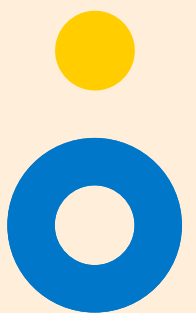
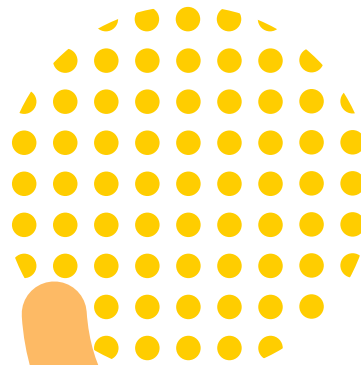
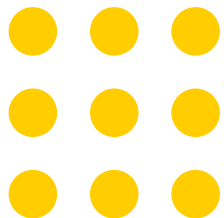
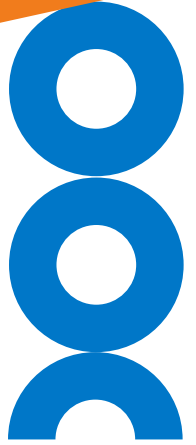


# Global Development Education

Educational supplement  
to ESC projects in neighbouring  
partner countries



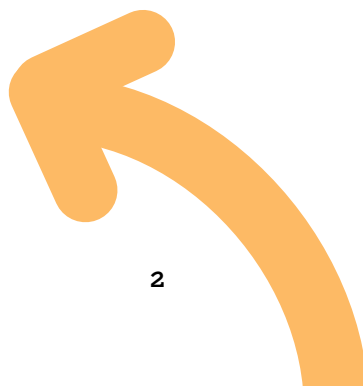


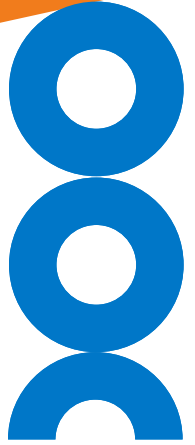
## Amr Arafa

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... is a freelance consultant, trainer and researcher based in Cairo, Egypt. Amr believes in the impact of youth work and the efficiency of non-formal learning to achieve relevant youth development. He supports the autonomy of young people and the transformative powers in them, and the importance of youth work to activate that. He works with several local and international institutions in the Middle East and North Africa as well as in Europe on designing and delivering educational programmes for young people aged between 15 and 30 years. He conducts training programmes for European Solidarity Corps volunteers in the South Mediterranean region. Amr has a master's degree in education and youth studies from the University of Hong Kong, a certificate in adult learning from Calgary University in Canada, and a community leadership certificate from George Mason University in the US.

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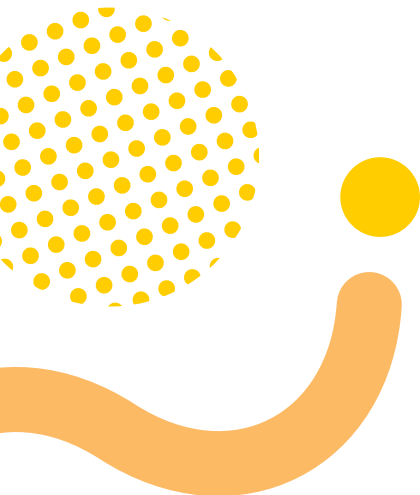


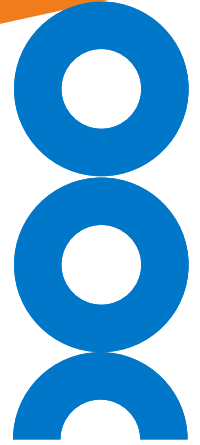


## ABSTRACT

Educational approaches that critically look into global development share a paradigm of promoting the interconnectedness of global development by establishing cause-effect links in the lives of the people in countries with developed economies, and the people in countries with developing economies\*. The learners in this process are encouraged to rethink their understanding of the global status quo and assess their individual actions in relation to it. That transformative aim has a possible relevance to the European Solidarity Corps (ESC) programme, especially after the latest addition of the Humanitarian Aid strand. This article argues that a compilation of the established educational approaches in the field of global development under the term Global development Education (GDE) can add value to the non-formal learning process of ESC volunteers participating in ESC projects in neighbouring partner countries, and humanitarian aid strand projects in eligible countries worldwide. Furthermore, the article proposes incorporating some activities from the GDE educational approach into the support to learning plan that is already in place within the ESC projects timeline, mainly in the General Online Training (GOT) component, and the Training and Evaluation Cycle (TEC).

