

A. ND
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R. EALIZING
E. DUCATION
IS A GOAL!



Comparative report

Maja Dolinar and Franci Iskra

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Ljubljana, 2010



This publication has been produced with the financial assistance of the European Union. The contents of this publication are the sole responsibility of the AWARE project partners and can under no circumstances be regarded as reflecting the position of the European Union.

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Printed by: Božnar in partner, Ljubljana
Number of copies: 300

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2010

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CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

37.014

A.ND W.e A.re R.ealizing E.ducation is a goal! : comparative
report / [editorial] Maja Dolinar and Franci Iskra ; [illustrations
Maja Dolinar ; photos Franci Iskra, Društvo Humanitatis archives].
- Ljubljana : Zavod Voluntariat : Humanitas, 2010

ISBN 978-961-92394-1-4 (Humanitas)

1. Dolinar, Maja, 1984-

249917184

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Ananse and the pot of wisdom or...

NO ONE PERSON CAN HAVE ALL THE WISDOM IN THE WORLD¹

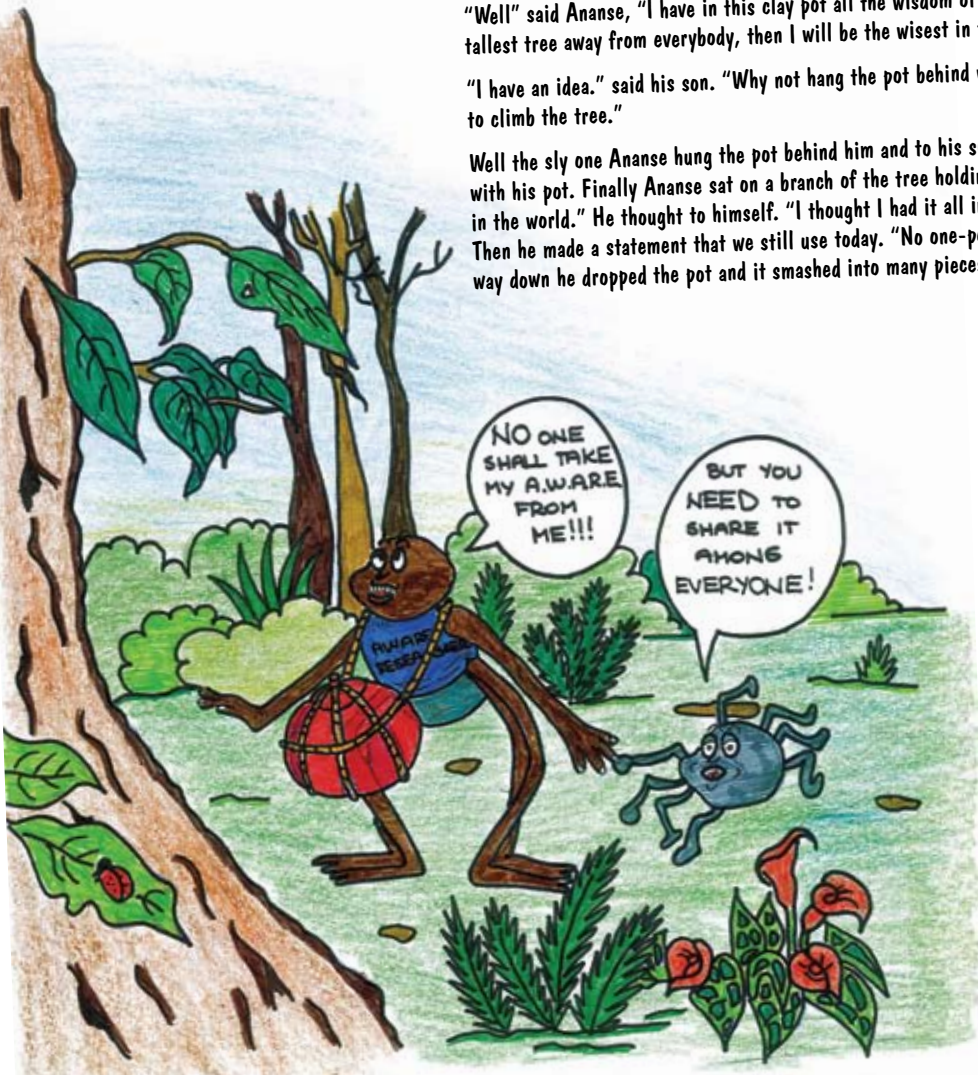
This is a very old story told when the world was young. It is about how Mr. Ananse the sly and greedy one among all the animals in the forest outsmarted himself. As the story goes Ananse, that is still his name, but did you know that his first name was Kweku because he was born on a Wednesday?

One day Ananse collected all the wisdom in the world and decided to keep it all in a large pot for himself. Now he said "I have all the wisdom of the world for myself. At least that was what he thought, being such a greedy person. Kweku Ananse then tied the pot of wisdom around his neck with a strong vine rope and let the pot hang in front of him. But then he was afraid that someone would find the pot of wisdom and steal it." "What shall I do with my pot of wisdom?" He thought and thought and at last he said: "I shall hide the pot on top of the tallest tree in the forest." So he searched the forest until he found the tallest tree which happened to be the thorny silk cotton tree and brought the pot of wisdom to the tree. While Ananse was trying to climb the thorny silk cotton tree his son was watching him. "Father," he said, "What are you doing?"

"Well" said Ananse, "I have in this clay pot all the wisdom of the world and I am going to hang it on the top of the tallest tree away from everybody, then I will be the wisest in the whole wide world."

"I have an idea." said his son. "Why not hang the pot behind you instead of in front of you. Then you will be able to climb the tree."

Well the sly one Ananse hung the pot behind him and to his surprise, he was able to climb to the top of the tree with his pot. Finally Ananse sat on a branch of the tree holding the pot of wisdom. "I thought I had all the wisdom in the world." He thought to himself. "I thought I had it all in my pot but my own son has wisdom not in my pot." Then he made a statement that we still use today. "No one-person can have all the wisdom in the world." On his way down he dropped the pot and it smashed into many pieces and scatted all the wisdom all over the world.



¹Western-African Tale. Accessible on: http://www.allfolktales.com/wafrica/ananse_pot_of_wisdom.php (28 January 2010).

Foretale

If you were able to read the story about Ananse and the pot of wisdom, than you are one of the privileged 87 % people in the world². Literacy is a vital asset and a key component of skills development. Yet adult literacy remains one of the most neglected goals within the Second Millennium Development Goal. In other words that means 759 million of people who are not able to read or write. That is more than the sum of all people living in Europe.

The usual path towards literacy is through education, however the access to schools is not wide open to everyone. The major barriers to universal primary education in all regions are deep-rooted inequalities, which continue to hold the attainment of the Second Millennium Development Goal by the year 2015. Disparities linked to wealth, gender, ethnicity, language and location are holding back progress in many countries. In 2007, about 72 million children were out of school. The EFA Global Monitoring Report 2010³ says that this number is slowly decreasing and that the gains achieved since the adoption of the Millennium Development Goals in 2000 are undeniable: great strides have been made towards universal primary education, increased participation in secondary and tertiary education, and in many countries gender equality. The most progress was made in regions that were lagging the furthest behind. In Sub-Saharan Africa and Southern Asia enrolment increased by 15 % and 11 % respectively from 2000 in 2007⁴.

The present report came into existence in the frame of the project A.W.A.R.E. (“Awareness Raising Activities in Europe”) under the coordination of the Municipality of Padua and in collaboration with non-governmental organizations in Austria, Bulgaria, Hungary, Italy, Romania and Slovenia. The overall objectives of the project are to raise public awareness of development issues and to promote education for development in the European Union. Although the Millennium Development Goals are well known amongst policy makers, there is a disappointing level of their recognition among EU citizens (only 18 %). The project thus focuses on achieving universal primary education – the second objective of the Millennium Development Goals – taking as a geographical priority the Sub-Saharan African region, and tries to better educate and inform the citizens of European Union about global development issues, so that they could provide more informed and critical support to reformers in their countries.

It may seem that the six included countries of the project are only drops in the ocean; nevertheless the following report and other efforts of the project will in the future serve as a useful tool for awareness raising activities, which will move the global wheel towards achieving universal primary education for all. At the end we need to assure that all the wisdom of the world is not concentrated in the minds of a selected few, but sprinkled to all the people in the world, especially children.

²UNESCO Institute for Statistics Database (2009). Accessible on: http://www.uis.unesco.org/ev.php?ID=2867_201&ID2=DO_TOPIC (21 December 2009).

³Unesco (2010): *Education for All Global Monitoring Report 2010*. Accessible on: <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf> (28 January 2010).

⁴United Nations (2009): *Millennium Development Goals Report*. Accessible on: http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf (28 January 2010).

ONCE UPON A TIME...

This comparative report is an outcome of the A.W.A.R.E. (“Awareness Raising Activities in Europe”) project. Within the framework of this project, partners in six European countries – Austria, Bulgaria, Hungary, Italy, Romania and Slovenia – joined their efforts in an 18 months project to investigate the situation of attaining universal education for all. The according country reports, which made the basis for this comparative report, were written by Andrea Visotschnig (Zeit!Raum and GEZA, Austria), Nadya Kolyova, Radi Kurtev, Rumiana Shalamanova and Natalya Vladimirova (“Know and Can” Association, Bulgaria), Dora Markus and Imola Toma (BOCS Foundation, Hungary), Lucia Radici (Municipality of Padua, Italy), Sergiu Dan Mihai (Fundatia Floarea Ialomiteana, Romania), Maja Dolinar and Franci Iskra (Zavod Voluntariat and Društvo Humanitas, Slovenia).

The eight Millennium Development Goals have been adopted by the international community as a framework for the development activities of over 190 countries and ten regions. The project focuses primarily on the Second Millennium Goal, which aims to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

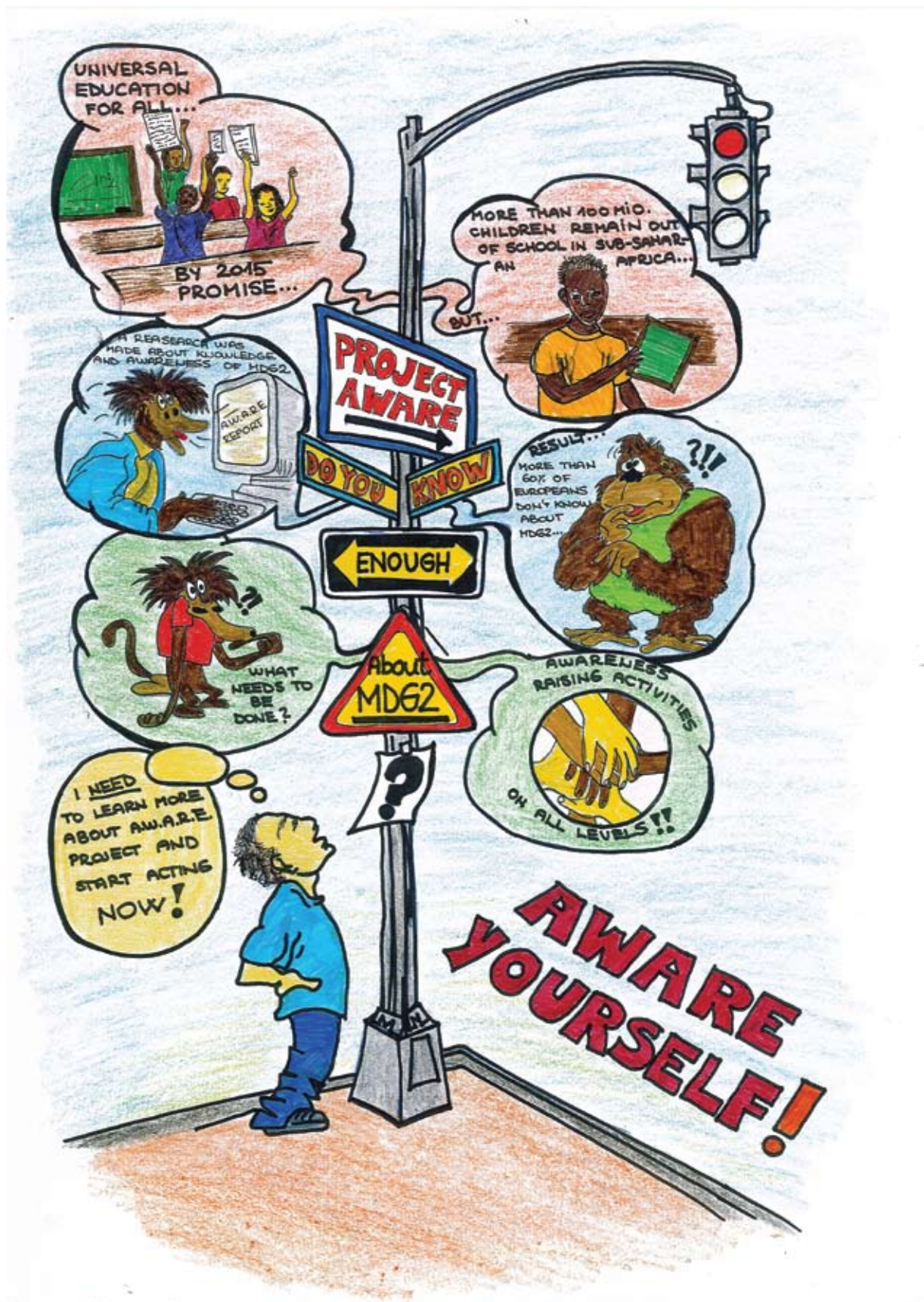
Within the European Union countries, the opinion polls clearly show that citizens consistently and unambiguously support more solidarity and justice at the international level in the fight against poverty and civil conflict: There is no aid fatigue. They also show strong support for increasing their government's overseas aid to help meet the Millennium Development Goals (MDGs), despite vastly overestimating their government's aid spending. However, there are disappointing levels of European public awareness of poverty and development issues, and more specifically, EU development cooperation policy and targets. 82 % of EU citizens have never heard of the Millennium Development Goals (MDGs). The partnership wants to address this issue by leveraging on the 2008 sixtieth anniversary of the Universal Declaration of Human Rights and focuses on the right of achieving universal primary education - in the developing world more than 100 million children remain out of school, 46% of girls in the world's poorest countries have no access to primary education. The issues are quite evident in the Sub-Saharan African region where the Second Millennium Goal seems to be hard to achieve due to: gross inadequacy of teachers in some places of the country; insufficiency of some school infrastructure (classrooms, sanitary facilities, etc.) in some places in the country; unfavourable socio-economic and cultural factors; geographically hard to reach areas; low enrolment of children with disabilities, etc.

Awareness increases significantly as a result of global education, awareness-rising campaigns, public debate and media focus. It is essential to strengthen civil society and to engage in greater public consultation and development awareness work to find out more about what people think about the role and responsibility of their countries in Europe and in the World. Raising public awareness of development issues is thus the main goal of the project and of the present comparative report. The specific purpose of the comparative report lies in presenting the transferability of practices among participating partner countries on activities to achieve the Second Millennium Development Goal. It provides evidence about the practices that might be shared among participating countries to collect good practices and to share them among participating countries.

The present report is divided into eight chapters. In the following chapters we present the main background information and our findings on the issue, starting with objectives and goals of the A.W.A.R.E. project in Chapter 1. Chapter 2 provides a description of the collection of data, research methodologies and questions regarding data availability. In Chapter 3 we present an analysis of the situation, concerning the attainment of universal education for all in the Sub-Saharan African region, so as to define the major issues in the region and directions towards their improvement. In chapters 4, 5 and 6 we compare the situation in the six partner countries regarding the attainment of universal education for all, where we expose examples of good practices, which might be shared amongst participating countries. In chapter 4 we present an analysis of the country's legislations, however we also provide an insight into developmental policies and existing networks, which deal with the educational sphere in all partner countries. Chapter 5 deals with the general knowledge about the Second Millennium goal and is based on evaluating the general public's view on this topic as well as the view given by the mass media in all partner countries. Chapter 6 provides knowledge about the position of non-governmental organizations on universal education and projects put in place in order to fulfil the Second Millennium goal in all partner countries. This chapter is followed by our final conclusions and recommendations for further development in chapter 7.

Acknowledgements

Without the friendly support and generous transfer of information regarding our research topic by a large number of organisations and experts in the field of education, development assistance and development cooperation this comparative report would not have been possible. We want to thank them for their cooperation!



1. THERE WERE...

Objectives and Goals of the A.W.A.R.E. Project

The Project A.W.A.R.E. (“Awareness Raising Activities in Europe”) is aimed at raising public awareness of development issues, with a specific focus on 4 new EU member countries, and to promote education for development in the European Union, with a specific focus on 4 new EU member countries (Romania, Bulgaria, Slovenia and Hungary). Development education is an active learning process, founded on values such as solidarity, equality, inclusion and cooperation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed actions of European citizens and public institutions. The concept of development education is complex and multidisciplinary, taking different forms across the EU, including awareness rising, formal, non-formal and informal education, life-long learning, campaigning, advocacy, training and learning. The priority of the project is tackled on a “human rights” perspective, as the project itself focuses on achieving universal primary education – second objective of MDGs –, taking as a geographical priority the Sub-Saharan Africa region.

The specific objectives of the A.W.A.R.E. project are five.

The first is “Establishing cooperation among youngsters, educational agencies, institutions, local authorities and non-governmental organizations”. Through this objective the partnership aims at involving different actors, which helps targeting different beneficiaries.

The second objective “Defining what may be the cooperation among the involved partner countries in order to speed up the achievement of the Second Millennium Development Goal” is assured by the present comparative report, which identifies a common working method in the field of development education and awareness rising and also provides a list of good practices, which can be shared among partner countries.

The third objective “Promote development issues in non-formal and informal education context in the participating Member States” aims at deploying activities, which help to involve the widest public possible and test similar actions performed in different EU contexts.

The fourth specific objective is “Promote the inclusion of the development dimension in a global EU agenda”, as it is vital to deepen the public understanding and mobilization of citizens’ support for global justice, environment, human, women and child rights, peace and development within the EU external actions.

Through the fifth objective, “Put in practice development education”, partners will provide young people with a concrete opportunity to experience what they have learnt about development cooperation.

The present comparative report intends to challenge educational politics by calling the attention of decision makers to new and better ways of educational policies. All project partners will further promote this process by distributing the results to relevant protagonists in the educational and policy fields and stimulating decisions on these issues.



Where Stories Come From⁵

Once, a very long time ago, so long ago that it must have been close to the time when the First Man and the First Woman walked upon the earth, there lived a woman named Manzandaba NGO and local investigator Zenzele, who worked at the A.W.A.R.E. project.

They lived in a traditional home in a small traditional village. They had many children NGOs, and for the most part, they were very happy. They would spend the day working, making workshops, organizing round tables, writing reports and applications for calls for proposals to earn their daily bread. On occasion they would go down to the great ocean and play under the sun in the sand, laughing at the funny crabs they would see scuttling along there and rejoicing at the way in which the birds would dip and dive in the sea breezes. Zenzele had the heart of a researcher and loved to explore. He would fashion beautiful long reports with many useful information out of all relevant resources. With his pen he could make the most wonderful reports and make politicians change their minds for the benefit of global well-being. Their homestead was filled with decorative works by Zenzele the investigator.

But in the evenings when the NGO family would sit around the fire before going to sleep they would not be so happy. It was too dark for making workshops or organizing round tables, and yet too early to go to sleep. "Mama," the children would cry, "Sifuna izindaba!" "We want stories! Tell us some stories, Mama!" Manzandaba NGO would think and think, trying to find a story she could tell her children, but it was of no use. She and Zenzele had no stories to tell. They sought the counsel of their NGO neighbours, but none of them knew any stories, they only had numbers and names. They listened to the wind. Could the wind be trying to tell them a story? No, they heard nothing. There were no stories, no dreams, and no magical tales.

One day Zenzele told his Manzandaba NGO that he must go in search of stories for the A.W.A.R.E. project. Manzandaba NGO promised to look after the home, to care for the other projects, to mend and wash and sweep and clean, if only he would bring back stories for the people. Zenzele agreed. He kissed Manzandaba NGO and children goodbye and set off in search of stories.

Zenzele decided to ask every creature he passed if they had stories to share. The first politician he met was Nogwaja the hare. He was such a trickster! But he thought he'd better ask him all the same. "Nogwaja, do you have any stories? My people are hungry for tales!" "Stories?" shrieked Nogwaja. "Why, I have hundreds, thousands, no--millions of them!"

"Oh, please, Nogwaja," begged Zenzele, "give some to me that we might be happy!"

"Ummm...." Nogwaja said. "Uhhh...well, I have no time for stories now. Can't you see that I am terribly busy? Stories in the daytime, indeed!" And Nogwaja hopped quickly away. Silly Nogwaja! He was lying! He didn't have any stories!



⁵The story is an adaptation of the traditional Zulu Tale, called »Where Stories Come From«. Accessible on: <http://www.canteach.ca/elementary/africa2.html> (4 February 2010).



With a sigh Zenzele continued on his way. The next one he came upon was a baboon youth organisation with her babies. "Oh, Fene!" he called. "I see you are a mother also! My children are crying for stories. Do you have any stories that I could bring back to them?"

"Stories?" laughed the baboon youth organisation. "Do I look like I have time to tell stories? Hawu! With so much work to do to keep my children fed and safe and warm, do you think I have time for stories? I am glad that I do not have spoiled children who cry for such silly things!"

Zenzele continued on his way. He then saw a professor owl in a wild fig tree. "Oh, Khova," he called, "please will you help me? I am looking for stories. Do you have any stories you could give me to take back to my home?"

Well, the professor owl was most perturbed at having been woken from his sleep. "Who is making noise in my ears?" he hooted. "What is this disruption? What do you want? Stories! You dare wake me for stories? How rude!" And with that the professor owl flew off to another tree and perched much higher, where he believed he would be left in peace. Soon he was sound asleep again. And Zenzele went sadly on his way.



Next he came upon an elephant minister. "Oh, kind Ndlovu," he asked, "Do you know where I might find some stories? My people are hungry for some tales, and we do not have any!"

Now the elephant minister was a kind animal. He saw the look in the man's eye and felt immediately sorry for him. "Dear man," he said, "I do not know of any stories. But I do know the eagle. He is the king of the birds and flies much higher than all the rest. Don't you think that he might know where you could find stories?"

"Ngjyabonga, Ndlovu!" he said. "Thank you very much!"

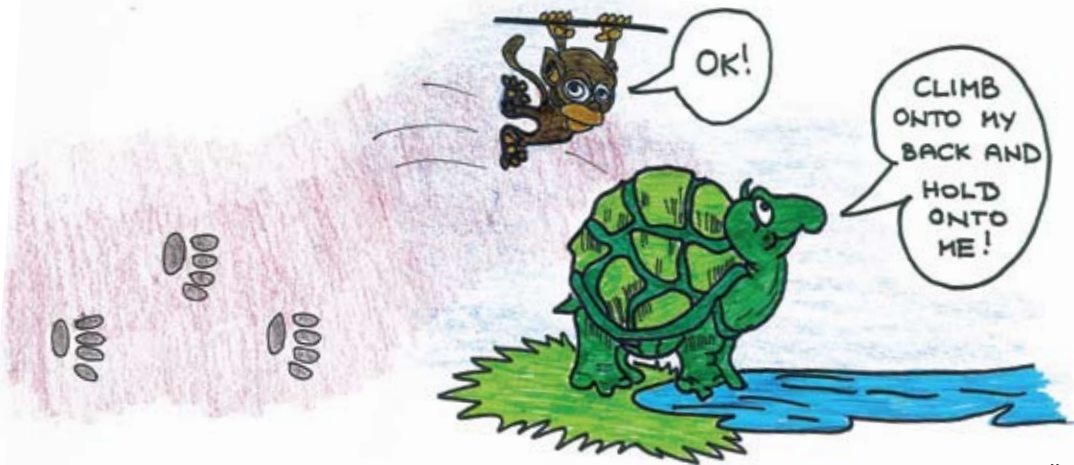
So Zenzele began to search for Nkwazi the great fish eagle minister. He found him near the mouth of the Tugela River. Excitedly he ran toward him. He called out to him as he was swooping down from the sky, talons outstretched to grab a fish from the river. "Nkwazi! Nkwazi!" he called. He so startled the eagle that he dropped the fish that had been his. He circled around and landed on the shore near the man.

"Hawu!" he barked at him. "What is so important that you cause me to lose my supper?"

"Oh, great and wise Nkwazi," began Zenzele. (Now fish eagle is very vain. He liked hearing this man refer to him as great and wise. He puffed out his feathers as he spoke.) "Nkwazi, my people are hungry for stories. I have been searching a long time now for tales to bring back to them. Do you know where I might find such tales?" He gave him a great look of desperation.

"Well," he said, "even though I am quite wise, I do not know everything. I only know of the things that are here on the face of the ministry. But there is one who knows even the secrets of the deep, dark ocean. Perhaps he could help you. I will try and call him for you. Stay here and wait for me!" So Zenzele waited several days for her friend the fish eagle minister to return. Finally he came back to him. "Sawubona, nkosikazi!" he called. "I have returned, and I am successful! My friend, ufudu lwasolwandle, the big sea turtle NGO, has agreed to take you to a place where you can find stories!" And with that the great sea turtle NGO lifted himself out of the ocean.





"Woza, nkosikazi," said the sea turtle in his deep voice. "Climb onto my back and hold onto my shell. I will carry you to the Land of the Spirit People." So the woman took hold of his shell and down they went into the depths of the sea. The man was quite amazed. He had never seen such beautiful things before in his life. Finally they came to the bottom of the ocean where the Spirit People dwell. The sea turtle NGO took him straight to the thrones of the King and Queen. They were so regal! Zenzele was a bit afraid at first to look at them. He bowed down before them.

