/D education translated into local language | 4 schools (primary and secondary) | |
| Global education week | Activities on G/D education topics. | Schools involved ~ 23000 participants | linab@lvjc.lt |

Four Centres of Excellence presented their best practice activities: See Appendices- 8.12 for a full description.

The Finnish experience also serves as best practice. Suggestions were to:

- Use the financial crises as an opportunity to create empathy
- Include new, non-traditions groups in GE/DE work: immigrants, jobseekers, retired people
- Use easy language
- Engage the synergy of the multistakeholder aspect, multiplier effect

- Use the climate change topic for DE purposes to get the development message across.
- Easy to take part in one happening -> try to build on that
- Make it positive, happy

The Final DoTalk gave people the opportunity to describe their favourite topic, and others to comment on their relevant experience. The like minded exchanged emails, so the resources, support and best practise will be transferred specifically customised to the topic of interest of the specific participant.

20 practical cooperation project ideas were elaborated by participants during the session:

1. Series of doTalks in the Baltics to get local communities together and support their own development education initiatives - about green issues, poverty reduction, intercultural dialogue, etc. (Mārcis Rubenis, House of Ideas, Latvia)
2. Online development education youth network. (Beāta Mīlgrāve, Pāparzes Zieds, Latvia)
3. Global network and cooperation for sustainable education by Institute of Sustainable Education. (Daugavpils University, Latvia)
4. Common message to Baltic level media on the topic of GE /DE for society. (Loreta Maskvytiene, Platforma, Lithuania)
5. Joint email-list for schools and teachers to improve exchange of information. (Janek Murakas, Viimsi School, Estonia)
6. Baltic NGO Academy - Bi-annual conference/training on networking in closed societies (Belarus, Afghanistan, etc). We think we know what is happening in closed societies and how can we help them in Cuba, etc, but actually we need to find it out yet! (Vytyis Jurkonis, Eastern Europe Studies Center, Lithuania)
7. Innovation in non-formal education - all Balts share methods (Lithuanian Youth Center)
8. Prepare a methodology for teachers in secondary schools how to teach about global education (use it in all the Baltics) and training course for teachers. (Dalia Navikeine, Lithuanian Youth Center)
9. Project "Schools as a satellites for development education". (Ingūna Irbīte, Education Development Center, Latvia)
10. Global training - world-cafe type events in the Baltics where teachers, students and society get together;
11. Already running project where development education is done through hand puppet plays about Africa for children in kindergartens. Looking for experience in project having used similar method - puppets. (Rūta Kronberga, Humana People to People in Latvia)
12. Practicing language - people in cities can do it, but in the countryside no practice. Idea - course where people from cities talk to people in villages on Skype. (Triin Terasmaa, UNESCO Estonia)
13. Sharing documentaries - many good documentary films in the Baltics on development education topics. Let's share them! (Maari Ross, Jaan Tõnisson Institute, Estonia)
14. Gathering ideas and advices how to make easier copyright process and get videos and films without long and difficult bureaucracy. (Dace Smeltēre, Latvia People's Party Women Organization, Latvia)
15. X-mas fund for development in Baltics - people donate money, causes/projects apply and are voted by the public. (Vaidotas Iglius, Platforma, Lithuania)
16. National DE Recourse web page in Baltics - centralized webpage where many NGOs collect DE methodologies, materials, best practices for schools. (Mari - Helene Kabeer, Humana Estonia)
17. Interactive website where Baltic people and NGOs involved in higher education can share knowledge, best practices, experiences, contacts about practicing development education in the curricula. (smartbrand)
18. Youth fighting world hunger - involve more youth in fighting world hunger. (Zina Baltreniene, Youth career and advising center, Lithuania);

19. 50+ about DE - many older people in Baltics tell stories about their experience during the Soviet times, for example, in Siberia - idea is to collect and document them. (Lina Kalibataite, Kolping, Lithuania)

20. More information on volunteering projects for school pupils. (Edita Rabizaite, Secondary school teacher, Lithuania)

DoTalk organiser
Rūta Kronberga



5 project teams were formed, who worked out the following project ideas

1. *National DE Resource web page in Baltics* - centralized webpage where many NGOs collect DE methodologies, materials, best practice for schools. The Idea was developed in cooperation with Mari - Helene Kaber from Humana Estonia, Ruta Kronberga from House of Ideas (Latvia), Ingūna Irbīte from Education Development center (Latvia) and youngsters from Lithuanian Youth centre. They agreed to communicate with national NGDO platforms about the possibility to develop a common website and find a place for that. Afterward they will start to collect materials, methodologies, best practices.

