



# Baltic Regional Seminar on Global Development Education

## Follow-up meeting

## Concept Note

Nordic Council of Ministers Office, Riga, Latvia

April 9 2018

In partnership with:

LAPAS  LATVIJAS PLATFORMA  
ATTĪSTĪBAS SADARBĪBAI



MINISTRY  
OF EDUCATION  
AND SCIENCE  
OF THE REPUBLIC OF LITHUANIA



## BACKGROUND

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe (CoE) to promote Global Development Education (GDE) in new EU member States and candidate countries, the North-South Centre of the Council of Europe (NSC) is continuing to develop a cycle of regional seminars to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries. This monitoring process is based on the strategic recommendations of the 3<sup>rd</sup> European Congress on Global Education organised by the NSC in Zagreb, 2015, and on the CoE [Recommendation CM/Rec \(2011\)4](#) on education for global interdependence and solidarity.

This annual GDE monitoring process covering the period 2016-19, is in line with the CoE Action Plan on Building Inclusive Societies (2016-2019); with the CoE Standing Conference of Ministers of Education held in April 2016 under the theme "Securing democracy through education"; and with the CoE Conference organised by the Cypriot Chairmanship of the Committee of Ministers "Education: a safe option to Democracy", (Nicosia, March 2017).

It is also in line with UNESCO efforts to make progress towards Target 4.7 of SDG 4, in the framework of 2030 Agenda.

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, the NSC contributes to the recognition and practice of GDE in the Baltic region.

The follow-up meeting is organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission and in cooperation with our Baltic partners Eesti People to People (Estonia), the Latvian Platform for Development Cooperation (LAPAS), the Lithuanian Children's and Youth Centre, and the Ministry of Education and Science of the Republic of Lithuania.

## ACTIVITY DESCRIPTION

### Short introduction to the activity

The Riga follow-up meeting of the Baltic Regional Seminar on GDE, held in Tallinn in October 2016, will bring together approximately 20 practitioners and decision-makers from Estonia, Latvia and Lithuania to assess the level of implementation of the recommendations agreed in Tallinn and updated in Vilnius follow-up meeting (May 2017) in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with Zagreb Congress strategic recommendations.

Each national delegation shall include six to seven participants representing formal/non-formal education sector; CSO platform; local authorities; Ministry of Education (MoE) and/or of Foreign Affairs (MFA); parliamentary commissions on education and the national coordinator of the NSC GE network. These delegations correspond to national multistakeholder task forces established at

national level to facilitate the monitoring process along the year through regular mid-term meetings and a regular consultation process.

During the one-day follow-up meeting, and based on Tallinn and Vilnius recommendations and on the outcomes of the annual task-force meeting(s), participants will review the state of advancement of these recommendations through three sessions dedicated to Policy Making and Curricula Development; Professional development of educators and quality support; Awareness raising and pedagogical tools.

Targeted outputs:

- Progress made in relation to Tallinn's GDE regional seminar and Vilnius follow-up meeting recommendations, is measured and issues at stake are identified;
- Strategies for the recognition and promotion of GDE developed since, are shared;
- Complementarities between existing education national policies and the Zagreb Congress strategic recommendations and with CoE framework of competences for democratic culture are acknowledged;
- A monitoring calendar, with benchmarks, is agreed until the next monitoring cycle in 2019.

Targeted outcomes:

- Common challenges and practices in GDE in the Baltic countries are identified and regular national follow-up meetings of the multistakeholder task forces are agreed;
- GDE as an integral part of education and of development policy is promoted through regular assessment of the progress made in the field of Policy Making and Curricula Development;
- Opportunities to develop joint action and collaboration within and beyond the Baltic countries are discussed and planned through regular meetings between the regional NSC GE network coordinators;
- Recommendations and priorities for furthering GDE in the Baltic countries are established and benchmarked.

Targeted group(s):

- Formal and non-formal educators;
- CSO platform;
- Local authorities<sup>1</sup>;
- Ministries (MoE and/or MFA)<sup>2</sup>;
- Parliamentary commissions on education<sup>3</sup>;
- National coordinator within the NSC GE network

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<sup>1</sup> In accordance with the CoE [Congress of Local and Regional Authorities](#)

<sup>2</sup> When possible, in accordance with [GENE-Global Education Network Europe](#) representatives

<sup>3</sup> In accordance with the CoE Council of Europe Parliamentary Assembly: [Committee on Culture, Science, Education and Media](#)

## Working language

English will be the only working language of the seminar and no interpretation to other languages is foreseen. The seminar is intended to be interactive and thus only participants with relevant level of English will be selected to participate.