"What do you wish of us, man from the dry lands?" they asked.

So Zenzele told them of his desire to bring stories to his people and make the A.W.A.R.E. project.

"Do you have stories that I could take to them?" he asked rather shyly.

"Yes," they said, "we have many stories. But what will you give us in exchange for those stories, Zenzele?"

"What do you desire?" Zenzele asked.

"What we would really like," they said, "is a comparative report of all your homes and your peoples. We can never go to the dry lands, but it would be so nice to read about those places. Can you bring us the report, Zenzele?"

"Oh, yes!" he answered. "I can do that! Thank you, thank you!"

So Zenzele climbed back onto the turtle's NGO's shell, and he took him back to the shore. He thanked him profusely and asked him to return with the next round moon to collect him and the comparative report.

The local investigator Zenzele told his NGO family all of the things he had seen and experienced on his journey. When he finally got to the end of the tale Manzandaba NGO cried out with delight. "We can do that! We can write a beautiful comparative report for the Spirit People in exchange for their stories!" And they set to work straight away.

Zenzele was so proud of her NGO family. He watched the finished comparative report with delight. The report was full of information about the members of their family, their home and their village. Soon others in the European community heard about Zenzele's journey and the promised stories and came also to watch the common creation take shape. When the next round moon showed her face, Zenzele was ready. He carefully tied the report to Manzandaba's NGO's back. She climbed on the turtle's back and away they went to the Spirit Kingdom. When they saw the comparative report, the King and Queen of the Spirit people were so happy! They praised Zenzele's talent and gave Manzandaba NGO a special necklace made of the finest shells in thanks. And then they turned to Zenzele himself. "For you and your people," they said, "we give the gift of stories." And they handed him the largest and most beautiful shell he had ever seen. "Whenever you want a story," they said, "just hold this shell to your ear and you will have your tale!" Zenzele thanked them for their extreme kindness and headed back to his own world.

When they arrived at the shore, there was their own NGO family to meet them and all the people, who cooperated in the investigation. They sat around a huge fire and called out, "Tell us a story, Zenzele! Tell us a story!"

So he sat down, put the shell to his ear, and began, "Kwesuka sukela ... The following chapter provides a brief outline of the sources and procedures of data collection ..."

And that is how stories came to be!



2. THEY STARTED...

gathering data...

The following chapter provides a brief outline of the sources and procedures of data collection for the purpose of this report as well as methodologies used for research. Additionally a description of intermittent difficulties regarding data collection is provided.

The bases for the present comparative report are the six national reports made by partner countries. All partners followed the same guideline for their national investigations, which means they focused on the same target groups and used the same approaches on data collection. The guideline was divided into sections, which dealt with different dimensions: local authorities and existing networks (private and public), general knowledge about the topic and non-governmental organisations; and provided questions, which were strictly followed.

2.1 Definition of Target Groups, Data Collection and Methodologies

The present report includes different target groups which subsequently results in different approaches on data collection and evaluation. The report deals with three sections: the legislation and other networks, general knowledge section and NGO section.

For the purpose of defining the *legislation framework*, concerning educational sphere and developmental policies an analysis of each country's legislation as well as an insight into each country's developmental policies and existing networks, which deal with the educational sphere, was made. For the six country reports the partners used two main sources of data collection:

- Review of literature and internet research at national, regional and local level, concerning the attainment of universal education for all.
- Interviews with local/regional/national authorities.

The literature review and internet research included research studies and surveys, legislations, official publications, official state websites, electronic journals, national and local newspapers and other available data in national and EU data bases.

For the interviews with local/regional/national authorities all the partners used interview guidelines. The interviews were conducted mainly with representatives of state's ministries (especially the Ministries of Foreign Affairs, Ministries of Education, etc.) and representatives of local authorities (municipalities). No limit was made in the number of performed interviews, as this was up to individual partners' assessment of how many national/regional/local authorities should be included in country's analysis.

The reports from Slovenia and Austria additionally mention conferences and/or seminars as data sources. The report from Bulgaria mentions also educational institutions or agencies as information sources.

The *general knowledge section* deals with general knowledge about the Second Millennium goal and is based on evaluating the general public's view on this topic (questionnaire) as well as the view given by the mass media in all partner countries. The information about the mass media involvement in popularization of the Second Millennium Development Goal was gathered by observing the media reporting on the subject matter in individual partner countries.

In order to define the consciousness and knowledge of the general public about the Second Millennium goal a questionnaire was distributed amongst young people, as well as other public in all partner countries. This questionnaire was a closed type questionnaire, which was distributed at schools and the internet (different public was invited to fill in the questionnaire, using emails, forums, face to face interviews with the help of volunteers form Youth Committees etc.). A limit of maximum 500 people in each country was made for the number of questionnaires performed. After gathering all of the data from all of the partner countries a statistical processing of the collected data was made for the purpose of the present comparative report.

All together we received 2332 fulfilled questionnaires from all partner countries.

In Austria 331 surveys were made. The population characteristics were the following: 45.6 % of the surveys were made with young people from 15-19 years of age, 37.5 % from 20-24, and 16.9 % with people over 25 years of age. Out of the 331 surveys performed, 65.4 % were males and 33.4 % females.

In Bulgaria they sent out 500 surveys, however they received only 460 completed surveys. They included all three age groups: 40.7% of the surveys were made with young people from 15-19 years, 30.9% of the surveyed from

20-24 years and 28.5% of the interviewed people over 25 years. 40.4 % men and 59.6 % women were included.

In Hungary 312 questionnaires were performed. The age group division was the following: 78.2% of 15-19 year-olds, 19.5% of 20-24 year-olds and 2.2 % over 25 years of age. Out of the 312 filled questionnaires, 39.7% were males and 60.3% were females.

In Italy 436 surveys were made. However we cannot describe the age distribution of the sample, as we did not receive the data. Out of the 436, 61.5% were women and 38.5% men.

In Romania a sample of 257 persons was included. 62.62% of them belonged to age group 15-19, 9.81 % to the age group 20-24 years, and 27.25 % to the age group over 25 years (40% male and 60% female respondents).

In Slovenia the number of performed questionnaires slightly exceeded the maximum limit, as they performed 537 surveys. The main emphasis was on surveying young people, between the ages of 15 to 19 (81 % of the surveyed), the second age group was from 20 to 24 and it captured 18, 3 % of the surveyed. 71.3% of women and 28.7% men were included in the survey.

The *section about NGOs* provides knowledge about the position of non-governmental organizations on universal education and projects put in place in order to fulfil the Second Millennium goal. In order to obtain knowledge about the position of non-governmental organizations on universal education, a questionnaire was distributed by email amongst different non-governmental organizations in each partner country (with an emphasis on youth organizations). A limit was made to distribute this questionnaire amongst 10 such organizations maximum. Some partners also performed interviews with members of appropriate organizations, following the questions noted down in the questionnaire.

2.2 Difficulties Regarding Data Collection

One of the main challenges in the course of writing this comparative report was the differences in existence, access to and the availability of data on the situation of the target groups in individual partner countries.

Regarding differences in existence of the information, there is a considerable variation of previous official reports, policy measures and evaluations between partner countries. Therefore it is hard to compare the success of certain actions, which happen in one country, with actions in the other (often they do not exist in such form).

Regarding access to information, the situation between involved countries also varies. Whereas in some countries the information is easy to reach – even downloadable through the internet, there is a considerable lack of access to internal official information in others.

Regarding the availability of the data the partners faced two main obstacles:

1. Problems regarding the responsiveness of national/regional/local authorities and the availability of internal information from ministries, regional and local authorities.
2. Problems regarding readiness for cooperation from non-governmental organizations and thus subsequently troubles in obtaining information about their actions on the field of universal education for all.

2.2.1 Responsiveness of actors and availability of data

Regarding the possibilities to gather information about the Second Millennium Development Goal all partner countries report about certain obstacles. Whereas there was no trouble in performing surveys for the purpose of gathering information about awareness and knowledge about the Second Millennium Development Goal amongst the general public, there were some huge problems in gathering information from national/regional/local authorities and non-governmental organisations.

In **Austria** the problem turned up that most stakeholders do not put much emphasis on the Second Millennium Development Goal, but rather follow the Education for All Framework. Consequently the stakeholders thus find the Second Millennium Goal as too tight in focus. The specific data on the Second Goal was therefore hard to obtain.

In **Bulgaria** there was considerable lack of readiness to cooperate from the local, national authorities and non-governmental organizations. It was very hard to find Bulgarian educational institutions, willing and interested in participating in the survey (for example, lack of interest from the Ministry of Education, the Municipality of Sofia and the National Agency for Life-Long Learning Program – Bulgaria). Out of 43 sent requires for participation to the local and national authorities they received no official answer and no assistance. In order to get information from the authorities they used their personal contacts, otherwise they would not be able to prepare their report. The reasons for non-cooperation were the scarce time-frame, because of the elections period. They managed to include 7 different local and one national authority. The situation repeated with educational institutions and agencies, where they received answers from only 5 such organizations from the 13 sent requires. The non-governmental sector in Bulgaria was also not very responsive, as out of 27 sent surveys, the Bulgarian team received only 8 completed questionnaires, which they could use for the purpose of their report.

In **Hungary** they had large difficulties in finding non-governmental organisations that would participate in activities. Gathering information from the national and local authorities proved hard as well, as they were not very interested in giving data concerning the Second Millennium Goal.

In **Italy** problems existed in the process of the local investigation mainly with the development-related institutions, as they managed to receive only one answer. The problem was also getting information from the non-governmental organisations, as they apparently did not have the time to collaborate with the investigator.

In **Romania** there were problems in reaching local and national authorities, as well as non-governmental organisations. Out of 13 sent out questionnaires to the NGOs, they received only 6 completed surveys. Because of the fact that the local authorities programs in the field of the Second Millennium Goal are only small local programs and that there is no national strategy on this field, the Romanian team found it very difficult to find the right person for the interviews.

In **Slovenia** the public institutions sadly did not show a huge interest. This conclusion was made on the basis of a three month pleading and trying to establish contact with local and national authorities. These attempts were mostly not fruitful; exemptions are only two representatives of ministries, who relatively quickly and with lots of good will responded to their pleas. The Slovenian team managed to make one interview with a local authority and 3 with representatives of ministries. The problem with cooperation of the NGOs was even more exhausting, as NGOs were not inclined to answer their questions and pleas for cooperation, mainly due to an overload in their current activities or in their lack of human resources and financial undernourishment. Out of 13 sent out questionnaires to the NGOs, the Slovenian team received only 5 completed surveys.

2.3 To whom this report is intended for

The comparative report is designed to reach different target groups. With regard to the comparative approach of the present report, the selection of the target groups was the same as defined in the project itself. The target groups are:

- 1) Youngsters: the included young people, male and female, belong to the age group 16 to 20 years of age. The inclusion of youngsters in the project is vital, as “A new impetus for European Youth” – The European Commission’s White Paper on young people identifies information as one of the most relevant topics for young people.
- 2) Educational agencies and institutions: as they present a first step for a future promotion of methods for integrating awareness-raising and development education within the school curricula and in educators training – teachers, instructors, educators, parents, journalists (in formal, non-formal and informal education systems).
- 3) Local authorities: as they have an active role in identifying mechanisms as well as resources to promote development education and cooperation and must be part of awareness rising mechanisms and activities.
- 4) NGOs: because they act as multipliers and mobilizers of European citizens, as well as promote development and adoption of quality standards and best practices relevant and applicable in all EU Member States to improve processes, quality and efficiency.
- 5) Civil society: better educated and more informed regarding global development issues, they could provide informed, critical support to reformers in their countries, so as to foster more vigorous, efficient and coherent development cooperation policies.

Additionally, the partnership believes that mechanisms for exchanges of best practices in development/global education for sustainable development between the government, NGOs, and other stakeholders, as part of the overall need to raise both quality and standards in development education and awareness raising, should be supported and encouraged. This is the reason why we encourage the target groups to work together to reach the best possible result.

A story about a Monkey and a Gazelle⁶

A monkey and a gazelle discussed about the life of each other. Gazelle went to see the monkey, to see, how she was living. When she became thirsty, she asked her: "Where do you have your water? For where should I drink?" The monkey showed her water in rocky hollow and said: "Drink from here!" But gazelle shook her head. The monkey thought that she does not like the water from the hollow, so she took her to the mountain spring. Gazelle refused to drink the water from the spring too, as she does not drink water, because her drink is air. The monkey did not find any moisture in the air for Gazelle, because they were in narrow valleys. Gazelle said: "Is this all that you drink or do you perhaps have something more?" The monkey responded: "That is all I have." Then the gazelle said: "Your drink is maybe not bad, but it is not for me." "Show me your drink!" the monkey asked. Gazelle took the monkey on a plain and on a high sandy hill and when the wind was blowing, she said to the monkey: "This is my drink!" But when the sun became hot and when the wind quenched monkey's thirst, the monkey said: "Your drink is maybe not bad for you, but my drink is in the spring, the hollow and the well." When she said that, she died because of heath. Everyone's lifestyle suits them best. This is what this story teaches.



⁶Ethiopian tale of the Tigerian people. Source: Rogelj-Petrič, Silvestra (1990): *Sol in zemlja: Pripovedke etiopskih ljudstev*. Ljubljana: Založba Mladinska knjiga. P. 202.

3. AND THEY WENT THROUGH ...

The situation in Sub-Saharan region...

The below paragraphs give some examples of the Western attitudes towards Sub-Saharan Africa, yet the story about the monkey and the gazelle clearly show that we cannot make such one-sided assumptions and force “our ways of life” onto others. However we cannot ignore the diversity of view even in the Western literature on the problems of the Sub-Saharan Africa. The below paragraphs try to portray this diversity of points of view. If we look at these positions, we can notice a lack of views from the Global South, as there appears to be no space for positions declared by the “so-called others”.

African⁷ children—the future of the continent—are rightly at the center of the development process. Their education is a key to sustaining democracies, improving health, increasing per capita income, and conserving environmental resources. Education lowers infant mortality, increases longevity, reinforces democratization and political stability, decreases poverty, reduces inequality, and lowers crime rates. So, we have to look in to presence to see, whether the future of the continent is bright or trapped in darkness.

The sunbeams of education are slowly spreading across the continent, but the light is still weak. Advances⁸ have been made across the board in Sub-Saharan Africa, but progress has been uneven and the region generally lags behind others. In particular, early childhood care and education, youth and adult learning needs and education quality have received insufficient attention. Countries also need to address internal disparities to improve equity in access and participation.

Between 1999 and 2007, the average net enrolment ratio (NER) in Sub-Saharan Africa increased from 56% to 73%. Country NERs range from 31% in Liberia to 98% in Madagascar and the United Republic of Tanzania. Total enrolment in primary education in the region stood at 124 million children in 2007, up by 42 million since 1999. Countries have advanced at various speeds. Madagascar, the United Republic of Tanzania and Zambia have broken through the 90% threshold towards universal primary enrolment, and Benin, which had one of the world’s lowest NERs in 1999, is now on track for universal enrolment by 2015. Some of the countries once furthest from the goal are moving towards the 90% threshold, including Burkina Faso, Ethiopia and the Niger (regional overview). Although we serviced you some numbers, which show a bright future of the continent, it is now time to go to the dark side, the side of critique.

After 40 or more years of trying to assist Sub-Saharan Africa to develop and modernize, the region remains an enigma to the international policy community. It has adopted a range of strategies and approaches spanning from the application of modernization theory in the 1960s to providing support for services aimed at meeting basic human needs and on to neo-liberal market theories and good governance. The proverbial elephant has been examined from all possible angles with only a minimal discovery of what really works in Africa. The main reason is that the international development community has been reluctant to learn what the elephant is all about when up close. It has continued to rely on its conviction that theories and practices that have proven effective elsewhere will also work in Africa (Hyden 2007, 16751).⁹

⁷Basic Education in Sub-Saharan Africa (2001). Accessible on: http://pdf.usaid.gov/pdf_docs/PDACN848.pdf (3 February 2010).

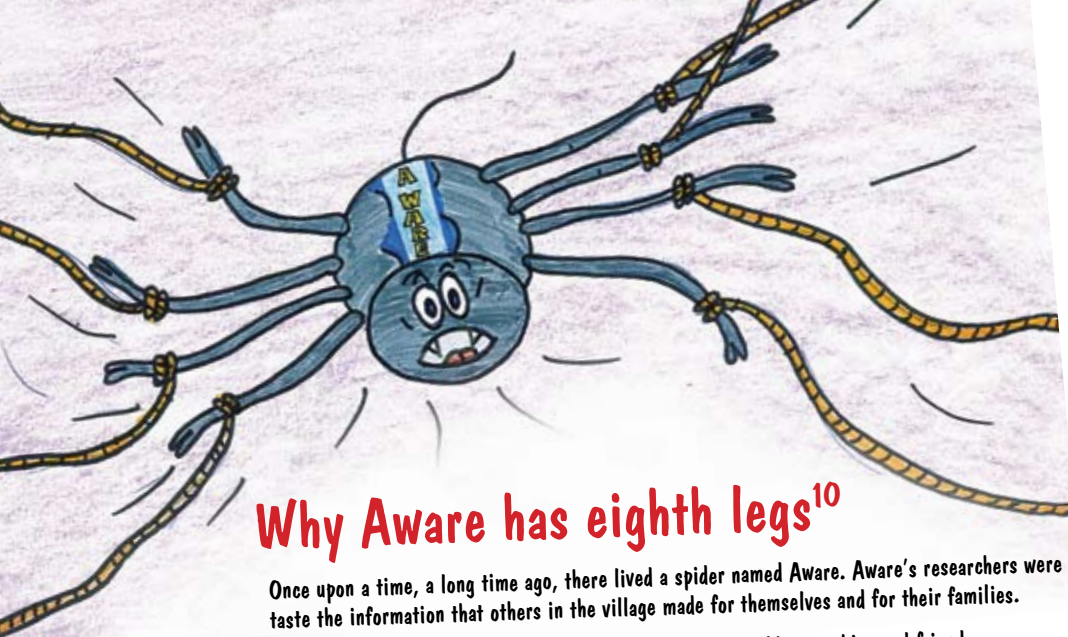
⁸Regional overview: Sub-Saharan Africa (2010). Accessible on: <http://allafrica.com/download/resource/main/main/idatcs/00020033:ff2f7958ae0d9e31d72b045b01ce5dce.pdf> (3 February 2010).

⁹Hyden, Goran (2007). *Governance and Poverty Reduction in Africa*. Accessible on: <http://www.pnas.org/content/104/43/16751.full.pdf+html?sid=4906f68a-b3e2-4e3e-8d28-0e3e0b9da050> (3 February 2010).

The Millennium Declaration, for instance, ambitiously targeted a 'measurable difference' in the lives of people by aiming at reductions (halving!) in poverty and disparity, and at sustainable and equitable development for all by 2015 (Gülerce 2009, 128).

Yet, it is hard to feel content with the targeted quantitative MDGs even if they were fully attained, as well as considering those closely monitored object(ive)s as signifiers of 'global development'. They ironically re-produce the present inequities even more rapidly by simply omitting already neglected and silenced subject(ive)s, meaning both the crucial transformative issues and people's own voices (see Chakrabarty 2000; Spivak 1988). Not surprisingly, therefore, and despite the repeated rhetoric, nothing much seems to change substantially other than the names and numbers (Gülerce 2009, 128).

We are fully aware, that the following report still consists of names and numbers and in this sense continues the current praxis of dealing with Sub-Saharan African region in the comfort ability of "European" offices. Nevertheless, the network that was built during the project A.W.A.R.E. and the purpose of the project itself is clear – awareness rising. So we hope that these numbers and names will actually be used in future actions and projects via the established network and even broader. However, we have no intention to force our ideas onto others, as we believe that both the gazelle and the monkey should live the life that fits them best.



Why Aware has eighth legs¹⁰

Once upon a time, a long time ago, there lived a spider named Aware. Aware's researchers were very good investigators. But always, Aware loved to taste the information that others in the village made for themselves and for their families.

One day, he stopped by mayor Rabbit's town hall. Mayor Rabbit was his good friend.

"There are projects in your pot," cried Aware excitedly. Aware loved information about projects.

"They are not quite done," said mayor Rabbit. "But they will be soon. Stay and eat with me."

"I would love to, Mayor Rabbit, but I have some things to do," Aware said hurriedly. If he waited at Mayor Rabbit's town hall, mayor Rabbit would certainly make him pay huge taxes too. "I know," said Aware. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the projects are done, tug on the web, and I'll come running!"

Mayor Rabbit thought that was a great idea. And so it was done.

"I smell information," Aware sniffed excitedly as he ambled along. "Delicious information, cooking in a pot."

"Come we will share our information with you," cried the monkeys, who were officials at the Ministry of Information. "They are almost done."

"I would love to Minister Monkey," said Aware. And again, Aware suggested he spin a web, with one end tied around his leg, and one end tied to the big information pot.

Minister Monkey thought that was a great idea. All his children thought so, too. And so it was done.

"I smell sweet data," Aware sniffed happily as he ambled along. "Sweet data and graphs, I do believe!"

"Aware," called his friend lord prefect Hog. "My pot is full of sweet data and graphs! Come share my information with me."

"I would love to," said Aware. And again, Aware suggested he spin a web, with one end tied around his leg, and one end tied to the sweet information pot.

His friend lord prefect Hog thought that was a great idea. And so it was done.

By the time Aware arrived at the river, he had one web tied to each of his eight legs.

"This was a wonderful idea," Aware told himself proudly. "I wonder whose pot will be ready first."

Just then, Aware felt a tug at his leg. "Ah," said Aware. "That is the web string tied to mayor Rabbit's projects." He felt another. And another. Aware was pulled three ways at once.

"Oh dear," said Aware as he felt the fourth web string pull.

Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth. Aware was pulled this way and that way, as everyone pulled on the web strung at once. His legs were pulled thinner and thinner. Aware rolled quickly into the river. When all the webs had washed away, Aware pulled himself painfully up on shore.

"Oh my, oh my," sighed Aware. "Perhaps that was not such a good idea after all."

To this day, Aware the Spider has eight very thin legs. And he never got any information that day at all.

¹⁰The story is an adaptation of the traditional West Africa Tale, called »Why Anansi has eight thin legs«. Accessible on: <http://www.africa.mrdonn.org/anansi.html> (5 February 2010).

4. THE PATH LED THEM...

through the dark woods of legislation...

If your intentions are to read the following chapter, we strongly advise you to reconsider! In case that you still did not change your mind, the second advice would be to make yourself a large cup of the strongest coffee ever (fair trade if possible). On the other hand, the following chapter is still a good recipe for everyone who has trouble with sleeping, so if you are one of those, maybe this will help. We are not saying that the chapter does not provide any useful information about legislation concerning the Second Millennium Development Goal or the projects put in place by the authorities in individual partner countries, as it nevertheless does. So anyone interested in the topic is more than welcomed to read it! Just be careful!

4.1 Brief Review of Current Legislation, Concerning the Second Millennium Development Goal

Overlook of the participating countries legislature shows that in all countries the Second MDG can be found on several policy fields; however only in Austria there is a special agency that deals with developmental policies, where all MDGs are included. In other countries content of MDGs can be found in laws that are dealing with education, in foreign policy laws, strategies and declarations and in some local and regional programs.

Austria

Current legislation in Austria guarantees access to education for all its citizens. Education is obligatory up to 9th grade (primary school, 4 years of primary schooling and 5 years of secondary school); primary education is free for every child, who has its permanent residence in Austria and who meets governmental school enrolment conditions.¹¹ School attendance starts at the age of 6. For children who are of school-age by law, but are not yet developmentally able, there is the possibility of preschool. Due to general access to education, data on literacy are not collected, but it is assumed that literacy is guaranteed.¹²

Education is mentioned in the Development Cooperation Law (2002), as the aim of the Austrian Development Cooperation (ADC) within the framework of the measures of the ADC: as intention in terms of § 2 (3) education, training and care for people in developing countries is mentioned.¹³

MDGs within the framework of Austrian Development Cooperation policies:

Within the framework of the Austrian East Cooperation (OZA) with the emphasis on South-Eastern Europe the MDGs are referred to as a goal. In the 3-Year-Program of the ADC the MDGs are referred to as a point of orientation.¹⁴

In general the laws are respected, but regarding the achievement of the Second Millennium Goal, they are not specific enough. In consequence, the set actions contribute only in a limited degree to the achievement of the Second Goal.¹⁵

Bulgaria

According to the Constitution of the Republic of Bulgaria the right of education is a basic right for all citizens. School education is compulsory up to the age of 16. School education in state and municipal schools is free of charge.

¹¹Ministerium für Unterricht, Kunst und Kultur: Schulunterrichtsgesetz. Accessible on: http://www.bmukk.gv.at/schulen/recht/gvo/schug_teil1.xml#31e (18 December 2009).

¹²Ministerium für Unterricht, Kunst und Kultur. Accessible on: <http://www.bmukk.gv.at/schulen/bw/abs/vs.xml> (27 January 2010).

¹³Entwicklungszusammenarbeitsgesetz inklusive EZA-Gesetz Novelle 2003, §2 (3) b). Accessible on: http://www.entwicklung.at/uploads/media/EZA_Gesetz.pdf (18 December 2009).

¹⁴Dreijahresprogramm der österreichischen Entwicklungspolitik 2007-2009. Fortschreibung 2007. BmeiA, Wien 2007. Accessible on: http://www.entwicklung.at/uploads/media/dreijahresprogramm_2007_2009.pdf, (15 December 2009).

¹⁵Entwicklungszusammenarbeitsgesetz inklusive EZA-Gesetz Novelle 2003, §2 (3) b). Accessible on: http://www.entwicklung.at/uploads/media/EZA_Gesetz.pdf (18 December 2009).

