

## Η Ανάπτυξη

### National Seminar on Global Education

22-23 October 2010, Curium Hotel, Limassol - Cyprus  
Evaluation Report

#### 1. Executive Summary

The National Seminar on Global Education was organized and held in Cyprus on October 22-23<sup>rd</sup> 2010, at Curium Palace Hotel at Limassol. The organizers were the Cyprus NGO Platform “The Development” in partnership with the North South Centre of Council of Europe and in close collaboration with the Global Education Week Coordinator of the Ministry of Education and Culture of Cyprus.

The seminar was attended by teachers – primary and high school –, NGOs working on issues related to global education, representatives of the teachers union, representatives of the Cameroonian Student Association as well as also representatives from the Ministry of Education and Culture and from the Ministry of Foreign Affairs.

During the first day, the first half of the day included the following presentations:

1. "The role of European institutions in promoting national global education strategies" by Mrs Gordana Berjan, Coordinator of Education and Youth, North South Centre
2. Presentation through Skype Connection from Ms Rilli Lappalainen, Co-chair of the multi-stakeholder group for Development Education and member of Concord.
3. “Traveling around the world and looking for aspects of the Global Development Education - Experiential Experiences” by Mr. Nicolas Papachrysostomou, Project Management, NGO Support Centre

After lunch, the program included 3 parallel hands-on workshops, followed by the first part of a structured dialogue workshop, focusing on the main challenges to Global Education in Cyprus. More details below:

Workshop A worked on *Development Education and Social Justice*, which was organized by the NGO CARDET. The workshop, with more than 20 participants, attempted to combine the theoretical background and the interconnection between development education and social justice with in-class activities on issues of diversity management and social justice. At the first section of the workshop, Sotiris Themistokleous, Researcher and Project Manager at CARDET, provided an overview of the development education, its definition, the common ground with social justice and the necessity for its establishment in the Cyprus formal and informal educational environment. Important part of this section was also the extended references to the CARDET lead EuropeAid Project “Raising awareness on development cooperation” (RADC) ([www.developmenteducation.org](http://www.developmenteducation.org)), as a medium and a good practice for promoting, at national and European level, development education in schools and

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academic institutions. At the second section of the workshop, Christiana Aravi, Trainer and Project Manager at CARDET presented themes of theoretical and practical approaches towards diversity management and social justice. Ms. Aravi also demonstrated three in-class activities which the participants may adapt and apply in their educational/training context. Those activities referred to our “multiple identities”, to our visible and invisible attributes (“The Iceberg Model”) and practices of “inclusion and exclusion” through a role-playing activity. The teachers, academics and NGO activists participating in the workshop, with enthusiasm, were involved in the activities and at every occasion they expressed their interest in incorporating them in their classes and training sessions.

Workshop B offered a practical introduction to Global Education and specifically to global issues, skills and values. It was led by Nicolina Markidou and Kerstin Wittig from Future Worlds Center and aimed at providing the participants with concrete tools and methodologies to use in their work context – either formal or non-formal education. The workshop was held in an interactive manner, placing the participants in the centre, learning through their experience and exploring the issues themselves.

The workshop started with a quick exercise on characteristics of a global citizen, and then moved on to a photo-activity, during which the participants got together in small groups to explore the local, the national and the global issues, elements and implication of the situation portrayed by the photo. The aim was to get a grasp of how interconnected our lives around the planet, and how our actions have an effect on other people's life and vice-versa. Furthermore, the participants we invited to think how the five main global issues (Social Justice, Peace and Conflict, Diversity, Sustainable Development, Globalization and Interdependence) relate to their work and how they could be integrated into teaching.

For more information on the FWC work about Global Education, please visit [www.DevelopmentEducation.info](http://www.DevelopmentEducation.info) or [www.TeachMDGs.net](http://www.TeachMDGs.net).

Workshop C presented tools on Human Rights education. NGO Support Centre presented this training on Human Rights Education and presented the tools of Compass and Compasito. These two manuals are produced by the Council of Europe and are manuals focusing on human rights education for young people and children. The main focus of the manuals are to familiarise with the meaning of human rights via experimental learning with educational activities for young people and children, to provide essential information about human rights and international standards and supplementary background information about the themes.

