

# Global Education in Belgium

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

GENE  
GLOBAL EDUCATION NETWORK EUROPE



This publication has been produced with the assistance of the European Commission. The contents of this publication are the sole responsibility of the editors and can in no way be taken to reflect the views of the European Commission.

The European Global Education Peer Review process is made possible in part through funding provided by the following GENE participating ministries and agencies

Austrian Development Agency (ADA) and the Ministry of Education, Austria

Ministry of Foreign Affairs, Belgium

Engagement Global, Germany

Irish Aid, Department of Foreign Affairs, Ireland

Ministry of Foreign Affairs, France

Ministry of Foreign Affairs, Luxembourg

NCDO, the Netherlands

Ministry of Foreign Affairs and Camões, Portugal

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

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## Abbreviations & Acronyms

11.11.11	Coalition of NGOs, unions, movements and solidarity groups in the Dutch speaking part of Belgium
ACODEV	Federation of French and German speaking NGOs for Development Co-operation
ADA	Austrian Development Agency
BTC-CTB	Belgian Development Agency
CNCD-11.11.11	Platform of French and German speaking NGOs
CoE	Council of Europe
CPD	Continuous Professional Development
CSO	Civil Society Organisation
DAC	Development Assistance Committee (OECD)
DE	Development Education
DEAR	Development Education and Awareness-Raising
DEEEP	Development Education Exchange in Europe Project
DGD	Directorate-General Development Co-operation and Humanitarian Aid
DIV	Agency for Development Co-operation of the Flemish Community government
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe
GL	Global Learning
GROS	Municipal Councils for Development Co-operation in Flanders
INSET	In-service Education and Training
ITE	Initial Teacher Education
KLB-ALC	Kleur Bekennen – Annoncer la Couleur
MFA	Ministry of Foreign Affairs
NCDO	Dutch Council for Development Co-operation and Sustainable Development Netherlands
NGDO	Non-Governmental Development Organisation
NGO-Federatie	Federation of Dutch speaking Development NGOs
NSC	North-South Centre (Council of Europe)
ODA	Official Development Assistance

OECD	Organisation for Economic Co-operation and Development
SDGs	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UVCW & AVCB-VSGB	Association of all local authorities of Wallonia and Brussels Region
VLOR	Flemish Education Council
VVOB	Flemish Association for Development Co-operation and Technical Assistance
VVSG	Association of Flemish Cities and Municipalities
WBI-CWBI	Wallonie-Bruxelles International & Wallonia-Brussels Council on Development Co-operation. Agency for development Co-operation of the French Community government

## Acknowledgements

The Peer Review Report on Global Education (GE) in Belgium involved the contributions of a broad range of individuals, institutions and organisations who provided their expertise and gave generously of their time. As editors and on behalf of GENE, we would like to thank all those concerned.

In naming a number of individuals, we would first like to thank the International Team in the Peer Review Process. This was composed of Dr. Helmuth Hartmeyer, formerly of the Austrian Development Agency (Austria) and Chair of GENE; Ms. Anita Reddy, Engagement Global (Germany); Mr. Christian Graf, Education Expert (Switzerland); and Mr. Liam Wegimont, Interim Director of GENE and Head of the Peer Review Secretariat. A special thanks goes to Mr. Dirk Bocken, who during the process acted as national researcher and who provided the International Team with a detailed country profile on GE in Belgium.

Thanks to DGD for all their co-ordinating work as the core reference partner to the process, in particular to Ms. Mara Coppens and her team. Our thanks go to the reference group, who were involved in the different stages of the process from the Secretariat visit in March 2016, through feedback to the initial Terms of Reference, through the Peer Review team visit in May 2016, and through feedback to the process. It was composed of:

Ms. Florence Depierreux (BTC/Annoncer la Couleur)  
 Mr. Jan Verschuere (BTC/Kleur Bekennen)  
 Mr. Emmanuel Rifaut (Administration Générale de l'Enseignement)  
 Ms. Ann Dejaeghere (Departement Onderwijs en Vorming)  
 Ms. France Wéry (ACODEV)  
 Ms. Magali Lucy (ACODEV)  
 Mr. Luc Langouche (ACODEV)  
 Ms. Annemie Demedts (NGO-Federatie)  
 Ms. Katrien Geens (11.11.11)

We also wish to thank the following individuals:

Mr. Denis Dubuisson (Cabinet Ministre De Croo)  
 Mr. Chico Keksi, (Cabinet de l'Enseignement)  
 Ms. Elien Werbrouck (Kabinet Onderwijs)  
 Ms. Sarah Bongartz (Kabinet Deutsche Gemeinschaft)

Mr. Charles Bois d'Enghien (DGD)

Mr. Yves Dricot (DGD)

Ms. Michèle Deworme (DGD)

Ms. Hazel Onkelinx (DGD)

Mr. Carl Michiels (BTC)

Ms. Krista Verstraelen (BTC)

The Peer Review Team met with many organisations who shared their expertise and perspectives concerning GE in Belgium. Among them were representatives of the formal and non-formal education sector, of the regions and communities, of the NGOs and their umbrella organisations, of the academic research community and of university umbrella organisations. All meetings took place in a very participatory and productive manner and allowed the International Team to gain insight into the rich and diverse history and current landscape of GE in Belgium and to witness and acknowledge the expertise at all levels in the field. A full list can be found in Appendix I.

The European Global Education Peer Review Process is funded through a *basket-funding* 'mechanism' in which GENE participating Ministries and Agencies support the process as a whole. GENE would like in particular to thank those who have funded and continue to fund the process and related processes: Austrian Development Agency (ADA) and the Ministry of Education, Austria; the Ministry of Foreign Affairs, Belgium; Ministry of Foreign Affairs, France; Engagement Global, Germany; Irish Aid at the Department of Foreign Affairs, Ireland; the Ministry of Foreign Affairs; the, the Ministry of Foreign Affairs, Luxembourg; the National Committee for Sustainable Development Education (NCDO), the Netherlands; and the Camões Institute, Portugal, for support for the Peer Review Process, along with the support of other ministries, agencies and co-ordinating bodies involved in GENE. GENE would also like to thank the European Commission for its significant support.

Helmuth Hartmeyer, *Chair of GENE*

Josefina McAuley, *Head of Research and Peer Review*

Liam Wegimont, *Director of GENE*

## Editors

## Executive Summary

This National Report on Global Education (GE)<sup>1</sup> in Belgium<sup>2</sup> is part of the European Global Education Peer Review process, facilitated by GENE – Global Education Network Europe. Since 2002, this process has worked with ministries and agencies, civil society organisations and academics, and with formal and non-formal educators in countries throughout Europe. The process has a central purpose: to increase and improve Global Education in Europe. The European Peer Review process seeks to strengthen policy frameworks, to share policy learning, to highlight good practice, and to make observations and recommendations that are fruitful for the improvement of the work at national level. In the process, examples of good policy and practice at national level are shared with counterparts throughout Europe.

The Peer Review of Belgium was developed in co-operation with the Directorate General for Development of the Ministry of Foreign Affairs of Belgium and with strong involvement by the reference group that included other relevant ministries, agencies and key stakeholders. As is usual within the European Peer Review process, the terms of reference for the Belgian Peer Review and national Report were developed in dialogue with the reference group and included:

- providing an overview of the state of Global Education in Belgium;
- making recommendations for further consideration and for improvement; and
- providing an international comparative perspective on the strengths and areas of potential strategic development of Global Education.

The process involved a GENE Secretariat visit to Brussels in March 2016, desk research and the development of briefing documents, a Peer Review team visit in May 2016, and further research. Draft Observations and Recommendation were presented by the Peer Review team to key stakeholders in May 2016, with further feedback received from the reference group and stakeholders during autumn and winter of 2016 and integrated into the observations and recommendations and throughout this report.

<sup>1</sup> In the Peer Reviews GENE uses the following definition for Global Education as an umbrella term, it is also the definition used in the Maastricht Declaration: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.* GENE also appreciates the varieties of national terminology, and the linguistic challenges involved in translating such a term in various languages. The full report will deal with the issue of terminology, including WCE (World Citizenship Education), ESD (Education for Sustainable Development), etc. See sub-sections 1.5 and 1.6 for further details on definitions and emerging trends in conceptualisation of the field in Belgium.

<sup>2</sup> GCE: "Global Citizenship Education" (or World Citizenship Education). French: Education à la Citoyenneté Mondiale. Dutch: Wereldburgerschapseducatie.

This Peer Review report begins by outlining the process of the Peer Review in Belgium, before moving on to address the context of Global Education. The report recognises that the process took place during a time of significant change in Belgian society, in development co-operation, and in education systems. The context is complex, and the report outlines some of these complexities, including in the political context, where a number of factors impinge upon the provision of Global Education, including:

- ***the Sustainable Development Goals*** (SDGs) and the challenges they present to Belgian society domestically in terms of what can be done to make society more sustainable.
- The recent terrorist attacks in Brussels have led policy makers as well as education practitioners to look more deeply into the causes of ***radicalisation, violent extremism and economic, social and cultural segregation***.
- ***Migration***, and the limitations of Europe's response to the aspirations of those hoping to cross its borders from the south and to live in European countries.
- Another contextual factor emerging in this field is the issue of ***digitalisation and the interactive use of ICT***.