\*Country classification is based on the [United Nations 2021 report on World Economic Situation and Prospects: Statistical Annex, Tables A, B, and C.](#) (United Nations, 2021)





## 1. Background

Last year, I had the opportunity to voice my concerns about the change to the narrative in the European volunteering programme and share them with colleagues and other stakeholders. In the “Europe talks Solidarity” paper: European Solidarity Corps Projects in neighbouring Southern Mediterranean countries, I explored three hot issues about the future of the ESC programme after putting solidarity in the centre of youth voluntary projects. In particular, the hot issue regarding the possible merge of the EU Aid Volunteers initiative (EUAV) into the ESC programme led to this article. My main concern was that merging volunteering directed to humanitarian aid into the already fragile understanding of solidarity might lead to aid-based volunteering projects in neighbouring partner countries with short-term impacts and dependency of local communities on foreign voluntary services, similar to the results from other international aid-based volunteering programmes (Palacios, 2010).

Since the release of that first article, this hot issue became a reality and ESC now includes a humanitarian aid volunteering strand. In the first article, I proposed the introduction of Global Development Education into the ESC programme to focus on development and sustainable results of the projects. Hence, this article is a continuation of that proposal for further developments in the ESC programme.

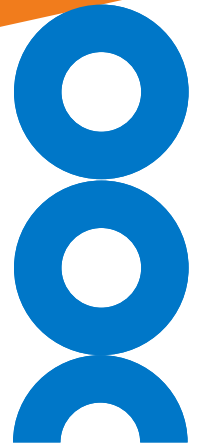
*“Since solidarity has a political, social, cultural and historical context, it needs to be discussed in projects with the neighbouring Southern Mediterranean countries. Pre-departure training could deliver some fundamentals on global development with the focus on the neighbouring region, where volunteers are to be hosted. In addition, providing development education to sending and hosting organisations could enhance their strategies for local community development in terms of sustainability and reliability.”*

– “Europe talks Solidarity” paper: European Solidarity Corps Projects in neighbouring Southern Mediterranean countries (2020)

## 2. Development education approaches

Development education was a response to the rising issues of unemployability, poverty and failing healthcare in the newly decolonised countries in the global south (Bourn, 2008). For decades, the field expanded to discuss the issues and the practice of development in developing countries. By the end of the century, academics adopted postcolonialism and critical perspectives of development practices that maintained the status quo of power in the world. In that sense, development education proposed a paradigm of learning and understanding of the wider world and the global power dynamics without narrowly focusing on the problems of the developing world.





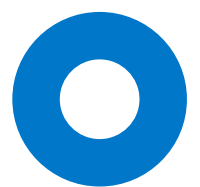
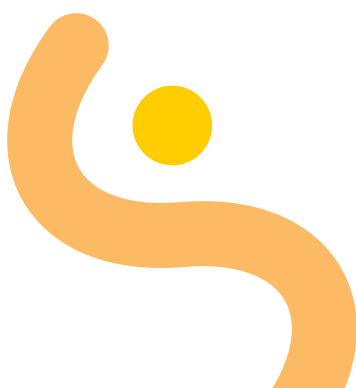
Then came the emergence of global education as an educational approach. Pike's (Pike et al., 1988) perspective in educating global awareness provides a blueprint for understanding globality in terms of a) time i.e., history and future, b) space i.e., the world is a small and deeply connected space, c) issues as interconnected and multi-layered, and finally d) humans as diverse and co-dependents whose behaviours have consequences and implications on one another.

