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Report on Global/Development Education Survey

Evaluating the 2012 Lisbon Congress Thematic Recommendations

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Abbreviations & Acronyms

CoE	Council of Europe
CSO	Civil society organisations
DEEEP	Developing Europeans' Engagement for the Eradication of Global Poverty
DE	Development Education
EC	European Commission
EU	European Union
GE	Global Education
GENE	Global Education Network Europe
GCED	Global Citizenship Education
JMA	Joint Management Agreement
MSGs	Millennium Development Goals
NFE	Non-formal Education
NSC	North-South Centre of the Council of Europe
SDG	Sustainable Development Goals
FYROM	Former Yugoslav Republic of Macedonia



Executive summary

The aim of this report is to ascertain the outcomes of the survey carried out by the NSC during a one-month period in June 2015. It is based on a set of data on global/development education compiled by the North-South Centre of the Council of Europe. This study seeks to gauge the progress made since 2012, the expectations for the 3rd Congress and the main lines in the light of the post-2015 development agenda.

The survey focuses largely on the five thematic recommendations or the Lisbon adopted during the 2nd European Congress on Global Education, which took place in 2012, in Lisbon. It notes that the implementation of the Lisbon Recommendations differs considering the differences in those respective countries.

This study's main message is that awareness raising initiatives alone are not sufficient to promote and achieve the Lisbon Congress Strategic Recommendations. Policies hold a key role as well. This is grounded in the assumption that various stakeholders need to be involved in order to further promote GE and come up with concrete policies and actions.



Introduction

This report offers an overview of the main findings based on the Global Education Survey following various Global Education initiatives (GE national and regional seminars, online GE capacity-building activities as well as the Global Education Week activities) undertaken by the North-South Centre of the Council of Europe since 2012, in various countries belonging to the Global Education Week Network.

Background and objectives

This report will serve as a background document for the preparation, conceptualisation and organisation of the 3rd European Congress on Global Education, which will be held from 26 to 28 November 2015, in Zagreb, Croatia. The last European Congress on GE took place in September 2012, in Lisbon, Portugal and its main objective is to assess the work achieved since the first GE Congress held in Maastricht in 2002 (which established the European strategy framework for the enhancement of global education to 2015) and prioritise issues at stake to be tackled by 2015. These priorities were translated into the Lisbon Congress Strategic Recommendations revolving around five thematic areas:

- National Strategy Development and Implementation
- Curricular Reform and Education at the National and Local Levels;
- Continuing Professional Development of Educators;
- Quality support, Monitoring and Evaluation;
- Campaigning and Outreach.

The North-South Centre's work on Global Education (GE) started back in 1997, when the GE Charter was drafted and became its reference background document. Since then, the NSC has contributed to the dissemination and enrichment of Global Education by working across 3 dimensions: policy-making, capacity-building and awareness-raising and by targeting civil society actors and local authorities within the framework of the Joint Management Agreement (JMA) with the EC.

The first JMA (signed in November 2008) covered the period between 2009 and 2011, and was followed by a second JMA (dating from September 2012), ranging from 2013 to 2015. The JMA was signed by the NSC and the European Commission in order to promote Global Education in Europe and beyond. Through Global Education, these two key institutions want to improve the public's understanding of Global Education and Development Education, and work towards the achievement of the UN Millennium Development Goals.



Bearing in mind that this year the Maastricht Global Education Declaration 2002 or the European strategy framework for the enhancement of GE to 2015 as well as the Millennium Development Goals come to their target date, the 3rd European Congress on GE will represent a propitious momentum to take stoke of the progress made so far and explore new avenues in terms of Global Education.

The year 2015 represents a critical year for the international development community as well as for our global society as a whole. Adopted in 2000, the former Millennium Development Goals (MDGs) will be replaced by new development goals, namely the Sustainable Development Goals (SDGs), which will establish the new development agenda for the following 15 years. The United Nations will extend the MDGs commitment to eradicate poverty beyond 2015 and shape to the soon-to-be-approved Sustainable Development Goals. These global event have a bearing on how Global Education is going to penetrate the social, political and economic strata considering the ever-changing global and European context. Therefore, another key objective of this survey and the 3rd European Congress on GE is to look at the future of GE and the role of Global Education in our societies as a whole.