Global Education in Belgium takes place in a policy context where there is

- Widespread recognition of the important role of DGD in developing strong support for Development Education/Global Citizenship Education;
- Strong civil society involvement in a number of policy related processes, including a common context analysis and considerable work around partnership, collaboration and streamlining of efforts;
- An admirable focus on evidence-based policy, on conceptual clarity, and on research development;
- Challenges to Global Education budgets as part of a wider restructuring.

The report also outlines in some detail the structural and institutional context. There is a complex relationship in Belgium between federal/national, regional and communities' levels. This relationship pervades, and is crucial to any understanding of the realities of integration of Global Education into different systems, structures, sectors and levels. Chapter 2 also outlines the Development Co-operation context and the Global Education context, focusing on funding levels and recent reforms.

The report moves from an understanding of context, to a consideration of the key actors in Global Education in Belgium, as well as detailing approaches of Global Education in terms of programmes and projects. The provision of case studies offers a further flavour of the vast range of diverse work carried out in the field in Belgium.

Chapter 4 gives an overview of the formal education system in Belgium with its community based structure of provision. It looks at how Global Education is integrated into the system, and how GE initiatives contribute content and pedagogy.

The report concludes with a chapter containing a series of observations and recommendation. The observations recognise the strength of provision of Global Education in Belgium, whilst appreciating the complex context and structures involved, and also the strength of the policy framework and the quality and diversity of provision. The clarity of policymaker and political support, at the different levels, augers well for the future of Global Education in Belgium.

Quality is a constant concern for those involved in Global Education in Belgium. The Peer Review observed that this focus is widespread. This Peer Review report makes a very specific observation – Observation 16 – regarding the way in which such quality is understood and evaluated. It notes the very real tensions between the short-term perspective of some models of quality assessment, and the considerable longer term task of strengthening Global Education among pupils, students and the wider public. The Peer Review also includes recommendations with regard to the increase and improvement of Global Education in Belgium.

Among the different federal, regional and local education bodies, NGO projects and Global Education programmes that this Peer Review encountered, there is some truly inspirational work being carried out by outstanding professionals in the field. With the launch of this report, GENE and the Peer Review team hope that Global Education will continue to grow and develop in this way, reaching and inspiring learners in Belgium and beyond for generations to come.

## *Chapter 1*

# Introduction



# Chapter 1

## Introduction

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

This National Report on Global Education (GE) in Belgium is part of the *European Global Education Peer Review Process* initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE. This report follows previous reports on Ireland, Portugal, Slovakia, Poland, Norway, the Czech Republic, Austria, the Netherlands, Finland and Cyprus.<sup>3</sup>

The report gives an overview of the current state of Global Education and Global Citizenship Education in Belgium and provides perspectives on the prospects for increased and improved policy, strategy and provision. It also outlines a set of key observations and recommendations.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process and the methodology for the process with Belgium. Chapter 2 situates Global Education and Global Citizenship Education in the contexts of the rich and complex tapestry of Belgian institutions, global development co-operation, funding and public awareness and realities. The third chapter outlines the roles of key ministries, agencies and co-ordinating bodies and their approaches to Global Education in terms of programmes and projects at the federal level, in the provinces, communes and cities, and within civil society and among universities and academia. Chapter 4 outlines how Global Education is approached in the formal education system in Belgium. The concluding chapter details the main observations and recommendations of the Peer Review.

### 1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15<sup>th</sup> – 17<sup>th</sup> November 2002.

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<sup>3</sup> Copies of these national reports are available at the GENE website <http://www.gene.eu>

It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to:

*“test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”<sup>4</sup>*

In 2003 a study was carried out to test the feasibility of developing a European Global Education Peer Review Process.<sup>5</sup> The study began with a reflection on international country review processes in related or comparable fields.<sup>6</sup> Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review Process could be an effective mechanism for the further improvement and increase of Global Education in Europe. This has proved to be the case.

Since the first pilot review of Global Education in Cyprus, ten Global Education Peer Review processes have been carried out. National reports have been published on Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland, Slovakia, Portugal, Ireland, and now with this report, Belgium.<sup>7</sup> Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies and co-ordination in the countries reviewed. Researchers in the field credit the Peer Review reports as providing a solid base for a stronger data set and developing literature in the field.<sup>8</sup> Further national reports are planned for 2016-2018, along with continued follow-up of existing processes.

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

5 E. O’Loughlin carried out this feasibility study, concluding by recommending the development of a European Global Education Peer Review Process.

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

7 For an overview of the European Global Education Peer Review Process, see article, O’Loughlin, E., “On the Road from Maastricht: Ten Years of Global Learning in Europe”. ZEP Journal, Issue 12, 2012, Waxmann: Munich and Vienna.

8 See for example Bourn, D. *Developing a Research Culture for Global Learning*, chapter in Hartmeyer, H. & Wegimont, L. eds., (2016) *Global Education in Europe Revisited*. Waxmann: Münster and New York.

Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international gatherings over the past decade and in numerous international documents, including the Espoo Finland Conclusions (2011 and 2014), the Lisbon 2nd European Congress (2012) and the Hague Symposium (2012).<sup>9</sup>

### 1.3 Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country and highlights good practice for national and international learning. It also reflects critically, in a comparative context, on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

Each Peer Review aims to:

- Collect and provide good and useful information on GE in a country
- Recognise/appreciate what has been achieved
- Strengthen GE/raise the profile of GE
- Support a rights-based approach
- Promote co-ordination, co-operation and coherence
- Create a basis for discussions about how to improve the quality of GE
- Contribute to capacity building
- Contribute to international research
- National reports, and the peer review processes preceding them, act as tools for national actors to enhance quality and impact nationally. They also act as a source for international learning, comparative analysis, benchmarking, policy making and improvement.<sup>10</sup>

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9 For example, in *the Hague Conclusions*, the key output from the Hague Symposium 2012 on Global Education, which brought Ministries and Agencies from across Europe together, participants wished to commit to: “Continued development of the GENE peer review process, including new country reviews.” [http://gene.eu/wp-content/uploads/Gene\\_SymposiumHagueTheNetherlands2012-Conclusions.pdf](http://gene.eu/wp-content/uploads/Gene_SymposiumHagueTheNetherlands2012-Conclusions.pdf)

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

## 1.4 Methodology & Terms of Reference for the Belgian Peer Review Process

The methodology used in the Global Education Peer Review of Belgium involved both desk research and country visits. The visits involved consultation with national stakeholders. The Global Education Peer Review secretariat consulted stakeholders and made a preparatory visit to Belgium, in March 2016. The main aim of this visit was to gather information and documentation, agree the method and process with key stakeholders (including terms of reference), develop key questions, and establish contacts in advance of the main international Peer Review visit. The international team visit took place in May 2016. The Terms of Reference for the process were prepared in keeping with its key aims as outlined in section 1.3 above, recognising both the timeliness of the process, and the fact that Belgian stakeholders had been deeply involved in other consultative work during this period.

The agreed Terms of Reference outlined key objectives which included:

- providing an overview of the state of Global Education in Belgium;
- making recommendations for further improvement and for consideration during a time of significant change in Belgian society, in development co-operation, and in education systems; and
- providing an international comparative perspective on the strengths and areas of potential strategic development of Global Education.

The Peer Review National Report and its observations and recommendations will, it is intended, provide a useful input for consideration during the next phase of Belgian planning and implementation of Global Education.

The International Peer Review visit in May 2016 involved further meetings with key stakeholders to gather additional information, clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. The complexity of the institutional architecture in Belgium presented a challenge in terms of easy articulation of common perspectives, but it also provided a rich diversity of good practice examples, policy initiatives and system-wide inspiration. The visit concluded with the development of draft observations and recommendations, which were shared with stakeholders and relevant bodies, including at a political level.

It is intended that the launch of this National Report on Global Education in Belgium will stimulate further debate, as well as critical reflection on the issues dealt with in the report. As with other reports in the series, the launch of the National Report is seen as just one step in a continuing journey of improvement. The fact that it coincides with the possibility

of a formal agreement between the Federal Public Service Foreign Affairs (Development Co-operation), and the Ministry of Education of the French Community (and also, possibly, the other Communities), and that it is also being considered by the Education Commission of the Parliament of the Flemish Community augers well for the possibilities for strengthening GE as outlined in the report.

## 1.5 Key Concepts

For the Directorate General for Development (DGD), Development Education forms part of Global Citizenship Education. The DGD's Strategic Note on Development Education from 2012<sup>11</sup> is based on consensus notes<sup>12</sup> from previous years. It defines Development Education/Global Citizenship Education with an explicit emphasis on North-South relation as education that aims to promote understanding, changes in values and behaviour and an active practice of human rights.

The general purpose of DE is to contribute to a more just world based on solidarity and democratic values. North-South relations are the focus of Development Education. For the DGD, DE has the following aims:

- To promote global insight into international development issues and to encourage critical thinking and opinions.
- To bring about a change of values, attitudes and behaviour, both individually and collectively.
- To encourage active practice of local and global rights and obligations.

These processes are based on a coherent and co-ordinated strategy comprising the following approaches:

- Raising awareness among citizens and communities on development issues and challenging facing North-South relationships.
- Making citizens and communities aware of the mutual dependence between “North” and “South”.
- The commitment of citizens and communities in personal or collective actions for the benefit of a sustainable and just development model.
- Mobilising citizens and communities to arrive at more just, solidarity-based local, national and international policy choices.

<sup>11</sup> [http://diplomatie.belgium.be/en/policy/development\\_cooperation/what\\_we\\_do/themes/development\\_education](http://diplomatie.belgium.be/en/policy/development_cooperation/what_we_do/themes/development_education)

<sup>12</sup> Consensus notes are joint policy positions developed by DGD in consultation with the NGO sector.