Basic normative documents regulating education are the Public Education Act and the Law on the Level of Schooling, the General Education Minimum and the Syllabus adopted by the National Assembly. The regulations passed by the Ministry of Education and Science (MES – the former name of the present Ministry of Education, Youth and Science) elaborate mechanisms for applying the laws and carrying out the process of reform.

The Millennium Development Goals – 2008 is the second report Bulgaria has produced to express the country's commitment as a signatory of the Millennium Declaration, whereby all UN member states pledged to make global efforts until 2015 to reduce poverty, respect human rights, promote peace, strengthen democracy, and ensure environmental sustainability.

In addition, Bulgaria offers this report as a new donor of development assistance, which can share with other regions of the world a wealth of experience the country has gained during the transition to the market economy and to democratic institutions. Now Bulgaria is willing to contribute even more actively to the achievement of the global development agenda.

In the future, Bulgaria's progress will be assessed in a different way according its status as an EU member state. Accordingly, the country will have the potential to participate in shaping the EU common development policy and to contribute to the achievement of the Second Millennium Development Goal – universal education for all.

Hungary

Interviews with members of the Municipality of Szekesfehervar and the Municipality of Fejer County reveal that the Public Education Act¹⁶ provides for all children living in the territory of Hungary a free eight-year general education and free upper secondary level general or vocational education. Under the Act, compulsory and free education starts at the age of 5, corresponding to the last year of pre-primary education, and finishes at the age of 18.

As regards public education (pre-school education, primary, secondary school based general and vocational education) the financial support is supplied by the annual State budget enacted by the Parliament.

Institutions of public education may be established and maintained by the state, local councils, municipal minority councils, regional minority councils, national minority councils, church legal entities registered in the Republic of Hungary, economic organizations, foundations, associations and other legal entities established and having a legal personality and their seat in the territory of the Republic of Hungary, as well as natural persons, provided they have obtained the right to pursue such activities as stated by statute. Natural persons may establish and maintain institutions of public education as private entrepreneurs. The state provides free and compulsory primary education within the scope of the activity of state organs and local councils to maintain institutions and within the scope of the performance of state and local council tasks.

Hungary, while acceding to the OECD and the European Union, assumed the responsibility to work out and implement an international development cooperation policy conforming to OECD and EU principles and practices. It agreed to fulfil the commitments and the targets set in the UN Millennium Declaration and the Millennium Development Goals.

The Hungarian international development policy is consistent with the Hungarian foreign policy and the moral goals set out in the Government programme. Being a young donor, it has certainly been a great challenge for Hungary to pursue an efficient development cooperation policy. Nevertheless, Hungary has already made considerable efforts to become an active member of the international donor community. The most urgent common objective is to fulfil the MDG commitments and to reduce poverty in the least developed countries, especially on the African continent. However, Hungary does not have a distinct policy for reaching the MDGs.

¹⁶The Public Education Act. Accessible on: <http://www.okm.gov.hu/kozoktatás/2007/2007-szeptember-1-jetol> (5 February 2010).

Italy

According to Article 34 of the Italian Constitution, the school is open to everybody and people are obliged to get education, which is free, for at least 8 years. In 2005 the obligation for primary education was extended for at least 12 years of school and is therefore granted by the State for free. Private education is optional and regulated with annual permission and demonstration of educational capability of the performer.

Some problems are appearing especially with foreign children and handicapped. The biggest obstacle for foreign children is the language barrier, on the other hand handicapped children have some assistance in terms of the State support, special teachers, but there are some critiques about effectiveness and sufficiency of that assistance.

There are no specific national laws concerning the Millennium Development Goal. A big issue in Italy is decreasing the development budget that the Government made with a new law to the financial contribution for the International Cooperation for Development. This fund was used also by NGOs working in the field of the Primary Education in Developing countries. Now the fund is still present but is less wide, therefore the contribution of the government to any development project is a minor one. On a regional level, though, in Veneto there is a special law, n° 55 of 1999, called: »Regional interventions for the promotion of human rights, a culture of peace, the cooperation for development and the solidarity«. Article 5 of this law states, that Veneto region promotes and sustain initiatives of International Cooperation turned towards the improvement of women and children.

In the program for the years 2010-2012 the Millennium Development Goals are reported in the first article and a special attention is given to the condition of children and their access to primary education.

In the past program of 2009, the Veneto region has given priority to projects connected with education, so many of the projects of the past year have been projects about building new schools, sending supplies, organizing professional classes, etc.

In many other projects, even if their main focus wasn't the education, there were many activities connected to primary education (maybe used as a necessary step in order to achieve some other goal).

Romania

Education is a right guaranteed by the Constitution for all children and young people in Romania, regardless of their social or ethnic origin, gender or religious membership. The following regulations may be mentioned in this regard:

- Education law 84/1995;¹⁷
- Education Ministerial Order no. 3510/2000 with regards to new actions to eradicate illiteracy, by which each school inspectorate receives tasks to develop a system for monitoring the phenomenon of illiteracy and to develop appropriate measures to combat it;¹⁸
- Education Ministerial Order no. 3907/2000 with regards to prevention of school abandonment and assurance of continued schooling of children and young people of school age to undergraduate education.¹⁹

¹⁷Education law 84/1995. Accessible on: <http://www.spiruharet.ro> (5 February 2010).

¹⁸Education Ministerial Order no. 3510/2000. Accessible on: <http://www.onuinfo.ro/> (5 February 2010).

¹⁹Education Ministerial Order no. 3907/2000. Accessible on: [www.edu.ro/index.php?module= uploads&func...fileId](http://www.edu.ro/index.php?module=uploads&func...fileId) (5 February 2010).

Also, we have to mention that changes were brought to the Education Law, which refers to the beginning of compulsory education at the age of 6 and to its extension to 10 classes. The changes were included in Law 268/June Act 2003 to amend the Education Law. The available data on literacy in Romania refers to the population aged over 15 years, indicating a 97% rate (literacy rate for age group 15-24 years, set as global indicator, is not currently calculated in Romania).

Slovenia

The legislation understands the definition of universal education in terms of compulsory primary education, which lasts until 15 years of age, however in the case of children with special needs this restraint, can be prolonged by two years. Some motions are currently being made to extend the assurance of universal education also to the secondary level, as according to some researches the successfulness of those enrolling into secondary level of education currently reaches 98 % of the children completing primary school. This would mean that there would be 13 years of compulsory universal education.

The legislation is prevalingly being performed by the Ministry of Education and Sports, which is responsible for the formation of the school curricula, the execution of education, evaluation of the efficiency and for the execution of projects in the field of education. The Ministry of Work, Family and Social Affairs is also partly responsible for the execution of the legislation, mostly in the field of national professional qualifications.

Universal primary education is on the national level provided with the Constitution of the Republic of Slovenia²⁰ and the Primary Education Law²¹.

In the Constitution education is referred to in Article 52, which deals with rights of invalids, and in Article 54, which states that parents have the “right and the privilege to obtain, educate and bring up their children”. Apart from this education and schooling is settled in Article 57 of the Constitution, which states: “Education is free. Primary education is compulsory and is financed from public means. The state creates opportunities for all the citizens to obtain appropriate education”.

Amongst the main aims stated in Article 2 of the Primary Education Law, “the assurance of general education to all people” is mentioned. An important goal is also “the upbringing for mutual tolerance, respect of differences and cooperation with others, respect for human rights and fundamental freedoms and with this the development of capabilities for a life in a democratic society”. Article 4 of the Law is also of great importance. It states that “parents, guardians or other persons, to whom the child is entrusted, must assure that their child fulfils his/her obligation of primary education”. Furthermore the Law defines the duration of primary education, the protection of minority rights, the rights of the Roma community, the education of children with special needs and many other items, which are not of such major importance for our research. It is sensible to mention that the Law also defines a fine for parents or guardians, who do not “enrol their children in primary school or do not assure the child the fulfilment of his/her obligation of primary education”.

The education of adults is also settled by law. The Law was adopted in 1996 and was changed last in 2006. In 2006 Slovenia adopted an International Development Cooperation Law²² which sets the aims and modes of long-term planning, financing and execution of international development cooperation. Article 3 of this Law defines a

²⁰*Ustava Republike Slovenije (URS). Ur. l. RS 33/91. Accessible on: <http://www.dzrs.si/?id=150&docid=27&showdoc=1> (12 December 2009).*

²¹*Zakon o osnovni šoli (ZOSn-UPB3). Ur. l. RS 81/2006. Accessible on: http://www.uradnilist.si/_pdf/2006/Ur/u2006081.pdf (12 December 2009).*

²²*Zakon o mednarodnem razvojnem sodelovanju Republike Slovenije (ZMRS). Ur. l. RS, št. 70/2006. Accessible on: <http://www.uradni-list.si/1/objava.jsp?urlid=200670&stevilka=2999> (14 December 2009).*

specific goal – enabling everyone, regardless of sex, race or religion, the attainment of general or primary level of education. A mechanism of donations to educational, health, research, social and cultural institutions in developing states is defined in the Law in terms of accomplishing this goal. Furthermore the Law also mentions other methods, such as education and qualifications of individuals, organizations and institutions in developing states, cultural and scientific cooperation and the transmission of information and technologies into developing countries. Some other, less important, goals are mentioned as well.

On the basis of the above mentioned Law, a Resolution of international development cooperation of the Republic of Slovenia for a period until the year 2015²³ was adopted. The Resolution relies in its introduction on Millennium Development Goals. Amongst the most important aims we can find also the promise of universal education for all, sustainable development and good governance and also the orientation of the development aid towards least developed countries – Africa as well.

In the school year 2007/2008²⁴ almost 450.000 children, youth and adults participated in education, which is 22 % of the total population of the Republic of Slovenia. Slightly more than 60.000 children were enrolled in pre-school education in kindergartens, 166.000 in compulsory basic education, 106.000 in upper secondary education and 115.000 in tertiary education. Slightly more than 20 % of people aged 15 to 64 were enrolled in non-formal education in the school year 2007/2008. Nearly 3 % of all people enrolled in education were children and youth with special educational needs. In 2008, 5 % of people age 18 to 24 with the most basic education were not enrolled in further education or training. According to this criteria Slovenia ranges among the countries with very low share of young people with the most basic education, since in 2007 the average for the EU 27 for this group of population was 15, 2 %.

The following table provides the most important information about the legislation, concerning the Second Millennium Development goal in each partner country.

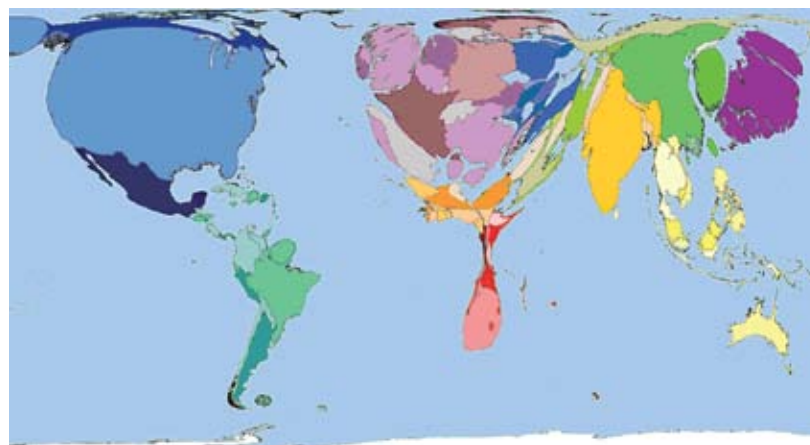
Table 1: Legislation framework, concerning the Second Millennium Development Goal.						
Legislation / Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
Legislation concerning 2nd MDG	Development Co-operation Law	<ul style="list-style-type: none"> • Constitution of the Republic of Bulgaria • Public Education Act • Law on the Level of Schooling • General Education Minimum 	<ul style="list-style-type: none"> • Education Act • National Core Curriculum 	<ul style="list-style-type: none"> • Constitution 	<ul style="list-style-type: none"> • Education law 84/1995 • Education Ministerial Order no. 3510/2000 • Education Ministerial Order no. 3907/2000 	<ul style="list-style-type: none"> • Constitution of the Republic of Slovenia • Primary Education Law • International Development Cooperation Law • Resolution of international development cooperation of the Republic of Slovenia for a period until the year 2015

²³Resolucija o mednarodnem razvojnem sodelovanju Republike Slovenije za obdobje do leta 2015 (ReMRS15). Ur. l.RS 73/2008. Accessible on: http://zakonodaja.gov.si/rpsi/r08/predpis_RESO58.html (12 December 2009).

²⁴Statistični urad Republike Slovenije: Statistične informacije: Izobraževanje. 2009. Accessible on: <http://www.stat.si> (12 December 2009).

Table 1: Legislation framework, concerning the Second Millennium Development Goal.						
Legislation / Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>Compulsory education</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Free education for children</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Length of primary education</i>	9 years (4 years of primary schooling + 5 of secondary school)	8 years	8 years	8 years	10 years	9 years
<i>Literacy (15 – 24 years old)</i>	No data	97,5 %	99,4 %	98,9 %	97 %	No data
<i>MDG2 on political agenda</i>	Frequently	Several programs	Not addressed frequently	Not addressed frequently	Discussed, but not under this name	Discussed, but not under this name

Picture 1: Territory size shows the proportion of all spending on primary education worldwide.²⁵



The picture above clearly shows the proportion of spending of individual countries on primary education. It is clear that the Sub-Saharan African region lags the most behind when it comes to financial sources available for primary education.

The following table shows information per partner countries about the stakeholders, which deal with the educational sphere.

²⁵ Accessible on: www.worldmapper.org (5 February 2010).

Table 2: Stakeholders dealing with education per partner country.

Stakeholders / Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>National</i>	Austrian Development Cooperation (Austrian Ministry for European and International Affairs, Austrian Development Agency).	<ul style="list-style-type: none"> • Government; • Ministry of Education; • Parliament. 	International Development Department of the Ministry of Foreign Affairs.	<ul style="list-style-type: none"> • Ministry of Foreign Affairs; • Ministry of Education; 	<ul style="list-style-type: none"> • Ministry of Education; • Ministry of Labour, Social Solidarity and Family; • National Agency for Child Protection; • The Protection and Social besides mayors (SPAS). 	<ul style="list-style-type: none"> • Ministry of Foreign Affairs; • Ministry of Higher Education, Science and Technology; • Ministry of Education and Sports; • Human Rights Ombudsman; • Educational Research Institute Ljubljana; • Slovenian Institute for Adult Education; • Institution of the Republic of Slovenia for Education; • Centre of the Republic Slovenia for Professional Education; • Office of the Government of the Republic of Slovenia for Slovenes Abroad
<i>Regional</i>	Provincial governments (as donors).	/	/	Some regions (Veneto, Lazio, Toscana, Emilia Romagna, Lombardia, Piemonte).	<ul style="list-style-type: none"> • Country for dialogue and family; • Country councils. 	/
<i>Local</i>	<ul style="list-style-type: none"> • Municipalities; • Schools. 	<ul style="list-style-type: none"> • Municipalities; • City councils; • Schools and children; • School boards; • Kinder-gardens; • Parents and parental organizations. 	/	<ul style="list-style-type: none"> • Some municipalities; • Schools; • Extracurricular education centres. 	<ul style="list-style-type: none"> • Municipalities; • Schools; • School inspections. 	<ul style="list-style-type: none"> • Municipalities as co-financers of pre-school, primary and high school activities; • Primary schools; • High schools; • Universities (in a limited extent).

Table 2: Stakeholders dealing with education per partner country.

Stakeholders / Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>Private</i>		Business organizations.	Some private companies.	<ul style="list-style-type: none"> • Immigrants associations; • First aid centres; • Hospitality centres; • Churches; • Disabled people associations 	<ul style="list-style-type: none"> • Federations; • Associations. 	
<i>NGOs</i>	<ul style="list-style-type: none"> • Horizont 3000; • Licht für die Welt (Global Campaign for education); • DKA; • CARE; • Caritas; • Welthaus; • BPI Mödling; • Südwind; • ÖFSE etc. 	Not specified.	<ul style="list-style-type: none"> • HAND (Hungarian Association for Development Aid); • OKI; • HIA (Hungarian Intercurch Aid). 	<ul style="list-style-type: none"> • UN Agencies; • Big international and national NGOs; • Voluntary associations. 	Not specified.	<ul style="list-style-type: none"> • Umanotera; • Društvo Humanitas; • Zavod Voluntariat; • Misijonsko središče Slovenije; • Karitas; • Unicef; • Afriški center, etc. • Network of NGOs (e.g. working group for Global Education within the SLOGA platform).
<i>Youth organizations</i>	<ul style="list-style-type: none"> • Jugend eine Welt; • Zeit!Raum; • Österreichisches Jugendrotkreuz; • Austrian Scouts. 		/	Not specified.	/	<ul style="list-style-type: none"> • Društvo BIH študentov Slovenije • Združenje slovenskih katoliških skavtinj in skavtov.

Table 3: Private founding of education in partner countries.

Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>Private founding of education</i>	Some (co-)financing for partners or local branches in terms of professional training.	Sponsorships and donations from private organizations.	No data.	Some (co-) financing in terms of donations, based on individual interest.	Some (co-) financing programs, scholarships.	Some (co-) financing programs, scholarships, internal educational programmes in firms; Private schools.

During the research we asked several subjects and NGOs, about the role of the youth organizations and the local authorities in the development of education. Here are results for each partner country:

Austria

Local authorities:

Some provincial governments support the realization of the MDGs. The provincial government of Vienna can be named here. But they have only limited means, as they also support other projects. Therefore, the provincial governments can just contribute to the realization of the MDGs.

Youth organizations:

In Austria, there are few youth organizations working for the MDGs. These are: Jugend eine Welt, Österreichisches Jugendrotkreuz and Pfadfinder und Pfadfinderinnen Österreichs. Furthermore, Zeit!Raum is working on the A.W.A.R.E. project. Youth organizations could be involved much more in the realization of the MDGs, but the majority concentrates its energy on the national level or Europe. We can say that there is still much unexploited potential.

The provincial forums:

Political decision makers are invited to argue with contents and meaning of the MDGs and to take concrete measures at the regional level for the realisation of them. Possibilities of regional participation, action options and solution attempts are indicated. In the discussions, special attention is dedicated to the obstacles, which stand in the way of reaching the Millennium Goals.

Bulgaria

For the last several years there has been an increasing interest of the society about the problems in the sphere of education. The bad image of education in Bulgaria is often a reason for people to blame the educational system for the problems of children and young people in the country, for the problems in the labour market and other difficulties. People expect a system corresponding to the needs of modern society and providing access to quality education to be built.

That is why youth organizations and local authorities work together in order to provide a stable educational system based on the principles of transparency and publicity. But often this work is more in the sphere of wishes and doesn't lead to anything real which has practical value. Projects between youth organizations and local authorities are aiming to:

- Improve school environment;
- Change the educational legislation;
- Provide access to the school management for school boards, student councils and others.

According to the interviewed non-governmental organizations, this is not enough and there is more to be done. Also, there is no efficient interaction among young people, educational institutions and local authorities.

Local level:

The experience shows that there is no interest of the local institutions in the youth nongovernmental organizations. Usually organizations close to the local authorities and with a lobby are admitted and can work efficiently for the development of education.

National level:

Cooperation among youth non-governmental organizations and educational institutions is hard and almost impossible to be realized. There is an interest on behalf of many youth nongovernmental organizations and lack of interest in many institutions on national level. Collaboration on the national level is more difficult than on local level that is why on the national level the role of youth organizations is insignificant.

Hungary

Youth organizations have an important role in the development of education. Local authorities are the maintainers of public schools in Hungary so they have a share in developing the Hungarian education system. However, as a result of the current really difficult financial situation, they cannot do much for the development of education, as maintaining these institutions is a hard task for them on their own.

Italy

There are not many youth organizations in the Veneto region and, even if there are some, they are not so much in the issue of the development of education. They are much more focused on gathering people together and helping young people to spend their time in a constructive way. In any case, it could be intended as an indirect support to the development of education actions, because young people are invited to think on what is important in their life and maybe some times they can be invited to think about the importance of education in order to prevent illnesses, to find a job, to choose the right way for the life.

Local authorities finance a bit the activities of youth organizations; in some cases they develop projects, with the help of organizations and NGOs, in order to spread the idea of the importance of education and in order to raise awareness in young people about the lack of education.

As said before local authorities charge some organizations, coops etc. in order to give help to children in need, while they attend schools, or even while at home doing homework. But this is not enough and there are some parts of the immigrated population, which is not able to get their primary education, not because they do not have access to it, but because they do not have personal resources enabling them to learn.

Romania

Local authorities and youth organisations are involved in improving education. However they implement only short-term programmes, so their efforts are not sufficient enough to influence the objective to achieve the Second Millennium Goal by 2012 at least in Romania. Due to lack of long-term involvement is not possible for them to assess the effectiveness of the strategy adopted.²⁶

²⁶Interview with the Mayor of Fetesti, Romania, 15 November 2009.

Slovenia

Youth organizations:

Some youth organization deal with global learning (education for development); however in most cases this is not the main orientation of their activities. Above all they include in global learning themes such as intercultural areas, participation, active citizenship, human rights and international youth work. That is to say, they devote to certain themes, which are defined as themes of global learning.

Youth organizations include themselves also in the programme of the Global Education Week, which is in Slovenia organized by SLOGA platform and the Office of Youth of the Municipality of Ljubljana. They also take part in certain campaigns, for example Council of Europe (All different, all equal), etc.

Local authorities:

Local authorities are not very active in the field of global learning. They mostly appear as financers of projects and programs (through calls for applications for proposals), which follow thematic, which are also connected to the area of global learning or education for development. On this spot we can mention for example the call for application for proposals by the Office of Youth, Municipality of Ljubljana.²⁷

Youth organizations and especially the local authorities could have a larger role in this field, as they can reach a large number of youngsters or citizens with their programs. However this is connected with the question of interest, capacities and knowledge, etc. Nongovernmental organizations would have to do their job first, as they are active in this field. Youth organizations as well as local authorities need good information and most of all stimulations to strengthen their interest for such activities.

4.2 Analysis of the development politics framework in partner countries, connected with education

Development assistance relates directly to the achievement of the Millennium Development Goals. Thus, it is essential that we look at the development politics framework in individual partner countries, to see how their framework operates and how it contributes to the achievement of the Second Millennium Development Goal.

The development politics framework in Austria is based on the law on development cooperation (EZA-Gesetz of 2002), as well as the 3 Year Program of the Austrian Development Cooperation (ADC) and below this thematically specific guidelines.

Institution wise, the Austrian Ministry for European and International Affairs (BmeiA), is responsible for the overall coordination of Austria's development cooperation, as well as for the further development of development policy. Since 2004 the Austrian Development Agency (ADA) exists and has taken over all operative activities from the ministry. ADA carries out the programs of the Austrian Development Cooperation, in coordination with the ministry and other relevant stakeholders (representatives of other relevant ministries), i.e. support of programs and projects in cooperation with international organizations, NGOs and businesses and budget support (general budget support, Sector Wide Approach Programs).

²⁷Interview with the Directress of the Pre-School and Education Section at the Municipality of Ljubljana, 07 January 2010.

Where international organizations, NGOs, businesses implement projects and programs with financial support of the ADC, these apply for projects and programs according to their topical and regional expertise.²⁸

In terms of support for education, this topic is one of 6 priority issues of the ADC. Education (in the broad sense) receives about 1/10 of ADC's budget. For MDG 2 /primary education out of this 1/10 is spent. The ADC, as a small donor, pursues a niche strategy in which the ADC rather tries to add value in topics that receive less attention and whereby comparatively smaller contributions reach good success.²⁹

The ADC has also joined the initiative Education for All (EFA) that is running since 1990, which covers also the Second and Third Millennium Goal.³⁰ Under EFA the expansion of school education, especially for girls and disadvantaged groups, analphabetism of adults, again especially of women, shall be reduced and the quality of education advanced. Governments (like Austria as a donor country), civil society groups and development agencies like UNESCO and the World Bank are participating in EFA. The Global Monitoring Report for Africa South of the Sahara states that progress has been reached in most of the areas of EFA, for example the enlisting of children in schools, but still there are discrepancies (based on income, gender or being part of a minority) within the countries.

Austria also participates in the Education Expert Team board, to coordinate all activities of the EU member states in the spectrum of education.

Furthermore, the ADC co-finances the association for the Development of Education in Africa (ADEA), which is carried out by UNESCO in Paris and a platform for dialogue about education between politics, science and development agencies as well as to facilitate the exchange of experiences between African education ministries and development agencies.

In sum, while ADC acknowledges the importance of primary education and gives some support to projects in this field, it focuses more strongly on professional and tertiary education, than on primary education. In some focus countries, as e.g. Burkina Faso, program support for the education ministry is in preparation, which means that under this, support will also go to primary education. In several countries (Guatemala, El Salvador, Burkina Faso) the primary education sector is supported, however with a strong focus on specialized topics such as bilingual education for broadly discriminated minority groups or very remote regions. In the field of primary education the ADC supports the programme "Female Education in Mathematics and Science in Africa" as an active member of the Association for the Development of Education in Africa (ADEA).³¹

On the level of provincial governments programs and budgets for development cooperation exist, although with varying detail. The City of Vienna has an explicit focus on the MDGs and Second Millennium Goal in particular.³² The provincial government of Tyrol supports projects that support education facilities among others.³³

²⁸Österreichische Entwicklungszusammenarbeit: Struktur der österreichischen EZA. Accessible on: http://www.eza.at/admin_content.php?menuid=1&submenuid=12 (18 December 2009).

²⁹Interview with the representative of ADA, Department of Development Education, in charge of ADA's programmes and projects on education, 10 December 2009.