Based on the findings and critical analysis of the outcomes of this survey, it can be stated that the various GE initiatives underpinned by the NSC have contributed to the enhancement of GE to a great extent. Given the challenges encountered in every country, there is a growing Global Education 'community' as well as rising acknowledgement and recognition of the need to promote Global Education both in the formal and non-formal education.

The questionnaire mobilised manifold stakeholders in an effort to reflect upon Global Education in their respective countries. The majority of them acknowledged the role of European institutions and other international institutions such as UNESCO or CoE in taking GE/DE initiatives and contributing to the strengthening of the civil society.



Institutional/organisational data

Survey method

The survey, completed by over 23 respondents from 20 different countries, aimed to help identify what has been achieved since the last European Congress on GE and what remains to be accomplished in the field of Global Education in the light of the post-2015 development agenda. It targeted representatives from the Global Education Week Network, belonging to civil society organisations, Ministries of Education, Ministries of Foreign Affairs, development agencies, academia and so forth. The questionnaire was carried out over a period of one month, from the beginning of June until July 2015.

As mentioned above, the objective of the survey was to take stock of the outcomes of the national and regional seminars (2013-2015) and other GE activities in the new EU member states and candidate countries as well as more experienced countries in the area of global/development education. Within the framework of the new development agenda, it also sought to explore new avenues in terms of global/development education through adapting to new challenges and realities.

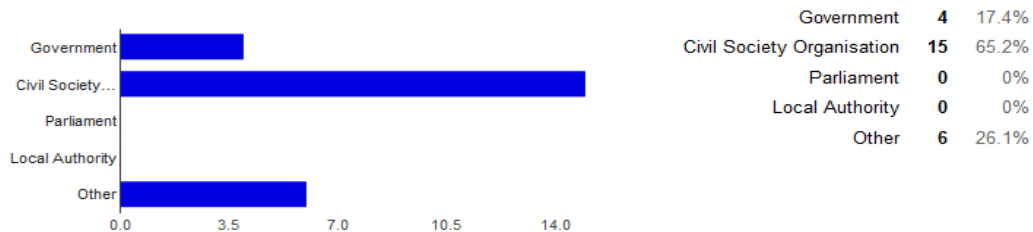
Profile of participants

Regarding the participants to the survey, the first distinction to be made is their country of origin. The vast majority belongs to the European Union member states: Romania; Cyprus; Austria; Italy; Estonia; Bulgaria; Poland; Ireland; Lithuania; Bulgaria; Czech Republic; Germany; Latvia ; Croatia ; France whilst the non-European Union member states are represented by: Azerbaijan; FYROM; Georgia; Russia; Ukraine. New EU member states comprise: Croatia, Romania, Bulgaria, Poland, Estonia, Lithuania, Latvia, Czech Republic, and Cyprus whereas older EU member states are represented by: Austria, Ireland, Germany, and France. All of the aforementioned countries are member states of the Council of Europe.



As shown in the graphic below, most of the respondents come from CSOs (65, 2 %). Government representatives make up only 17.4 % of the participants whereas other bodies are represented by 26.1 %.

2.7. Are you part of:



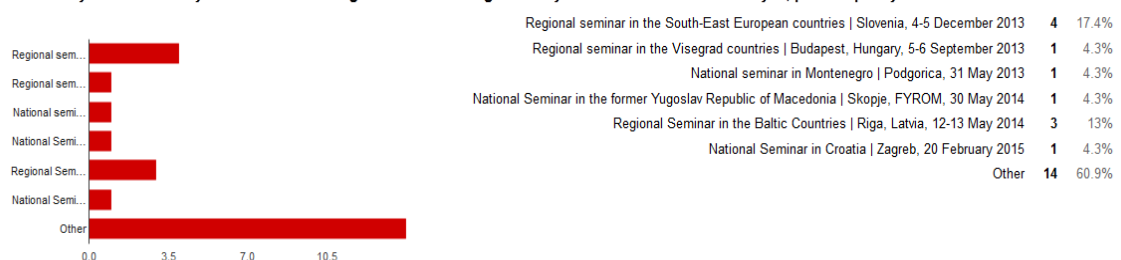
Most of the respondents stated that their institution or organisation is part of a National NGO platform or NDGO platform (52.2 %), Network of global educators (30.4%) or Global Education Network Europe (26.1%).