The presentation of the two manuals aimed at presenting to educators and representatives of the Ministry of Education the manuals a form of non formal education that can be used in schools and that could use supplementary to the school curriculum. For more information visit [www.ngo-sc.org](http://www.ngo-sc.org) and [www.coe.int/compass](http://www.coe.int/compass) or [compasito](http://compasito.org).



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The structured dialogue workshop, which took place on the first afternoon as well as throughout the second day, focused on the triggering question: *What are the challenges in Promoting Global Education in Cyprus?*

Structured Democratic Dialogue (SDD) is a methodology that supports democratic and structured dialogue among a group of stakeholders. It is especially effective in resolving multiple conflicts of purpose and values, and in generating consensus on organizational and inter-organizational strategy. As the National Seminar has brought together main stakeholders of Global Education in Cyprus, SDD was chosen to create a democratic dialogue around the above triggering question and develop a specific influence map of the major challenges – which can then be considered as a basic step for the development of a National Strategy, as it highlights the central points that require action to promote Global Education.

The outcomes of the SDD section can be found in a next chapter.

### 2. Aims and Methodology of the Structured Dialogue

The SDDP is specifically designed to assist inhomogeneous groups in dealing with complex issues, in a reasonably limited amount of time. It enables the integration of contributions from individuals with diverse views, backgrounds and perspectives through a process that is structured, inclusive and collaborative. It is scientifically grounded on 7 laws of cybernetics/systems science and has been rigorously validated in hundreds of cases throughout the last 30 years.

A group of participants, who are knowledgeable of the particular situation are engaged in collectively developing a common framework of thinking based on consensus and shared understanding of the current or future ideal state of affairs. The SDD promotes focused communication among the participants in the design process and their ownership of and commitment in the outcome.

#### Structure and Process in a typical SDDP Co-Laboratory

When facing any complex problem the stakeholders can optimally approach it in the following way:

1. Develop a shared vision of an ideal future situation. This ideal **vision map** serves as a **magnet** to help the social system transcend into its future state.
2. Define the **problematique**, also known as the wall of inhibitors i.e., develop a common and shared understanding of what are the obstacles that prevent the stakeholders' system from reaching its ideal state.
3. Define **actions/options** and produce a roadmap to achieve the goals.

The three phases are implemented using exactly the same dialogue technique. Each phase leads to similar products:

1. A **list** of all ideas and their clarifications [SDDP is a self-documenting process].



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2. A **cluster** of all ideas categorized according to their common attributes [using a bottom-up approach].
3. A document with the **voting results** in which participants are asked to choose ideas they consider most important

[erroneous priority effect = most popular ideas do not prove to be the most influential!]

4. A **map** of influences. This is the most important product of the methodology. Ideas are related according to the influence they exert on each other. If we are dealing with problems, then the most influential ideas are the *root causes*. Addressing those will be most efficient. If we deal with factors that describe a future ideal state, then working on the most influential factors means that achieving the final goal will be easier/faster/more economic, etc.

In the following, the process of a typical SDD session, with its phases, is described in more detail.

- First     The breadth of the dialogue is constrained and sharpened with the help of a **triggering question**. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex problem and SDD experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting either through email or wikis.
- Second   All contributions/responses to the triggering questions are recorded in the *Cogniscope II* software. They must be short and concise: one idea in one sentence! The authors may clarify their ideas in a few additional sentences.
- Third     The ideas are clustered into categories based on similarities and common attributes if time is short. A smaller team can do this process to reduce time (e.g., between plenary sessions).
- Forth     All participants get five votes and are asked to choose ideas that are most important to them. Only ideas that receive votes go to the next and most important phase.
- Fifth     In this phase, participants are asked to explore influences of one idea on another. They are asked to *decide whether solving one problem will make solving another problem easier*. If the answer is a great majority an influence is established on the map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most influential factors (if what is being discussed are descriptors of an ideal situation or actions to take). Those root factors must be given priority.
- Sixth     Using the root factors, stakeholders develop an efficient strategy and come up with a road map to implement it.

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The SDD organized during the National Seminar focused on the *problematique* phase exclusively, as time was limited and the organizing team saw this as the most important element, considering the potential development of a future National Strategy.