³⁰Margarita Langthaler /ÖFSE Working Paper 8 (2005/12): »Die Internationale Bildungsinitiative Education For All im Rahmen der Bildungszusammenarbeit«. Accessible on: http://www.oefse.at/downloads/publikationen/Bildungsinitiative_Education_for_All_im_Rahmen_der_BZA.pdf (18 December 2009).

³¹Förg, Elisabeth (2007): The contribution of the austrian development cooperation to education for all. In: Education for all. Progress, Challenges and Strategies. Conference Documentation, February 6th, 2007. Vienna: Öfse. p. 85-88., as well as section »Bildung« at ADC's website. Accessible on: <http://www.entwicklung.at/themen/bildung.html> (05 January 2010).

³²Telephone interview with the representative of the Department International Relations at the City of Vienna, 05 December 2009.

³³Land Tirol Entwicklungszusammenarbeit. Accessible on: <http://www.tirol.gv.at/wirtschaft/tirol-und-europa/entwicklungszusammenarbeit/> (19 December 2009).

For evaluating and monitoring the efforts from ADC, there is an annual evaluation of Austria's 3-Year-Program. The evaluation should show progress in efforts and shortages in the policy.³⁴ This is, however a general evaluation that does not specifically measure the progress in achievement of the MDGs.

According to the representative of the Ministry for European and International Affairs (BmeiA) there is no MDG-specific evaluation of the ADC.³⁵

We received no data about the development politics framework in **Bulgaria**, so we cannot provide any information about the framework at this point.

In Bulgaria there are different reports, which provide a picture about how the country is doing, concerning the achievement of Second Millennium Development Goal and MDGs in general.

*The Millennium Development Goals Report for Bulgaria 2008*³⁶ provides a picture about the quality of education in Bulgaria. Equal access to educational grades is not provided, as it fails to provide education of good quality and chances for professional fulfilment. Bulgaria modified the global millennium goal in education from »Achieving primary education for all«, to »Improving primary and secondary education«, because the real issue for the country is not simply access to education, but access to qualitative education.

The above mentioned report presents Bulgaria's achievements against the indicators for Goal 2: "Improving primary and secondary education". The data indicate that enrolment rates are still comparatively high, especially at the two initial stages forming primary education in Bulgaria (97.8% for elementary school and 83.7% for junior high school). The proportion of elementary school graduates is also quite high and is close to the desired goal by 2015 at 94.7 %. The challenge comes with the higher educational grades, particularly for students failing to complete compulsory educational level. Junior high schools report the greatest number of dropouts of all school stages. Having in mind that dropped-out children are mostly from the Roma minority, efforts should concentrate on ensuring better adaptation of Roma children to the school environment. That will require dedicating greater attention and resources to preschool education.

Bulgaria still has very good elementary education, but the quality of junior high education is deteriorating compared to 10 years ago. Bulgaria's eight Millennium Development Goals are largely intertwined with one another. In the strongly competitive environment of the European Union, high incomes are unthinkable without competitive, good qualitative education. Although the indicators under the educational targets are comparable to the EU levels, the report notes that the quality of education is declining and urgent reforms are needed to support the adjustment of the educational system in an economy that must be innovative and competitive within the EU single market.

*Evaluation report of progress towards education of children with disabilities in Bulgaria*³⁷, seeks to evaluate the Bulgarian government's progress in ensuring inclusive education in follow up to the European Commit-

³⁴ Austrian research funds for international development. Accessible on: <http://www.eza.at/index1.php?menuid=1&submenuid=12> (07 December 2009).

³⁵ Telephone interview with Anton Mair, Ministry for European and International Affairs, 25 November 2009 and cf. Österreichische Entwicklungszusammenarbeit: Struktur der österreichischen EZA. Accessible on: http://www.eza.at/admin_content.php?menuid=1&submenuid=12 (27 November 2009).

³⁶ *The Millennium Development Goals Report for Bulgaria 2008 (2008)*. United Nations Development Programme Bulgaria. Accessible on: <http://www.undp.bg/> (17 December 2009).

³⁷ Bulgarian Helsinki Committee. Accessible on: <http://www.bghelsinki.org/index.php?lg=en> (17. December 2009).

tee of Social Rights decision MDAC v. Bulgaria, no 41/2007. In its decision, the Committee found Bulgaria in violation of the Revised European Social Charter for denying institutionalised children with disabilities of their right to education and for exercising disability-based discrimination in this respect.

Another report, called the *Report of The Economic and Social Council of Republic of Bulgaria from 2009, "Bulgarian Educational System – Problems and Necessary Reforms"* looks at the problems related to improving the quality and efficiency of education in Bulgaria, restructuring and modernizing the educational system in such a way as to meet the European standards and criteria.

Hungary is a new actor in development cooperation. Its capacities should be concentrated on regions, where it can provide considerable added value - knowledge transfer in good governance, institution building, education, agriculture and rural development. Hungary intends to focus on aid effectiveness and knowledge transfer with the aim of further strengthening the integration of new donor member states into the community's international development cooperation and humanitarian aid mechanisms. It works hard to fulfil the expectations and is looking forward to the important task of coordinating and leading the EU 27 in this domain.

Hungary's External Relations Strategy, approved by the Government in Spring 2008, determines the principles, the goals and the means of our international activity. For the first time, the document identifies international development cooperation as an area representing the basic values of Hungarian foreign policy. Hungary takes efforts in its bilateral and multilateral relations in order to play an active role in international institutions dealing with global problems, support democratic governance, reduce poverty, contribute to the efforts of the international community to slow down the deterioration of the environment and climate change, and to fight against risks (e.g. mass migration, organised crime, terrorism) threatening the security of the Euro-Atlantic region.

Obviously, Hungary concentrates its development assistance activities primarily on those sectors and areas, where it has comparative advantages. Without observing an order of importance, the following fields of activities are given greater emphasis:

- Sharing Hungarian experiences associated with the political-economic transition (establishment and operation of democratic structures, creating conditions for the transition to a free-market economy, privatisation, providing assistance to small- and medium-sized enterprises, the application of the criteria of good governance).
- Knowledge transfer, knowledge-based assistance (methodological procedures, know-how, software, transfer of organizational and planning methods, etc.).
- Promoting education (university and postgraduate), training of experts and technicians, developing curriculum, organizing distance learning.
- Developing health services (planning, equipping, and running of hospitals and polyclinics, birth control, combating epidemics, etc.).
- Agriculture (dissemination of state-of-the-art plant and animal breeding methods, seed improvement, plant hygiene - plant protection, freshwater fish breeding, forestation programmes, farm development plans, biotechnology, agro-meteorology, training of specialists and engineers in farming-related areas), food industry (planning of slaughterhouses).
- Contributing to water management and water resources development, planning and providing technical advice (reservoirs and barrages, water purification plants, planning of dikes, inland drainage, exploration and assessment of water stocks, etc.)
- Developing general infrastructure.

- Helping general and transport engineering activity, cartography.
- Providing technical advice on environmental protection.

In terms of evaluation, there is a report, published on a yearly basis by the Ministry of Foreign Affairs covering international development in general; however it never refers to the Second Millennium Goal in particular so there is no specific data concerning this topic.

In **Italy** the Ministry of Foreign Affairs directs the development politics at a national level. Within it there is a special Direction called DG Development Cooperation and it sustains many projects all around the world about issue connected with education.

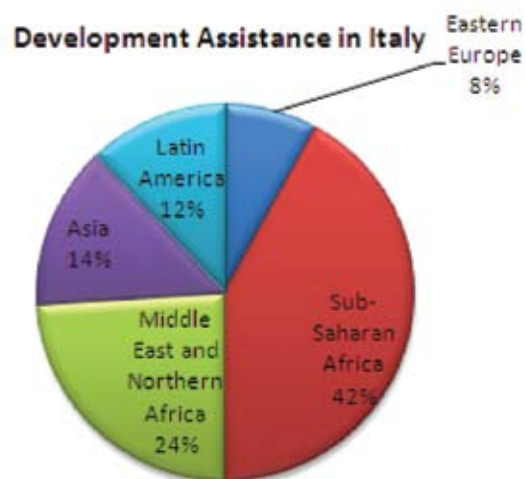
Projects are currently in progress in Argentina, Brazil, Burundi, Chile, El Salvador, Ethiopia, Ghana, Jordan, Guatemala, Iran, Kenya, Lebanon, Macedonia, Madagascar, Nicaragua, Paraguay, Serbia, Palestine, Uganda and Uruguay. Different projects are implemented also in Italy.

The amount of money in 2005 has been distributed among different countries giving a special priority to Sub-Saharan African countries.

The national law is Law n° 49\1987 and it regulates all the flow of money the Ministry grants every year for co-operation projects. The law regulates contracts for development cooperation workers and it is the referring framework for any activity. A recent document explains the guidelines for years 2009-2011. Education is considered as a proprietary sector of actions (4th of 6 chosen by the Ministry).³⁸

At a regional level, Veneto is one of the most active regions in Italy, concerning Development Cooperation (law n° 55/1999). As a public body, Veneto region grants funds to associations, organizations, foundations that aim to promote development in developing countries. It is also a leading partner in many national emergency projects, co-operating with the national body of Civil Protection. In almost every project, which is financed by the Region, there is a special attention to the right to education (from building schools, to offering awareness activities) in many developing countries.³⁹

The Municipality of Padua has its own Development Co-operation department since it was established in the year 2005. The most important activities of the Department are addressed to Padua citizenship and put in place in order to raise awareness about development issues. Many important projects take place in schools, through which young people start to realize what world development problems are and try to work on them.



³⁸ Italian Ministry for Foreign Affairs. Accessible on: <http://www.cooperazioneallosviluppo.esteri.it/pdgcs/> (5 February 2010).

³⁹ Interview with Miss Veronica Biasio – head of office Human Rights – Veneto Region, 8 January 2010.

The Municipality also established relationships with Balkan, Latin American, African and Middle East countries. It is part of a national net of municipalities that work on »peace and human rights« and of a European net focused on peace in the Middle East. The Municipality co-operates with the Ministry for Foreign Affairs, the Veneto Region and the UNDP Program.⁴⁰

Concerning the monitoring and the evaluation of projects, the evaluations are not spread, so there is no knowledge about them, even if they exist. However, on the basis of given information, we can assume that there are no national reports on the Second Millennium Development Goal.

In **Romania** the Ministry of Foreign Affairs is responsible for the development politics framework. The Ministry decided to allocate 2.350.000 Euros to develop programmes in Moldova, Serbia and Georgia, concerning education. The biggest number of beneficiaries goes to countries, where the Romanian minorities live.⁴¹

The last official report issued by the Romanian Government on the objectives of the MDGs dates from 2003.⁴² The Second Millennium Goal for Romania was: "Ensure that by 2012, children from rural areas complete the full cycle of primary and secondary education in at least 95 %. The reports finds out that there is no discrimination on the basis of gender present, given that the trend of growth rate of coverage in secondary education in rural areas from 78.4% to about 88 % and as a result of measures which have been taken and is expected to be taken to further increase this rate, the achieve target is possible for the expected time horizon, ending in 2012. Reduction of drop-out school rates in rural areas, from 2.5 % to 0.6 %, will allow the achievement of the target in the year 2012 at the latest.

In **Slovenia** development cooperation is systematically present only in recent years, as Slovenia is as a new EU member state obliged to execute official development aid according with the international standards, which were formed within the framework of OECD-DAC. Simultaneously with the level of official development aid Slovenia obliged also to care that this help will be efficient and directed towards solving the most burning issues of the developing countries – mostly and firstly decreasing poverty.⁴³

The official institution for monitoring and executing DAC in the Republic of Slovenia is the Ministry of Foreign Affairs and within it the Department for International Development Cooperation and Humanitarian Assistance, which operates within the Directorate for Economic Diplomacy and Development Cooperation. The above mentioned sector furthermore divides into:

- International Development Cooperation Section;
- Humanitarian Assistance Section;
- Section for the Implementation of International Development and Humanitarian Assistance.

⁴⁰ Municipality of Padua Web-Site. Accessible on: <http://www.padovanet.it/dettaglio.jsp?tasstipo=C&tassid=1455&id=6361> (5 February 2010).

⁴¹ Romani Ministrul Afacerilor Externe (2009). Accessible on: <http://www.mae.ro> (5 February 2010) and Education Ministerial Order no. 3510/2000 (2000). Accessible on: <http://www.onuinfo.ro> (5 February 2010).

⁴² Raport asupra Obiectivelor de Dezvoltare ale Mileniului (2003). Accessible on: http://www.onuinfo.ro/download/mdg_ro.pdf (5 February 2010).

⁴³ Kranjc, Aleš Kušlan in Robin Dewa (2008): Uradna razvojna pomoč Republike Slovenije: Pregled spremljanja uradne razvojne pomoči in poročil v obdobju 2002-2007. Ljubljana: SLOGA.

*The International Development Cooperation Law*⁴⁴ of 2006 represents the legal framework for execution of development cooperation and it defines the aims, such as the attainment of the Millennium Development Goals, the assurance of peace and security and invigoration of cooperation with preferential states. *The Resolution of international development cooperation of the Republic of Slovenia for a period until the year 2015*⁴⁵ (which is based on the *Strategy for international development cooperation of the Republic of Slovenia*) and short and long-term strategies of development cooperation represent the operative documents. The preferential states on West Balkans are Albania, Bosnia and Herzegovina, Montenegro, Macedonia and Serbia, and in Eastern Europe Moldavia and Ukraine. The Resolution determines multilateral aid for short-term projects in Africa and bilateral DAC for medium-term projects, aimed at two African countries at the most. These documents represent a minimal systematic frame for the execution of DAC in terms of its quantity and quality.

The official development aid is carried out across 13 governmental subjects:

- Ministry of Finance
- Ministry of the Economy
- Ministry of the Interior
- Ministry of Foreign Affairs
- General Police Directorate
- Ministry of the Environment and Spatial Planning
- Ministry of Education and Sport
- Ministry of Higher Education, Science and Technology
- Ministry of Labour, Family and Social Affairs
- Ministry of Health
- Ministry of Defence
- Ministry of Agriculture, Forestry and Food
- Office of the Government of the Republic of Slovenia for Slovenes Abroad.

Every subject has its own financial item in the national budget and is responsible for the execution and reporting. The coordinator and the official reporter on the state level is the Ministry of Foreign Affairs. Due to such crumbling the quality of the data is questionable and also the verification of the data is sometimes impossible.

Besides the above mentioned resolution the positive side of the Slovenian government is also the call for applications for proposals for Slovenian NGOs on the area of international development cooperation. Such call was made for the first time in 2008. This year's means of the Republic of Slovenia are divided into certain areas and priority regions. The following areas are included: technical assistance and economy inclusion, strengthening good governance on state level, humanitarian assistance, environment problematic and water management. Outside these areas there is no other means to distribute. In February 2010 a first call for applications for proposals to finance larger international projects was made (so called matching funds). A smaller amount of means (100.000 €) were given, however as the platform SLOGA judges a step in the right direction was made.⁴⁶

⁴⁴ *Zakon o mednarodnem razvojnem sodelovanju Republike Slovenije (ZMRS)*. Ur. L. RS, št. 70/2006. Accessible on: <http://www.uradni-list.si/1/objava.jsp?urlid=200670&stevilka=2999> (14 December 2009).

⁴⁵ *Resolucija o mednarodnem razvojnem sodelovanju Republike Slovenije za obdobje do leta 2015 (ReMRS15)*. Ur. l. RS 73/2008. Accessible on: http://zakonodaja.gov.si/rpsilr08/predpis_RESO58.html (12 December 2009).

⁴⁶ *Sloga (2010): Ali smo na pravi poti? Doseganje Milenijskih razvojnih ciljev*. Round Table 07.01.2010, Ljubljana.

On the local level the evaluations and reports of the realization of the Second Millennium Development Goal are being directly performed by schools, which send their evaluation to the Municipality of Ljubljana. If children with special needs are included, such reports are demanded already by the responsible commissions or responsible ministries. On the local level there is no internal evaluations, only counts of inclusion into certain programmes (in the sense of extent) and financial reports, in cases there the Municipality of Ljubljana is a co-financer, are being performed. Despite this the Municipality of Ljubljana demands yearly reports from schools in Ljubljana, as it wishes to have a summary over all the activities, which are being performed.⁴⁷

On the national level we can point out two ministries, which deal with such evaluation: Ministry of Foreign Affairs and Ministry of Education. When it comes to reporting about DAC, Slovenia is only at the beginning of a quality and harmonized reporting according to the international standards (first official report was issued in 2005). On one side this is understandable, as Slovenia became a donor state only in 2004, on the other side however a lot of valuable time is being lost at quality and optimal planning of the DAC. According to the obligations on increasing DAC, the financial item will in the forthcoming years exceed 100 million EUR. This is the sum that demands a truly professional, quality and planned execution, monitoring and evaluation. The Resolution of International Cooperation adopted in July 2008 intends to solve the issue on quality monitoring and evaluation of the Slovenian DAC, so some steps have already been made in the right direction. This is supposed to be the basis for an effective operation of official institutions in terms of reporting about DAC, simultaneously however it is also an obligation of the Republic of Slovenia to respect international standards, given within OECD. The cooperation between the financial part and the qualified experts is crucial. Before the Department of the Ministry of Foreign Affairs will be able to assign means for evaluation as well, we will continue to wander, as currently evaluations are financial and not also contents oriented. A step forward in the role of Slovenia in realization of the Millennium Development Goals and the effects of the Slovene ODA is organizing in the direction of larger expert help; consecutive step is the evaluation of reports. A huge problem is the lack of development experts, who would perform this work; however an important element remains the coordination of donors and work division.

The Ministry of Education and Sports evaluates the education system in two ways, firstly with national and secondly with international evaluations. The national evaluations are determined on a yearly basis, depending on a given problem. This year the Ministry is involved in evaluating the education of the Roma community and the state of bilingual education. On the national level the evaluation of educational programmes is being performed with evaluation studies – as a rule two-year researches – as defined in the Points for Evaluation of the Modernization of the School Curriculum in the Republic of Slovenia. The Council for the Evaluation controls the evaluation of the educational programmes and also coordinates the monitoring of the implementation of new publicly valid programmes, programme elements and novelties. Three public institutions are responsible for the implementation and monitoring: Institution of the Republic of Slovenia for Education (programmes of universal education), Centre of the Republic of Slovenia for Professional Education (programmes of professional education) and Slovenian Institute for Adult Education (programmes for adult education). If the implementation of the new programmes or new programme elements is not verified with experiments, the public institutions are responsible also for their evaluations.

On the international level the evaluation of the educational programmes is being performed by including into the following international investigations:

- International Researches of Trends in the Knowledge of Mathematics and Science TIMSS 1995, TIMSS 1999, TIMSS 2003 2007 in advanced 2008;
- International Research of Literacy PIRLS 2001 and 2006;
- Project OECD PISA 2006.

The main conclusion of international investigations is that the success of the scholars in primary and secondary school on certain areas surpasses the European average. In the field of Mathematics and Physics in grammar schools they are even way above average. On the other side Project PISA concluded, that the results of literacy were also improved in past years.⁴⁸

⁴⁷Interview with the Directress of the Pre-School and Education Section at the Municipality of Ljubljana, 07 January 2010.

⁴⁸Interview with the Directress of the Office for the Development of Education on the Ministry of Education and Sport, 30 December 2009.

The following table provides a summary of the situation concerning the development politics framework in individual partner countries.

Table 4: Development politics framework in partner countries.						
Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>Institution responsible for the development politics framework</i>	<ul style="list-style-type: none"> Austrian Ministry for European and International Affairs Austrian Development Agency 	No data.	Ministry of Foreign Affairs	<ul style="list-style-type: none"> Ministry of Foreign Affairs directs (DG Development Cooperation) Municipality of Padua (Development Cooperation Department) 	Ministry of Foreign Affairs	<ul style="list-style-type: none"> Ministry of Foreign Affairs (Department for International Development Cooperation and Humanitarian Assistance); ODA carried out across 13 governmental subjects.
<i>Activities concerning the Second Millennium Goal</i>	<ul style="list-style-type: none"> Joined the initiative Education for All; Financial support to NGOs' projects; Participation in Education Expert Team board; Co-financing the association for the Development of Education in Africa; City of Vienna has an explicit focus on the MDGs and Second Millennium Goal in particular. 	No data.	<ul style="list-style-type: none"> Sharing Hungarian experiences associated with the political-economic transition; Knowledge transfer, knowledge-based assistance; Promoting education, training of experts and technicians, developing curriculum, organizing distance learning; Developing health services; Agriculture; water management and water resources development, planning and providing technical advice; Developing general infrastructure; Helping general and transport engineering activity, cartography; Providing technical advice on environmental protection. 	<ul style="list-style-type: none"> Currently projects in Argentina, Brazil, Burundi, Chile, El Salvador, Ethiopia, Ghana, Jordan, Guatemala, Iran, Kenya, Lebanon, Macedonia, Madagascar, Nicaragua, Paraguay, Serbia, Palestine, Uganda and Uruguay; Education a proprietary sector of actions; Regional level: Veneto – granting funds to associations; 	<ul style="list-style-type: none"> Programmes is Moldova, Serbia and Georgia, concerning education; Biggest number of beneficiaries goes to countries, where the Romanian minorities live; Priority partner states: Moldova, Georgia and Serbia. 	<ul style="list-style-type: none"> Preferential states on West Balkans are Albania, Bosnia and Herzegovina, Montenegro, Macedonia and Serbia, and in Eastern Europe Moldavia and Ukraine; Areas of activity: technical assistance and economy inclusion, strengthening good governance on state level, humanitarian assistance, environment problematic and water management; (Co-)financing of NGOs developmental projects; Currently more support for projects concerning MDGs.

Table 4: Development politics framework in partner countries.

Country	Austria	Bulgaria	Hungary	Italy	Romania	Slovenia
<i>Evaluations and monitoring of activities</i>	<ul style="list-style-type: none"> • Annual evaluation of Austria's 3-Year-Program; • No MDG-specific evaluation of the ADC. 	<ul style="list-style-type: none"> • Evaluation report of progress towards education of children with disabilities in Bulgaria; • The Millennium Development Goals Report for Bulgaria 2008; • Report "Bulgarian Educational System – Problems and Necessary Reforms". 	<ul style="list-style-type: none"> • An annual report by the Ministry of Foreign Affairs covering international development in general; • No specific evaluation of MDGs. 	<ul style="list-style-type: none"> • Evaluations not spread so there is no data available. 	<ul style="list-style-type: none"> • Report on the objectives of the MDGs from 2003. 	<ul style="list-style-type: none"> • Local level: in schools – reported to municipalities; • National level: <ul style="list-style-type: none"> • Ministry of Foreign Affairs (evaluation of Slovenian ODA); • Ministry of Education and Sports (national and international evaluations).

4.2.1 New EU member states: development assistance goal

Since 1 May 2005, there have been 12 new members to the European Union, who were formerly net recipients of external assistance. They have agreed firm commitments to increase their external aid substantially in the coming years to achieve 0.10-0.17 % ODA/GNI by 2010. However, due to a number of very specific reasons, there are low levels of current public support for development cooperation. In this subchapter we will look at the trend of the 4 new member states toward the achievement of this goal.

As a new member state, **Bulgaria** strives to reach its firm commitment concerning its external aid. However the interviewed local authorities did not give any information about how this is going to be achieved or if there are any problems in doing it.

In **Hungary**, the government supports the efforts of the international donor community in order to achieve the UN Millennium Development Goals, aimed at responding to global challenges, first and foremost to alleviate poverty, to support backward regions, to reduce hunger, epidemics and infectious diseases, to secure schooling, gender equality and sustainable development. Through reducing differences in the level of development the government also takes part in reinforcing security as well as economic ties. Hungary agrees that the most urgent task is to reduce poverty in Africa and ease deprivation.

At the same time, Hungary urges the international donor community to shape a geographically balanced development policy. In order to reach these goals, Hungary makes efforts to spend an appropriate share of its national income on development cooperation. The Hungarian international development cooperation activities under the auspices of the OECD are based on Hungary's observer status in the Development Assistance Committee (DAC). Although in order to enhance aid effectiveness, Hungary endorsed the Paris Declaration on Aid Effectiveness in 2007, the Hungarian government will not be able to reach its commitment in the coming year.

Below there are some statistical data about the level of the Hungarian ODA in 2008 which reached 0.075% of the GNI.⁴⁹

⁴⁹Hungarian Development Cooperation. Accessible on: <http://www.mfa.gov.hu/NR/rdonlyres/09524B2E-76D7-4DCC-ADF6-67D3E1A14FA7/0/InspiredByExperience.pdf> (5 February 2010).

Hungarian official development assistance in 2008 was 18,452,451,166 HUF out of which bilateral official development assistance was 2,240,272,913 HUF, whereas multilateral payments were 16,212,178,253 HUF.

Bilateral projects are implemented in the following partner countries:

- partner countries based on medium-term Country Strategy Papers (CSPs): Bosnia and Herzegovina, Republic of Moldova, Palestinian Authority, Serbia, Vietnam;
- project-based partner countries: Africa (Sub-Saharan), Cambodia, Kosovo, Kyrgyzstan, Laos, FYROM, Mongolia, Montenegro, Ukraine, Yemen;
- partner countries based on international commitments: Afghanistan, Iraq.

Through scholarship programmes a great part of Hungarian assistance contributes to a higher education of young professionals in Hungarian universities. Besides, with the cooperation of two Hungarian embassies, accredited to African countries, Hungary's assistance focuses on the local needs of population by contributing to local NGOs' projects. Sectoral distribution of Hungarian ODA to Africa in 2008 concerning education was 51%.