The remaining share of responses came from institutions or organisations which were part of one of the following:

- Developing Europeans' Engagement for the Eradication of Global Poverty – DEEEP Programme (4.3%)
- European NGDO platform Concord (4.3%)
- European Youth Forum (8.7%)

Regarding the national and regional seminars organised by the NSC, most of the respondents took part in other seminars or activities organised by the NSC (60, 9%). Moreover, 17.4 % of the respondents attended the Regional Seminar in the South-East Countries, which took place in Slovenia in December 2013 and 13 % of the respondents took part in the Regional Seminar in the Baltic Countries, which took place in Latvia in May 2014. The remaining 17.2% of stakeholders claimed that they participated in either the Regional Seminar in the Visegrad countries, the National Seminar in Montenegro, the National Seminar in the former Yugoslav Republic of Macedonia, the National Seminar in the FYROM or in the National Seminar in Croatia.

2.9. Have you attended any of the national or regional seminars organized by the North-South Centre? If yes, please specify which one.



Strategic Recommendations

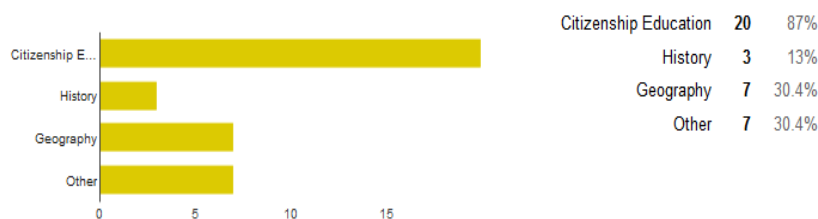
Through the consultation process among NSC partners in preparation of the 2nd European Congress on GE five thematic areas were identified as relevant for the future-oriented discussions that would guide the strategic recommendation development.

a. National Strategy Development and Implementation

Policy making and programming represent an important part of ensuring continuity and development of supporting structures to global education. The first thematic area addressed the issues related to policy development and supporting mechanisms to global education, peer review, good practice sharing and development of national quality approaches. Concerns over the implementation of GE policies in the formal sector have been raised.

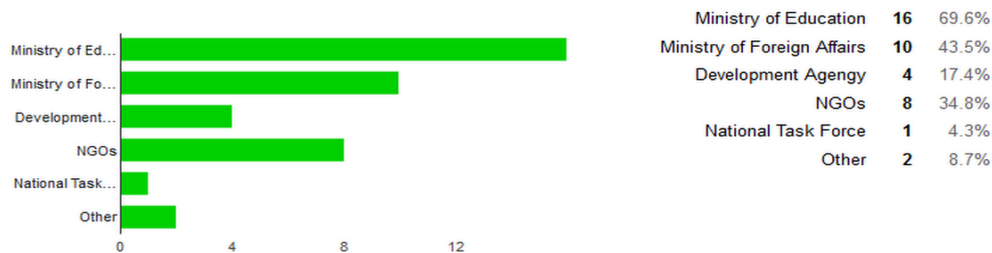
According to our findings, Citizenship Education largely remains the main entry point for GE/DE/GCED with a percentage of 87%. The second most important entry point is Geography with 30.4 % and it equals other subjects that also have the potential to serve as entry points for GE/DE/GCED. History comes on a third position with 13%.

1.1. What have been the main entry points for (GE/DE/GCED) in your country (for ex: as part of citizenship education or other subjects)?



According to the survey, Ministries of Education (69.6%) and Ministries of Foreign Affairs (43.5%) are still the main stakeholders who promote GE/DE/GCED. Non-governmental organisations (34.8%) and development agencies (17.4%) come in a second place. National Task Forces occupy a third position with only 4.3 %. The remaining 8.7% are represented by other stakeholders.