## VENUE

Nordic Council of Ministers Office, Riga, Latvia

## BACKGROUND DOCUMENTATION

- Tallinn GDE Baltic Seminar [Report & recommendations](#)
- Vilnius Follow-up meeting [Report & recommendations](#)
- 3<sup>rd</sup> GE Congress Strategic Recommendations: [Final Recommendations](#)
- 3<sup>rd</sup> GE Congress Report: [Final Report](#)
- 3<sup>rd</sup> GE Congress Background documents  
[GE national seminars: 2013-14 overview](#)  
[GE regional seminars: 2013-14 overview](#)  
[Global Education Survey](#) - *Evaluating the 2012 Lisbon Congress Thematic Recommendations*  
[Youth Global Skills Survey](#) - *Exploring Youth Skills for the 21<sup>st</sup> Century from a Youth Perspective*
- North-South Centre [Global Education Guidelines](#)—*a Handbook for Educators to Understand and Implement Global Education, Lisbon 2012 (2008)*
- *Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity, Strasbourg 2011;*
- Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg 2016
- White Paper on Intercultural Dialogue: [“Living Together As Equals in Dignity”](#) Strasbourg, Strasbourg 2008

### Institutional partners

The seminar is taking place in the context and with the support of the Grant Agreement signed between the European Commission and the Council of Europe (iLEGEND-Intercultural Learning Exchange through Global Education, Networking and Dialogue), which aims at promoting GDE in the twelve new member states of the European Union as well as in EU candidate and acceding countries.

### Regional partners

#### Eesti People to People (Estonia)

Eesti People to People is a Non-Profit Organization registered in 1997 and with activities since 1993 as a chapter of People to People International (PTPI) NGO. The purpose of People to People aims to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures.

Contact persons: Ruta Pels, President: [ruta.pels@mail.ru](mailto:ruta.pels@mail.ru)

#### LAPAS - Latvian Platform for Development Cooperation

The Latvian Platform for Development Cooperation (LAPAS) was established in 2004, the same year when Latvia joined the European Union. LAPAS unites Latvian NGOs, which believe that Latvia's transition experience to a democratic market economy can be useful to others. LAPAS also promotes NGO participation in development cooperation and coordinates Latvia's efforts in development education.

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**Lithuanian Children & Youth Center**, in collaboration with the Ministry of Education and Science of the Republic of Lithuania

The Lithuanian Children and Youth Centre organize different events, competitions and actions related to actual themes of with Global Education: Global Education Week (GEW) and Global Action Week (GAW). These events annually involve more than 20 000 participants (schoolchildren, students, children from pre-school institutions, teachers) from all over the country.

Contact persons:

Dalia Navikiene - Lithuanian Children and Youth Centre, Deputy Director: [Dalia.Navikiene@lvjc.lt](mailto:Dalia.Navikiene@lvjc.lt)

Algimantas Simaitis - Ministry of education and science, Chief Specialist of non-formal education division: [Algimantas.Simaitis@smm.lt](mailto:Algimantas.Simaitis@smm.lt)

### Updated background information on GDE in Baltic countries

#### ESTONIA

The main stakeholders dealing with GDE in Estonia are the Ministry of Foreign Affairs, the Ministry of Education, and the Round Table for development education (AKÜ- Arengukoostöö Ümarland) and its members. AKÜ Global Education working group coordinates the work between all stakeholders and the Ministry of Foreign Affairs is the main donor for small scale projects on development and humanitarian aid.

Over the last year there have been no changes in the situation in the field of global development education (or global citizenship education). Although GDE concept and competences are referenced throughout subjects in the curricula, it is not recognised as such in the curricula, jeopardising a suitable GDE funding mechanism and a proper teachers' training scheme in the field. Albeit the number of civil society organisations working on GDE has remained around the same, with no further steps towards bigger coordination or cooperation, the professional development of educators and the development of GDE pedagogical resources and awareness-raising activities are done mainly by CSO organisations, Mondo being the strongest of them. The challenge even for well-established GDE organisations is to find funding that is not project-based and short-term.

In 2017, Ministry of Education started developing the Concept for Human Rights Education as an umbrella concept paper setting the reasoning behind this approach as well as making school leaders and teachers better aware of why human rights education is needed. AKÜ has been advocating for the recognition of GDE as the umbrella concept instead of HR. This discussion is still taking place.

Recently Estonia has decided not to submit its pupils to the global competences test linked with PISA global competences framework. PISA global competences framework could have been a major push for increased acknowledgement of GDE in schools and contributed to the monitoring of SDG 4.7 at national level. In December 2017, during the discussions on national indicators for Agenda 2030, SDG 4.7 was briefly discussed and there is the will to start measuring its developments but as there is no way to gather any data on this issue, it was dismissed among the national indicators.