With EU accession and entry, **Romania** as well as the other new Member States, arrived in a position to contribute to the achievement of the Millennium Development Goals not only by its own policy, but also by associating to the policy and the community approaches in the field. With the budget adjustment in the month of September 2007, the amount of 5 million Euros has been approved for the project funding and the operationalization of national policy of international cooperation for development. During September to October 2007⁵⁰, there were consultations between the Ministry of Foreign Affairs and different international organizations to identify those contributions of multilateral assistance that meet the OECD criteria of granting official assistance for development and the specific interests of Romania's foreign policy. In parallel, there were consultations with Romania's embassies in countries designated as priority countries – Moldova, Georgia, and Serbia – and highlight countries – Iraq and Afghanistan – with regards to the national policy of assistance for development in order to identify the bilateral assistance projects of development specific to these countries.

As a result of this process, in the fiscal year 2007, a number of multilateral financial contributions totalling 4,675,000 Euros were identified, of which 2,350,000 Euros for various international organizations and structures, and a financial contribution PNUD Romania, totalling 2,325,000 Euros for running the development assistance programs in the priority partner states: Moldova, Georgia and Serbia (including increased institutional capacity and operation in Romania of an education program and information in development area).

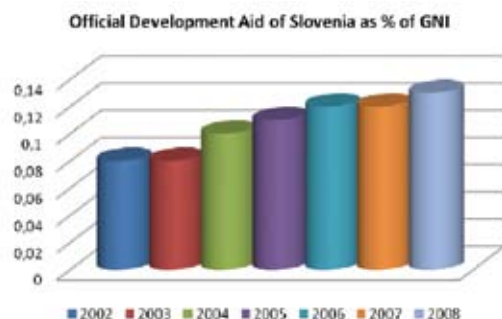
These contributions and projects of multilateral and bilateral development assistance have been approved by the Ministry of Foreign Affairs in October 30, 2007 by Internal Memorandum Nr. B1-3/4946.

By entering the European Union **Slovenia** obliged to execute official development aid. As all new member states, Slovenia is obliged to a progressive growth of DAC to 0, 17 % GNI by 2010 and to 0, 33 % GNI by 2015.

According to the data from the Ministry of Foreign Affairs in the year 2004 25, 2 million EUR were given for DAC (nearly 0, 10 % of GNI), in 2005 28 million EUR (0, 11 %), in 2006 35 million EUR (0, 12 %) and in 2007 about 40 million EUR (0, 12 % of GNI). In 2008 the means of development aid added up to 46.871.239, 56 EUR, which represent 0, 13 % of GNI.⁵¹ The aid is divided into three areas, bilateral aid (36 %), multilateral aid (57 % of all the resources), from which 83 % were devoted to the contributions into the EU budget, which is intended for development aid.

⁵⁰Romania *Ministrul Afacerilor Externe* (2009). Accessible on: <http://www.mae.ro> (5 February 2010), and *Education Ministerial Order no. 3510/2000* (2000). Accessible on: <http://www.onuinfo.ro> (5 February 2010).

⁵¹*Poročilo o mednarodnem razvojnem sodelovanju in humanitarni pomoči Republike Slovenije za leto 2008*. Accessible on: http://www.mzz.gov.si/fileadmin/pageuploads/foto/0910/Porocilo_o_MRS_2008.pdf (16 December 2009).



4.455.585, 50 EUR out of multilateral aid were spent as contributions to other international organizations and institutions. 8 % of all the means were spent as administration costs.

The graph shows that following the current trend of growth Slovenia will hardly fulfil the given obligation. It is time to tackle this issue seriously and with a clear obligation in accordance with the principles of global solidarity.

The trend of growth in the means of the bilateral aid continued in 2008, as this part of aid was enlarged in comparison with the previous year by 16, 5 %. The entire ODA was enlarged by 18, 6 %. Multilateral aid was increased by 19, 9 %. Only 3 % of the entire bilateral aid was given to countries in Sub-Saharan Africa, since 70 % of the aid was given to countries in the West Balkans.

Within the ODA framework Slovenia executes different projects. Within Regional Partnership Programme (RPP) in the years 2006 until 2008 100.000 EUR were given. From 2005 a project of rehabilitating children in Chernobyl (Ukraine) is performed, from 2006 on the children in Bosnia and Herzegovina are also included. The humanitarian aid increased in 2007 (347.758 EUR) and 2008 (705.000 EUR).⁵²

Problems that appear with Slovenian DAC are connected with a high percentage of the so called inflated aid, where refugee costs, tuitions for foreign students and administration costs are included. Some items are also portrayed as DAC, which according to the rules of OECD-DAC do not belong to DAC. It is necessary to settle these matters according to the OECD-DAC criteria in subsequent reports.

4.3 Projects put in place for the achievement of the Second Millennium Development Goal

The analysis of projects put in place by the legislation sector shows, that there are several efforts on the national, regional or local level in all partner countries, which promote or enable the achievement of the Second Millennium Development Goal.

In **Austria** a number of projects deal with the Second Millennium Goal and many more deal with topics that are relevant to it and hence at least indirectly benefitting the realization of the Second Goal.

Even though education is one of ADC's focus topics, achieving primary education is no specific target. 10 % of Austria's ODA were used for education development, 10 % out of this 15 % (i.e. 1%) were spent on primary education. The spending priority is given to tertiary education; the leftovers are spent on secondary education.⁵³

Projects on the regional level are unwound after the principles partnership, lastingness and help to the self-help. The choice of the projects occurs on recommendation of the advisory board for development cooperation.⁵⁴

⁵²Dewa, Robin (2009): *Priročnik o uradni razvojni pomoči*. Ljubljana: SLOGA.

⁵³Interview with an representative in charge of ADA's programmes and projects on education, (10 December 2009).

⁵⁴City of Vienna. Accessible on: <http://www.wien.gv.at/> (17 December 2009).

Common projects which deal with the second goal are mostly organized by NGOs. Examples of good practices include projects supporting bilingual primary education in countries, where minorities, discriminated groups or people in very remote regions otherwise would be strongly disadvantaged in the education systems. Such projects are implemented by e.g. GEZA, BPI Moedling⁵⁵ and Jugend eine Welt.⁵⁶ The latter supports the training of teachers and the integration of street children into the formal school system.

Less common but all the same such projects are also widely spread as school twinnings. The grammar school in Tamsweg (Salzburg) is linked with a local school in Burkina Faso. School fees for kids in this primary school are financed by the Austrian school.⁵⁷ The Südwind Agentur, which is an organization specialized in development education, also does information campaigns about the MDGs. Austrian Development Agency offers certain percentages of co-financing under their program 'economic cooperation', so that these projects can occur.

In **Bulgaria** different kinds of intervention influence the achievement of the Second Millennium Goal. Non-governmental organizations play an important role for The Second Millennium Goal to be accomplished. There are public-private partnerships at national level concerning the education, but they are not efficient enough. In the separate regions, there are different projects dealing with the problems of education according to the specific needs of the local communities. Examples of good practices are shown in the table 5.

As **Hungary** is still struggling with the financial crisis, it is mainly the European Commission, which supports projects concerning MDGs, e.g. the Europe Aid projects are the most well-known. HUNIDA (the implementing agency of the Ministry of Foreign Affairs) is the only governmental organization, which helps private organizations to contribute to the achievement of the Second Millennium Development Goal. Other projects are mainly the work of non-governmental organisations, such as the Hungarian Interchurch Aid, which is building schools in Afghanistan and also helps the schooling of children and BOCS Foundation, which has been supporting the schooling of poor Indian girls since 1977. However, due to the financial crisis, it is more and more difficult to collect donations from the general public. If people donate money, they give it primarily to people suffering from hunger or illnesses.

In **Italy** there are some interventions, all carried on by NGOs or private bodies (UNICEF, Disabled people associations, Save the children, etc). Maybe they are not specifically focused on the Second Millennium Goal, but their action is about primary education. However no projects are carried on by governmental agencies.

There is some connection between the governmental agencies and the private sector, which is directly involved in education. Private organisations play their role by administrating and offering a school system which is, at least in theory, accessible to everybody. Foreign children are considered, who are obliged to go to school are considered like the Italian ones. Some help, if needed, is granted to disabled children. Beside the Italian school system organization, there isn't any other governmental organization working in the field of the primary education.

In **Romania** several programmes have been put in place for the achievement of the Second Millennium Goal (see table 5). For the moment there are no governmental organizations, which would act specifically to meet the objective of fulfilling the Second Millennium goal. All actions necessary to achieve the objective are divided between various ministries and national agencies (Ministry of Education, Ministry of Labour, Ministry of Social Solidarity and Family, National Agency for Protection of Child Rights). At the national level there are no private organizations that contribute to achievement of the Second Millennium Goal.

⁵⁵Berufspädagogisches Institut Mödling. Accessible on: <http://www.bpi.ac.at/joomla-asn/index.php> (10 December 2009).

⁵⁶Jugend eine Welt: projects. Accessible on: <http://www.jugendeinewelt.at/projekte.0.html> (10 December 2009).

⁵⁷Conversation with Director BG Tamsweg, 07 October 2009.

In **Slovenia** there are different projects put in place at several ministries, which deal directly or indirectly with the issue of universal education for all. Examples of good practices are shown in table 5. With regard to developing countries the Ministry of Education has close contacts only with countries from the Western Balkan region. With these countries the Ministry has regular contacts; likewise it also assigns a large portion of assistance to them, especially in the form of know-how – materials, textbooks. As far as other continents are concerned, only projects that deal with areas outside Slovenia, where Slovenians live, are considered.

Schools, looking broadly, outside the European frame, include themselves mostly in ASPnet – UNESCO's net of schools, in which about seven thousand nine hundred schools from 176 countries are incorporated.⁵⁸

Most governmental organizations cooperate with the non-governmental sector through calls for applications for proposals to finance non-governmental and supra-governmental projects. The most common governmental subjects in this area are the Ministry of Education and Sports, the Ministry of Foreign Affairs, the Ministry of Work, Family and Social Affairs and on the local level municipalities.

The Ministry of Education and Sports involves the non-governmental sector in the school system through the condition that schools, which decide to engage in a project, oblige to include a certain non-governmental organization in projects' execution. The Ministry is currently planning a project, financed with European Funds, under which NGOs will be project holders and where schools will be able to freely join in.

The Ministry of Education and Sports cooperates mainly with larger intergovernmental organizations, which in Slovenia have the status of non-governmental organizations – for example UNICEF and UNESCO. Cooperation with others, smaller NGOs depends on the area of operation – for example there is a good cooperation between the government and NGOs, which deal with Roma problematic. As we were told by the Slovenian Ministry of Education and Sports the problem with the cooperation with the non-governmental sector lies primarily in the representation of the NGOs. Governmental officials see a larger security in the cooperation with the non-governmental sector in the formation of certain platforms. As an example of a good practice (and poor cooperation – point given from SLOGA) the platform of non-governmental organizations SLOGA is frequently exposed.

The Ministry of Education and Sports sees the opportunity for a successful cooperation with the non-governmental sector mostly through didactical materials and special didactical methods, as NGOs can be in certain topics more individually centred and thus more efficient. Alongside this there is a limited volume of school subjects, where an opportunity to cooperate with NGOs is possible. These are mainly subjects or topics, which deal with the individual's value apparatus, such as sex, friendship, civil and identity thematic. On the other side there is, as the Ministry of Education states, no need to include additional "global thematic" or to expand the school curriculums with the global components. In this context it is only necessary to efficiently educate teachers to be aware of the global component and to continuously evaluate the content of textbooks used in the course of education.⁵⁹

⁵⁸Interview with the Directress of the Office for the Development of Education on the Ministry of Education and Sport, 30 December 2009.

⁵⁹Interview with the Directress of the Office for the Development of Education on the Ministry of Education and Sport, 30 December 2009

The table below shows some examples of good practices in individual partner countries.

Table 5: Good practices in individual partner countries.		
Country	Political Body	Good practices
Austria	<i>Vienna – regional level</i>	<ul style="list-style-type: none"> • Support for NGOs in implementing development projects in Africa, Asia and above all in Eastern Europe (contents of projects geared to the UN MDGs, but not especially MDG2)⁶⁰
	<i>Federal State of Lower Austria – geared to MDGs and the objectives of</i>	<ul style="list-style-type: none"> • Focus on advancing South-North partnerships with the emphasis on Africa; • Cooperation with Eastern Europe in line with the EU development programmes; • Development education and public relations; • The promotion of fair trade; • Implementation of gender mainstreaming as a cross-sectional task of ADC.
	<i>Salzburg Regional Assembly ADC</i>	<ul style="list-style-type: none"> • Support for Climate Alliance, the Global Marshall Plan Initiative, MDGs and Fair Trade⁶¹
	<i>Vorarlberg province</i>	<ul style="list-style-type: none"> • Communicating principles of the Global Marshall Plan to a broad Public; • Promoted projects generally intended to meet basic human needs.⁶²
	<i>Tyrol province</i>	<ul style="list-style-type: none"> • Support and promotion of projects which contribute to the improvement of the economic, social and cultural situation particularly of under-privileged people in developing countries; • Aims: fight against poverty, the protection of peace, the protection of the environment, the support of a lasting economic development and the help to the self-help; • Projects and measures, which invest in educational, health and communal facilities.⁶³
	<i>Carinthia province</i>	<ul style="list-style-type: none"> • Consultation on projects for the support of the developing cooperation (twice a year);⁶⁴ • Main focus: raising awareness; satisfaction of basic needs; support for special situation of women and youngsters.
	<i>Styrian development cooperation</i>	<ul style="list-style-type: none"> • Support for Styrian groups and engaged private individuals.⁶⁵
	<i>Austrian Municipalities</i>	<ul style="list-style-type: none"> • Maintain cross-border partnerships; • Municipal and town twinning arrangements; • Currently several hundred municipalities maintain a partnership with counterparts in other countries.⁶⁶

⁶⁰Telephone interview with the representative of the Department International Relations at the City of Vienna, 05 December 2009.

⁶¹Land Salzburg Entwicklungszusammenarbeit. Accessible on: <http://www.salzburg.gv.at> (19 December 2009).

⁶²Das Land Vorarlberg. Accessible on: http://www.vorarlberg.at/vorarlberg/umwelt_zukunft/zukunft/ buerofuerzukunftfragen/weitereinformationen/nachhaltigeentwicklung /projekte/globalmarshallplan/gmp.htm (20 December 2009).

⁶³Land Tirol Entwicklungszusammenarbeit. Accessible on: <http://www.tirol.gv.at/wirtschaft/tirol-und-europa/entwicklungszusammenarbeit/> (19 December 2009).

⁶⁴Entwicklungszusammenarbeit im Land Kärnten. Accessible on: http://www.ktn.gv.at/155870_DE- (20 December 2009).

⁶⁵EZA 2007 Entwicklungszusammenarbeit des Landes Steiermark. Accessible on: http://www.europa.steiermark.at/cms/dokumente/10028351_2950601/623b98e9/EZA-Steiermark-2007-Bericht_Web.pdf (19 December 2009).

⁶⁶Renner Institut. Accessible on: http://www.renner-institut.at/download/texte/SE-Reihe_Globalisierung/Halbartschlager_Staedtepartnerschaften_Abstract.pdf (19 December 2009).

Table 5: Good practices in individual partner countries.

Country	Political Body	Good practices
Bulgaria	<i>Separate regions</i>	<ul style="list-style-type: none"> • Providing free access to high-quality education for the Roma children in the North-West region; • Providing proper school environment, in order to increase the interest of young people to going to school; • Making extracurricular activities in order to increase the competences of the students.
	<i>Municipalities</i>	<ul style="list-style-type: none"> • Urge to elaborate projects under the conditions of the European Development Programs and part of them are the ones concerning the education, which help the achievement of The Second Millennium Goal.
	<i>Ministry of Education</i>	<ul style="list-style-type: none"> • Collaboration with different NGOs and UN clubs in Bulgaria.
Hungary	<i>HUNIDA (implementing agency of the Ministry of Foreign Affairs)</i>	<ul style="list-style-type: none"> • Welcomes delegations, handles international relations.
Italy	<i>Veneto region</i>	<ul style="list-style-type: none"> • Grants funds to associations, organizations, foundations, which aim to promote development in developing countries; • Leading partner in many emergency projects; • Special attention to the right to education (building schools, raising awareness) in developing countries.
	<i>Municipality of Padua</i>	<ul style="list-style-type: none"> • Raising awareness about development issues (school projects); • Relationship with Balkan, Latin American, African, Middle East countries; • Part of net of municipalities ("peace and human right network") and European net on peace in Middle East; • Gives priority to the Second Millennium Goal (A.W.A.R.E. project).
Romania	<i>Ministry of Education</i>	<ul style="list-style-type: none"> • Strategy to stimulate participation for children and young Roma; • Access to education for disadvantaged groups, with particular focus on Roma (Phare RO 0104.02); • MECT-UNICEF Strategic Partnership on education of Roma children; • Rural Education Program of Recovery; • Rehabilitation Program of eye units; • 'the bus' project: schools that are attended by students, who reside at large distances, have vans on their disposal to take students to and from schools; • Merit and social scholarships.
Slovenia	<i>Ministry of Foreign Affairs</i>	<p>Project "Our Rights": started during Slovenian OSCE presidency in 2005; project of education about human rights. It included several governments of collaborating OSCE states, NGOs, experts from various fields, human rights ombudsmen, regional administrations of international organizations and other interest groups. The interest was very high, so the educational resource, which was made in Slovenia, was translated into 17 languages. The project was formed for 66.000 children in Albania, Azerbaijan, Belgium, Bulgaria, Bosnia and Herzegovina, Montenegro, Croatia, Ireland, Kosovo, Macedonia, Germany, Russian Federation, Slovenia, Serbia, Turkey and Ukraine. The children of the minority groups were also included in the project, including the children of the Roma community in several states of the South Eastern Europe. The project's evaluation showed that it contributed in a large way to the increase of the awareness about education and learning about human and children rights.⁶⁷ Despite the fact that the perception on human rights varies between states, the evaluation showed that the simplicity of the material enabled the effective application in several states.⁶⁸</p>

⁶⁷Interview with an authorized Minister at the Ministry of Foreign Affairs, 30 November 2009.

⁶⁸Projekt izobraževanja – »Naše pravice«. Accessible on: http://www.mzz.gov.si/si/zunanja_politika/clovekove_pravice/projekt_izobrazevanja_nase_pravice (1 December 2009).

Table 5: Good practices in individual partner countries.

Country	Political Body	Good practices
Slovenia	<i>Ministry of Foreign Affairs</i>	<p>After some years of independent execution of the project partners from post conflict areas requested additional professional help – mostly in the form of didactical instruments. After the successful completion of the pilot project on Kosovo the education about human rights was included into the systematic education – the school curriculum, which is in terms of children education surely a huge strategic progress.</p> <p>In preparation for the Slovenian Chairmanship of the Committee of Ministers of the Council of Europe in 2009 Slovenia decided to offer support for the continuation of the projects also in 2009/2010 to partners in Bosnia and Herzegovina, Kosovo, and North Ossetia in the Russian Federation.</p>
	<i>Directorate for Information Society operating within the Ministry of Higher Education, Science and Technology</i>	Safe use of Internet, namely the SAFE-SI awareness node and the Slovenian website hotline Spletno oko for receiving anonymous reports on child pornography and hate speech on the Internet. The goal of the project SAFE-SI is to raise awareness and digital literacy of selected target populations of children, minors, their parents and teachers. The logical continuation of both projects is SIP-SI, which, besides the above mentioned, provides assistance to young people in case of web problems. ⁶⁹
	<i>Ministry of Education and Sports</i>	<p>Currently (financed from European Social Funds):</p> <ul style="list-style-type: none"> • projects for the improvement of the quality of education; • projects for a more successful inclusion of the Roma community in education; • projects for scholars with special needs; • projects for the inclusion of migrants; • Close contact with countries from Western Balkan region (know-how materials, textbooks); • Projects that deal with areas, where Slovenians live.
	<i>Ministry of Foreign Affairs</i>	<ul style="list-style-type: none"> • Call for applications for Slovenian NGOs in the field of international development cooperation;⁷⁰ • Call for 2010 and 2011 280.000 EUR is intended for development projects in Sub-Saharan Africa; • Supports projects that contribute to the realization of the MDGs.⁷¹
	<i>Municipality of Ljubljana (Office of Youth, Office for the Prevention of Addiction, Education Section)</i>	<ul style="list-style-type: none"> • Call for applications to (co)finance projects of NGOs; • Specific activities rather than projects: House of experiments for primary schools and pre-school children, city union for technical culture, free-time activities, holiday babysitting, school for parents, educating educators, etc.⁷²

⁶⁹Interview with the representative of the Directorate for Information Society at the Ministry of Higher Education, Science and Technology, 24 November 2009.

⁷⁰Dewa, Robin (2009): *Priročnik o uradni razvojni pomoči*. Ljubljana: SLOGA.

⁷¹Javni razpis za sofinanciranje dejavnosti nevladnih organizacij s področja mednarodnega razvojnega sodelovanja in mednarodne humanitarne pomoči v letih 2010 in 2011. Accessible on: [http://www.mzz.gov.si/si/ministrstvo/javna_narocila_in_razpisi/razpisi/\(19 December 2009\)](http://www.mzz.gov.si/si/ministrstvo/javna_narocila_in_razpisi/razpisi/(19%20December%202009)).

⁷²Interview with the Directress of the Pre-School and Education Section at the Municipality of Ljubljana, 07 January 2010.

Nine Brothers⁷³

Once upon a time nine brothers lived with their mother in a small cottage in Senafe. One spring their land was at war with another land. All nine brothers decided to set out from home to join the army.

While saying goodbye to their mother, the mother instilled: "My dear sons, be careful! If you stay together, you will be safe. If you part, you'll get hurt."

The sons promised that they will stay together. Each of them took his clothes and some food and they set out together to join the army.

After one hour of walking, the oldest son stopped. "Let's look if we are all still here! Our mother ordered that we should stay together."

He counted all of his brothers, yet forgot to count himself too.

"That is horrible!" he said. "One of us is missing!" He counted again. He again forgot to include himself in the count, so he again counted only eight brothers.

The brothers were wretched. "Maybe one of us fell over the rocks," said one of them.

"Maybe he was kidnapped by a lion," guessed the second brother.

"Maybe he was bitten by a snake," said the third one.

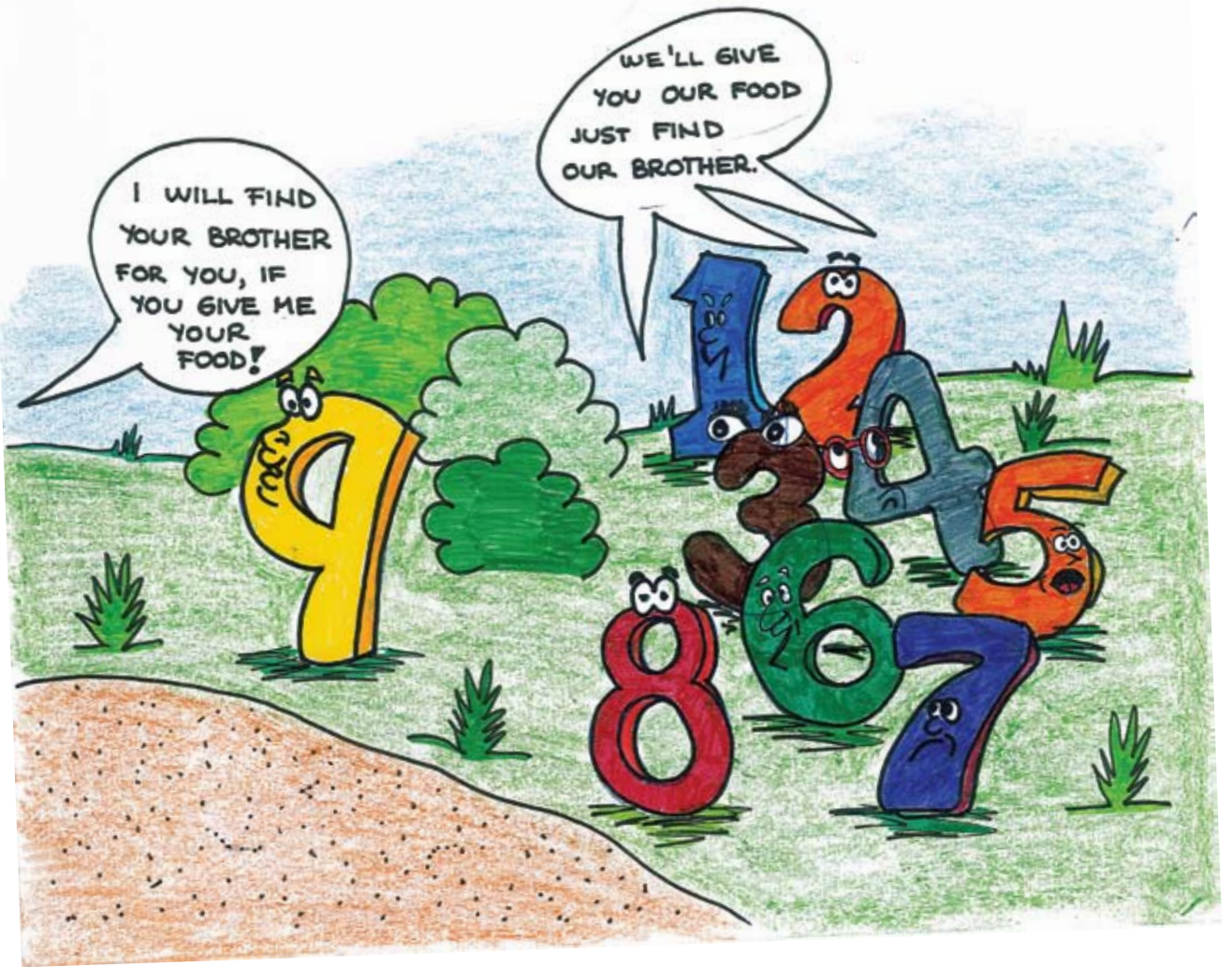
They all sat on the floor, not knowing what to do. After some time a traveller came by. He saw the wretched nine brothers and stopped.