Other actors, such as Kleur Bekennen and Annoncer la Couleur as well as NGOs, tend to use the term Global Citizenship Education or World Citizenship Education, with some also introducing the notion of solidarity (e.g. the NGO platform ACODEV uses Education for Global Citizenship and Solidarity). These concepts are used because they create connections between several strands of education – Development Education, Education for Sustainable Development, Intercultural Learning, Peace Education, Human Rights Education etc. GCE and WCE have been used over the last five years, with a recent acknowledgement by many educational organisations that they fit well with the Sustainable Development Goals as an educational framework, particularly target 4.7 on Global Citizenship Education (see below).

## 1.6 Emerging Trends in the Conceptualisation of GE in Belgium

As mentioned above, GENE uses the following definition for Global Education as an umbrella term, stemming from the 2002 Maastricht Declaration:

*Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

GENE appreciates the variety of national terminologies, and the linguistic challenges involved in translating such a term in various languages. In Belgium the terms Global Education, Development Education, Global Citizenship Education or World Citizenship Education and Education for Sustainable Development are used in their respective linguistic versions.

Regarding the use of terminology, this Peer Review notes the continuing commitment among Belgian stakeholders to a critical discourse regarding terminology, while moving towards a GE/WCE framework. This trend, leaning more towards the Sustainable Development Goals (SDGs), may also be more clearly understood by educators. At the same time, Belgian research suggests that educators use a variety of terms for the same initiatives, but also that a lack of clarity may result in a superficial, rather than in-depth, understanding of Global Education and Global Citizenship Education.<sup>13</sup>

Given the importance of the SDGs for our common future, and the global justice values underpinning them, this may be an opportune time to re-examine the umbrella terms.

<sup>13</sup> HIVA Research Institute for Work and Society (Catholic University Louvain). [http://hiva.kuleuven.be/en/research/rg-sustainable-development/global-development/topics/Citizenship\\_DEAR](http://hiva.kuleuven.be/en/research/rg-sustainable-development/global-development/topics/Citizenship_DEAR)

Greater conceptual clarity could be achieved by doing so, and since much work has already been done in this regarding in Belgium, it may simply be a case of amalgamating and agreeing common terms. However, it is the view of the Peer Review team that this is not just about a terminological debate, but about providing a deeper conceptualisation and contextualisation, which will allow for a recognition of the realities of Belgium in the world, and of the world in Belgium. This would take the Belgian reality as its starting point, and allow the actual practice of educators to draw on the rich intercultural diversity therein. To conclude, GE is not an add-on, but has the potential to be at the heart of education – nowhere more so than throughout the different education systems in Belgium.

## 1.7 Key Issues of Importance to GE in Belgium

This Peer Review has seen ample evidence of the importance of how a range of key issues that are pressing and relevant in Belgian and global society today, are at the core of GE debate and practice in Belgium. A number of these issues are outlined below.

There is broad agreement that *the Sustainable Development Goals (SDGs)* are an excellent basis for the creation of a widened understanding among the population of the need for international co-operation in general and for development co-operation in particular. Development Education is regarded as key to making the SDGs a success. Importantly, the SDGs also pose a challenge to Belgian society domestically in terms of what can be done to make society more sustainable.

The recent terrorist attacks in Brussels have led policy makers as well as education practitioners to look more deeply into the causes of *radicalisation, violent extremism and social and cultural segregation*. There is a demand to develop adequate pedagogical concepts and answers. The underlying understanding is that while global education has been and continues to be central to a long-term response to current realities, education cannot be expected to provide a programme that will lead to immediate political change. It is a long-term process, which as such is more important than short-term activities or the production of materials. It leads to growing co-operation between the education sector and NGOs and to a growing willingness to understand, analyse, respond, co-operate and educate for long term solidarity – local, regional, national and global.

*Migration*, and the paucity of Europe's response to the hopes and aspirations of those hoping to cross its borders from other countries in order to live in European countries, is seen as another major issue for Global Education.

One more emerging field is the issue of *digitalisation and the interactive use of ICT*, in education in general and in Global Education in particular. This Peer Review is aware that there is are immense opportunities for achieving universal quality GE through the

confluence of GE and ICT, social media and digitalisation, approached with necessary caution to ensure a positive and safe use of new tools and platforms. However, although there is a willingness to consider such possibilities, there is also a certain hesitation regarding the requirements for such prospects. This Peer Review suggests that a working group could be established to develop a strategy, comprising experts in this field, along with GE organisations and strong youth participation.

## *Chapter 2*

# The Context of Global Education in Belgium

## Chapter 2

# The Context of Global Education in Belgium

### 2.1 Introduction

This chapter provides an outline of the context of Global Education in Belgium and an overview of its complex institutional landscape and architecture. Belgian society faces many current challenges and the Peer Review recognises that those involved in GE in Belgium are working at the forefront of those issues. They are doing so by using educational processes and working from a global justice perspective. The infrastructure, systems, processes, conceptualisation and expertise that they have built, are at the heart of an educational response to the challenges of our contemporary world. While not the only response necessary, GE in Belgium possesses the foundations to play a central role in formulating an educational response to the challenges of our times.

This review also recognises that the complex structures and levels of democratic governance, policymaking, support and provision in Belgium and its regions also contribute to the rich tapestry that is GE in Belgium. The architecture is complex, and can lead to challenges in co-ordination, complementarity, cross-fertilisation and policy learning.

### 2.2 The Belgian Federal Context

Belgium is a Federal State, composed of Communities and Regions. The country has two main linguistic traditions: the Dutch-speaking, mostly Flemish community (59% of the population), and the French-speaking, mostly Walloon population, (41% of Belgians). Additionally, there is a small group of German-speakers who live in the area bordering Germany. Institutionally, Belgium can be understood in terms of its communities, its regions, and the role of the federal authorities.

#### 2.2.1 The Federal Authorities

The federal authorities exercise political authority in all areas that are not explicitly devolved to the Communities and Regions (known as ‘residual powers’). They also hold a number of specially designated powers, including over monetary policy, the justice sector, social security, domestic policy, foreign affairs and development co-operation. The primary actor in international development co-operation at the federal level is the Ministry of Foreign Affairs of Belgium, Directorate General for Development Co-operation.



### 2.2.2 Regions

Belgium has three regions: the Flemish, Walloon and Brussels-Capital regions. The Regions were created to take account of Belgium's economic diversity. Their governing powers relate to economic matters (economic policy, employment policy), and also to infrastructure and planning (specifically the environment, spatial planning, housing, energy, public works and transport). The regions have political authority with regard to Development Co-operation (in addition to the role played by the Belgian Ministry for Foreign Affairs).

For the Walloon (French-speaking) region and Brussels this is administered through the agency 'Wallonie-Bruxelles International' (WBI). WBI undertakes a number of tasks, such as financing projects, providing support to capacity building and citizens' projects in the south, as well as being involved and partnering with solidarity initiatives in association with different stakeholders (local authorities, NGOs, high schools, diaspora) in the north.<sup>14</sup>

The Flemish government manages its own policy on development co-operation, led by the Global Challenges Division of DIV – Department International Vlaanderen (Development Co-operation of the Flemish community). The programme has three bilateral partner countries – South-Africa, Mozambique and Malawi – with a thematic focus on agriculture and food security (Malawi), health (Mozambique) and job creation through support for small and medium sized enterprises (SME's) (South-Africa). It also co-operates multilaterally (e.g. with UNICEF and UNAIDS). There is also (financial) support available from the Flemish government for awareness raising among private, so called 'fourth-pillar' organisations, local authorities, media and educational NGOs.<sup>15</sup>

### 2.2.3 Communities

Belgium also has three communities: one Flemish-speaking, one French-speaking and one German-speaking. The Communities were created to take account of the cultural diversity of Belgium, with its three language groups. Initially, the communities' devolved authority was limited to cultural affairs. Later, this was extended to include education and the use of languages (in administration, education and labour relations).

<sup>14</sup> For more information, see: <http://wbi.be/> last accessed 10th June 2016. In terms of training, WBI has a partnership with 'l'Association pour la Promotion de l'Education et de la Formation à l'étranger (APEFE)'.  
<sup>15</sup> For more on Flemish co-operation see: <http://www.vlaanderen.be/int/ontwikkelingseducatie> Last accessed 10th June 2016.

At the time of writing, the French Community Education Minister is Marie-Martine Schyns (*Ministre de l'Enseignement*).

Jean-Claude Marcourt is the Minister for Higher Education and also vice-President of the French Community government (*Vice-Président de la communauté française et Ministre de l'Enseignement supérieur, de la Recherche et des Médias*).

The Flemish Education Minister is Hilde Crevits, who is also vice-Minister President of the Flemish Community government (*Vlaams minister van Onderwijs en viceminister-president van de Vlaamse Regering*).

The German Minister for Education is Harald Mollers (*Minister für Bildung und wissenschaftliche Forschung*).

## 2.3 Political Context

Since the federal and regional elections of 25 May 2014, Belgium has a centre-right coalition government at the federal level. The Prime Minister, Charles Michel, is from the liberal MR party. The Minister for Foreign Affairs is Didier Reynders. The Minister for Development Co-operation is Alexander De Croo, from the Flemish Liberal Party (Open Vld). He is also Deputy Prime Minister and Minister for the digital agenda and telecommunications.