### 3. National context of global education/ development education

Global Education receives more and more support from different parts of the society in Cyprus. An approach new to many until recently, both the Ministry of Education and the civil society have become active players in promoting global education and in introducing it into schools, teaching, and non-formal education.

The Cypriot civil society organisations and the members of the Cyprus NGDO Platform in particular, mainly work in the areas of active citizenship, intercultural education, global education, promoting the MDGs, gender issues, human rights and environmental sustainability. According to the CIVICUS report of 2004, civil society in Cyprus is characterized as slightly weak, with limited cooperation and communication between different sectors of civil society. However, since then, civil society has grown stronger, CSOs have become more organized, the NGDO Platform has been created, and most CSOs managed to benefit from the rich European Union funding schemes. The NGDO Platform under the umbrella of the Cyprus Island-wide Development NGO Platform (CYINDEP) has joined CONCORD as a full member in 2009, and has actively participated in several of the CONCORD Working Groups for the past 3 years, especially in the Development Education Forum.

Cyprus is a member of the North-South Centre of the Council of Europe since its creation, and has actively participated in the Global Education Week throughout the past years, despite limited availability of funding schemes. The European Year of Intercultural Dialogue has offered an opportunity to the Ministry of Education to actively engage schools into actions within the framework of the Global Education Week. The Year of Intercultural Dialogue also created the unique opportunity for collaboration between the ministry and civil society organizations active in the same field. The first joint initiatives and seminars have been organized in this context. Since then, the Ministry of Education and Culture has collaborated with some of the platform member organizations in implementing teacher trainings and seminars for teachers, introducing them to human rights education and to global education.

Even though the various actors are focusing more and more on global education, there is no national strategy or other specific action plan for global education in Cyprus. The Ministry of Foreign Affairs/CyprusAid have expressed their strong support for global education activities, in particular those promoting the Millennium Development Goals, however, to date there is no specific budget allocated to global/development education.



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### 4. Global Education in the formal education system

The terms frequently used now in schools are ‘Education for Sustainable Development’, ‘Human Rights Education’, ‘European Citizenship’, ‘Intercultural Education’, ‘Education for Global Citizenship’. Intercultural Education has become very popular mainly due to the significance of the European Year of Intercultural Dialogue and due to efforts of the Ministry of Education and Culture to encourage and support intercultural dialogue and active and global citizenship in schools in recent years.

DE appears in a variety of subjects, such as Greek, Geography, Home Economics, Civic Education, Sciences, Technology. The main DE themes and topics identified in the school curriculum are Human Rights, Peace, Climate Change, European Citizenship, Active Citizenship. However, there is no national strategy, although the Ministry of Education and Culture (MoEC) has been actively involved in the drafting of the Global Education Guidelines of the North South Centre. Also, the MoEC supports the yearly Global Education Week and encourage through letters and guidelines to schools to organize events and involve local NGOs. For example, the Ministry of Education and Culture together with NGOs has held a series of events and competitions to celebrate the Year of Intercultural Dialogue in 2008. Also the Ministry of Education and Culture has invited NGOs and staff of the Ministry of Education and Culture, the Ministry of Foreign Affairs and CyprusAid to a joint event on the occasion of the Global Education Week, with presentations of the MOEC, CyprusAid and the Cyprus representative of the DE Forum. Finally in 2009 the MOEC and CyprusAid have sponsored 2 workshops for teachers on Global Education and one on Human Rights tools (Compasito and Compass).

### 5. Global Education in the non formal education system, civil society and youth organizations

The Cypriot civil society organisations and the members of the Cyprus NGDO Platform in particular, mainly work in the areas of active citizenship, intercultural education, global education, capacity building, promoting the MDGs, gender issues, human rights and environmental sustainability. According to the CIVICUS report of 2004, civil society in Cyprus is characterized as slightly weak, with limited cooperation and communication between different sectors of civil society. However, since then, civil society has grown stronger, CSOs have become more organized, the NGDO Platform has been created, and most CSOs managed to benefit from the rich European Union funding schemes. The NGDO Platform under the umbrella of the Cyprus Island-wide Development NGO Platform (CYINDEP) has joined CONCORD as a full member in 2009, and has actively participated in several of the CONCORD

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Working Groups for the past 3 years, especially in the Development Education Forum.