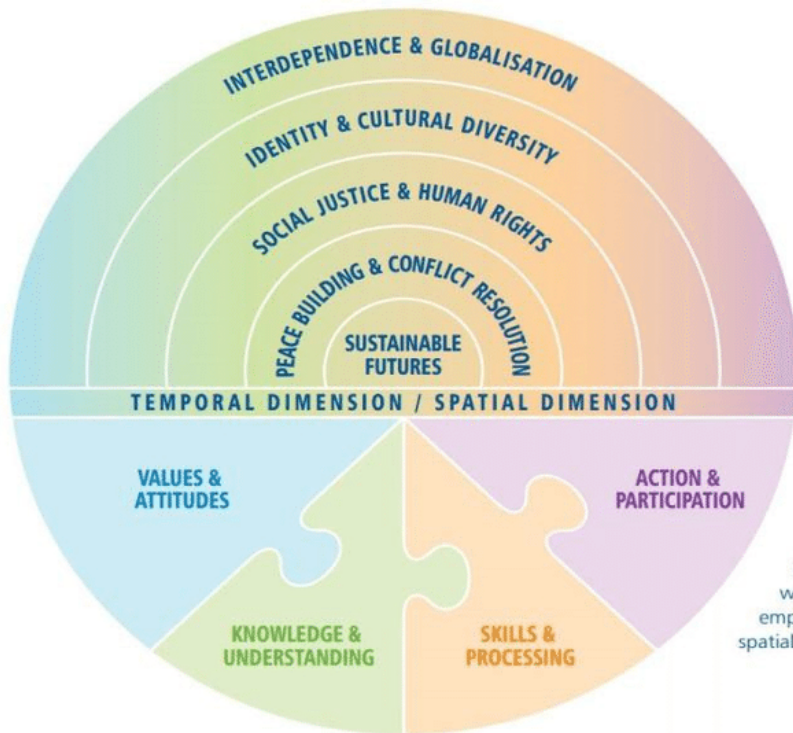
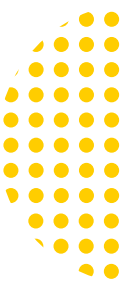
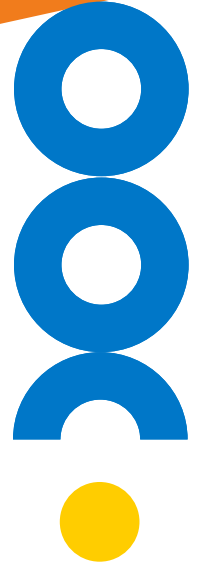
Development education, since its collaboration with global education, gained a global perspective and the problems of the developing world became the problems of the world. Development education is now closely entangled and interlocked with global education and global citizenship education, human rights education, peace education and intercultural education. Both Bourn and Hartmeyer quoted global education's definition from the Maastricht Global Education Declaration (below) to show the connection between global and development education (Bourn, 2020, Hartmeyer and Wegimont, 2016).

*"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."*

– The "Maastricht Global Education Declaration"  
(2002)

On a different side, the global education perspective provided the connection between the consumption of resources of the global north with the developmental challenges of the global south (Scheunflug & Asbrand, 2006). That connection urges the need of global sustainability. Education for Sustainable development (ESD) is a UNESCO-led approach to deliver development education in a global context. ESD and development education are closely connected with some initial differences in focus that allowed the two fields to expand separately. The latest UNESCO Framework for the implementation of Education for Sustainable Development (ESD) beyond 2019 focused further on deep structural injustices and economic growth of communities (UNESCO, 2019). That step brings ESD and DE into closer paradigms.





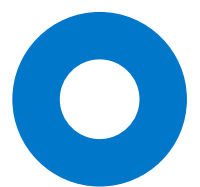
The framework for global education outlines the values, knowledge, skills, and opportunities for action within five interconnected learning emphases and their encompassing spatial and temporal dimensions.

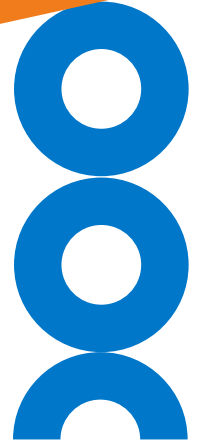
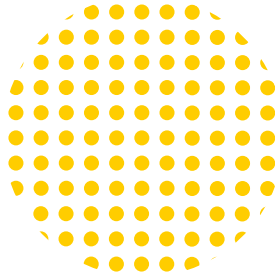
**Figure 1.**  
Framework for global education (global perspectives, 2008 as cited in Bista, 2014)

I consider Global development education (GDE) to be a general term which is used by educators in the field. I noticed the term in two different educational contexts. The Slovak University of Agriculture (Svitačová and Mravcová, 2014) and the 1st International school of Ostrava, a secondary school in the Czech Republic (1st International school of Ostrava, n.d.). Both institutions use GDE to enhance their students' understanding of global issues and development. According to the practitioners of these two programmes, GDE is an interdisciplinary education that includes case studies, discussions, critical questions and knowledge from various fields like, public policies, international relations, history, climate change, culture, sustainable development, globalisation and global economy. GDE

for them is an educational approach that leads to a deeper understanding of diversity and inequality in the world among their students. GDE encourages learners, regardless of age, to focus on global problems such as poverty and their connections to the student's everyday life.