#### LATVIA

##### Policy framework

The main stakeholders dealing with GDE in Latvia are the Ministry of Foreign Affairs, the National Centre of Education under the Ministry of Education and Science, and LAPAS the Latvian Platform for Development Cooperation.

GDE policy development partly lies within the portfolio of the MFA as a part of its communication policy on the global sustainable development. A small amount of co-financing for DEAR projects (up to 20 000 EUR per year in total) is available in the budget of development cooperation policy. Also some specific activities like yearly movie month in regions and the World's Best News Day implemented by LAPAS are supported by a small grant from the MFA.

In the meantime, a new education curriculum is currently opened to public consultation, which could be an opportunity to for the recognition of GDE competences. At the practical level there is ongoing cooperation with the National Centre of Education under the Ministry of Education and Science.

The recognition and funding of GDE by the state authorities, as well as the recognition of the role of the civil society in boosting global development competencies, is desirable and central to guarantee an increased and sound integration of GDE in Latvia.

In 2017 LAPAS advocated for the GENE Increase Program in Latvia. After high number of interactions with different stakeholders - MFA, Parliamentarians etc., Ministry of Education and Science took over the process. LAPAS has submitted the proposal on the involvement of the NGOs but Ministry of Education and Science closed the process, without involving LAPAS.

### Capacity building

Through LAPAS permanent GE working group, GDE awareness-raising activities and resources are being developed and shared along the year.

One of the central events is the Global Education Week growing its strength every year. As it does not have any additional resources, it mainly consists of the events organised by GDE NGOs within different projects. The central event of the week is the workshop for all stakeholders who share their DEAR activities. Although, there are many ongoing activities in the field of GDE implemented by NGOs, they are fragmented and depending on the resources raised.

The negative impact of the change on the rules by EuropeAid DEAR call has put many NGOs in low capacity situation to continue their activities. As global issues are not on high agenda in national NGO calls (and have never been), there are very few resources available to continue.

Overall it is expected that Latvia could face downshift of NGOs working with GDE issues due to the lack of political support and the reduction of resources available at EU level. Many of organisations have shifted their focus to other issues - like media literacy, intercultural learning and other.

### Looking beyond

In order to sustain their practice, NGOs have been looking to change their priorities and have focused on SDGs agenda as the main instrument to cover GDE issues. Still SDGs have been implemented very formally with very low involvement of NGOs and society.

SDGs perspective has helped to strengthen multistakeholder cooperation and establish alliances between development NGOs, environmental NGOs, local and global NGOs and other players. UNESCO national commissions have been active to cooperate with NGO sector, as well as Environmental Protection Fund by mainstreaming SDGs in their project call. Foreign embassies of countries taking strong leadership on implementation of the SDGs have expressed their interest to cooperate.

In 2018 Latvia is one of the countries who will submit the Voluntary National Review on the implementation of the SDGs at national level.

One specific DEAR project targeted on the GDE is implemented in Latvia (in partnership with the lead partner in Finland). This project might influence also the resources available for the national advocacy as so far they are done on the voluntary basis.

### Strategic priorities

Since 2017 the main recommendations still for the near future:

- finding political support within the National Parliament;
- reinforcing the role of «Ministry of Education and Science for GDE policy development;
- raise of national co-funding of DEAR projects;
- enhancing SDGs agenda in the NGO community and political level;
- continuity of coordination of sharing of best practice;
- continuity of traditional events to raise GDE capacity in the regions - GEW, WBN day, movie month.

## LITHUANIA

### Policy framework

The Parliament of the Republic of Lithuania adopted in July 2017 the resolution on General Education Changing guidelines. The guidelines aim at fostering the implementation the SDG 4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” based on the United Nation agenda for sustainable development “Transforming our world: the 2030 Agenda for sustainable development” adopted on 25<sup>th</sup> of September, 2015.

With the purpose to create the preconditions for the quality of higher education and research, and ensure the effective link between high education and society, state, business and the international competitiveness of science and studies, the reform of higher education institution was initiated.

During the national conference “Situation of the education in municipalities: preconditions for improving the quality of education”, initiated by the Lithuanian Ministry of Education and Science, Minister J. Petrauskiene underlined the priorities in education sphere for the coming school years:

- cultivating the prestige of the teaching profession;
- emotional security;
- curriculum content;
- real social, civic, cognitive and creative activities for pupils;
- methodological and material support;
- school freedom and autonomy.

### Sustainable Development Goals

Raising public awareness, and in particular youth, on development cooperation, including United Nations 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals, is an integral part of Lithuanian Development Cooperation Policy. Seeking to inform public about the development cooperation, to encourage its direct involvement, critical thinking and active interest in development cooperation, Lithuania further promotes activities to raise public awareness in this regard.