Other CSOs and youth organizations like Youth for Exchange and Understanding, the Scouts and Guides and the National Youth Council are working on relevant issues using non formal education but are not considered to work primarily on global education.

### 6. Educational Resources and support services, good practices that are used in Cyprus for global/development education

The European Consensus on Development: a strategy framework for Development Education & Awareness Raising

[http://www.deeep.org/fileadmin/user\\_upload/downloads/Consensus\\_on\\_DE/DE\\_Consensus-EN.pdf](http://www.deeep.org/fileadmin/user_upload/downloads/Consensus_on_DE/DE_Consensus-EN.pdf)

North South Centre Global Education Guidelines

<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf>

National Report on Global Education in Cyprus 2004

[http://www.coe.int/t/dg4/nscentre/Resources/Publications/GE\\_PRP\\_Cyprus\\_%20report.pdf](http://www.coe.int/t/dg4/nscentre/Resources/Publications/GE_PRP_Cyprus_%20report.pdf)

Maastricht Global Education Congress Report 2002

<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEgs-app1.pdf>

Global Education Charter 1997

<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEgs-app2.pdf>

North-South Centre – European Commission Management Agreement 2009-2011

[http://www.coe.int/t/dg4/nscentre/UE-NSC\\_agreement\\_en.pdf](http://www.coe.int/t/dg4/nscentre/UE-NSC_agreement_en.pdf)

Ministry of Education and Culture material for Global Education Week 2010

[http://www.moec.gov.cy/pagkosmia\\_ekpaidefsi/peace\\_non\\_violence\\_ey.html](http://www.moec.gov.cy/pagkosmia_ekpaidefsi/peace_non_violence_ey.html)

CYPRUSAID strategy

<http://www.planning.gov.cy/planning/planning.nsf/All/2473108BE561E31CC22574CE003D6D58?OpenDocument>

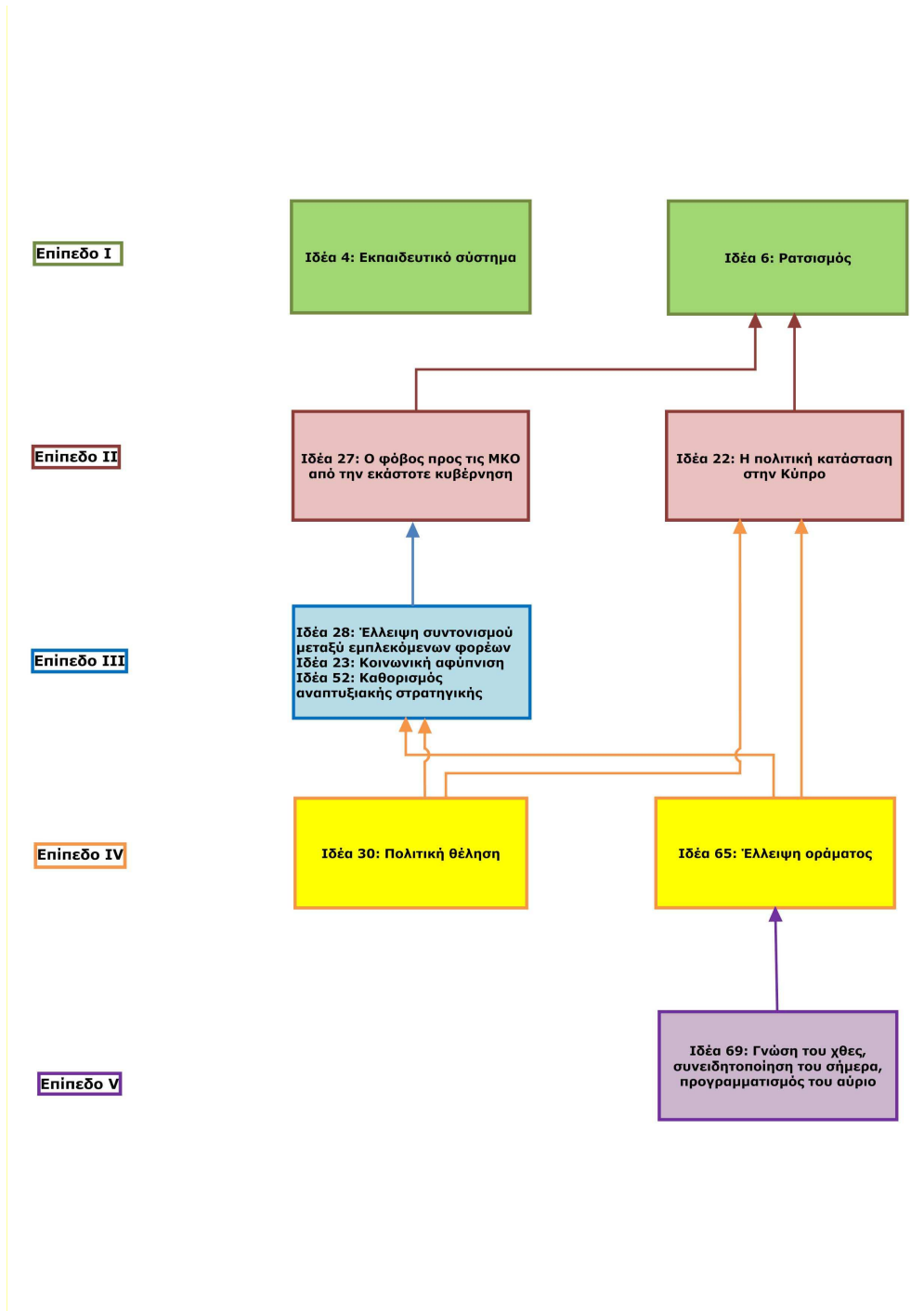
### 7. Key Observations and recommendations