One of the priorities of the government is to reduce spending drastically from 2015. They have delayed a compulsory contribution to the World Bank by two years, whilst maintaining the budget allocations for the other branches of development co-operation for the time being. However, in 2017, funding cuts are projected to increase dramatically to around 20 percent on average, including funding for DEAR. Along with the cuts, the Minister is reforming certain aspects of the Belgian development co-operation system. The budget of the ministry will also be cut as part of the savings efforts.

The Ministry of Foreign Affairs takes a very broad view of the importance of a global perspective in contemporary Belgium. According to the Ministry, "in today's globalised society, no single development or issue can leave us indifferent, and international co-operation has become more crucial than ever".<sup>16</sup> The Ministry represents Belgium in several international organisations and in different parts of the world and considers its mission to be the introduction of a global justice perspective and a proactive approach to policy on issues such as peace and security, human rights and promotion of the rule of law.

<sup>16</sup> [http://diplomatie.belgium.be/en/policy/policy\\_areas](http://diplomatie.belgium.be/en/policy/policy_areas)

## 2.4 Development Co-operation Context

This section provides a thematic overview of Belgian development co-operation and outlines spending in this area. It also looks at the recent reform of development co-operation funding in Belgium.

### 2.4.1 Overview

Belgium's 2013 Federal Law for Development Co-operation stipulates that the overall purpose and vision of Belgian aid is "contributing to sustainable human development". Development co-operation is currently focused on the following main themes:

- Humanitarian aid
- Inclusive growth
- Agriculture and food security
- Infrastructure
- Aid for Trade
- Innovative financing
- Debt relief
- Private sector
- Social development
- Education and training
- Health
- Climate, environment, resources
- RIO+20 – Conference on Sustainable Development
- United Nations Environment Programme
- Global Environment Facility
- Climate change
- Biodiversity
- Desertification
- Consolidation of society and conflict prevention
- Gender
- Human rights including children rights
- Migration and development

Early in 2015, Belgian development co-operation was peer reviewed by DAC-OECD, with Finland, Italy and Mexico as observers. The peer review noted that Belgium

*... has put in place the legal and policy foundations for taking forward its commitment to ensure that its domestic policies are development-friendly... Policy coherence for development is now rooted in the 2013 Federal Law on Belgian co-operation and humanitarian aid...*

*Belgium's Regions and Communities have their own approach to policy coherence for development. Going forward, the May 2014 joint statement by the federal government and the governments of the Communities and Regions represents*

*an important step for co-ordinating positions: the signatories committed to consider development issues in all policies, to co-ordinate the federal, inter-federal and European level, and to consider the impact of decisions in the areas of environment, agriculture, economy, trade, finance, migration, security and energy on international development goals.<sup>17</sup>*

### 2.4.2 Funding

In terms of funding levels, official Belgian ODA (Overseas Development Aid) levels have been decreasing since 2010 due to the implications of financial constraints in Europe and domestically.

Year	2010	2011	2012	2013	2014	2015
Million USD	3 196.4	2 789.7	2 437.9	2 314.1	2 448.0	2 256.9
% of GNI	0.640	0.540	0.480	0.450	0.460	0.420

Source: OECD Data: <https://data.oecd.org/oda/net-oda.htm#indicator-chart>

### 2.4.3 Reforming Development Co-operation

A new law regulating the Federal Belgian Development Co-operation was adopted on 19 March 2013 and in January 2014, with some important amendments signed, with further amendments to be signed in 2016 regarding key reforms that the Minister intends to implement from 2017. It essentially means that from 2017 onwards there will be more mutual co-operation and common strategic frameworks among the actors.

The reforms aim to improve and increase co-operation between all Belgian development co-operation actors and to create more complementarity and synergy in order to optimise impact. This includes the area of GE/DE/DEAR in Belgium. These reforms will have significant repercussions in terms of how Belgium finances Civil Society Organisations (mainly NGOs) who play a major role in development education programs (accounting for 80% of the budget).

These are the key elements of the reform:

- A Common Context Analysis and Common Strategic Framework for 32 countries (including Belgium and Development Education projects).
- The political dialogue with the government will be based on this framework.

<sup>17</sup> OECD (2015), OECD Development Co-operation Peer Reviews: Belgium 2015, p.15 <https://www.oecd.org/dac/peer-reviews/Belgium-Peer%20-Review-2015-full-report-ENG.pdf>



- Five-year plans in place of three-year programmes, with financial guarantee for five years. No more projects.
- Harmonisation of the regulations for different actors.
- A current procedure for a new recognition based on risk and complexity management.
- Administrative simplification: the eligibility for government funding from 2017 of all CSOs/NGOs has been screened. DGD will make the management system more flexible from 2017 and simplify the administration. The focus will be on managing risks and reporting results rather than reporting activities.
- CSO/NGO professionalisation.
- Possible budget cuts.

The Peer Review noted that most of the stakeholders thought that this new framework and process represents an acceptable and realistic compromise with new perspectives and challenges. The specificity and added value of the stakeholders has been taken into account. With this reform they are looking forward to a (financially) stable environment, with significantly less (institutional) insecurity, unlike the last three years.<sup>18</sup> However, the announced budget cuts continue to be something that requires special attention.

The Peer Review also notes that this process includes the creation of multi-actor projects and that this will demand a change of mentality. The government is aware of this and considers the first five-year period as a pilot with testing and fine-tuning taking place until 2022.

## 2.5 Global Education Context

This section gives an overview of Global Education in the context of Belgian development co-operation. It also looks at the recent Common Context Analysis that formed part of wider development co-operation reform.

### 2.5.1 Overview

For the Directorate-general Development Co-operation and Humanitarian Aid, Development Education is an essential component of development co-operation and falls within its range of responsibilities. Belgium has endorsed various international commitments to promote DE, including the EU Council of Development Ministers Resolution on DE (2001), the Maastricht Declaration (2002), the European Consensus on

<sup>18</sup> Due to institutional reform (a process called 'de-federalisation') there was a risk that authority over development co-operation (and DE) would be transferred to the regions and communities. This would potentially have meant less financial means and was causing extreme uncertainty for many CSOs/NGOs.

Development (2005) and the European Consensus on Development Education (2007).

In the final report of the 2015 OECD-DAC peer review of Belgian development co-operation, the conclusions for Development Education and Awareness Raising were very positive:

*“DGD and BTC work strategically and closely with Belgian non-governmental actors to build public awareness and support for development co-operation. Belgium’s strong commitment to this is evident in Article 7 of the 2013 Law, the relatively high budget for these activities as well as the priority given to having an evidence base for communication and development education strategies. There is scope, however, for Belgium to communicate more comprehensively about results and risks in development co-operation.”<sup>19</sup>*

### 2.5.2 Dialogue with Stakeholders: Common Context Analysis

As part of the wide ranging reforms to development co-operation in Belgium referred to in chapter 2 (Development Co-operation Context), changes are also coming to the way DGD funds NGOs and CSOs in the field of Development Education. Some of the new elements are:

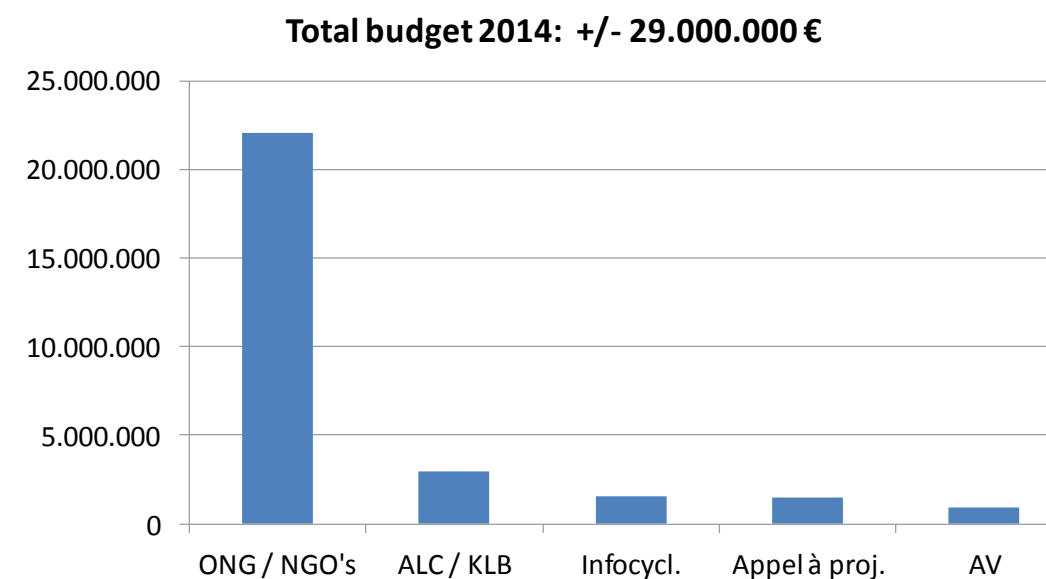
- A new strategic note on the role and the place of CSOs/NGOs in Belgian development co-operation.
- Greater dialogue and co-operation between CSOs/NGOs and between them and other stakeholders in development education, including an obligation to develop joint strategies prior to the introduction of programmes by requiring:
  - a. common context analysis;
  - b. a strategic common framework; and
  - c. that at least 75% of each NGO program is coherent with those strategic common frameworks.

<sup>19</sup> Ibid.