Given global education, development education, education for sustainable development, this paper will use the term GDE "Global Development Education" to refer to the approach of establishing global connections between social injustices, environmental crisis, economic development, and more, for the learners to have a wider view of their understanding of global issues and their relevant individual actions.

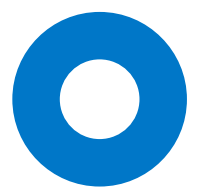


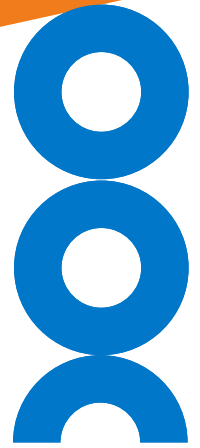


### 3. GDE applied in international volunteering

International volunteering needs to be broadened from the narrow perspective of humanitarian aid, also referred to as neocolonialism, as a response to criticism from academics and media (Wearing et al., 2017). Otherwise, it could perpetuate stereotypes about the global south (Diprose, 2012). A critical perspective of global responsibility is now favoured by international volunteering programmes to address contradictions of rejecting global injustice but simultaneously advocating aid for vulnerable groups (Brown, 2018). The lack of that critical perspective sustains the status quo of offering ‘help’ to vulnerable communities from a position of power, and limits the understanding of development as a fundamental response to the global inequalities between the north and the south that are a product of centuries of imperialism. Educating volunteers on the structural inequalities at global and local levels and encouraging critical thinking of the world order and power is one of the steps to reframe volunteering. One can see the relation between this needed perspective and the objectives of the educational approaches mentioned above.

Focusing on Global Development Education as a general term for these approaches, international volunteering and GDE objectives are complementary to each other by materialising personal ties with people around the world, witnessing the world’s political, social, and economical links firsthand, and developing skills and attitudes that bring change to our world. Eleanor Brown (Brown, 2018) analysed the understanding of global issues among the students of a Development Education course with integrated international volunteering. Brown concluded that the combination of development education and international volunteering is a useful model to open a dialogue on the assumptions and morality of the frame of development. That is one success of the combination. Also, she added that the students who are doing international volunteer work essentially need time and space for reflection on their role in the global development efforts when volunteering to enhance their learning about global development. That was not enough in the students’ case, and she recommends having more time and space for reflections. Brown’s conclusion stated that “All of this [affects volunteers’ perceptions] reiterates a key message from the literature; that deep reflection on both the self and the other is essential for volunteers to negotiate the many contradictions associated with this work” (Simpson, 2004; Palacios, 2010; Baillie Smith, 2013 as cited in Brown 2018). Through the process of reflection, volunteers were able to challenge many assumptions about capitalism, consumerism, and development





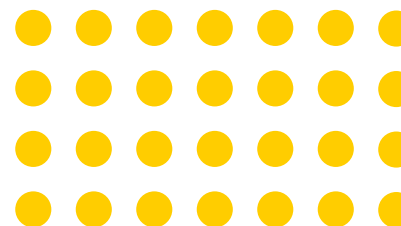
in the global south, and balance the contradictions of renouncing structural injustice, while simultaneously offering small scale aid projects for vulnerable groups from the volunteers' position of power and privilege. They had the opportunity to reassess their individual actions and behavioural patterns and consider the ways that they perpetuate global injustices to be able to avoid them.

My argument for using an educational approach in ESC is that if international volunteering is an added value to the learners of Global Development education, some elements of GDE would be an added value to the international volunteering experience in neighbouring countries. I argue that applying Brown's conclusion in the other direction, offering GDE to international volunteers, would benefit the volunteering experience. Educating volunteers on global development by applying GDE in any form would enhance their understanding of the global issues in relevance to their ESC projects.

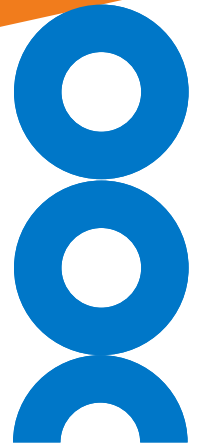
Moreover, unlike Brown's students, in the European Solidarity Corps, volunteers are active internationally, assisted by a support structure, including reflection and mentorship. This means that the mechanism of offering support and space for reflection to learners, which Brown recommends, is already in place in addition to the field experience they get in their hosting organisations. This is why results of such a combination could be more promising than Brown's research.