In September 2016 Lithuanian Government approved National Interinstitutional Development Cooperation Action Plan for the period 2017–2019. This Plan lays down development cooperation policy guidelines for 2017-2019 and sets out concrete measures in order to contribute to the achievement of the sustainable development goals set by the UN 2030 Agenda within the aid recipient countries. These guidelines foresee, that Lithuania shall further support activities to raise public awareness, especially among the youth, on the importance, goals, and advantages of development cooperation, encourage volunteering, inform about projects implemented by Lithuania and results thereof, as well as Lithuania's contribution to the activities of international development organisations and funds.

In 2017, four public awareness-raising projects were funded under the Development Cooperation and Democracy Promotion Programme of the Ministry of Foreign Affairs of Lithuania. They aimed at informing and educating public, with a particular emphasis on youth, on development cooperation issues:

- "Youth Awareness Raising About United Nations Sustainable Development Goals (SDGs) till 2030: the Youth of SDG'30". The project aimed to introduce SDGs and development cooperation issues to the 15-30 years old Lithuanians in an interactive and attractive way, encouraging them to get involved in the implementation of the SDGs. Project activities included lectures, discussions about SDGs and development cooperation, essay contest and theatre activities, a public awareness and media campaign.
- "Development Cooperation Internet TV". The project aimed to inform young people about development cooperation and encourages their active involvement into the project activities. "Development cooperation TV" was launched on Youtube.com platform. Each month a TV show was released and broadcasted in schools. Content of TV programmes included not only reports, but also interactive activities for young people, such as „Google Challenge“ – orientation games online and video contest to show how students perceive SDGs. Approximately 50 Lithuanian schools was involved in the project.
- "World Under One Roof". This project was launched in 2016 and is aiming to inform the Lithuanian society about the SDGs, Lithuania's commitments and to engage Lithuanian citizens to contribute to the achievement of SDGs. Throughout 2017 the SDGs campaign was continued on social media in addition to radio quizzes, newsletters and various awareness raising events, as well as through GLEN International Volunteer Program. In the long run the project is expected to contribute to increased awareness and support for development cooperation policies among the Lithuanian public.
- Human Rights Documentary Film Festival "Inconvenient Films 2017". The project aims to use the festival as a tool for large-scale awareness raising campaign, informing Lithuanian society about human rights, global challenges and importance of development cooperation. Established in 2007 as an annual film event, it is currently the biggest documentary film festival in the country, taking place in various cities and towns across Lithuania. This festival placed a particular emphasis on the situation in the migration and transit countries as well as the EU Eastern Partnership countries. An educational program of award-winning documentary films was created in cooperation with international partners. Film screenings was accompanied by round-table discussions with policy-makers, activists, filmmakers and experts.

In addition to the projects mentioned above, a weekly radio quiz "Lithuania and the World: What Do We Know About Development Cooperation?" has been launched in July 2017. This new initiative aimed to inform Lithuanian society via popular Lithuanian commercial radio station programme in a popular manner about the development cooperation and global challenges facing our societies as well as to mobilise greater public support for policies related to achieving SDGs. This initiative also aimed to encourage citizens to engage actively in sustainable development activities and foster critical ideas about global challenges and the role each citizen can play and contribute.

In May 2017 the Lithuanian Children and Youth Center implemented "Mindfight" contest in Lithuanian educational institutions. The aim of the contest was to introduce for pupils the Sustainable Development goals (SDG) till 2030, and Lithuania's and other countries' commitments to implement them and to increase the youth support for SDG's implementation. During the contest in Lithuanian educational institutions was organized "Mindfight" games, following the methodology, prepared by Lithuanian Children and Youth Centre specialists. Contest participants were the pupils in two age categories: 10-14 and 15-18 years old. They had to answer on 30 questions related to SDG's agenda 2030 topic. The best teams of the schools and other educational institutions took part in the final "Mindfight" and was awarded with prizes.

On 25<sup>th</sup> of May 2017 the "Global youth festival" was organised. More than 500 young people from 14-18 years old participated in that event. The aim of the festival was to encourage youngsters to rethink their identity, life style, frame of responsibility for oneself and surrounding environment as well to consider, how they can contribute to the reduction of inequality in the world, peace-keeping and the sustainable development of a global society.

During the festival, the following activities took place:

- Presentations of sustainable vehicles;
- Presentation of the Lithuanian Army "I am a warrior because I want peace."
- Creative workshops in the frame of the project "European cinema – intercultural dialogues";
- Presentation of national "Sustainable school" project;
- Various interactive trainings and lectures.