The common context analysis for Development Education was led by the DGD and involved 81 organisations. The organisations involved and affected are non-governmental actors that receive funding from the federal budget for development co-operation; NGDOs, unions, migrant organisations, the Institute for Tropical Medicine, the education actors VVOB and APEFE, the associations of cities and municipalities, and the Flemish and French-speaking university umbrella organisations VLIR-UOS<sup>20</sup> and ARES-CCD<sup>21</sup>. Upon completion of the common context analysis, these organisations went on to formulate the strategic common framework for their Development Education work and to define areas for co-operation. The main dialogue between DGD and the NGOs will now take place at the level of the strategic common framework rather than at the level of the programmes (as has been the case so far).

## 2.6 Funding Context

The following table outlines gross annual Federal ODA spending in Euro on Development Education in 2014, the latest figures available to the Peer Review, as disbursed by the DGD (Federal Ministry Foreign Affairs) to various initiatives and partners:



**ONG/NGOs:** Non-governmental Development

**ALC/KLB:** Annoncer la Couleur & Kleur Bekennen (BTC)

**Infocycl:** Infocycle training programme (BTC)

**Appel à proj.:** Call for projects.

**AV:** support for Audio-Visual projects

Source: MFA/DGD

For further information about MFA-DGD's activities and funding in the area of Global Education, please see the chapter on Key Actors below.

<sup>20</sup> VLIR-UOS was founded by the Flemish Interuniversity Council (VLIR), an overarching consultative organisation between the Flemish universities and the Belgian government.

<sup>21</sup> ARES Académie de Recherche et d'Enseignement supérieur. The Academy for Research and Higher Education Development Co-operation Committee.

## *Chapter 3*

# Global Education in Belgium – Key Actors and Programmes

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# Global Education in Belgium – Key Actors and Programmes

### 3.1 Introduction

This chapter provides an overview of the key actors in Global Education in Belgium at various levels of society – federal, regions, communities, local authorities, civil society and academia. It shows the complexity as well as richness of the multi-layered structure of organisations and initiatives.

### 3.2 Federal Level - Directorate General for Development of the Ministry of Foreign Affairs

Thanks to strong support from DGD, and strong commitment from stakeholders at all level, there is a rich diversity of programming in Global Education in Belgium. The vast bulk of programme support from DGD is devoted to support for the programmes of Civil Society Organisations and NGOs, and to programmes and projects run in collaboration with the Belgian Development Agency BTC. Accredited organisations have access to multi-annual co-financing in order to carry out educational projects or programmes. The granting of amenities and co-financing are subject to very specific regulations that are currently being reviewed.

#### 3.2.1 Global Education Programmes

The **Belgian Development Agency** BTC runs a number of programmes, financed by different budget lines within DGD, in the field of Global Education. These include:

- **Annoncer la Couleur/Kleur Bekennen** (“Speaking Out”) is an educational programme designed to promote and support world-wide training and world citizenship for young people. It helps teachers and youth trainers to gain a critical understanding (skills, values and attitudes) of globalisation processes and global development issues. This programme is managed by the Belgian Development Agency (BTC). BTC co-ordinates operational partners, such as the provinces and educational organisations,<sup>22</sup> to ensure quality (see case study).
- The Infocycle is a training course providing insights into current global issues and challenges. It covers topics such as poverty and inequality, global public goods, the climate, economics and trade, global financial flows, migration and development, politics and strategy, human rights and development, and communication and technological developments. Participants explore today’s

22

Websites: <http://www.annoncerlacouleur.be> - <http://www.kleurbekennen.be>

global challenges and consider interrelations, causes, solutions and the potential roles of the individual, businesses, civil servants or organisation. The course offers films, lectures, group discussions, critical reflection and educational games. It is aimed at everyone who wants to gain broader theoretical and practical insights into global topics and challenges.<sup>23</sup>

### Kleur Bekennen/Annoncer La Couleur

Kleur Bekennen and Annoncer la Couleur are governmental education programmes focused on Global Citizenship Education (GCE) working with Dutch and French speaking schools at local and regional levels for almost 20 years. In recent years, both organisations have evolved from being a direct provider of materials, tools and trainings for teachers, to having a facilitating role to support, guide and inspire all relevant actors in the field.

#### *Knowledge Centre*

The Knowledge Centre is used to build bridges between the GCE-sector (NGOs etc.), the education sector (departments, umbrella bodies) and the academic world and to stimulate knowledge sharing and the creation of new insights. The centre serves as a platform where different actors can freely come together to collaborate, experiment and innovate. Each centre also offers expertise and advice to both users and producers of educational resources, as well as giving advice and support on GCE to individual teachers or school teams. This is still in its start-up phase, but it is already showing very promising results.

#### *GCE Libraries*

In 11 cities throughout Belgium, Kleur Bekennen and Annoncer La Couleur provide a GCE library with a collection of educational resources for teachers working with pupils aged 3-18 on the theme of global citizenship. Materials include educational games, thematic boxes, digital educational materials and background information for teachers. The learning materials are carefully selected on the basis of quality.

Source: [www.kleurbekennen.be](http://www.kleurbekennen.be)

<sup>23</sup> <http://www.btctb.org/en/infocycle-what-it-whom-it>

- **The Trade for Development Centre** aims at promoting fair trade and sustainable trade with developing countries, as well as Aid for Trade. The centre works around three main themes: Trade Support, awareness-raising, and exchange of information.<sup>24</sup>
- The **Junior Programme** provides a first working experience for young people who want to start a career in development co-operation.<sup>25</sup>

### 3.2.2 Further Global Education Collaboration

Organisations also exist that are not specialised in development co-operation, but which do nevertheless carry out occasional activities that contribute to a greater understanding of the challenges and the interdependency between the North and the South. The DGD supports some of them in their activities on condition that they meet a certain number of criteria. For example, DGD provides support to the audio-visual sector. This support can contribute to the production of films or documentaries and TV or radio programmes that report on North-South relationships or a certain development issue. Also, some scientific institutions and museums develop programmes to generate awareness among the public about very specific development themes. The Royal Museum for Central Africa for instance offers a vast programme of educational activities relating to Africa with the financial support of the DGD.<sup>26</sup> In addition to these funding lines, there is an additional call for projects open to organisations that do not fall within the traditional organisational genres in the field of Global Education.<sup>27</sup>

### 3.2.3 Barometer

A recent further initiative of interest to the Global Education field is so the called Barometer Survey, commissioned by the DGD. It is a survey of Belgian citizens intended to evaluate their behaviour patterns in terms of whether they are conducive to global citizenship, and to identify the values and knowledge of citizens on this theme. The Barometer Survey was conducted in November 2015 with 2,000 people interviewed. It primarily evaluated behaviour in the everyday life of the interviewed individuals focusing on topics related to sustainable global behaviour – the environment, civic participation, volunteerism, diversity – to name but a few. The survey also sought to understand and map the motivation for some of these behaviours. The barometer is designed to be undertaken on a regular basis. This should allow DGD to better identify its target audiences and to co-ordinate its various programmes and funding instruments.

<sup>24</sup> <http://www.befair.be/>

<sup>25</sup> <http://www.btctb.org/en/node/6003>

<sup>26</sup> <http://www.kleurbekennen.be> [www.africamuseum.be](http://www.africamuseum.be)

<sup>27</sup> [http://diplomatie.belgium.be/en/policy/development\\_cooperation/what\\_we\\_do/themes/development\\_education](http://diplomatie.belgium.be/en/policy/development_cooperation/what_we_do/themes/development_education)

### 3.2.4 Peer Review Reflections

The Peer Review recognises the strong traditions, rich diversity, quality work and active engagement of the various actors and stakeholders in GE in Belgium. The projects and funding managed by the DGD and the programmes run by the Belgian Development Agency reach across audiences and target groups and provide real opportunity for engagement with Belgians in formal and non-formal settings. Furthermore, the multi-sectoral reach of the programmes is also acknowledged and noted by the Peer Review as good practice from an international comparative perspective.

The Peer Review recognises Belgium's strong policy base of GE, with documentary foundations (including consensus-based documents of 2011, the 2012 strategic note, and the subsequent legal base in the law of 2013, along with more recent processes of common context analysis). The review also observes the participative nature of many of the consultation and dialogue processes.

Changes are underway for GE funding in Belgium, as outlined in the section on the common context analysis above (section 2.5.2). This will undoubtedly have an impact on some of the organisations, projects and programmes funded by the DGD. The Peer Review recognises that the process has a strong policy base, but is marked by a pragmatic approach. The aim is to increase the effectiveness of DE in Belgium. Although this process was demanding for DGD and NGOs alike, it has, according to feedback to the Peer Review, led to a better mutual understanding of common strategic aims and may provide a foundation for greater co-operation, co-ordination and common programmes. However, there is some concern that the process will likely reduce the number of eligible CSOs and NGOs and there are some uncertainties and tensions, as NGOs are highly dependent on DGD funding. This can be overcome to some extent by transparent criteria for funding and a structured dialogue between stakeholders. The challenge remains to strengthen the recognition of the area of work in the Ministry of Foreign Affairs, specifically DGD, and beyond.

### 3.3 Community Level Ministries and Agencies

Along with the Federal Ministry for Foreign Affairs, and the (regional community) Ministries of Education, there are a number of other ministries and agencies that are involved in Global Education. These include the Development Co-operation Department of the Flemish community (DIV), the Development Co-operation Agency of the Wallonia-Brussels community (WBI) and Wallonia-Brussels Council on Development Co-operation (CWBCI). These actors work in the fields of development co-operation and awareness raising or development education in addition to the federal level and have their own priorities.