2. *Baltic NGO Academy* - training on networking in closed societies. Group based on Vytis Jurkonis' idea. As a result of the doTalk session Vytis found other participants who want to join development of this initiative.

3. *Series of community events in all the Baltics with use of doTalk* - to support local people's initiatives and addressing local challenges according to Global Development Goals (poverty reduction, education, green issues, etc). This group was based on Marcis Rubenis' idea together with 2 other participants and 6 participants interested to help it all together. Currently a "handbook" on organizing a doTalk session in a local community on development education issues is being developed in Latvia; it will be published in Latvian and English in paper and on the internet. This doTalk session helped to find partners from Lithuania who are interested in helping to translate it to Lithuanian, organize their local doTalks, as well as try to launch a bigger community doTalks project in Latvia and Lithuania simultaneously.

4. *Teachers mailing list in Estonia*. Group was based on Janek Muraka's idea, it was developed together with other representatives from Estonia.

5. *Extend global network for sustainable education*. The group was based on ideas coming from Daugavpils University, Institute of Sustainable Education and Smartbrand.eu

8. Key observations and recommendations

None of the Baltic States' governments have a formal global/development education policy. All are opting to integrate development education into their mainstream curriculum.

One challenge is to train teachers and provide sufficient materials. Teachers can be motivated by involving others - administration, local government officials, parents and entrepreneurs in global/de projects. NGOs can assist by going into the classrooms, and doing extra-curricular activities with the youth.

National support of GE/DE related work in the non-formal sector is a reality in all Baltic States at all levels. Gains are made, where the national government financially supports efforts (Estonian World Days) or where the work is partially done by semi-governmental institutions (ie. The Lithuanian Youth Centre). GE/DE grant competitions (Latvia, 2007) unleash the potential of the NGO sector. Local fundraising, volunteer work, philanthropy, etc., might in the future be used more to promote global education.

Baltic stakeholders hope that the European Commission will continue to support funding for DE, and at a level that would encourage small, practical initiatives. The EU is seen as having the authority to increase in political pressure to spur the national level politicians to take interest.

There is a paradox about political will to support GE/DE. The topic will allow a wider public to understand and support development initiatives. However, without this interest by the general public, the politicians do not perceive themselves having the mandate to support GE/DE.

In the meantime, NGOs are active domestically, and could cooperate amongst each other in the future. Joint work among the Baltic States NGOs in Development Education could focus on such areas as:

- Collaboration in developing National DE websites
- Joint GE/DE youth summer camps
- Sharing academic resources
- Exchanging tips on customisation of material translated from EU 15 member states, etc.

Latvian and Estonian activists already have prepared non-official global/development education strategies, and Lithuanians are contemplating this. All are comparing results. Lack of strong political support for the initiative, however, means increased ownership of global/development education by the different stakeholders, but no mainstreamed direction. Only time will tell whether this is beneficial or not. On the one hand, consensus on direction may lead to more tangible outcomes; on the other hand, just as bio-diversity may once lead humanity to a cure for diseases yet unknown, *differences* in opinions and approaches may allow Baltic educators to help find solutions to global development challenges of the future.

8. Appendices (supporting documents, declarations, national strategies and action plans, participants lists etc)

8.1. Programme

8.2. Participants' List

8.3. Summary of the presentations

8.4.1 Keynote Speech: The New Education Paradigm of the 21st Century in Global education

8.4.2 Ppt. presentation to the Keynote Speech

8.5.1. Council of Europe ppt.

8.5.2. Europe-Aid ppt.

8.5.3. DEF ppt.

8.5.4 European Consensus

8.6 Commissioner Piebalgs' address to the seminar (fragment)

8.7 Photos of Panel discussion of MoE/ MFA

8.8 Report of the Working Group on Formal/Higher Education

8.9 Report of the Working Group on Informal Education

8.10 Report of the Working Group on Government Work

8.11 How Finland Does It – ppt.

8.12 Best practise examples – Centers of Excellence working in the Baltics

8.13 do Talk – results of interactive work on Development Education