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The *most influential challenges* identified by the participants during the workshop were the following:

- Lack of knowledge of the past and planning of the future
- Lack of a vision
- Lack of political will
- Lack of coordination among the different stakeholders

The **recommendations** of the seminar are to engage in small and informal multi-stakeholder meetings to follow-up on the outcomes of the seminar and on other current processes related to Global/ Development Education on European level; to strengthen the coordination among the civil society sector, the Ministry of Education and the Ministry of Foreign Affairs, as well as among each 'group' of stakeholders; utilize existing resources to further promote Global Development Education within the society (NGOs and the educational sectors through teacher trainings and seminars).

### Evaluation

Towards the end of the seminar, evaluation forms were distributed to the participants, 15 of whom returned the completed forms to the organizing team. More specific there are positive comments about the event generally: About the overall seminar satisfaction rating for the workshop and the extent of the course objectives fulfilled, 7 people believe it was good and 4 very good. Although, for the first one 4 people believe it was average and for the second 1.

For the organization of the seminar, 6 people believe that it was very good, 5 that it was good and 3 people that was weak to very weak (2-1). About the hotel most of the evaluated people voted as very good (6 people good and 7 very good). Also they mentioned that they are very satisfied with the materials provided during the seminar (9 good, 4 very good). Positive comments were given also about lunch and refreshments.

Additional, people mentioned that they found seminar very educational, very interesting, with excellent presentations from Mrs G. Berjan and Mr N. Papachrysostomou, but also they would like to have more specific guidelines for school and more development of the topics. Most of them found really useful the structure dialogue part, workshops provided during the first day and Global Education information's. As least useful part they noticed the first part of structure dialogue (make categories with various challenges).

For the improvement of the seminar they mentioned the needed of more workshops specific for teachers and more information about Global Education.

In the structure dialogue outcomes and in evaluation questionnaire participants mentioned the great role political and social issues play in Global Education and that they need more training on how to create a more democratic citizen, more research and awareness raising on Global Education and Development Education.

About the question *what actions will you take as a result of your learning*, attendants answered that they learned to take people as they are and try to accept their own beliefs



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and also that they will try to take part in initiatives that will lead to development. Also they noticed the thinking of ways of promoting and to try to pass all they got to their classes.

About trainers' evaluation, the comments were very positive and they would like to network with trainers for more activities in their school. Finally, most of them mentioned that they heard about seminar through email either NGDO Platform or MOEC.

### 8.

### Appendices



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