Going back to the hot issues mentioned in the background section, GDE could really help in addressing some of the neocolonialism-related concerns. GDE will establish connections between volunteers' individual actions and the host communities. That will challenge the concept of hosting white-saviour in neighbouring countries. GDE opens a dialogue that critically embraces and negotiates the contradictions that arise from the differences in realities between developing and developed countries. Volunteers are faced with dilemmas between two different life realities and start questioning their role in creating these realities instead of being only the altruistic volunteer from the developed north.

Also, GDE will discuss deeply structured injustices, which will limit the focus on short-term development of host communities to achieve programme results. GDE will urge organisations and volunteers to work on the real causes of injustices instead of remedial interventions that fulfil objectives but fall short in sustainability.







#### 4. GDE in ESC’s support to learning system

ESC includes a multilayer support to learning system (Fig 2). The support for learning starts before the placement of the volunteers and continues even after their return from the hosting countries. The General Online Training component (below) even starts before the volunteers join a project, where volunteers are given access to diverse online courses on a designated platform. The

Training and Evaluation cycle (TEC), in light blue, has four events delivered by trainers to volunteers: pre-departure, on-arrival, mid-term events, and a post-activity event after returning from the projects. For short-term volunteering, lasting less than 2 months, no mid-term event is planned for volunteers. Mentoring is a process where volunteers are assigned mentors in host countries who support their learning process and their personal growth through conversations and reflections in periodical meetings.

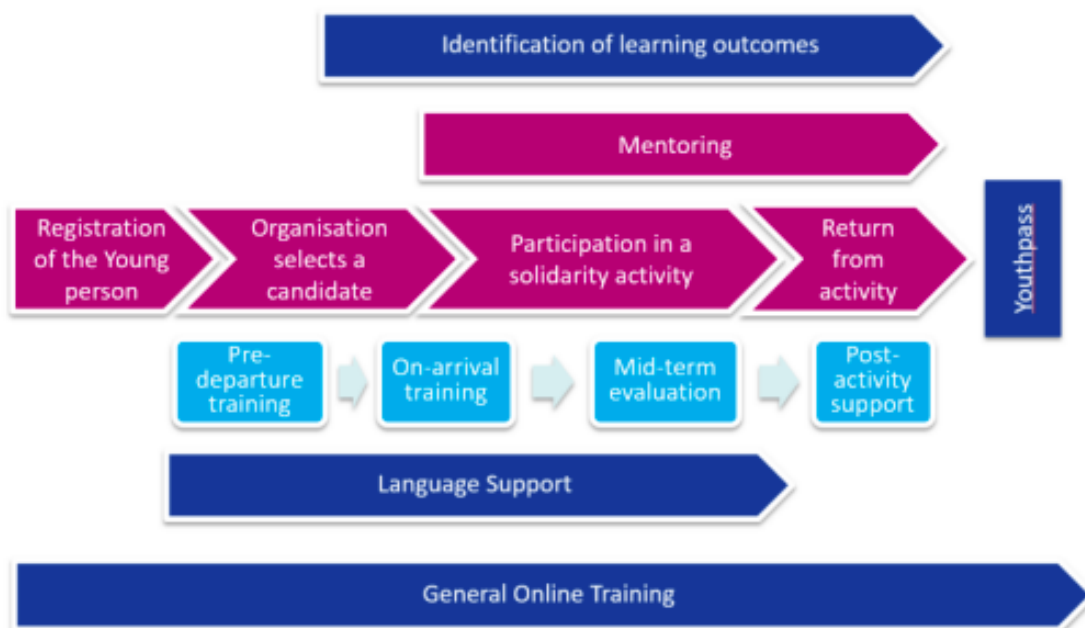
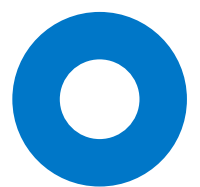
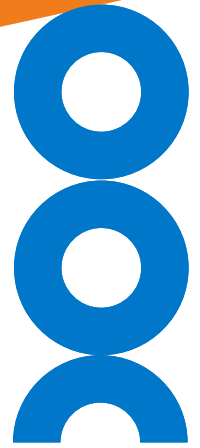


Figure 2: Support to learning cycle from European Solidarity Corps Guidebook 2022





I was inspired by Rebecca Petz who proposed peace education as a perspective for trainers and a toolbox for methodological approaches in the Training and Evaluation cycle (TEC) of ESC in “Europe talks solidarity” paper: Achieving Solidarity Through Peace Education. Building on her initiative, I propose to include some elements of GDE within the Support to learning system in two components: General Online Training, and TEC cycle.