"Why are you sitting here?" he asked them.

"We lost one of our brothers," said the oldest brother. "There were nine of us and now we are only eight."

The traveller said: "I will find your brother for you, if you give me your food!" The brothers agreed. They stood up and the traveller counted them. There were nine brothers. The traveller laughed, took their food and left.

⁷³Ethiopian tale of the Tigerian people. Source: Rogelj-Petrič, Silvestra (1990): *Sol in zemlja: Pripovedke etiopskih ljudstev*. Ljubljana: Založba Mladinska knjiga. P. 164.



5. THEN THEY ARRIVED TO...

the village of general knowledge...

The story about enumeration brought us to the second important section of our research. The following chapter deals with the general knowledge concerning the Second Millennium Development Goal and is based on data from a survey performed in all six partner countries. We surveyed 2332 people, amongst which 45 % were male and 55 % were female. The main emphasis was on surveying the young people, between the ages of 15 to 19 (62 % of the surveyed), the second age group was from 20 to 24 and it captured 24 % of the surveyed, the last age group consisted of people older than 25 (14 % of the surveyed).⁷⁴ The consequence of such emphasis on the first age group is the education structure of the respondents. 63 % of the surveys were carried out on high schools and 34 % on faculties.⁷⁵

⁷⁴Data from Italy not included.

⁷⁵Data from Italy not included.

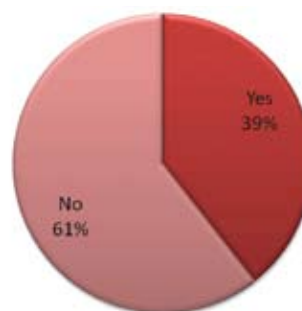
Respondents were asked if they ever heard about the Millennium Development goals, where we derived from the assumption, defined in the Project that 82 % of the European population have never heard about the above mentioned goals. The survey showed that the situation improved a bit, as 61 % of the surveyed population have never heard about the Millennium Goals. Troubling is mainly the fact that we are dealing with educating population.

The graph shows the knowledge about MDGs per country. The public is least aware about the Millennium Goals in Slovenia (83%) and Austria (75%). Results of the survey show that Bulgarian public knows MDGs best (53%).

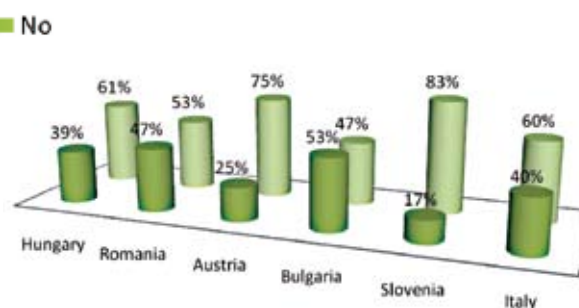
Young people, who have already heard about the Millennium Goals, mostly as MDGs know the eradication of poverty (20 %) and combating AIDS and Malaria (20 %) and combating AIDS and Malaria (18 %). The attainment of universal primary education occupies only the third position, with 14 %.

From where do young people receive their information? Most, 27 % of the respondents get the information from television. School takes the second position (22 %) and is thus an important factor of awareness of young people. At the same time this small percentage can also be interpreted as a huge potential that lies in schools, but remains currently unexploited. In schools there is evidently not enough attention given to development issues. It is interesting to point, that the third position is shared between the internet and newspapers (17 %). As a source with relatively small reach of awareness of young people non-governmental organizations appear. They reach only 6 % of the respondents and thus occupy a shameful sixth place.

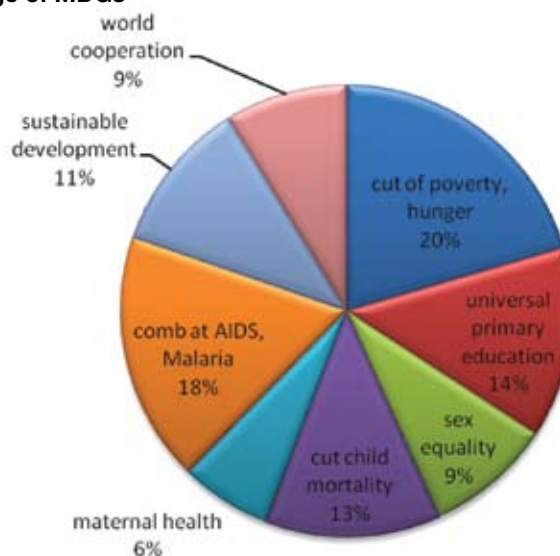
Have you ever heard about MDGs

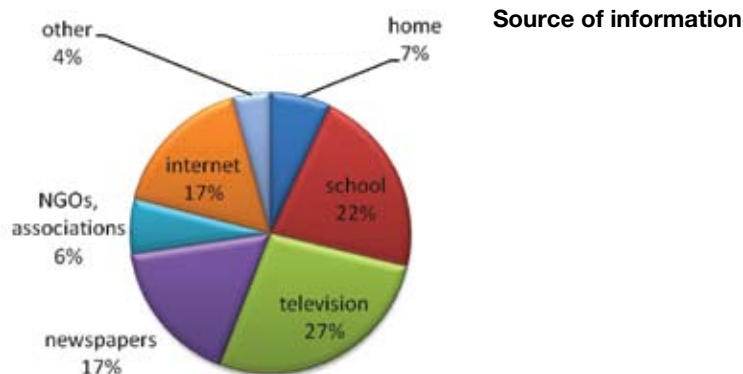


Knowledge about MDGs



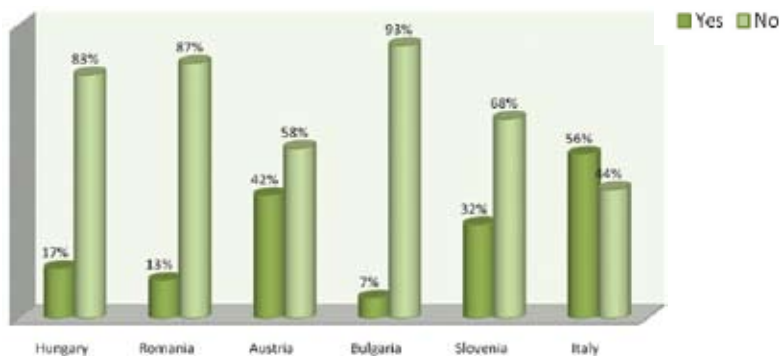
Knowledge of MDGs





Most of the respondents (75 %) believe that the level of information about reaching the universal education is not sufficient, however there is a relatively high desire “to learn more” (70 %).

Realisation of MDGs in partner countries



We were interested in the opinion of young people on the realization of the MDGs until 2015. Most of the respondents believe that the goals will not be reached throughout the entire world until 2015 (79 %). The same scepticism dominates at the question of reaching MDGs in individual partner countries. 82 % believe that they are not yet reached in their country. The public is the most sceptical about the realization of the goals in Bulgaria, as 93% of people believe that they will not be achieved in Bulgaria by 2015. According to the data, the public is the most optimistic about the achievement of the Goals in Italy, where 56% of the respondents believe that they will be achieved in Italy.

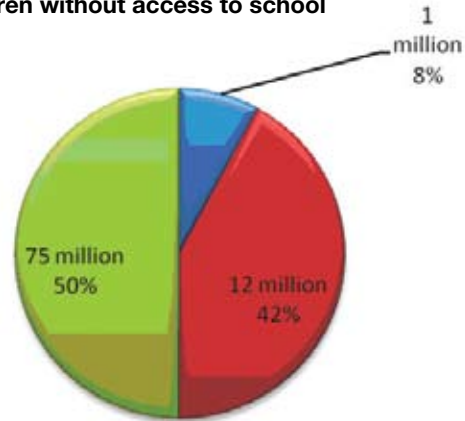


Universal education access

The results from the questionnaire show that young people believe that the access to primary education is very important. 85 % believe that it should be accessible to all people.

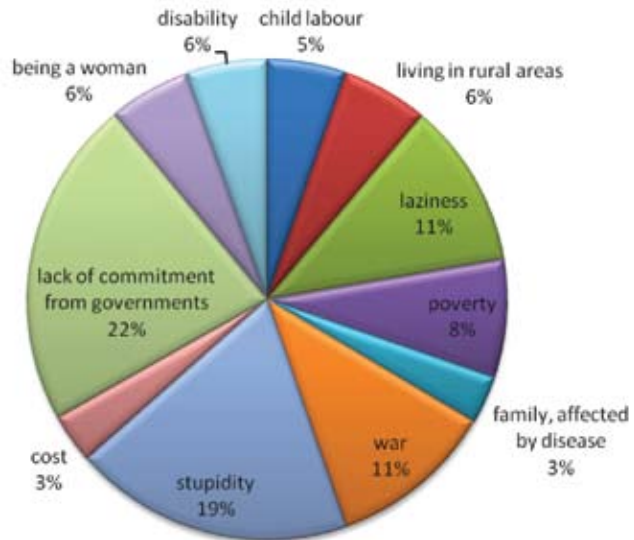
The respondents were asked how many children around the world do not go to primary school. Half of them falsely (50 %) responded with either 12 million (42 %) or 1 million (8 %), which shows underestimation and/or poor awareness about this burning issue (see graph below). Respondents similarly poorly evaluated adult illiteracy. Only 37 % of the respondents replied correctly.

How many children without access to school

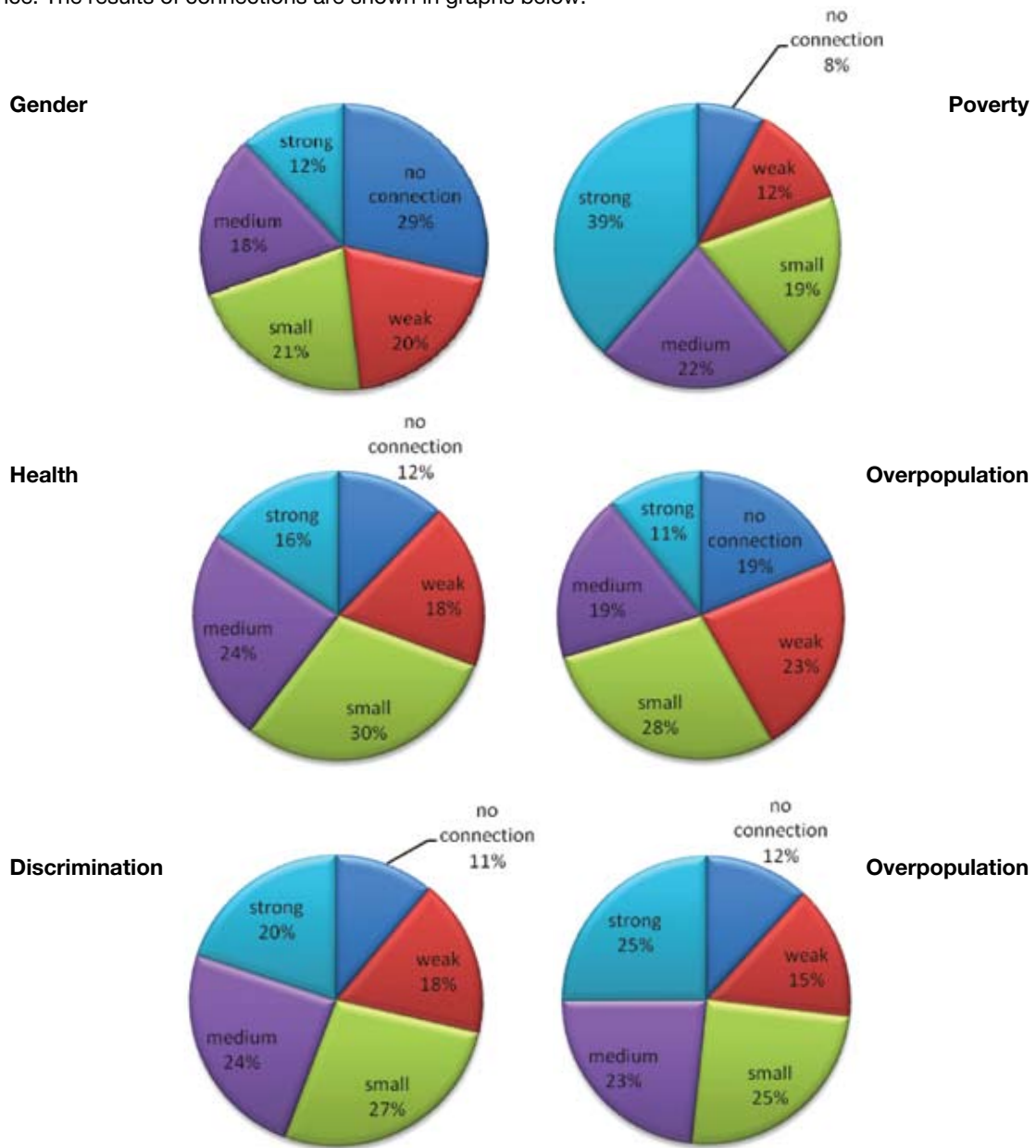


Moreover the respondents were asked to identify two least important reasons, why children do not attend primary school. Many of the respondents underestimated the meaning of government at accessing education to everyone. The lack of commitment of governments was identified as the least important problem, why children do not attend primary schools (22 %). Some respondents correctly believe that one of the least important reasons are stupidity (19 %) and laziness (11 %), however the third place is also shared by war, which again shows lack of awareness, which is not to be ignored (11 %).

Two least important reasons



We were also interested in the level of connection between the lack of primary education and various factors of influence. The results of connections are shown in graphs below:⁷⁶

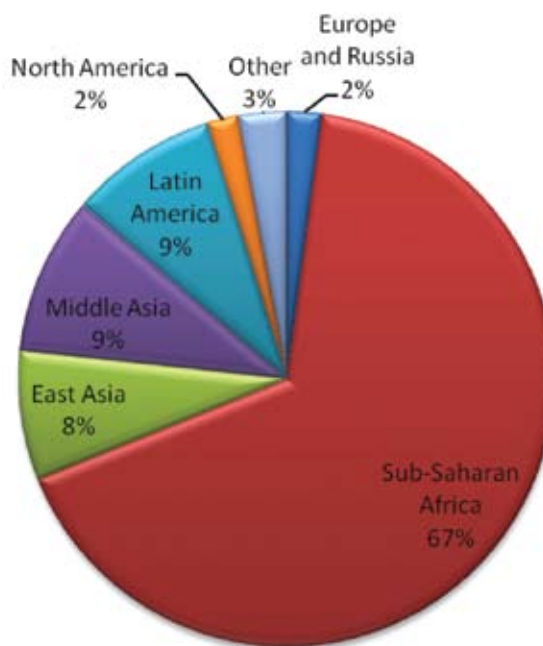


⁷⁶Data from Italy and Romania not included.

The respondents correctly identified that the biggest problem in accessing primary education is in Sub-Saharan Africa (67 %), far behind Middle Asia, Latin America and East Asia follow. According to the belief of scholars and students the people in Northern America and Europe and Russia have the least problems in accessing primary education (7 %).

Only 20 % of the respondents collaborated in school or faculty projects, which deal with human rights issues. Besides that most of them (63 %) do not know about the activities of existing non-governmental organizations, which cover the area of attainment of universal education for all. Alongside this we need to emphasize that only 20 % of the respondents took part in NGOs' projects, while the interest to cooperate is far greater (62 %). So, more needs to be done by non-governmental organisations in the field of promotion and visibility of their actions and projects.

Area with problems of accessibility of primary schooling



5.1 Media interest for the Second Millennium Development Goal

The above analysis showed that media are the most important source of information on the Second Millennium Goal. As we already saw, most of the surveyed people get their information about the Second Goal via television (27 %), whereas information gathered from internet and newspapers cannot be ignored (both 17 %). This chapter provides some information about the interest in reporting about the Second Millennium Goal or MDGs in general by the media in all partner countries.

In **Austria** the mass media in general do not give a lot of attention to the MDGs per se. Surely, mass media treat development topics to some degree. Public interest for development, underdevelopment, poverty, lacking education, etc. is too little to make the MDGs a serious concern to mass media, consequently in daily life. If public interest would rise, attention of the mass media would rise also. Nevertheless, we cannot ignore the fact that the analysis of the Austrian questionnaires showed that young people get their information mostly through media – television and internet – besides school, so there is a great deal of potential that the media have, but sadly remains unexploited.

In **Bulgaria** the mass media are not involved enough in popularizing the Millennium Development Goals and the Second Millennium Goal in particular. 79.3% of the interviewed 460 people are on a definite position that the information about the achievement of universal primary education for all is not enough. Despite this most of the people who have heard of the Millennium Development Goals are aware of them due to television (27.6%) and newspapers (14.3%). The interviewed people think that mass media are not involved enough in popularizing the Second Millennium Goal.

In **Hungary** there are only a few representatives of the mass media who are truly committed to the problems of the developing world (e.g. a series called 'Faces of the world' filmed by Kata Jaksity). They often broadcast tragic stories about Africa but they hardly ever call attention to the possible solutions, although their responsibility should not be underestimated as it seems from the survey that they have a huge influence regarding getting information about the topic among youngsters besides schools and formal education.

In **Italy** the mass media are not involved at all in passing information about the Second Millennium Goal. Except for special editions of specialized magazines or newspapers, Italians need to go and look for their information about the MDGs in general by themselves.

Sometimes, late at night, some television documentaries are shown about development problems, but they are rare and not shown in prime-time.

In **Romania** the local media are to a lesser extent involved in promoting the objectives of the MDGs by holding occasional thematic shows, reports, photos, exhibitions, articles in newspapers and on the internet. The last action in this regard was a reportage about Uganda, called "Uganda, 15", which was broadcasted on national television TVR 1, on Saturday November 28, as a part of the MEDIP – "Media Engagement in Development Issues and Promotion, in Romanian translation". The project aims to involve the media in promoting international development issues and is financed by the Foundation for Civil Society Development (CSDF). This is the most important reportage realized in Romania on the issue of the Millennium Development Goals and their relevance for the world's poorest region, Sub-Saharan Africa.

In **Slovenia** the media practically do not devote their attention to development problematic. Some isolated news appears from time to time, usually once or less times a year, where issues about poverty and environment are usually exposed. Sadly, there is no direct reporting on the Second Millennium Development Goal. Even when non-governmental organizations organize certain events concerning the topic of the Second Millennium Development Goal or other MDGs, the media do usually not respond to the invitations and consequently do not cover such events in news.

The story about the deaf NGO family⁷⁷

Once upon a time there lived a father NGO, a mother NGO, a daughter NGO and a grandmother NGO in some country far far away. All four were deaf. One day the father NGO went to the river authority to water his projects. Then some local investigator approached him and greeted him. "Good Morning," he said. The father NGO thought that he asked him if he could sell his projects. Therefore he said "My projects are not for sale!"

"My dear NGO, I am not asking you to sell your projects I just need some information about your work!" the local investigator shouted.

"Oh, yes, you are asking, but I will still not sell them!" said the father NGO.

"Oh, this NGO is deaf," sighed the local investigator and continued his journey.

When the father NGO returned home, the mother NGO served him a European call for application for proposals. The father NGO said to the mother NGO: "This morning some man tried to buy my projects, but I did not want to sell them to him".

The mother NGO did not understand him, as she thought that he criticizes the deadline for the application for calls for proposals. She responded: "Don't get angry at me! The daughter NGO made the deadline."

When the father NGO read the call for application for proposals, the daughter NGO came. The mother NGO said: "My little daughter NGO, father NGO is saying that the deadline is not well set."

"You two never agree about my cooperation with the local investigator!" said the daughter NGO. "If my father NGO does not want me to cooperate with the local investigator, this is his problem! And if he wants me to cooperate with some greedy corporations, that is his problem as well."

As she said that, she cleared up her table and went to the grandmother NGO.

"Listen, my old Granny NGO, my father NGO wants me to cooperate with some big greedy corporations, which are exploiting children!" she said to her grandmother NGO.

The grandmother NGO saw the empty questionnaires of the A.W.A.R.E. project in her hands and said: "Yes, I see that nobody cares about the A.W.A.R.E. project! You don't give me any information, so I can't raise the awareness about the Second Millennium Goal efficiently!" After saying this, she went out straight to the desert, where she died with the project A.W.A.R.E. in her hands.

And so it happened, as the European Union revisers report.



⁷⁷The story is an adaptation of an Afaran tale called »The Story of the deaf family«. All the similarities to real life are only deliberate. Source: Rogelj-Petrič, Silvestra (1990): Sol in zemlja: Pripovedke etiopskih ljudstev. Ljubljana: Založba Mladinska knjiga. P. 209.

6. AND STROLLED AROUND WITH...

the NGO family ...

The story about the deaf family fully captures our difficulties in responsiveness and accessibility of information from non-governmental organizations in most partner countries. Regardless, we managed to get some information about the position of NGOs on universal education and projects put in place by them in order to fulfil the screaming problem of absence of education in some parts of the world. The following chapter therefore provides information about the actions of non-governmental organisations in partner countries.

6.1 Knowledge and Interest for the Second Millennium Development Goal

Non-governmental organisations in all participating countries are not well informed about the Second Millennium Development Goal, except for the ones, which activities are directly connected to the MDGs or education in general.

In **Austria** the majority of NGOs working on relevant topics parallel to their knowledge of the topic, see the Second Millennium Goal as too narrow in focus.⁷⁸ The Austrian Development Agency (ADC) shares this view and sees primary education integrated in a wider concept of education.⁷⁹

It can be said, that Austrian NGOs working in relevant fields are partially interested in the topic of achievement of the Second Millennium Goal, as mainly developmental NGOs are working on the MDGs and they usually have a broader thematic agenda that tends to exist already for a longer time than the MDG Declaration. Many of them also depend on co-financing from public funds (i.e. the ADC, EU, etc.) and to some degree they adjust their agenda to the donors' main sectors. The ADC preferably aims at tertiary and secondary education than primary education. So, while NGOs working in relevant fields usually support the MDGs in principle, they tend to integrate it into their programs rather than set up specific emphasis for the Second Goal. While, given the reduction in public funding for NGOs in Austria working on development topics, it is likely that funding for specific projects under the Second Millennium Goal, being in the field of development education or in the South or the East, would encourage more work on the MDG 2.⁸⁰

The organisations, which are informed about the topic in **Bulgaria**, are the ones, which work is directly connected with MDGs or the ones, which work on an international level. The Bulgarian NGOs are better informed about the Second Millennium Goal than the employees in public institutions (87 % heard about them and 62, 5 % of them are well acquainted with the initiatives of the United Nations and the European Union). NGOs are interested in increasing their role in achieving the Second Millennium Development Goal, as this is part of their mission. Bulgarian NGOs suggest the following ways to increase their role in achieving the Second Goal:

- By developing and improving extracurricular activities and
- By combining methods of formal and non-formal education.

In **Hungary** the report of the Central Statistic Institute clearly shows, that there is only 0,001 % of NGOs out of 64.000 registered, which work in the sphere of education. The NGOs are unfortunately not properly informed about the topic and thus not very interested in working in this field.

In **Italy** there are NGOs, which are well informed about the Second Millennium Goal, however not many of them are really interested in achieving this goal, as this depends on each selected mission. Nevertheless in general the knowledge and consciousness concerning the Second Millennium Development Goal is wide.

⁷⁸Interview with the representative of the Austrian Research Foundation on Development Questions, 29 November 2009.

⁷⁹Interview with a representative in charge of ADA's programmes and projects on education, 10 December 2009.

⁸⁰Margarita Langthaler /ÖFSE Working Paper 18 (2007/06): Internationale Trends in der Bildungsförderung im Rahmen der Kapazitätenentwicklung für die Millenniums-Entwicklungsziele. Accessible on: http://www.oefse.at/downloads/publikationen/WP_Trends_Bildungsfoerderung_Kapazitaetenentwicklung_MDGs.pdf (5 February 2010).

Italian non-governmental organisations are very interested in increasing their commitment in achieving the Second Millennium Development Goal. Some of them even consider that this should be a priority in their organisation or they already consider it as one of the top efforts, as education is the means through which people can develop. Italian NGOs are inclined to awareness raising activities for people and society in general. The idea is that usually education is considered as a secondary problem, whereas hunger and health occupy the first positions in the scale of problems. However it is very important to help people understand that education is the only means through which people can improve their condition of life. Education means creation of citizens, who are aware of their rights and able to fight for them in the right way.

In **Romania** the NGOs concentrate their efforts to achieve the Second Millennium Goal primarily in terms of Romania. Official studies state that this goal should theoretically be achieved by 2012, however due to lack of financial resources, this estimation seems highly doubtful.

The problem, which Romanian non-governmental organisations have, is connected with financing. On the one hand there is a high interest of NGOs to achieve the Second Millennium Goal, however due to the lack of specific funding the activities of NGOs can only be occasional and locally focused. Given the current economic situation in Romania, the efforts made by NGOs are focused primarily on solving emergency situations of vulnerable populations.

Non-governmental organizations in **Slovenia** are informed about MDGs however they do not necessarily follow the goals – meaning that they are not actively striving for their attainment or realization. Most of the NGOs operate in a field, which contents-wise exceeds the question of the Second Millennium Development Goal and thus do not deal or devote attention to it directly, but in a broader context of development issues. It seems that this trend will follow also in the future. Organizations, who already work in this field, will continuously assign their attention to the realization of the Second Millennium Goal, whereas others will work in the direction of their realization indirectly through their other programmes and projects and will devote sometimes more, sometimes less attention to universal education.