1.2. Which Ministry or stakeholder was responsible for it?

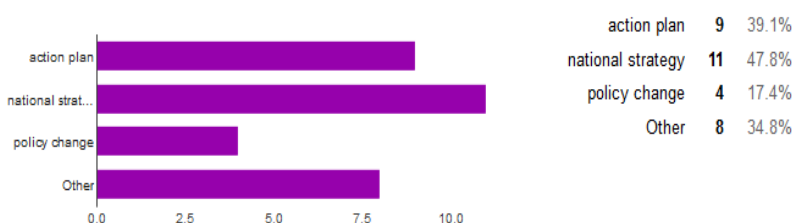


- Initiation/development of a national strategy, action plan or policy change

47.8 % of the respondents claimed that there have already been an initiation or a development of a national strategy for GE in their respective countries, whilst 39.1 % affirmed that there have been an initiation or development of an action plan. The rest of the stakeholders stated that, to some extent, there is a policy change (17.4%). Most of the aforementioned initiations took place at the national level (78.3 %) and at the level of the civil society actors (39.1 %). There is a visible scarce initiation at European and local level of GE strategies, action plans or policy change. Overall, more actions and initiatives at the European and International level are required.

It should not be ignored that 34.8 % of respondents declared that there has not been any initiation/development or an action plan, national strategy or policy change in terms of GE in their respective countries. For instance, the respondent from Russia stated that there is a need to bring Universities in world rankings and to create Research and Development Centre involving top-international scholars.

2.1. Has there been an initiation/development of an action plan, national strategy, policy changes or equivalent for GE/DE/GCED?



The gaps among countries are striking, starting with the Irish vast experience in the field of development education to the awareness raising efforts coming from abroad in countries such as FYROM or Georgia. Moreover, the efforts of the DEAR group are highly appreciated, especially in those countries where NGOs are the main GE promoters. The initiation or development of an action plan/national strategy of policy change came either from the CSOs in Lithuania (LCYC and other organizations active in the GE/DE



field) and France (through the civil society platform-Educasol) or Ministries (for instance in Cyprus and the Czech Republic). In the Czech Republic, the National strategy for global development education was initiated by Ministry of Foreign Affairs. In some countries, the efforts come from NGOs only.

In some cases, this initiation was triggered by external actors through European and US funded projects in the field of civic education (Former Yugoslav Republic of Macedonia). In Georgia, the inclusion of Global Education Week activities in the Action Plan of the National Platform of Eastern Partnership (EaP), has played a major role.

In Ireland, the end of the previous strategy has prompted a GENE Peer Review process and a new Development Education Strategy will be launched in mid-late 2016. Over the past 40 years, Ireland has had a long and widely recognised track record in development education. There have been many policy documents and strategies and Ireland is currently undergoing a GENE Review and a new Development Education Strategy will be launched in 2016. The new strategy will replace the current strategy which has been in place since 2007. This new strategy will seek to adapt to the organisational and methodological changes in order to ensure effectiveness and maximum impact at all levels.

In Azerbaijan, the State Strategy of the Development of Education was signed by the President of the Republic of Azerbaijan in October 2013. This is a very important document on development strategy which includes all new trends of global education. Although the Global Learning Strategy already existed, the PEER Review process could be seen as initiation in Austria.

Nevertheless, there is an overall improvement in terms of promoting GE either at local, national or international level 'global education and awareness raising is much better than before due to the acceleration of the migration processes; an increased information on the South; increased human rights awareness'.



- **Multi-stakeholder cooperation**

According to most of the surveyed participants, there is a clear increased coordinated mechanism in the working relations between key institutions and organizations, policy-makers or other stakeholders, working in the field of GE/DE/GCED (52.2 %).

Main improvements

Most of the improvements are due to:

- European Year for Development (Latvia, Cyprus)
- intensive discussions between Ministry of Education and Science, Ministry of Foreign Affairs and Lithuanian NGOs working in the fields of education and public awareness raising, the working group preparing the project of Lithuanian GE Concept Paper was formed. All stakeholders (representatives of different ministries, NGO's, academic community, education practitioners and etc.) takes part in this group (Lithuania)
- the creation of an interdisciplinary committee within the Ministry of Education and Culture on Global/Development Education, SDGs, -the creation of an interdisciplinary committee within the Ministry of Education and Culture on Global/Development Education DARE Forum (Cyprus)
- growing interest in global education by the Ministry of Foreign Affairs and willingness to have a peer review on the situation of global education in Latvia (under the supervision of GENE). Various stakeholders (universities, NGOs, state institutions) are invited to contribute to this review (Latvia)
- coordination through the Austrian Global Learning Strategy Group

We can see from the graph that 39.1% stated that there is no improvement regarding the work coordination between key institutions and organisations. The main reasons for this are:

- lack of communication between NGOs and public institutions
- quality and teacher capacity-building are prioritized by the Azerbaijani government and it absorbs all resources
- the concepts of GE/DE/GCED unlike EDC are not well developed in the country due to their specificity, lack of awareness of their relevance to the national education priorities, as well as lack of Western-funded initiatives in the GE field (Russia)
- there is no interest on behalf of the Ministry of Education and Ministry of Foreign Affairs is not in a state to coordinate the process. Educational policies are subject oriented and there is no place for the GE topics not to talk about GE as a subject field. There is no



continuity in the work and the vision of the different changing Ministry of Education leaderships

- GE is a cross-discipline and there are fragmented institutions which makes it difficult to CSOs to find the right interlocutors and work together (France)

- not a lot of understanding or recognition of the concept of GE/DE exists among policy-makers and stakeholders and thus a lack of joint discussions, planning and development is noticed. Civil Society organizations are in relation to other actors – Ministries, Parliament, local Authorities, the ones with most experience and expertise in this field, but also the ones with least influence on a policy level. Some coordination between the NGOs and the Ministry of Education has started as Global Education was not one of the priorities of educational system of Georgia. Implementation of the different projects as an informal method for GE. (Georgia)

3.1. Is there any increased coordinated mechanism in the working relations between key institutions and organizations, policy-makers or other stakeholders, working in the field of GE/DE/GCED in your country?



The survey suggests that in some countries there are some **substantial improvements**. For instance, in **Cyprus** there has been created an interdisciplinary committee within the Ministry of Education and Culture on Global/Development Education. Participation of inspectors, Pedagogical Institute, European and International Affairs Office and Academia according to the subject of the meeting. Trainings and curriculum development programmes have been organised and implemented jointly by inspectors and NGO's participating in this committee. Last but not least, there has been some improved collaboration between the Ministry of Education and Culture, the Ministry of Foreign Affairs and the Cyprus Island-Wide NGO Development Platform (CYINDEP) in the framework of the Cyprus National Programme for the European Year of Development 2015.

In **Germany** there have already been some established structures on Global Education. The Federal Ministry for Economic Cooperation and Development (BMZ) published the Strategy Paper 188 “Development Education and Awareness Raising” in 2008 .The Länder (federal states) are important players in providing development education and awareness raising and cooperate with BMZ. Matters relating to this subject are discussed between the federal government and the Länder, inter alia in a joint committee on development cooperation. There is also a working group that is part of this joint



committee that focuses on Development Education. There are various working groups, such as VENRO AG Bildung lokal/global (Working Group on local and global education), where NGO actors meet to discuss the current developments on national level.

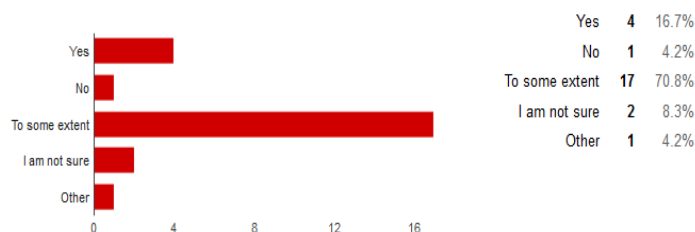
As for **Estonia**, communication among stakeholders has improved and the MFA MFA supports annual World Day organised by Estonian national platform AKU, many NGOs and other organisations involved in development education and humanitarian aids participate in this action for general public. There is a rising number of NGOs working in schools.

In the **Former Yugoslav Republic of Macedonia**, there were also several steps forward:

- Drafting a legal framework based on the implementation of the teacher professional and career development system in the FYROM
- Developing professional competencies and standards for teachers and school support staff
- Developing standards for teacher competencies and identify professional and career development opportunities, along with tools for evaluating performance and advancement in the teaching profession.
- Building awareness and provide diversity trainings, technical assistance, and incentives to school boards, principals, teachers, and administration officials in support of inter-ethnic integration in education etc.

To some extent, there has been a better understanding or recognition of the concept and practices of GE/DE/GCED by the policy-makers and other stakeholders. (73.9%)

4. Has there been a better understanding or recognition of the concept and practices of GE/DE/GCED by the policy-makers or other stakeholders in your country?