## General Online Training:

### What to include?

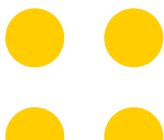
The General Online Training can include some online courses about global development to satisfy the curiosity of volunteers who are interested in working in the development sector. It could give them an extra incentive to join the ESC programme, especially in the case of neighbouring countries. As a trainer in the TEC cycle in the Southern Mediterranean region, I usually encounter potential volunteers in the region who are interested in the field of development. Having GDE in the learning mechanism would encourage more volunteers of this profile.

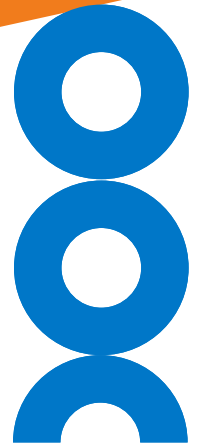
Once they join a project, volunteers can start exploring specifics of development and social contexts of their host region. The general online training could include courses providing regional context about the history of development, main themes of development in the region, and community needs assessments based on research. The

courses could present the postcolonial perspective of development along with the global perspective for volunteers to have a background of the field before going into it. It can form the critical perspective of development in the global south and allow students to take different actions for a more sustainable and fair collaboration with the global south.

### Who contributes?

Neighbouring partner regions are recommended to take part in the discussions on the content of the general online training courses about development. Representatives of host organisations are recommended for consultation by the committee responsible for design and development of these courses. Just as the case of the youth panel that is already mandated to review and provide feedback of the content to maintain its relevance to the needs of the young people (as mentioned in the European youth portal). There could be a panel from neighbouring partner countries that provides insights on global development courses on the platform. That includes representatives from host organisations in the neighbouring regions who are most experienced in development in the local context. The inclusion of organisations that are experienced in development in the neighbouring regions can promote the programme among local organisations who are working mainly on development and might have not considered ESC before to host volunteers. They could be encouraged by the





prospect of hosting informed volunteers who are in the process of acquiring competencies relevant to global development. These online courses will lay the foundation for the interventions proposed in the Training and Evaluation Cycle.

## Training and Evaluation Cycle:

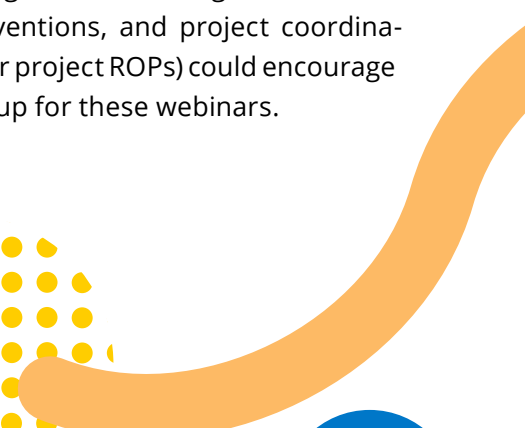
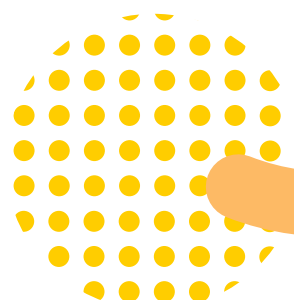
### What to include?

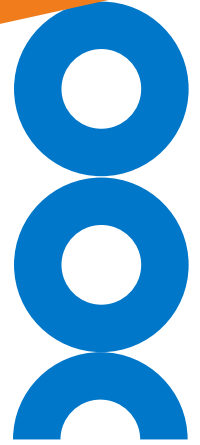
The four TEC events (pre-departure, on-arrival, mid-term, and annual event) are offered to all ESC volunteers in all strands, except for solidarity projects where only annual events are applicable. In the cross-border volunteering, TEC will be delivered by national agencies or regional SALTOS. As for the Humanitarian Aid volunteers, on-arrival and mid-term events are organised by the host and support organisations. With that being said, the TEC cycle needs remodelling to fit the wider profile of volunteers that is now expected including Humanitarian Aid volunteers.