Even more interest, also due to existent capacities of organizations, is in the field of global learning. Here the Slovenian NGOs have more possibilities and interests to dedicate themselves more intensively and concretely to awareness raising activities, concerning the problematic of accessing universal education or MDGs in general (connecting NGOs in the Working group for Global Learning at SLOGA platform).

The 'Problem' lies also in the fact, that the Millennium Development Goals alone are, due to their formation, not high on the priority lists of Slovenian NGOs (although this is being changed in recent years). Organizations devote attention to problems, which are addressed by MDGs, however they do not emphasize that they are dealing with them. These problems were addressed by NGOs even before the adoption of the Millennium Goals, and thus their activities are not connected with the development of MDGs.

6.2 Projects put in place for the realization of the Second Millennium Goal

The analysis of actions of NGOs in all partner countries showed that there are several successful projects, which support the realization of the Second Millennium Development Goal.

In **Austria** the NGOs have designed and implemented some projects in the Global South to increase access to education for everyone. Despite the fact, that there was never a constant priority given to this subject within de-

veloping work, a broad row of Austrian NGOs have implemented projects and programs, which have lasted and will continue to last for a long time. Some examples of projects and good practices of Austrian NGOs are listed in the table 6.

There is a section of “global learning” with organizations like Südwind and Ökohimal in Austria, which are active in awareness raising activities. The Austrian UNESCO-commission also made projects on this subject. What indirectly is of benefit to the realization of the Second Millennium Development Goal is the tradition of gender support in education, like the MIRIAM project in Central America which supports education, including primary education for women and girls, and a certain professional training.

In **Bulgaria** there are some projects in the sphere of education realized by non- governmental organizations in order to increase the access to education:

- Initiatives aiming to inform the people from socially vulnerable groups about their rights and obligations in the sphere of education;
- School support – additional activities in schools for children in difficult position;
- Various actions for providing access to education for socially vulnerable children and children from ethnic minorities;
- Providing clothes, shoes and school aids for poor children.

In **Hungary** there are a few organisations working in the field of the Second Millennium Development Goal. Some of them work in the international level (for example BOCS Foundation, Hungarian Inter-church Aid (HIA) and Foundation for Africa), whereas other concentrate on solving issues concerning the Second Millennium Development Goal for the Roma community in Hungary (i.e. The Roma Education Fund (REF)). There are also some minor organizations working at mitigating the gap between the Roma and non-Roma society in Hungary, one such organization is the Foundation of the National Institute for Public Education (OKI), which was formed in 1990.

In **Italy** there are some projects put in place in order to achieve access to education for everyone. In order to promote and sustain the spread of the right to education, a link ship between Italian and “developing countries” schools was created. Also, long-distance sponsorships give the children in poorest areas of the world the economical help to go to school. Some Italian NGOs are in touch with local associations that take care of education of children, i.e. paying school taxes for them, buying them school supplies and materials.

At a local level, NGOs organise special programmes in schools of “world education”, which are designed to raise awareness among Italian students about the problems that affect a big part of the world, among which there is also the lack of primary education. After being presented with the situation in the poorest regions of the world, youngsters often wish to deepen their knowledge of the issues and decide to involve themselves in additional projects, which give them the possibility to work for a better world (they are invited to become critical consumers, to choose long-distance sponsorship, etc.).

Non-governmental organisations in **Romania** have developed local projects focused on:

- Encouraging school participation;
- School after school programmes;
- Prevention of school abandonment in rural areas;

- Encouraging access to education for minorities;
- School drop-out prevention amongst female population;
- Advocacy actions with the aim of influencing local policies to implement action plans, where education would be a priority;
- Local organisation of cultural events during the “World Day of Education”.

Nongovernmental organizations in **Slovenia** perform development projects in developing countries in order to obtain the Second Millennium Development Goal – all project are not necessarily focused only on the attainment of education for all children, they are most commonly broader and thus indirectly include this component.

One of the most important long-term programmes in this area is being executed by several organizations in Slovenia and it is called long-distance sponsorship. The project is based on an economic support for children in developing countries to conclude their education. The programmes differentiate between organizations and comprise of activities, which are aimed at supporting individual children (for example Društvo Humanitas, Misijonsko središče Slovenije, Dobrodelno društvo Tibet) to giving assistance to schools (Edirisa) or children obliged to attend school in general (in Burkina Faso – Unicef Slovenia). Some organizations (Društvo Humanitas) have their programmes of long-distance sponsorship connected with programmes of a broader support to the local communities in the field of access to information – building and activities of youth centres and libraries.

Many nongovernmental organizations work in the field of global education and public awareness raising activities. With this they directly or indirectly increase the awareness and knowledge about the problems of attaining the universal education and possible solutions for this burning issue. With this the circle of people, who start to actively act in this field and thus contribute to the realization of the Millennium Development Goals or the Second Goal, is being constantly enlarged.

Beside the above mentioned, certain shorter projects of support to specific schools are being carried out (mostly primary and secondary schools in Slovenia or associations within these schools), as well as projects to reconstruct schools (Unicef Slovenia, Caritas) etc.

The table below shows some examples of good practices in individual partner countries.

Country	Organisation	Activities	Good Practices
Austria	<i>Light for the World (Licht für die Welt)</i>	<ul style="list-style-type: none"> • Development projects dedicated to rehabilitation of blind children and hence primary school access; • Regional focus: Africa south of the Sahara. ⁸¹ 	<ul style="list-style-type: none"> • “Global week on education” – yearly, aimed at politics and public to remind them, that there has to happen more to reach the MDG2; • Education for disabled children (training for teachers in special needs education, sign language). ⁸²
	<i>Ökohimal</i>	<ul style="list-style-type: none"> • Project “8goals4future” (2005 – 2007): to make MDGs more known and present Austrian-funded development projects under each of the goals. 	<ul style="list-style-type: none"> • The current projects are focused on education and school (re)building. ⁸³

⁸¹Licht für die Welt. Accessible on: <http://www.lichtfuerdiewelt.at/content/aktuelle-schwerpunkte> (22 December 2009).

⁸²Licht für die Welt: projects. Accessible on: <http://www.lichtfuerdiewelt.at/content/vision-2020-das-recht-auf-augelicht> (27 November 2009) , as well as response of LfW-Program Officer to interview questions, 22 December 2009.

⁸³Ökohimal: 8goals4future. Accessible on: <http://www.8goals4future.at/newdesign1.php?TITEL=Projekte+in+Partner+ländern/Ländern+des+Südens&kthid=9796> (27 November 2009).

Table 6: Examples of good practices by NGOs in individual countries.

Country	Organisation	Activities	Good Practices
Austria	Österreichisches Jugendrotkreuz	<ul style="list-style-type: none"> • Emphasis on development cooperation. 	<ul style="list-style-type: none"> • Building and reconstructing some schools in Africa and Eastern Europe.⁸⁴
	Jugend Eine Welt	<ul style="list-style-type: none"> • Education projects, Campaigns all over the world (Africa, Asia, Latin America); • One of the biggest youth organizations and finance projects in partner countries and also send young volunteers as support to projects.⁸⁵ 	<ul style="list-style-type: none"> • Youth- alphabetization projects for reintegration in school; • Rise of female altitude in school in form of school uniforms and tuition; • Scholarships for children coming from poorer families; • Support of street urchins for reintegration in school; • Cooperation with the Ministry of Education in Mozambique in the establishment of a teachers' training college.
	Welthaus	<ul style="list-style-type: none"> • Supports global learning; • Project "Schools act Globally": incorporation of themes of global education in the school curriculum. 	<ul style="list-style-type: none"> • Trainings for teachers and teacher students, workshops for pupils; • pedagogical materials developed ⁸⁶
	Austrian scouts (Pfadfinder und Pfadfinderinnen)	<ul style="list-style-type: none"> • Project "Helfen mit Herz" ("Help with Heart"); • Project "Yes to life". 	<ul style="list-style-type: none"> • Construction of a school in the African state Tanzania;⁸⁷ • Cooperation with local mentors to supply the people with primary education, information and protection in connection with HIV/AIDS, "toolkits" to each group
	Österreichs, PPÖ)		<ul style="list-style-type: none"> • on the local level to learn more about the MDG 2 in a playful way. ⁸⁸
	Caritas	<ul style="list-style-type: none"> • Campaign for the adoption of children; • Works especially towards the fulfilment of MDG 2 and MDG 4; • Project "Schooling for poor children".⁸⁹ 	<ul style="list-style-type: none"> • Workshops in Austrian schools about poverty and the MDG, but not specifically about MDG 2; • School education for disabled children in the DR Congo; • The programme for children in need encloses emergency help to children on the run, access to school education, help to AIDS orphans, care of street children.
	Care Austria	<ul style="list-style-type: none"> • Indirectly works on MDG2. 	<ul style="list-style-type: none"> • Project for orphans in Ruanda (local mentors work with households of children and take care that the children attend school).⁹⁰

⁸⁴Österreichisches Jugendrotkreuz. Accessible on: http://www.jugendrotkreuz.at/index_html?id=45 (15 December 2009).

⁸⁵Telephone interview with representative of Jugend Eine Welt, 21 December 2009.

⁸⁶Welthaus. Accessible on: <http://www.welthaus.at/> (22 December 2009).

⁸⁷Pfadfinder und Pfadfinderinnen Österreichs. Accessible on: <http://www.ppoe.at/aktionen/hhh/2009> (22.12.2009) and telephone interview, 22 December 2009.

⁸⁸Pfadfinder und Pfadfinderinnen Österreichs. Accessible on: <http://www.ppoe.at/aktionen/hhh/2009> (22 December 2009) and telephone interview, 22 December 2009.

⁸⁹Caritas Austria. Accessible on: <http://www.caritas.at/auslandshilfe/projektschwerpunkte/> (22 December 2009).

⁹⁰Care Austria. Accessible on: <http://www.care.at/de/projekte/afrika.html> (22 December 2009) and response to interview questions submitted per e-mail, 1 December 2009.

Table 6: Examples of good practices by NGOs in individual countries.

Country	Organisation	Activities	Good Practices
Bulgaria	<i>Know and Can Association</i>	<ul style="list-style-type: none"> • Different educational activities at local and national level; • Participation in youth educational activities under programme “Youth in action”; • Participation in educational activities under Operational Programme “Human Resources Development”; • Project AWARE under Programme “Europe Aid”; • Project “Know and Can Clubs”. 	<ul style="list-style-type: none"> • Work with young people with fewer opportunities; • Facilitate the access to education and training, improve its quality, and open up communities and education to one another; • Promotion of the Second Millennium Development Goal; • Reveals different opportunities for children to take part in educational process and includes different activities for students at school; • Formal and non-formal educational courses.
Hungary	<i>BOCS Foundation</i>	<ul style="list-style-type: none"> • Support of ESP school network in Gujarat (India) since 1977; • Global education lecture for GES teachers and social workers (December 2006). 	<ul style="list-style-type: none"> • Schooling of young Indian tribal girls; • 6 running EU projects all dealing with MDGs.
	<i>Hungarian Interchurch Aid (HIA)</i>	<ul style="list-style-type: none"> • Assistance to those in need, regardless of gender, nationality, religion; • Humanitarian and development agency. 	<ul style="list-style-type: none"> • Activities in the field of Development Education; • Special development education and awareness raising projects.
	<i>Foundation for Africa</i>	<ul style="list-style-type: none"> • Facilitation of development, aid and forming of civil society by providing help in fields of education, society, health care in Africa; • Country focus: DR Congo 	<ul style="list-style-type: none"> • Cultural programmes and lectures on Africa in Hungary; • Maintaining high school and orphanage in Kinshasa; • Medical and surgical assistance (building hospitals)
	<i>The Roma Education Fund (REF)</i>	<ul style="list-style-type: none"> • Closing the gap in educational outcomes between Roma and non-Roma in Hungary; • Project Support Program; • REF Scholarship Program (tertiary scholarship program for Roma Students); • Policy Development and Capacity Building Program; Communication and Cross Country Learning Program; • Reimbursable Grant Program to help Roma NGOs and local governments access EU funds for the purpose of Roma education. 	<ul style="list-style-type: none"> • Involvement of parents in education, initiatives to reduce dropouts, and provision of free textbooks and other educational materials; • Improving the quality of education (curriculum reform, introduction of Roma language teaching, anti-bias and tolerance teaching, and training of school mediators); • Implementing integration and desegregation of Roma students; • Expanding access to pre-school education; • Increasing access to secondary, post secondary and adult education (scholarships, adult literacy courses, career advice)
Italy	<i>The Municipality of Padova</i>	<ul style="list-style-type: none"> • Gives priority to curricular education; 	<ul style="list-style-type: none"> • Financial promotion of various projects of NGOs in the field of extra-curricular education, under many aspects (Peace, Human Rights, Environment);
Romania	<i>Floarea Ialomiteana Foundation</i>	<ul style="list-style-type: none"> • Individual encouragement programmes and material support for young people to continue/deepen educational process. 	<ul style="list-style-type: none"> • Advice for young graduates for continuing education; • Various projects in cooperation with local authorities and NGOs in the field of education for all.

Table 6: Examples of good practices by NGOs in individual countries.

Country	Organisation	Activities	Good Practices
Slovenia	<i>Amnesty International</i>	<ul style="list-style-type: none"> Follows MDG2 in Slovenia; Focus: Roma Community. 	<ul style="list-style-type: none"> Access to the educational system on all levels the Roma children; Actions for ending the segregation practices; Assurance intercultural and all-inclusive education.
	<i>Slovenska Filantropija</i>	<ul style="list-style-type: none"> Helps asylum seekers and refugees. 	<ul style="list-style-type: none"> Actions for providing access to educational institutions for asylum seekers and refugees.
	<i>Zavod Voluntariat</i>	<ul style="list-style-type: none"> Includes contents of global learning in international volunteer work; Organizes volunteer work projects together with local organizations in the field of protecting natural and cultural heritage, peacekeeping, helping underprivileged social groups etc.; Organizes educational activities and qualifications for volunteers and their mentors for the purpose of spreading the idea of volunteer work; 	<ul style="list-style-type: none"> Organizes programmes for young people with fewer possibilities; EVS Project in Ghana (creative workshops for children with fewer possibilities); Different volunteer camps in Africa (i.e. Botswana, Burkina Faso, Kenya, Lesotho, Nigeria, Zambia, etc.), where volunteers are send. Certain projects in this section include working with children, also in the area of access to education.
	<i>Društvo Humanitas</i>	<ul style="list-style-type: none"> Programme of long-distance sponsorship, in which over 400 children from Burkina Faso, Ghana and Kenya are included; Workshops at schools (amongst scholars and teachers), which indirectly deal with the field of attainment of primary education for all children or on problems, which prevent this attainment; Space for Global Learning – House of Worlds: the possibility to borrow literature from the field of global learning, including MDGs; 	<ul style="list-style-type: none"> 8 goals for one world: (presentation of MDGs); Local Community Empowerment through the Community Centre (increase the level of literacy and access to information in village of Busua); Society's workshops (to inform the interested public (mostly children and youngsters in primary and secondary schools and teachers) about economic exclusion and origin of poverty of the inhabitants of the World South, sustainable development, world trade problematic, stereotypes and prejudices etc.); Long-term sponsorship programmes for African and Slovenian children (Burkina Faso, Ghana, Kenya – and in Slovenia).

6.3 Youth organizations working in the field of universal education

Due to the fact that one of the main goals of the A.W.A.R.E. project is the inclusion of young people in awareness raising activities, concerning the Second Millennium Development Goal, and that it is of essence to provide young people the opportunities to participate in the information process as active citizens in order to bring their contribution to the development of a better and fairer society, we decided to give an extra attention in the analysis to the many youth organisations, which operate in partner countries. The following sub-chapter thus provides information about the knowledge and activities of youth organisations in the field of universal education for all.

In **Austria** there are a few youth organisations, working in the field of the Second Millennium Development Goal. These are for example: Jugend eine Welt, Österreichisches Jugendrotkreuz, Pfadfinder und Pfadfinderinnen Österreichs and Zeit!Raum. Youth organizations could be involved much more in the realization of the MDGs; however the majority of them still concentrate their energy on the national or European level. The support for the realization of the MDGs should be greater, but anyway there is much potential for the future.

The offers of Austrian youth organizations are typically group hours and weekends' and holidays' spare time. However in the spectrum of their activities, we can also find youth work and youth social work. Youth organizations offer non-formal education, clearance and experimental rooms for youngsters, primary prevention and social integration as well as community and information workshops. They offer many specific identification possibilities for children and youngsters on account of the different association profiles.

Provincial governments in part financially support youth organizations in this area. The financing of youth organizations work shows a mix from provincial supports (shares from the federal youth plan plus project support), to means from the provincial government (according to the regional youth support laws), subsidies of the towns (voluntary achievements) as well as various donations.

In **Bulgaria** the analysis showed that there are no youth organisations that dedicate their work directly to the popularization of the Second Millennium Development Goal. For the last few years there has been an increasing interest of the society about the problems in the sphere of education. However, the bad image of education in Bulgaria is often a reason for people to blame the educational system for the problems of children and young people in the country, for the problems in the labour market and other difficulties. People expect a system to correspond to the needs of the modern society and to provide access to quality education.

That is why youth organizations and local authorities work together in order to provide a stable educational system based on the principles of transparency and publicity. But often this work is more in the sphere of wishes and doesn't lead to anything real, which would have practical value.

Projects between youth organizations and local authorities are aiming to:

- Improve school environment;
- Change the educational legislation;
- Provide access to the school management for school boards, student councils and others.

According to the information from the non-governmental organizations, this is not enough and there is more to be done.

Another problem is lack of efficient interaction among young people, educational institutions and local authorities. The experience shows that there is no interest of the local institutions in the youth non-governmental organizations. Usually only organizations close to the local authorities and with good lobbying are admitted and can work efficiently for the development of education.

Cooperation among youth non-governmental organizations and educational institutions is hard and almost impossible to be realized. There is interest on behalf of many youth non-governmental organizations and lack of interest in many institutions on national level. Collaboration on national level is more difficult than on local level, which is the reason why on national level the role of youth organizations is insignificant.

There are some private and public youth organizations working in the sphere of extracurricular education. With mainly volunteer work they realize short-term projects in the sphere of non-formal education. Some local authorities work in the sphere of extracurricular education too. They use school centres outside schools and the activities are usually financed by the municipalities. This occurs mostly in big and rich municipalities in Bulgaria. Changes in the budget management after 2007 robbed many Bulgarian schools from the opportunity to plan their resources according to their needs, so they do not have resources to develop extracurricular education.

Private centres also appear in the sphere of extracurricular education with their own resources. These centres are not many, due to the dependence on own expenses without any support from the authorities. These centres have their own programs and courses with their teachers and the children go there because of their and their parents' own interest. The youth organizations working in the sphere of extracurricular activities do not benefit much from their work. There would be benefits, if the government supported youth organizations by providing information, transparency and equality when they applied for funding. Organizations working in the sphere of extracurricular education are not supported by the Government that is why they are not many. As a whole the Government does not provide real and effective support for the youth organizations in Bulgaria.

In **Hungary**, there is an organisation called Mobilitas National Youth Service, which dedicates its work to the popularization of the Second Millennium Development Goal. This is the innovative and competence centre of the Hungarian youth work and services, which – by operating the national and international systems of tools and developing youth and youth support communities, organisations, youth experts and their competences, as well as by developing and gaining recognition to youth work – makes a great contribution to the development and strengthening of the social responsibility and social participation of young people. The organisation supports the cooperation between the municipality, NGOs and the economic sector in relation to youth issues (specifically to youth and youth work) in the interest of promoting the quality of democracy, social cohesion and competitive, sustainable and knowledge-based society. The organisation is supervised by the Ministry of Social Affairs and Labour.

The strategic aims of the Youth Service are:

- Professional development of youth work;
- Fostering democratic and active citizenship of young people;
- Promoting the recognition of youth work and non-formal learning.

Youth organisations have an important role in the development of education in Hungary. There are mainly youth organizations working in the sphere of extracurricular education. The most significant NGOs dealing with extracurricular education are:

- Anthropolis -- Anthropological Public Benefit Association: institute for cultural and visual anthropological research and social development. The organisation intends to strengthen the institutional background of education and social and visual anthropological research. They encourage development activity on local levels both in urban and rural areas, especially in the countries of the former communist block. Its activities range from scientific and development activities to organising workshops and courses for both students and adults.
- The Green Youngsters is an autonomous collection of green activists who try to involve as many children in their work as possible by organizing exhibitions, publishing educational materials, etc.
- The Cellux Group consists of sociologists, psychologists and their main concern is re-using of materials. They make new products from old clothes, garbage, etc.

- The Foundation for Democratic Youth is a public benefit non-for-profit organization, whose mission is to create opportunities for youth to develop democratic values and skills through experiential learning.
- NAGYÍTÓ organizes weekend training sessions for youngsters between 14 and 18. The training sessions are mostly provided by Catholic professionals, and high school and/or university students. The training aims to develop the personality of the participants, to raise their awareness for social responsibility, and to create a real community among them. While dealing with various topics, the participants acquire skills that are nearly impossible to learn in the traditional educational framework, such as communication skills, decision making, plan making, cooperation skills.

Youth organizations which work in the sphere of education have been supported by the government so far in the form of contribution to each project but in these days due to the financial crisis almost all the expenses formerly spent on these issues were cut. The catching up of the Roma minority is the only supported programme nowadays, which is a real pity as non-formal education is highly developed in Hungary.

In **Italy**, there are no youth organizations focusing their mission just on the Second Millennium Development Goal. However, many organizations make in their actions special attention to it. Some coops are committed in helping youngsters and children, especially if they are immigrated, to enter the Italian school system and therefore the major efforts of these coops is to give them some help with the language, with the homework or even at school if they need assistance. Local authorities usually appoint these coops in doing the above mentioned activities.

There are not many youth organisations in Veneto region and even if there are some, they are not so much interested in the issue of the development of education. They are much more focused on gathering people together and helping young people to spend their time in a constructive way. In any case, we could say that they indirectly support the development of education actions, because young people are invited to think on what is important in their life and maybe some times they can be invited to think about the importance of education in order to prevent illnesses, to find a job, to choose the right way for the life.

Local authorities in Italy finance some of the activities of youth organizations; in some cases they develop projects with the help of organizations and NGOs in order to spread the idea of the importance of education and in order to raise awareness of young people about the alarming issue regarding the lack of education.

But this is not enough and there is a part of immigrated population, who is not able to get their primary education, not because they don't have access to it, but because they don't have personal resources to learn. Youth organizations are mainly involved in extra-curricular education in Italy, rather than curricular one (which is held by the education system – public and private). They propose to young people to gather in youth centres, different classes, according to what is more needed in that moment and according to the means they have. Some examples of this are Theatre, IT, Foreign Languages, First Aid, Video Making, etc. Some of them are more interested in offering a kind of “World Education” classes; therefore there are some associations that propose Human Rights camps and classes, internship opportunities for teenagers in their activities, etc.

In the case of extra-curricular education the involvement of local authorities is much more minor than in other cases. Sometimes local authorities invite organizations to apply at some calls for applications for proposals through which they can get some grant for their activities. Youth organizations working in the sphere of extracurricular education do not have a fixed economical support by the government. If they have the ONLUS status they have some financial support. Like many others associations, they are discharged from fiscal obligations and this is sadly the only kind of support they get from the Government.

There are some youth organisations involved in public awareness raising activities in **Romania**; however their activities are mainly focused on emergency situations, due to the lack of funding. Local authorities and youth organisations are involved in improving education, but they focus in the short-term programmes, that are implementing special events, so their efforts are not sufficient enough to be able to influence real results or to improve

in largely the strategy followed to achieve the Second Millennium Goal at least in Romania until 2012. Due to the lack of long-term involvement in projects or activities it is not possible for them to assess the effectiveness of the adopted strategy.

Local authorities are involved in extracurricular education through supporting the day care centres for youngsters; however they are not organized according to the priorities of the local community. If the centre is still functional, young people have access to various educational extracurricular activities, libraries, the internet and schools after school programmes at least for a couple of hours per week.

The government supports extra-curriculum education through the Ministry of Education, which helps to establish organized groups of young people directed by teachers. The benefits of these activities are in the opinion of youngsters socializing and leisure in a pleasant and educational way and material advantage and a closer relationship with young people in terms of the involved teachers.

Most youth nongovernmental organizations in **Slovenia** do not directly involve in the popularization of the Second Millennium Development Goal. The problems, which concern this field, are not namely the central theme of their activities. Nevertheless youth organizations in their projects surely indirectly devote some of their attention also to the question of accessing or attaining the right to primary education. Two such youth organizations are referred to below.

Društvo bosansko hercegovskih študentov Slovenije directs towards executing activities in the field of education, culture, exchanges, sports and entertainment. A special attention is being given to executing project for children/students/youngsters from Bosnia and Herzegovina, which includes also different scholarship programmes and youth supports. For example the organization in the past (in 2005) performed a project, which was directly connected with the Second Millennium Goal. The project strived for a rehabilitation of the primary school children in Bosnia and Herzegovina, who were the victims of physical, psychological and sexual violence, who originate from socially endangered families, who were ethnically discriminated or expelled from the effective educational system. The project called "Donate a smile" strived also to help school with equipments and materials, stressing the social integration of children.

Združenje slovenskih katoliških skavtinj in skavtov operates from 1990 onwards in the field of education and upbringing, environment education, active participation and society serving. They deal with projects, which enable youngsters to experience multicultural environments, to accept diversity and possibilities for development cooperation between young people. In this sense their projects are indirectly connected with the realization of the Second Millennium Development Goal.

Some youth organizations in Slovenia deal with global learning (education for development); however in most cases this is not the main orientation of their activities. Above all they include in global learning themes such as intercultural areas, participation, active citizenship, human rights and international youth work. That is to say, they devote to certain themes, which are defined as themes of global learning.