Contribution to the development of GE/DE/GCED

Most of the respondents posited that their institution or organisation contributed to the development of GE/DE/GCED through:

- Südwind is coordinating member of the Austrian Global Learning Strategy Group and one of the strongest stakeholder in the field.
- enrichment of the content and modernising of the form of education. We try to keep curriculum in a state of improvement all the time (Azerbaijan)
- planning activities and Campaigns; approaching authorities at different governmental level: local, national, regional and international, supporting and Attending GE/DE/GCED European and international meetings, forums and conferences; disseminating GE/DE/GCED materials and general information (Italy)
- Eesti People to People works at schools with teachers and students for Global Education Week and Europe Aid project, organised meetings for teachers with local authorities and representatives of Minister of Education and media. (Estonia)
- organising the national kick-off seminar and promoting EU funded GE projects, developing DE and Global Education materials and since 2005 have organized more than 20 Global Education seminars for teachers, for teachers trainers (Bulgaria)
- conducting a peer review of GE educational material and analysing school books which contain GE information (Poland)
- Development Perspectives is part of Dochas, chairing the Development Education group, co-chairing the DARE forum (Ireland)
- conducting surveys of youth citizenship orientations, their social and political representations, political behaviour, developing recommendations with regards to psychological issues of youth citizenship and political education (Ukraine)
- networking with European NGOs (implementation of foreign "good practice" and innovation to Czech educational practice); contributing to strategic documents such as national strategy, vision for GE); dissemination of GE principles (Czech Republic)
- opening more than 15 MSc. educational programs in English with an amount of places for international students (Russia)
- lobbying for the introduction of Civic Education in the formal educational system which in many key topics, values and teaching techniques corresponds to GE standards. (Croatia)
- promoting GE during the 'International Solidarity Week' / Semaine de la solidarité internationale (France)



- organising the Global Education Week and awareness raising about the main directions of GE (Georgia)

The **main challenges** in terms of GE/DE/GCED policy change were:

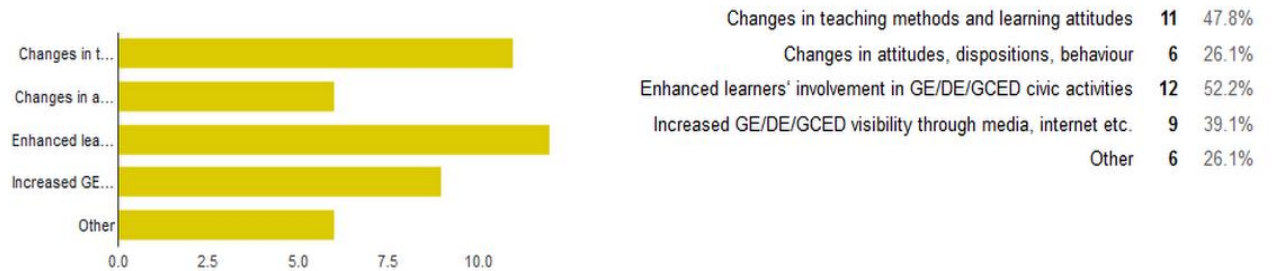
- low budgets for GE and capacity building (Cyprus, Italy)
- introducing the term Global/Development Education in the national curriculum (Cyprus)
- different policy agendas (Austria, Poland)
- questioning the concept of Global Learning and overall competition between concepts (Austria)
- changing teacher mind set (Azerbaijan)
- rigid curricula and Ministerial structures and frequent changes of governments (Italy)
- lack of information on GE/DE/GCED (Estonia, Bulgaria)
- Global Education is not defined as a subject field, it is not differentiated from the broadly understood Civic Education (Bulgaria)
- lack of coordination between CSOs and national education authorities (Bulgaria, Poland)
- getting non formal Education recognised in the same way as formal education (Ireland)
- lack of common understanding and relevant advocacy; superficial political will and absence of shared responsibility and funding (Latvia)

Examining the data, we can see that the main policy challenges are: the budget cuts, accountability, lack of interest and awareness, lack of coordination.