The content of the 4 events revolve around preparing for placement, reflecting on the learning process, dealing with expectations and intercultural learning, and planning for the volunteers' next steps after the service. During these events, extra workshops relevant to Global development can be included to address the need to understand collective actions against global issues. Trainers of TEC in neighbouring regions meet annually to discuss development of the cycle and some workshops that encourage critical thinking and creative problem-solving can be designed to put

the volunteers on a path to take some actions in their host countries. Examples of these workshops could be social entrepreneurship for social change, and fundamentals of sustainable development. These workshops inspire problem-based actions and project-based learning that could reflect in their projects in a form of initiative or even give a fresh perspective on the issues they witness in their projects.

There are three time periods between the events that can be used with the collaboration of the mentors and the host organisations. During the service, volunteers could be invited to a series of regional thematic webinars and online volunteers' forums on development in specific areas that are relevant to their host communities such as: climate change and its impacts on the region, micro-financing for local small business in marginalised communities, etc. These webinars should be developed based on the current projects' themes in the region in collaboration with the host organisations, local scholars and experts. Mentors could play a role to help volunteers in reflecting on the learning outcomes of these online interventions, and project coordinators (responsible for project ROPs) could encourage volunteers to sign-up for these webinars.



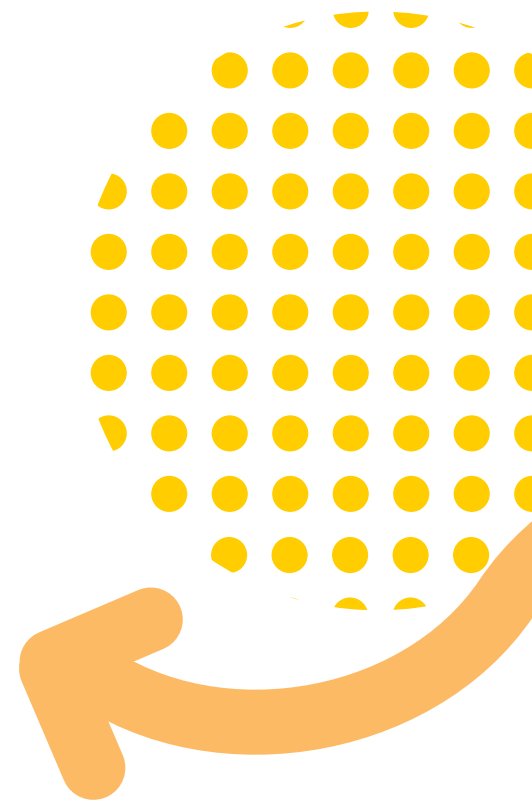


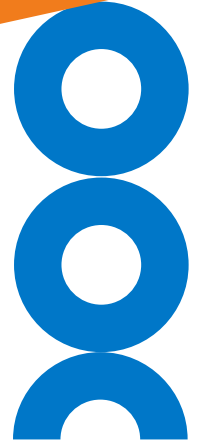
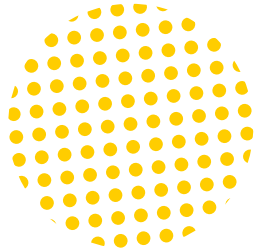
## Who contributes?

In addition to the contribution of host organisations, trainers mentioned above, regional SALTOs (Support for Advanced Learning and Training Opportunities) will have to play a major role in implementing these interventions. There are three Regional SALTOs, EuroMed, Eastern Europe and Caucasus, and Southeast Europe who would bear the responsibility to organise these events. To be practical and realistic, the webinars and the workshops could be small-scale online activities that are tailored for each region as a trial phase before being scaled up. In any case, collaboration between the regional SALTOs, host organisations, and local experts would be needed to compile the framework and content of these interventions.

Once the interventions are in place, volunteers could be encouraged to develop small projects and initiatives that are designed based on their experience in the local communities and their understanding of local context. Those responsible for projects (ROPs) and mentors would be expected to help in supporting and promoting this voluntary assignment for the volunteers. These projects and initiatives are expected to be preliminary, and they would serve as an experiential learning experience. Such learning experience would definitely add value to their volunteering experience, and to their educational outcomes in global development education.

As an incentive for volunteers to work on these projects and initiatives, an annual award for projects in each neighbouring region for projects which showed relevance to the local communities, and promising results. The awarded projects can be offered further opportunities either for implementation by connecting to local organisations working on development, or seed funding for the highly developed projects to become realities.





## 5. Conclusion

ESC is developing continuously. Some of the projects in the neighbouring countries are considered development projects that are targeting certain communities in the host countries. As the humanitarian strand is included in the ESC programme, the volunteers' profile is now expanding. As a result, adopting an educational approach that incorporates elements from global education, development education and education for sustainable development can be beneficial for the programme. The general term: Global Development Education (GDE) can offer proper development field context to volunteering in ESC, and ESC can offer real-life experience in the development field.