Below we include some examples of how the ministries approach Development Education and Global Education in their work.

#### !DROPS - Using ICT Design Strategies in Global Education

Human-centered design is a creative approach to problem solving and it is the main focus of the work at !DROPS. It is a process that starts with the people you're designing for and ends up with new solutions that are tailor made to suit their needs.

The world today is changing rapidly. So fast that people often experience change as overwhelming or threatening, but complex situations do not have to be negative. They are a breeding ground for new opportunities and developments. !DROPS has developed a programme called **Youthland** that wants to turn this complexity into an opportunity, letting young people try to solve some of their own problems because they are best placed to do so.

**Incubate!** During hackertons or creative labs human centered solutions emerge through participatory processes. The approach is hands-on, interdisciplinary, quick and efficient. !DROPS organized divers hacks in education or health, urban planning or food waste (North – South), sports or fashion etc.

**Empower!** Believe in the power of human co-creation and positive energy. !DROPS lets individual initiatives blossom and stimulates the imagination of young people in communities and organisations through the strength of group dynamics with a focus on 21st century skills.

**Harvest!** Each harvest results from co-creation. What results from the sessions is sometimes a (digital) prototype, other times it's an action plan, a manifesto, an action, a policy change, an intention to change an attitude... in all cases: the results must be tangible.

Source: <http://idrops.be/>

#### 3.3.1 Development Co-operation Department of the Flemish community (DIV)

Flemish development co-operation supports sustainable global development, and bases its approach on the interlinkages between the North and the South; changes in the South (poverty reduction, civil society building, infrastructure, etc.) and changes in the North (e.g. removing trade barriers, environment, consumer behaviour, fair trade, etc.) cannot



be separated. DIV aims to strengthen public support for international co-operation and to deepen awareness and create a sense of responsibility among citizens in terms of global issues and poverty reduction.<sup>28</sup> The Flemish government and DIV have selected five action areas to strengthen public support for development co-operation in Flanders. These are:

- **Development Education:** call for proposals on the theme “global challenges 2016”. This call is consistent with the SDGs. Two important characteristics of the call: partnership and innovation. The budget available is 1 million Euro.<sup>29</sup>
- **Financial support for private initiatives** (so-called “4th pillar”-initiatives).<sup>30</sup> These are supported through the umbrella organisation 11.11.11, with DIV on the steering committee.<sup>31</sup>
- **Media:** supporting the news agency IPS Flanders and ‘Wereldmediahuis’. Both media organisations focus on global issues and discuss the opinions of experts, foreign politicians and opinion makers whilst providing extensive background analyses.<sup>32</sup>
- **Municipal development:** The Flemish government started to support municipalities that participate in development co-operation in 2001. Since 2014, development co-operation and education are included in the ‘General Municipally Fund’ which means that cities and municipalities can manage them independently (see also VVSG).
- **VVOB** (The Flemish Association for Development Co-operation and Technical Assistance – Vlaamse Vereniging voor Ontwikkelings-samenwerking en Technische Bijstand)<sup>33</sup> receives an annual basic grant. In addition, the project “school links” is supported, a school networking initiative between schools in the North and South.<sup>34</sup>

28 <http://www.vlaanderen.be/int/en/development-cooperation-unit>

29 See <http://www.kleurbekennen.be> <http://www.vlaanderen.be/int/ontwikkelingseducatie> for formal submission requirements, content and financial guidelines or procedures, 30 August 2016.

30 The various groups of actors in development co-operation are divided into “pillars”. The first pillar consists of bilateral co-operation. The second pillar includes all major multilateral organisations. The third pillar consists of recognised NGOs. The fourth pillar, lastly, consists of all the initiatives that fall outside the scope of the three other pillars, chiefly private initiatives.

31 <http://4depiljer.be/> & (ENG doc) 150116\_bundel\_ows\_eng\_lageres-1.pdf

32 <http://www.ipsnews.be/> & <http://www.mo.be/en/>

33 <http://www.vvob.be/vvob/en/about>

34 <http://www.vvob.be/vvob/en/bridge/schoollinks>

## Zuiddag – A North-South Solidarity Project

DIV supports the annual ‘Zuiddag’ (‘South Day’), organised for and by young people. Zuiddag encourages young people to get involved and collaborate for a sustainable and just society.

Every October ‘Zuiddag’ organises the campaign Work for Change. More than 15,000 Flemish and Brussels school pupils between 15 and 20 years of age exchange one day of school for one day at the workplace of local companies, local authorities and government agencies.

They receive a day’s salary for their work, which is donated to Zuiddag to contribute to supporting young people in developing countries around the world, e.g. in favelas in Brazil or to young cocoa farmers in Nicaragua.

Note: Zuiddag is changing its name to YouCa – Youth for Change and Action

Source: [www.zuiddag.be](http://www.zuiddag.be)

### 3.3.2 Development Co-operation of the Wallonia-Brussels Region (WBI)

The counterpart of the DIV in the French speaking communities of Belgium is the WBI (“Wallonie-Bruxelles International”)<sup>35</sup> – the Development Co-operation initiative of the Wallonia-Brussels region.

WBI is supporting development co-operation through the funding of projects on the field as well as through citizen initiatives. Their main aim is to meet local needs of people in the South while at the same time strengthening local capacity. WBI promotes decentralisation, subsidiarity and concrete actions of international solidarity. It runs numerous programmes supporting sustainable partnerships and projects with multiplier effect between organisations in the Wallonia-Brussels Region (development NGOs, cities, municipalities, provinces, local authorities, workers’ and farmers’ organisations, credit unions, universities and graduate schools of arts, citizens’ associations of Wallonia-Brussels of foreign origin) and their partners in one or more developing countries. In the area of training, WBI partners with the Association for the Promotion of Education and Training Abroad (APEFE).<sup>36</sup>

35 <http://www.wbi.be/>

36 <http://www.apefe.org>

### 3.3.3 Wallonia-Brussels Council on Development Co-operation (CWBCI)

CWBCI (Conseil Wallonie-Bruxelles de la Coopération Internationale)<sup>37</sup> is a platform of different actors in the field of development co-operation, co-founded by WBI and a number of partners. They issue briefings and statements and put forward proposals on various development related issues. They also provide access to an online database of initiatives for development co-operation through a web based portal.

### 3.3.4 Further Community Level Ministries and Agencies

The French as well as the Flemish community both deal with Global Education topics such as Remembrance Education<sup>38</sup>, Education for Sustainable Development and Intercultural Learning, including in the youth sector.<sup>39</sup> In addition to DIV, WBI and CWBCI, a number of agencies and ministries are involved in educational programmes of relevance to GE, including:

- The French Community Ministry of Culture runs anti-racism campaigns and ‘remembrance education’.
- The Flemish Community Ministry of Environment is promoting Education for Sustainable Development.<sup>40</sup>
- The Flemish Community Ministry of Culture is promoting cultural activities, inter-culturalism, arts and media in Flemish schools.<sup>41</sup>

### 3.3.5 Peer Review Reflections

The Peer Review sees a clear strategic intention in the work of the Flemish government and DIV regarding Global Education.

The Development Co-operation Agency of the Wallonia-Brussels community (WBI) and Wallonia-Brussels Council on Development Co-operation (CWBCI) have clear priorities regarding development co-operation, with further investigation merited in the area of GE to identify strategies.

37 <http://www.cwbci.be>

38 <http://www.democratieoubarbarie.cfwb.be> | <http://herinneringseducatie.be/> | <http://www.democratieoubarbarie.cfwb.be>

39 <https://cjsm.be/jeugd/> | <http://www.servicejeunesse.cfwb.be/>

40 <http://www.lne.be/themas/natuur-en-milieueducatie/algemeen/edo> | <https://www.lne.be/educatie-voor-duurzame-ontwikkeling> | <http://www.assises-ere.be/>

41 <http://canoncultuurcel.be/cultuur-de-spiegel-information-english>

The Peer Review saw evidence of a focus on moving from short term projects to more long-term processes, and a refreshing emphasis on innovation and sustainability. There is a willingness on all sides to engage in dialogue, which needs to be translated into action. This dialogue would include the above mentioned stakeholders and the DGD at Belgian federal level, regarding learning from successful strategies across communities, about the possibility (in line with the proper approaches in the Belgian context) to increase information sharing and co-ordination, and to strengthen complementarities between levels and across sectors, for the benefit of increased and improved Global Education.

There may be an opportunity to do so as a strategy on SDG implementation is underway, with the first conference taking place in 2016, focusing on a stock taking of the SDGs and looking for overlapping areas and synergies.

## 3.4 Local Authorities

Along with the federal and regional or community level, local authorities could play a key role in development co-operation and education. Among local authorities we include provinces, cities and municipalities and their umbrella organisations.

### 3.4.1 The Provinces

There are 10 provinces in Belgium (5 in the Flemish part and 5 in French-German speaking region). The provincial government consists of three main branches: the Provincial Council, which is the elected body, the Deputation or Provincial College, which is the executive body, and the Governor, who is appointed by the regional government.

The competencies devolved to the provinces enable them to devise initiatives in the fields of education, social and cultural infrastructure, preventive medicine and social policy. They also deal with the environment, highways and waterways, the economy, transport, public works, housing and the use of official languages, etc.



Most of the Flemish provinces combine local and global policy and allocate a specific budget for these activities.<sup>42</sup> Many Flemish as well as French provinces focus on development co-operation, supporting projects in the south directly or indirectly through NGOs or private initiatives.