According to our calculations, **the main benefits** of promoting GE in those respective countries are:

- Enhanced learners' involvement in GE/DE/GCED civic activities **52.2%**
- Changes in teaching methods and learning attitudes **47.8 %**
- Increased GE/DE/GCED visibility through media, internet etc. **39.1 %**
- Changes in attitudes, dispositions, behaviour **26.1 %**

7. What have been the main outcomes of GE/DE/GCED in your country?



b. Curricular Reform and Education at the National and Local Levels

The adequacy of formal and non-formal education to the contemporary societal needs represent a key concern of all stakeholders of global education. This theme addresses the challenges and opportunities related to curricular reform and non-formal practice, offer a space for sharing good practice and lessons learned, and facilitate a dialogue on GE quality control and standard setting.

A percentage of 58.3 % of the respondents postulated that GE/DE/GCED have been integrated in either the formal or non-formal education whereas 29.2 % stated the opposite.

9. Has GE/DE/GCED been integrated in the formal or non-formal education of your country?



There has been a stagnation in terms of cooperation and coordination between key GE/DE/GCED stakeholders. There is an equal balance between the negative and positive responses regarding cooperation and coordination between the different stakeholders. In addition, 41.7 % have hesitated to give a clear response to this question, which implies a lot remains to be done in terms of cooperation and coordination between key GE/DE/GCED actors.

10.1. Has cooperation and coordination between key GE/DE/GCED stakeholders in your country been enhanced since the last European Congress on GE in 2012?



Most of the respondents contend there are very few coordination mechanisms meant to enhance cooperation and coordination between key GE stakeholders. Some respondents offered few illustrative examples: regular roundtables among all key stakeholders, centralising coordination for different projects, funding for capacity-building.

GE/DE/GCED partnership projects

Our findings suggest that there has been some improvement in the development of partnership projects on GE/DE/GCED between schools or other educational structures. With 58.3 % positive responses against 25 % negative responses, the prospects of partnership projects seem to go in the right direction.

11.1. Has there been an improvement in the development of partnership projects on GE/DE/GCED between schools or other educational structures?



Examples of partnership projects on GE/DE/GCED

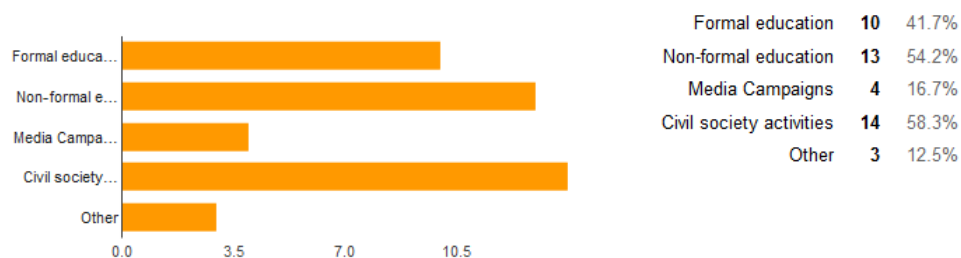
- UBUNTU (Third level) DICE (Third Level) World Wise Global Schools (Second level) NYCI (membership organisations) and other sectors ; One World Week (non formal sector), education of future youth workers, and policy development (Better Outcomes Brighter Futures) IDEA (Whole sector umbrella) Dochas (NGO and others umbrella) - policy and practice (Ireland)
- the program "Sustainable School" was implemented by LCYC and 50 different educational institutions: schools, kindergartens, non-formal education institutions. During the project schools measured their ecological footprint and implemented different initiatives to minimize it and to make the school life more sustainable (Lithuania)
- the project 'Tandem solidaire' - a CSO which works with a teacher and its students throughout the year and make the link between GE and the programmes promoted by the Ministry of Education (France)



- The Baku European Lyceum, Educational Complex 132-134 and school number 220 (Baku) have already been involved in the projects of Qloballab (UNESCO)- (Azerbaijan)
- the Ministry of Foreign Affairs as National Coordinator, the Cyprus Islandwide NGO Development Platform CYINDEP as National Beneficiary and the Ministry of Education and Culture (European and International Affairs Office and the Pedagogical Institute) as Affiliate Partner are working together to realise the main five activities proposed under the “European Year of Development 2015” national work programme. The main events and actions planned include: A Film competition in public and private schools. Within the framework of MoEC’s wider objective on ESD, students will be called to produce short films on development and the role of EU in the development debate. The 6 best films will be screened at the film festival organised in autumn 2015. Winners will receive as prize an educational trip to Brussels. (Cyprus)
- creation of the project "Baltic Solidarity Schools", where are involved teachers cooperating with NGO's. Teachers and non-formal educators learned together on global education, skills that are necessary for young people.
- some Europe Aid projects for schools during last year. MFA supports GE/DE projects in Ukraine, Moldova, Georgia and Afghanistan (Romania)
- there are more and more joint initiatives through the approaches / creation of "educational landscapes" (formalized co-operations between formal, non-formal and informal actors in the field of education) as well as through the method of "service-learning" for example. But there is no thematic focus on global learning (Switzerland)