Experiences from other international volunteering showed that without open discussions on colonial relationships and what they resonate in the world's order nowadays, it would not be possible to offer a critical perspective of international global development (Simpson, 2004; Palacios, 2010; Baillie Smith, 2013; Brown 2018). I argue that international volunteering between the global north and south, without a structured critical pedagogy in global development and global education, are very likely to echo stereotypes and sustain the status quo of helping the vulnerable from a position of power.

And as practitioners in the ESC programme, we have to develop practices that avoid enforcing the divide between the north and south. We cannot risk perpetuating stereotypes about the south's vulnerable communities. Hence, comes my proposal – GDE can help with that.

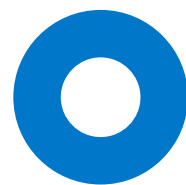
GDE can help ESC in attracting experienced organisations in the development sector of developing partner countries, it can tend to the specific profile of volunteers in partner countries, and it inspires a remodelling of the support to learning. The later benefit of remodelling the support to learning is chosen in this paper for in-depth consideration. The paper proposed additional elements in both, the General Online Training component, and the Training and Evaluation Cycle. With elements such as online global development courses, thematic regional webinars, regional volunteers' forums, and problem-based learning, experiential learning and awards for local initiatives in the host country, volunteers can develop the relevant knowledge, skills, and attitudes to get properly and deeply engaged in global issues as part of their ESC experiences.

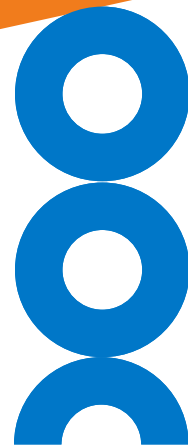




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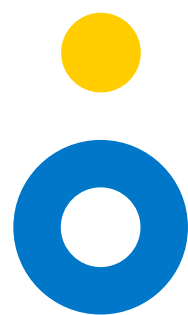
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Author: Amr Arafa | Editorial: Consenso Global | Coordination: Georg Feiner, Romina Matei, Barbara Eglitis – SALTO European Solidarity Corps | T + 43 153408-0, [rc-solidarity@oead.at](mailto:rc-solidarity@oead.at) | Graphic Design: Schneeweis Wittmann ≈ [www.schneeweiswittmann.at](http://www.schneeweiswittmann.at) | Vienna, January 2022

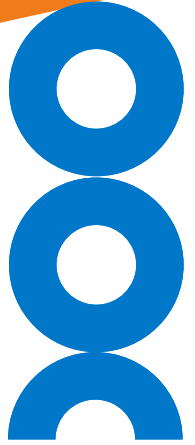
### **SALTO European Solidarity Corps**

SALTO ESC supports National Agencies and organisations in the youth field and beyond with the implementation of the European Solidarity Corps programme. The mission is to explore the potential of solidarity as a core value in European societies and to promote the use of the European Solidarity Corps as a tool for understanding and living solidarity. SALTO ESC coordinates networking activities, training, seminars and events that will support the quality implementation of the programme and maximise its impact. By doing this, SALTO ESC contributes to building a European Solidarity Corps community of organisations.

SALTO ESC is hosted by OeAD. The OeAD is the national agency for the implementation of Erasmus+ and the European Solidarity Corps in Austria. SALTO ESC is part of a European network of SALTO Resource Centres with the mission to improve the quality and impact of the EU youth programmes as well as to support and develop European youth work.

Find us online at [www.salto-youth.net](http://www.salto-youth.net), [www.oead.at](http://www.oead.at) and [www.salto-youth.net/solidarity](http://www.salto-youth.net/solidarity)





## EUROPE TALKS SOLIDARITY

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This article is part of “Europe talks Solidarity” – a series of events and publications that offers a platform for the exploration of the concept of Solidarity, initiated by SALTO ESC. The discussion on Solidarity benefits from inputs from a wide range of experiences and backgrounds. However, the opinions and views expressed in the articles in this series do not necessarily reflect those of SALTO ESC.

With this second round of articles, developed in 2021, SALTO ESC was looking for perspectives on Solidarity connected to the EU humanitarian aid field, as “Volunteering in humanitarian aid field” was integrated into the European Solidarity Corps programme in 2022.

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