### 3.4.2 The Communes and Cities

In Belgium there are 589 communes. They include 308 Flemish, 262 Walloon cities and the Brussels-Capital Region which covers 19 communes. The communes have extensive autonomy in terms of the powers that they exercise, under the supervision of higher authorities. They can choose to engage with international co-operation and solidarity through initiatives like the so-called twinning cities'. There are four associations or platforms at the commune level: VVSG (municipalities of Flanders), UVCW (Walloon municipalities) and AVCB-VSGB (municipalities of Brussels):

- **Association of Flemish Cities and Municipalities** (VVSG - Vereniging van Vlaamse Steden en Gemeenten) is the representative member organisation of all the Flemish municipalities, of the public centres for social welfare and of about fifty inter-municipal companies. It promotes sustainable development at local level and worldwide, raises awareness through information/publications and offers training on global issues (like the SDGs) and organises learning networks.<sup>43</sup>
- **Municipal Councils for Development Co-operation** (GROS Gemeentelijke Raad voor Ontwikkelingssamenwerking. A GROS is an advisory body in the area of north-south relationships at the local level made up of volunteers, NGOs and 4<sup>th</sup> pillar organisations, supported by 11.11.11.<sup>44</sup> A GROS advises the council on its north-south policy, such as the purchase of Fair trade products and often calls for spending 0.7% of the municipal budget for development co-operation (as internationally targeted).
- **Union des Villes et Communes de Wallonie** (UVCW)<sup>45</sup> & **Association de la Ville et des Communes de Bruxelles** (AVCB-VSGB)<sup>46</sup>. UVCW represents all local authorities of Wallonia and AVCB-VSGB also represents the local authorities of the Brussels region. The two organisations work very closely on a range of initiatives promoting local democracy as well as engaging internationally. The Association co-ordinates the inter-municipal program for development co-operation ('city-to-city' links). There is also a 'Development Education call for project proposals' with a budget of 500 000 Euro.

<sup>42</sup> <http://www.vlaamseprovincies.be/> (Flemish Provinces) & <http://www.apw.be/> (Association des provinces Wallonnes).

<sup>43</sup> See publication: 'From North-South to Global - Towards a municipal global policy': [http://www.vvsg.be/Internationaal/Noord-Zuid/Documents/FromNorth-SouthToGlobal\\_0905.pdf](http://www.vvsg.be/Internationaal/Noord-Zuid/Documents/FromNorth-SouthToGlobal_0905.pdf)

<sup>44</sup> <http://www.11.be/wat-doet-11-11-11/lokaal-beleid/lokaal-os-beleid/item/contacteer-het-grosteam>

<sup>45</sup> <http://www.uvcw.be/espaces/international>

<sup>46</sup> <http://www.avcb-vsgeb.be/fr/english/>

### VSG – Winning Through Twinning, local Authorities: Actors in Development

Every Flemish municipality has a mission which is described in the Municipal Decree. Article 2 of the Decree states as follows: "The municipalities aim to contribute to the well-being of the citizens and to the sustainable development of the municipal territory". 'VVSG International', a team of five staff within the VVSG-structure, is co-ordinating a twinning programme called "Winning through twinning". The programme enables local authorities to be active actors in development co-operation by co-operating with partners in the South through town twinning or city-to-city co-operation. The municipality offers technical and governmental expertise concerning the management of local councils and the design and implementation of local policies. They also support civil servants in the North who want to promote awareness raising campaigns, such as the SDG campaign.

This program happens with the support of the Belgian Development Co-operation (DGD: 30 municipalities have city-links with the South) and Flemish International co-operation (DIV: 88 municipalities organising awareness raising initiatives like festivals or supporting schools).

Source: [www.vvsg.be/Internationaal/Pages/Internationaal.aspx](http://www.vvsg.be/Internationaal/Pages/Internationaal.aspx)

### 3.4.3 Peer Review Reflections

As part of the peer Review process, the peer review team noted a number of positive dimensions to the work of Global Education in Belgium that is led by regions, municipalities and related stakeholders. These included the following points:

- Nearly all Flemish and Walloon provinces are collaborating with BTC concerning the school programmes Kleur Bekennen and Annoncer la Couleur.
- The Flemish Provinces will continue to support awareness raising projects and organise a platform for development and educational actors as well as supporting festivals, conferences, and collaboration with local authorities, NGOs and 4<sup>th</sup>-pillar initiatives. A specific example is "Wereldhuis West-Vlaanderen"<sup>47</sup> (World House of the province of West-Flanders) which embodies these activities.
- Challenges identified for VVSG include the integration of international justice as a transversal dimension in the municipal approach to development co-operation; the need to develop a strong strategy and framework for the SDGs at the local (North) and global (South) level; and to strengthen the co-operation with different stakeholders. The Peer Review commends the fact that VVSG has itself identified these priority challenges.

<sup>47</sup> <http://www.west-vlaanderen.be/overdegrens/wereldhuis/>

- AVCB-VSGB and UVCW want to continue to bring together the different stakeholders – NGOs, private initiatives, etc. – and are planning to put more emphasis on Development Education and less on fundraising. Another focus is the campaign about the SDGs and their application both in the ‘north programmes’ and ‘south projects’. Additional goals include collaboration with schools, developing a media strategy and more long term to change mind sets and introduce more innovative thinking.

### 3.5 Civil Society – NGO Co-ordinating Bodies

NGOs are important actors in the field of Global Education in Belgium with a wide range of target audiences and pedagogical approaches. There are a number of NGO co-ordinating bodies and platforms representing their members (NGDOs or/and other organisations) in developing matters, advocacy, lobbying and Development Education. Below we outline the work and aims of some of the main NGO co-ordinating bodies.

#### 3.5.1 ACODEV

ACODEV (Fédération des ONG de coopération au développement)<sup>48</sup> is a professional federation of 84 French and German speaking NGDOs. It acts as a platform for lobbying and developing clear positions concerning solidarity and common goals. The secretariat works in the following three main areas:

- Facilitating and promoting co-operation and representation of the collective interests of members, especially with the subsidising government;
- Supporting and encouraging members in their efforts to professionalize and strengthen the quality of their actions;
- Recognition of the NGO world and its values as a whole and its diversity.

There are four different working groups and good practice fora dedicated to GCE. Topics/ areas are: general issues, compulsory education, pedagogical higher education and mobilising young people between 18-25 years old.

<sup>48</sup> <http://www.acodev.be>

### ACODEV - Member Project Highlights

#### *Campus Plein Sud*

Plein Sud is a Global Education project led by a group of NGOs in French speaking universities. It has two aims: to inform the university community about complex global realities and North-South interdependencies in order to encourage citizen solidarity; and to strengthen links between universities, partners and other stakeholders in a spirit of international solidarity.

Every year, during the month of March, they jointly organise awareness raising activities on university campuses. This initiative is unique, as it is built in partnership with many actors (NGOs, university representatives and partners from the South) and because its target audience is the whole university community.

#### *Move with Africa*

This initiative is an immersion stay experience organised by a Belgian newspaper, “La Libre Belgique” in collaboration with ten NGOs and DGD. The project targets secondary school students from various background and origins to acquaint them with sensitive North-South issues in order to open their minds and develop their sense of responsibility as citizens of the world. After half a year of preparation (training, knowledge, development and intercultural skills), the students and their teachers, along with their respective NGO, go to an African country to meet their partners and discover their reality. Afterwards, they share the experience with the whole school. Another significant point is the collaborative and participative method - the whole process is jointly supported by all stakeholders: the NGOs, the newspaper and the education actors (including the students, the teachers, their school and their community).

Source: [www.acodev.be](http://www.acodev.be)

#### 3.5.2 CNCD-11.11.11

CNCD (Centre national de coopération au développement/National Centre for Development Co-operation)<sup>49</sup> is a platform of French and German speaking NGDOs and associations involved in international solidarity. It operates on the basis of citizen participation, pluralism and independence. In collaboration with members, NGOs and their partners in the South, they propose and implement concrete solutions to poverty alleviation and global equality. Their commitment is based on the promotion of human rights in all their dimensions, and on the defence of the environment, to ensure a better future for current and coming generations.

<sup>49</sup> <http://www.cncd.be/>

### 3.5.3 NGO Federatie

NGO Federatie<sup>50</sup> is the Federation of Dutch speaking Development NGOs. Their mission is firstly to represent the common interests of members (NGOs) vis-à-vis different governments. Secondly, they give support to members on topics like organisation management and quality. One of the working groups is dealing with Development Education.

### 3.5.4 11.11.11

11.11.11<sup>51</sup> is the umbrella organisation of the Dutch speaking “North-South Movement” with NGOs, activist groups, volunteer committees, unions, and youth groups based on a political charter. They address ‘North South issues’ and their political and economic dimensions; the need for fair global redistribution and lobbying governments, international bodies and enterprises to find solutions. 11.11.11 brings together 70 organisations and 340 committees of volunteers who work together to achieve one common goal: a fairer world with no poverty. It also co-ordinates the 4<sup>th</sup>-Pillar Support Centre, which brings together 4<sup>th</sup> pillar organisations promoting mutual learning and organising tailored training sessions. Additionally, the centre provides advice and information via their website.

### 3.5.5 Peer Review Reflections

The Peer Review notes the strong role of NGOs in Global Education in Belgium and has seen ample evidence of strong co-ordination and leadership. There is a clear commitment to strategic co-operation within government at all levels, as exemplified in recent deep NGO engagement with a number of processes led by DGD, and aimed at greater co-ordination and coherence with those involved in Global Education provision. However, the Peer Review also takes note of the budget cuts NGOs will face in the coming years and of the administrative burden which comes along with public funding.