Youth organizations include themselves also in the programme of the Global Education Week, which is in Slovenia organized by SLOGA platform and the Office of Youth of the Municipality of Ljubljana. They also take part in certain campaigns, for example Council of Europe (All different, all equal), etc.

Youth organizations could have a larger role in this field, as they can reach a large number of youngsters or citizens with their programmes. However this is connected with the question of interest, capacities and knowledge, etc. Nongovernmental organizations would have to do their job first, as they are active in this field. Youth organizations as well as local authorities need good information and most of all stimulations to strengthen their interest for such activities.

Mostly all youth organizations work in the field of non-formal education, as they offer programmes for young people in the afternoon time, during the weekends and during holidays – this is connected with time and thematic, which are not necessarily the same as those in schools.

Otherwise youth organizations have a broad spectre of activities – from awareness raising activities for young people (and public in general) through different campaigns to helping the young with different problems, volunteer work in different fields, etc.

Youth organizations have in general the support of Slovenian local and national authorities; however they do not have fixed financing of their programmes/projects, as these organizations are also dependent upon call for applications for proposals. There are some calls for applications nevertheless, on which only organizations, who have an official status of a youth organization, can apply.

Wise Man⁹²

Once there was an old man, who lived with his seven sons. The sons constantly argued. Each of them wanted to inherit his father's land and money by himself.

One day the old man fell badly ill. He knew that he will soon die, so he called all his seven sons. They all came. Each son wanted to know, what he will inherit.

But the old man didn't give them anything. He sent all of them in the forest and ordered them to bring him two sticks each. The sons set out to get them.

They soon returned from the forest, each carrying two sticks, as they were told by their father. The father ranged them, putting the eldest son at the beginning and the youngest at the end of the line. Then he said to the eldest son: "Place one of your stick over your knees and try to break it!"

The son did as his father told him and thus broke the stick. Then the old man ordered the second son to do the same and so the second son broke one of his sticks as well. One at a time the old man ordered all of the other sons to do the same so that each of them broke one of their sticks.

Then the old man said to his eldest son again: "Now tie all of the remaining seven sticks together!"

The son did as his father told him to do. The father then ordered: "Lay the sheaf of sticks over your knees and try to break it!"

The son tried to break the sticks, but couldn't. Then the second son tried to break them, but he was also not successful. All the remaining sons tried as well, but none of them succeeded to break the sticks.

Then the old man said: "I will give my land and money to all of you together. If you stay together, you will be strong. If you don't stay together, you will be weak and the enemies will defeat you!"



⁹²Ethiopian tale of the Tigerian people. Source: Rogelj-Petrič, Silvestra (1990): *Sol in zemlja: Pripovedke etiopskih ljudstev*. Ljubljana: Založba Mladinska knjiga. P. 153.

7. FINALLY THEY ARRIVED TO the crossroads of knowledge...

Dear reader! If you arrived to this point of the report, we congratulate you!! You are almost there. But before we part, we must tell you some additional knowledge, so that you will not be so confused at the end. We tied almost all sticks together, now it is time to add the last one. It is time to sum up what was said and to connect all the roads together...

It is evident that there is still a considerable lack of knowledge about the Second Millennium Development Goal in all A.W.A.R.E. partner countries on all levels.

On the level of legislation and knowledge about the Second Goal of the national, regional and local authorities, we can conclude that the subject of universal education for all is still not well known or there is a considerable lack in actions, which would help the realization of the goal on national and even more on global level. The problem is also the cooperation and dissemination of information between ministries and other authorities, as they are not fully aware about actions or projects of each other. We had great trouble in gathering information about the Second Millennium Goal from the authorities on all levels, because they were not very responsive to our pleas. In Bulgaria, Hungary and Romania there was a lot of trouble accessing the appropriate representatives of authorities, who would have the time and interest to cooperate with the local investigators.

Nonetheless, we can still conclude, that there are some examples of good practices in individual partner countries, which help the attainment of the Second Millennium Goal. In Austria actions, which directly or indirectly contribute to the realization of the Second Goal, can be found especially on the local and regional level. These actions vary from fair trade projects to financially supporting non-governmental organizations in their actions. In Bulgaria the main focus is in the realization of the goal in national sense, as the projects are mainly focused on including minority and Roma children, especially women, in primary education. The situation is similar in Romania as well. In Hungary the actions for the realization of the goal are significantly decreasing due to the financial crisis. The projects are put in place mainly through Europe Aid and there is only one governmental organisation, which helps private organisations to contribute to the realization of the Second Millennium Goal. The main activities in Italy are connected with enabling foreign immigrant children to access primary education in Italy; however some regions and municipalities also give attention to educational projects in developing countries. In Slovenia the projects or good practices, which representatives of authorities understand as those contributing to the attainment of the Second Goal, largely vary – from project by the Ministry of Foreign Affairs, called “Our Rights” to a project about the safe use of the Internet by the Ministry of Higher Education, Science and Technology. Good practices from the Slovenian authorities are also connected with financing the projects of Slovenian non-governmental organisations, so we can say that through this they indirectly contribute to the realization of the Second Millennium Goal.

On the level of knowledge and awareness of the Second Millennium Goal amongst the public in all six partner countries, we can say that the level of awareness increased somewhat. Only 61% of the surveyed people did not know about the Millennium Goals or their content. Nonetheless, this still large per cent is not to be taken lightly, as more needs to be done in order to raise awareness among the European public about MDGs and developmental issues in general. The surveyed people were mainly educating youngsters, so it is troublesome that many still do not know about the situation regarding the access to primary education in Sub-Saharan Africa. Most respondents also believe that the information about such issues is not sufficient. We can say that the problem is mostly with the media, which are not inclined to report about such issues or about the projects by non-governmental organisations. A lot of potential lies in non-governmental organisations and schools, which could with their projects and in collaboration with each other, influence youngsters better. The prevailing opinion amongst the surveyed public is that the goals will not be reached by 2015 on the global and also on national scales. This coincides with the actual situation in the world, as due to the financial and economic crisis, the contribution of individual countries toward the realization of the goals already decreased. On the other hand the respondents believe that universal education should be accessible to all children. In this sense more needs to be done especially on the level of authorities, as there is a great support from the public for the realization of the Second Millennium Goal.

On the level of non-governmental organisations there are some activities and projects, which are connected to universal education in all partner countries. In Austria all the non-governmental organisations, which are active in the educational field, have general knowledge about the Second Millennium Goal. In Bulgaria in comparison to the public institutions, NGOs are more active and make more efforts for achieving the Second Millennium Goal. They are working to improve the school environment and together with school councils participate in school management. They also work for the changes of the legislation in the sphere of education. Bulgarian NGOs show low level of information about the Second Goal. Only organizations, whose work is directly connected to the topic of educa-

tion are far more interested and informed about the issue. The predominating answer of the NGOs to the question about the knowledge of the topic is: "I do not have such information." Most of the NGOs say that the educational institutions in Bulgaria do not work. However, after comparing the level of information concerning the Second Goal among Bulgarian NGOs, public institutions and people, the NGOs are the most well-informed and interested ones. The Hungarian non-governmental organisations are not very interested in or do not possess the proper knowledge about the MDGs in general. In Italy the NGOs are very interested in the subject matter and consequently know the content of the Millennium Goals well. Concerning concrete actions, the situation in Italy is quite similar to the situation in Bulgaria and Hungary. The Romanian NGOs devote on average 5 % of their time to issues concerning universal education, whereas they intend 20 % of their activities to such content. In Slovenia the situation about the knowledge of the Second Millennium Goal is the same as in all other partner countries. The main problem in getting appropriate answers from the Slovenian NGOs is connected with the lack of human resources and financial undernourishment.

It must be said, that there were problems in reaching and gathering data from the non-governmental organisations in almost all partner countries, as the NGOs were not inclined to cooperate with the local investigators or their field of activities are not directly connected with the area of the Second Millennium Goal and thus could not provide us with any useful information. The survey amongst the public showed that NGOs are not very active in the field of giving information about MDGs and development issues in general. We can conclude that more could be done on the level of promotion of the activities and projects of the non-governmental organisation in all partner countries. There is a high interest in collaborating in NGOs' projects, as 61 % of the respondents are interested in participating in them, whereas only 20 % of the surveyed actually already participated in such projects.

Last but not least we can emphasize some recommendations, which would help the realization of universal education for all.

The Second Millennium Goal as well as other development goals should explicitly include people with special needs and other marginalized population groups. Disabilities must be considered in action plans, indicators and statistics to measure progress on the attainment of the Second Goal. For this, increased commitment of the EU member states will be necessary as well as an increase in development assistance, which must be spent for support for access to primary education.

One of the important recommendations to expand interest for the Second Millennium Goal and MDGs in general is to gain a better media coverage of such problematic. The media coverage is in all partner countries virtually non-existent. What needs to be done is also to include developmental education and Millennium Development Goals in school curriculums on all level of education. What is critical is not to look at the access to education as a separate problem, but as a part of attaining other, broader conditions for the realization of this goal (eradication of poverty, gender equality, etc.). For the realization of a quality global education, a more systematic approach is needed, which would surpass the abilities of separate organisations, collectives and individuals.

In order to efficiently deal with these issues on all levels of education, the term global learning must be incorporated into teachers' consciousness. The main task thus lies in educating the educators.

A better cooperation between the governmental and non-governmental sector is essential for the inclusion of the global component into the school curriculum. An important contribution of the non-governmental sector is shown mainly in the field of didactical materials and special methods of teaching. Therefore it is reasonable to orient towards investigating mechanisms, which would enable this cooperation. The EU level should not be ignored in this sense as well, as more collaboration is needed in the sense of forming a common European policy, which would efficiently deal with developmental issues, primarily focusing on the Sub-Saharan African region. European Union should do more to support actions and projects (financially and otherwise), which help to realize the Second Millennium Goal or MDGs in general.

All this would help the realization of the Second Millennium Goal or MDGs in general. However this is possible only if the target groups' work together to reach the best possible result. The goal of project A.W.A.R.E. is to achieve precisely this...

As we arrive to the crossroads of all the knowledge, the decision is up to you...

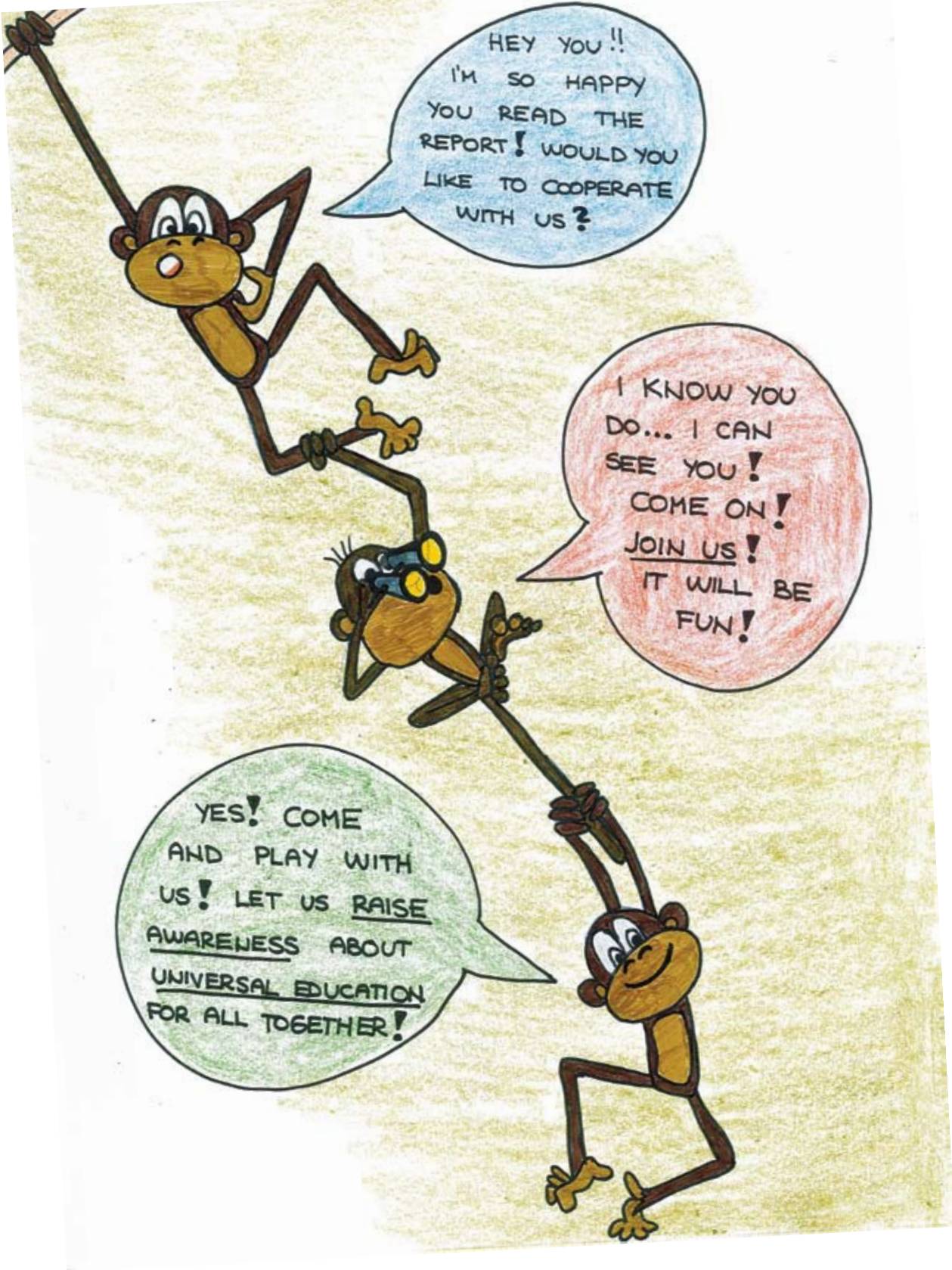
It's too late to be a pessimist. I know that a single human can knock down every wall. It's too late to be a pessimist. Worldwide, four children out of five attend school. Never has learning been given to so many human beings. Everyone from richest to poorest can make a contribution. Lesotho, one of the world's poorest countries, proportionately the one that invests most in its people's education. Qatar, one of the world richest states, has opened its doors to the best universities. Culture, education, research and innovation are inexhaustible resources. In the face of misery and suffering millions of NGOs prove that solidarity between peoples is stronger as the selfishness of nations. It is too late to be a pessimist.

All we have to do is learn to cultivate the knowledge. All these good practices are only examples, but they testify to a new global awareness. They lay down markers to a new human adventure based on moderation, intelligence and sharing.

It's time to come together. What's important is not what's gone, but what remains. We know that the solutions are there today. We all have the power to change. So what are we waiting for?

It's up to us to write what happens next ... Together ...

⁹³The text is an adaptation of the text, taken from the film by Yann Arthus-Bertrand, called »Home« (2009).



HEY YOU !!
I'M SO HAPPY
YOU READ THE
REPORT! WOULD YOU
LIKE TO COOPERATE
WITH US?

I KNOW YOU
DO... I CAN
SEE YOU!
COME ON!
JOIN US!
IT WILL BE
FUN!

YES! COME
AND PLAY WITH
US! LET US RAISE
AWARENESS ABOUT
UNIVERSAL EDUCATION
FOR ALL TOGETHER!

8. A SHORT AWARE FAIRYTALE

The comparative report is part of the project A.W.A.R.E. (“Awareness Raising Activities in Europe”) under the coordination of the Municipality of Padua and in collaboration with non-governmental organizations in Austria, Bulgaria, Hungary, Italy, Romania and Slovenia. The overall objectives of the project are to raise public awareness of development issues and situation of access to education in the Sub-Saharan African region. The project focuses primarily on the Second Millennium Goal, which aims to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The specific purpose of the comparative report lies in presenting the transferability of practices among participating partner countries on activities to achieve the Second Millennium Development Goal.

The comparative report is divided into three main sections, which provide information about the knowledge and interest for the Second Millennium Goal.

The first section presents an analysis of the legislations in all partner countries, connected with the Second Millennium Goal; however an insight into developmental policies and existing networks, which deal with educational sphere, is also provided. Overlook of the participating countries legislature shows that in all countries the Second Millennium Goal can be found on several policy fields; however only in Austria there is a special agency that deals with developmental policies, where all MDGs are included. In other countries content of MDGs can be found in laws that are dealing with education, in foreign policy laws, strategies and declarations and in some local and regional programs. The analysis of projects put in place by the legislation sector show, that there are several efforts on the national, regional or local level in separate partner countries, which promote or enable the achievement of the Second Millennium Development Goal. These good practices serve as examples of activities, which could be disseminated among participating partner countries.

The second section deals with the general knowledge about the Second Millennium goal and is based on evaluating the general public’s view on this topic as well as the view given by the mass media in all partner countries. The survey, which involved mainly young people from the age of 15 to 25, showed that 61 % of the public still do not know the content of the Millennium Development Goals. Moreover, only 14 % of those, who have already heard about MDGs, know also the content of the Second Millennium Goal. What is troubling is mainly the fact that we are dealing with educating population. A great scepticism lies in the minds of the respondents about the realization of the goals by 2015 on national and global levels, as the majority believes, they will not be reached. The surveyed public believes that universal education should be accessible to everyone, so more needs to be done on all levels, to assure the access to primary education for all people in all areas of the world. The information about MDGs and development issues in general is not sufficient, so it is primarily up to the media, non-governmental organisations and schools to promote such issues more efficiently, so that the awareness and interest would increase amongst the public, which would then consequently strengthen the civil society and engage it in greater public consultation and development awareness network.

The third section provides knowledge about the position of non-governmental organizations on universal education and projects put in place in order to fulfil the Second Millennium goal in all partner countries. Non-governmental

organisations in all participating countries are not well informed about the Second Millennium Development Goal, except for the ones, which activities are directly connected to the MDGs or education in general. The analysis of actions of NGOs in all partner countries showed that there are several successful projects, which support the realization of the Second Millennium Development Goal, however only rare activities or projects support directly the attainment of universal education, as most of the projects are oriented on other goals and initiatives. Non-governmental organisations are not very active in promoting MDGs or development issues in general. They are also not very successful in promoting their activities and projects amongst the public. There is a relatively high interest amongst the surveyed people to collaborate in NGOs' projects; however the information is not sufficiently spread across, as most people do not know and consecutively do not participate in the activities or projects of NGOs.

The comparative report concludes with some recommendation for further development and awareness raising activities, which would help the realization of universal education for all goals. The Second Millennium Goal as well as other development goals should explicitly include people with special needs and other marginalized population groups. The media should largely cover developmental problematic in their daily reporting. Developmental education and Millennium Development Goals should be included in school curriculums on all level of education. The term global learning must be incorporated into teachers' consciousness, so the main task lies in educating the educators. And last but not least, a better cooperation between the governmental and non-governmental sector is essential for the inclusion of the global component into the school curriculum.

All this would help the realization of the Second Millennium Goal or MDGs in general. However this is possible only if the mechanisms for exchanges of best practices in development/global education for sustainable development between the government, NGOs, and other stakeholders, as part of the overall need to raise both quality and standards in development education and awareness rising, are supported and encouraged. This is the reason why the project A.W.A.R.E. encourages the target groups to work together to reach the best possible result.

9. THE POT OF WISDOM

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Bulgarian National Program for Development of Education, Science and Youth Policy in Bulgaria – 2009-2013.

Bulgarian National Program for Development of School Education, working to provide learning materials for young students, transportation for young students to their schools and proper meal for the younger students.

Bulgarian National Program for modernization of the necessary equipment in schools.

Bulgarian National Program for providing hostels for school students.

Bulgarian National Program for providing proper transportation for students to their schools.

Bulgarian National Program, providing scholarships for children in schools.

Bulgarian National Program, working to provide extra education for the students in order their achievements in school to be improved.

Bulgarian National Program, working to reduce violence in schools.

Bulgarian National Strategy for Implementing IT and Communication Technologies in Schools.

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9.1 List of Interviewed National/Regional/Local Authorities

Austria

1. Buzek, Bernhard. *Department International Relations at the City of Vienna* (5 December 2009).
2. Förg, Elisabeth. *ADA, department of development education, in charge of ADA's programmes and projects on education* (10 December 2009).
3. Langthaler, Margarita. *Austrian Research Foundation on Development Questions* (29.11.2009).
4. Mair, Anton. *Ministry for European and Internaitoanl Affairs* (25 November 2009)
5. Ungersböck, Simone. *Responsible for funding of microprojects at ADA* (18 December 2009)

Bulgaria

6. *Representative of Ministry of Education, Youth and Science, Department of General Education.*
7. *Representative of Municipality of Karlovo, Department of Humanitarian Affairs.*
8. *Representative of Municipality of Plovdiv, Department of Education and Culture.*
9. *Representative of Municipality of Russe.*
10. *Representative of Municipality of Smolyan, Department of Education.*
11. *Representative of Municipality of Veliko Tarnovo, Department of Department of „Youth Activities and Sports“.*
12. *Representative of Municipality of Vidin, Department of Education.*
13. *Representative of Municipality of Vratsa, Department of Public Relations.*

Hungary

14. Farkas, Tamas. *Municipality of Szekesfehervar* (2 December 2009).
15. *Representative of Municipality of Fejer County* (14 December 2009).

Italy

16. Biasio, Veronica. *Head of office Human Rights. Veneto Region* (8 January 2010).

Romania

17. Barbu, Anca. *Education department inspector* (10 November 2009).
18. Gheorghe, Catrinou. *Mayor of Fetest* (15 November 2009).
19. Iordache, Manuela. *Child Protection Department, Programe Officer* (3 December 2009).
20. Nasture, Florin. *Education department, Education Minister Counselor* (2 December 2009).
21. Stan, Marcela. *Child Protection Department, Programe Officer* (17 November 2009).
22. Stanciu, Cristina. *Municipality of Slobozia – Social protection Department* (16 November 2009).

Slovenia

23. Barle - Lakota, Andreja. *Directress of the Office for the Development of Education on the Ministry of Education and Sport* (30 December 2009).
24. Glaser, Olga. *Directress of the Pre-School and Education Section at the Municipality of Ljubljana* (07 January 2010).
25. Jamnišek, Blanka. *authorized Minister at Ministry of Foreign Affairs* (30 November 2009).
26. Pajntar, Radovan. *Directorate for Information Society at the Ministry of Higher Education, Science and Technology* (24 November 2009).

9.2 List of Interviewed Non-Governmental Organisations

Austria

1. Leutgeb, Anita. *Jugend Eine Welt*.
2. Ottacher, Friedbert. *LfW-Program Officer for Ethiopia*.
3. Conversation with Director *BG Tamsweg*.
4. *Zeit/Raum - Verein für soziokulturelle Arbeit*.
5. *GEZA – Gemeinnützige Entwicklungszusammenarbeit GmbH*.

Bulgaria

6. Representative of *Local Voluntary Centre (part of Open Society Institute)*. Varna.
7. Representative of *Paideya Foundation*. Sofia.
8. Representative of *Association Internationale des Etudiants en Sciences Economiques et Commerciales, AIESEC*. Sofia.
9. Representative of *Cultural club. Elin Pelin town*.
10. Representative of *Community Donation Fund. Stara Zagora*.
11. Representative of *Association „Europe for citizens“*. Vratsa.
12. Representative of *Tolerantnost Foundation*. Varna.
13. Representative of *ERA Foundation*. Varna.
14. *Znam I Moga*.

Hungary

15. Representative of *Hungarian Interchurch Aid*.
16. Representative of *Foundation for Africa*.
17. Representative of *Roma Education Fund*.
18. Representative of *Green Youngsters*.
19. *BOCS foundation*.

Italy

20. Boev, Eva. *Associazione Bashù Onlus*.
21. Mariana, Paola. *Associazione Amici dei Popoli*.
22. Nichele, Maria. *Incontro fra i Popoli Onlus*.

Romania

23. Burada, Valentin. President of *FDSC Bucuresti*.
24. Cezara, David. PR Coordinator of *Romani CRISS*.
25. Georgian, Bala. PR Coordinator of *Fundatia Cuvioasa Paraschiva*.
26. Jeni, Bordeianu. President of *Asociatia Gessia Fetesti*.
27. Nasture, Florin. President of *Centrul Cultural al Romilor “O Del America”*.
28. Nita, Nicoleta. President of *Gessia Mileniului III*.
29. *Floarea Ialomiteana Foundation*.

Slovenia

30. *Amnesty international Slovenia*.
31. *Društvo Humanitas*.
32. *Focus – društvo za sonaraven razvoj*.
33. *SLOGA – Slovenian Global Action*.
34. *Zavod Voluntariat*.

A.W.A.R.E. PARTNERS: THE COMIC



It all started in 2009...
In six EU countries...

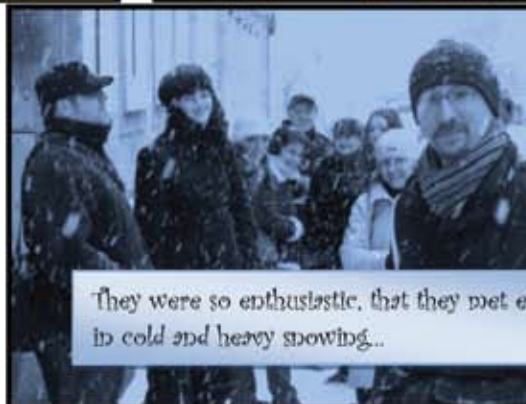
Under EU funding they
started awareness raising
activities about MDG2...



UNIVERSAL
EDUCATION
FOR ALL BY
2015!



They worked day and night
investigating the knowledge
and awareness of MDG2 in
their countries on all levels.



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in cold and heavy snowing...

Together they wrote a
comparative report,
which was the basis for
their future work...



They perform workshops in schools to
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During A.W.A.R.E. Week
they raise awareness about
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ISBN 978-961-92394-1-4



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