NGOs identify a number of global, national and societal challenges that they face in their work, as described to the Peer Review process. With the economic and political situation in mind (particularly significant budget cuts), Belgian NGOs recognise a changing landscape and critical future for education in general and DE/GCE in particular. There is less money for schools and there is a perception among NGOs involved in Global Education that inequality among citizens and pupils is increasing. There is a fear of what less financial means will mean for the development sector, especially for DE/GCE programmes. NGOs also identify a more general challenge to global solidarity; if there is less interest in North-South issues and advocacy, even if there are more volunteers involved in NGO-activities – how can Global Education be advanced?

<sup>50</sup> <http://ngo-federatie.be/>

<sup>51</sup> <http://www.11.be/en/>

Some further interesting perspectives emerged from Peer Review team discussions with NGO co-ordinating bodies, as follows:

- Financing of NGOs is composed primarily of subsidies (grants) and partly by other means and donations.
- There is a good relationship with DGD, with clarity that NGOs can keep their independent role while working in partnership for common strategic aims.
- While there is quite a heavy administrative load, NGOs opined that it was their responsibility to respond to DGD to jointly create the ‘common context analysis and strategy’ within the framework of recent reform. For more details on this significant change agenda and its results, please refer to section 2.5.2 – Dialogue with Stakeholders.

### Studio Globo and Immersion Labs

Studio Globo is an NGDO specialised in Development Education. Their focus areas are:

- Discovering the world
- Learning positive ways to approach diversity
- Being committed to people and planet
- Contributing to a sustainable and solidary world.

Studio Globo provides a range of educational training for pre-school, primary, secondary and higher education, with additional training for teachers and teacher students. It has ten immersion labs for primary school spread out over six local areas in Flanders. These are life-like settings that either show the way people live in other countries and their everyday challenges, or the challenges in our own society like diversity, poverty and equal opportunities. The immersion method is based on the principles of ‘learning by doing’, where children experience these constructed realities and are encouraged to work together to find solutions and coping strategies. The cases used are based on real situations that come from contacts with partner organisations in other countries and from local Belgian society. An illustration of how an immersion lab works is available in video format at [www.youtube.com/watch?v=OHuZuMLivDo](http://www.youtube.com/watch?v=OHuZuMLivDo) Every year over 13.000 children take part in an immersion experience. Research has shown that this is a very strong learning method for Global Education. Students in higher education report that the Studio Globo immersion lab is one of their top three (learning) experiences.

Source: [www.studioglobo.be](http://www.studioglobo.be)

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

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

### 3.6 University Platforms

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

**VLIR-UOS**<sup>52</sup> was founded by the Flemish Interuniversity Council (VLIR), which is an overarching consultative organisation between the Flemish universities and the Belgian government. VLIR-UOS receives funding from the Belgian Development Co-operation with a yearly budget of approximately 35 million Euros (2014). VLIR-UOS in turn funds co-operation projects between professors, researchers and teachers and awards scholarships to students and professionals in Flanders and the South. The institution also helps to strengthen higher education in the South and the globalisation of higher education in Flanders.

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

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

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

### Djapo

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

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

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

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

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

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

Source: [www.djapo.be](http://www.djapo.be)



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

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

### 3.7 Academia and Research on Global Education

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

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

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

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

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

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

#### 3.7.1 Peer Review Reflections

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

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

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

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

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

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

## *Chapter 4*

# The Formal Education System and Global Education

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# The Formal Education System and Global Education

### 4.1 Introduction

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

### 4.2 Communities Competence and Spending

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

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

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

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

<sup>58</sup> National Sheets on Education Budgets in Europe 2015 Eurydice – Facts and Figures [http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)

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

### 4.3 Types of Schools

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

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

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

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

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

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

### 4.4 Stages of Education

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

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

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

<sup>59</sup> <http://www.bildungserver.be>

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

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

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

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

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

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

### 4.5 Global Education in the Formal Education System in Belgium

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

#### 4.5.1 Overview

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

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

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

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



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

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

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

### General Administration of Education – Wallonia-Brussels

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

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

Source: [www.enseignement.be](http://www.enseignement.be)

### 4.5.2 Primary education

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

### 4.5.3 Secondary education

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

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

## Assessing the Cross-Curricular Attainment Targets (CCAT)

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

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

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

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

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

*Source: [www.onderwijsinspectie.be](http://www.onderwijsinspectie.be)*

## Education and Society Commission at the VLOR

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

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

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

*Source: [www.vlor.be/english](http://www.vlor.be/english)*

### 4.5.4 Tertiary Education

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

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

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

#### 4.6 Global Education Initiatives and Formal Education

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

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

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

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

#### Flemish NGOs Suggest GE Competencies for Formal Education

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

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

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

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

#### 4.7 Peer Review Reflections

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

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

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

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

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

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

## *Chapter 5*

# Key Observations and Recommendations

## Chapter 5

# Key Observations and Recommendations

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

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

### Observations

1. Belgian society faces many challenges. The Peer Review recognises that those involved in Global Education (GE) in Belgium have been working directly with such challenges and issues of concern to Belgium and the world; using educational processes, and working from a global justice perspective. The infrastructure, systems, processes, conceptualisation and expertise that has been built up by GE stakeholders, are at the heart of an educational response to the challenges of our contemporary world. While not the only response necessary, GE<sup>63</sup> in Belgium has the basis to be central to an educational response to the challenges of the times.
2. The Peer Review recognises the strong traditions, rich diversity, quality work and active engagement of the various actors and stakeholders in GE in Belgium.
3. The Peer Review also recognises that GE in Belgium has a strong policy base, with admirable documentary foundations. This includes the consensus-based

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



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

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

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

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

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

## Recommendations

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

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

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



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

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

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

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

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

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

## *Appendices*

## Appendix I

### Peer Review Process Meetings (Belgium)

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

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

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

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

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

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

## Appendix II

# Key Documents for Global Education in Belgium

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

### Policy Documents

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

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

### General Documents

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



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

#### Documents concerning legal framework

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

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

#### Policy documents Kleur Bekennen (KLB)

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

<sup>64</sup> HIVA Research Institute for Work and Society (Catholic University Louvain). [http://hiva.kuleuven.be/en/research/rg-sustainable-development/global-development/topics/Citizenship\\_DEAR](http://hiva.kuleuven.be/en/research/rg-sustainable-development/global-development/topics/Citizenship_DEAR)

#### Policy documents Annoncer la Couleur (ALC)

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

#### Policy documents Flemish Community School Education

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

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

## Documents

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

## Other Context documents

- Results ICCS 2009-2010: <http://www.ond.vlaanderen.be/OBPWO/links/ICCS/default.htm>
- Evaluation/research about ‘old’ cross-curriculum on impact of citizenship education. <http://www.ond.vlaanderen.be/OBPWO/projecten/2006/0601/default.htm> (English)
- Research of prof. Dimokritos Kavadias on citizenship education (VUB- Vrije Universiteit Brussel): [http://homepages.vub.ac.be/~dkavadia/PUB\\_2011\\_SchoolenEnBurgerschapeducatie\\_01DK.pdf](http://homepages.vub.ac.be/~dkavadia/PUB_2011_SchoolenEnBurgerschapeducatie_01DK.pdf) (Dutch)

## Basic (general) competences for teacher training

[http://www.ond.vlaanderen.be/curriculum/lerarenopleiding/documenten/BC\\_0.1.pdf](http://www.ond.vlaanderen.be/curriculum/lerarenopleiding/documenten/BC_0.1.pdf)(pdf Eng) *Future teachers for pre-school get an ‘allround’ training, teachers for secondary schools only for specific subjects (so no special attention to cross curricula projects).*

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

## Policy documents Flemish Community development education

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

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

## Bibliographical recommendations ACODEV (NGO umbrella organisation French part)

### Notes produced by the NGO sector

### Development Education in general

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

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

### Development Education in schools

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

### Sustainable Development Education in schools (French)

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

### Key Documents Flemish NGOs federation

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

### Vision texts (Dutch)

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

### NGO federation (Dutch)

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

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

## Appendix III

# Maastricht Global Education Declaration (2002)

### A European Strategy Framework

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

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

#### 1. Recalling:

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

## 2. Profoundly aware of the fact that:

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

## 3. Recognising that:

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

## 4. Agreeing that....

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

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

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

This will require:

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

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

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

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

5.3 Increase funding for Global Education.

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

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

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

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

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

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

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

## Appendix IV

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

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

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

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

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



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

## Contributions

### International Peer Review Team

#### Austria

Dr. Helmuth Hartmeyer, formerly of the Austrian Development Agency (Austria) and Chairperson of GENE.

#### Germany

Ms. Anita Reddy, Head of Section, Engagement Global

#### Switzerland

Mr. Christian Graf, Independent Education Expert and Project Leader, Schulverlag

### National Researcher

Mr. Dirk Bocken

### European Global Education Peer Review Secretariat

Mr. Helmuth Hartmeyer

Chairperson, GENE

Mr. Liam Wegimont

Director, GENE

### Editors

Mr. Helmuth Hartmeyer

Ms. Josefina McAuley

Mr. Liam Wegimont

Launch Edition

GENE, Amsterdam and Dublin 2017

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ISBN number: 978-1-911607-00-7