GE/DE/GCE has been mainstreamed mostly through civil society activities and non-formal education sector. Formal education and media campaign play a secondary role in promoting GE/DE/GCED in those respective countries.

12. How has GE/DE/GCE been mainstreamed in your country since the last European Congress on GE in 2012?





Access and quality

In order to improve access to and quality of GE/DE/GCE pedagogical materials, the participants to the survey suggested:

- free and systematic access on internet Materials based on clear quality principals
- sharing of expertise among European educational actors etc.
- translating materials into national languages (Estonia)
- funding for elaboration in Bulgarian of material, online access to material, trainings for teachers. (Bulgarian)
- adapting to national realities (Latvia)
- inviting the actors of the education process to be part of the preparation of pedagogical materials.
- emancipating teachers from the bonds of traditionalism and gear them towards the freer types of knowledge, skills and dispositions needed for inclusive education (FYROM)
- developing strategic and open partnerships with key actors across the formal and non-formal sectors is important in terms of the multiplier effect and maintaining quality standards and materials produced
- analysing school text books (Poland)
- creating the “Portal Globales Lernen” that offers teaching materials, background information and news on Global Education (www.globaleslernen.de). The network (EWIK) exists since the year 2000. More and more NGOs have been joining the network. (Germany)



Best practice case study: Lithuania

In Lithuania, an interactive web platform has been created to be implemented by everybody with defining themes; translating materials; collecting best practices.

The first Global Education initiatives have been implemented recently by integrating this education concept in formal education. The main activities have been related to preparation and publishing of methodological tools on Global Education, integration of global education activities in the education process and development of a school culture etc.

The main initiatives included Youth Career & Advising Centre, implementing the projects „*Accessing Development Education*“ and „*Teach MDGs*“ funded by the European Commission, prepared methodological tools for integration of Global Education in the education process.

Methodological tools such as „*Get Global!*“, „*Go Banana*“, „*Change the World in Eight Steps*“ have been translated from English into Lithuanian, adapted and published. Methodological tools „*Teach MDGs. Development Education Lessons*“ and „*Development Education Lessons. Experience of Lithuanian Teachers*“ have equally been published. Their aim was to present the methodology of global education and provide best practice examples of Lithuanian teachers by integrating global education in the educational process.



c. Continuing Professional Development of Educators

Quality education requires investment in training of educators and their competences. This theme addresses the challenges and opportunities related to training of educators, the competences needed in the contemporary societies in Europe and beyond as well as the support structures needed for this to take place.

Defining Global Education skills

There are several attempts to define global education skills but this consists more of a discussion on global skills at the level of CSOs. Yet, there is a link between global competences and National Education Standards. In Azerbaijan, following the State Strategy on Development of Education, global competencies/skills are cornerstone for National Education Standards.

CSOs are actively involved in this endeavour (Estonia).

Examining the responses of the participants to the survey, some concrete examples of defining global competences were stressed:

- cross-curricular framework for Global Development Education in the Context of Education for Sustainable Development (Germany)
- GE Concept Paper, where global competences are described (Lithuania)
- reference to civic education competences or Intercultural Education competences (Bulgaria)

In Ireland, 7 key competences have been recognised in the Department of Children and Youth Affairs Value for Money Review. These competences are: Communication skills; Confidence and agency; Planning and problem-solving; Relationships; Creativity and imagination; Resilience and determination; and Emotional intelligence.



In terms of educational curricula, the graph below suggests that there has been some stagnation in terms of updating it in order to develop GE/DE/GCED competences. Much remains to be done in terms of updating the educational curricula for GE/DE/GCED skills development.

16. Have the educational curricula been updated in order to develop GE/DE/GCED competences?



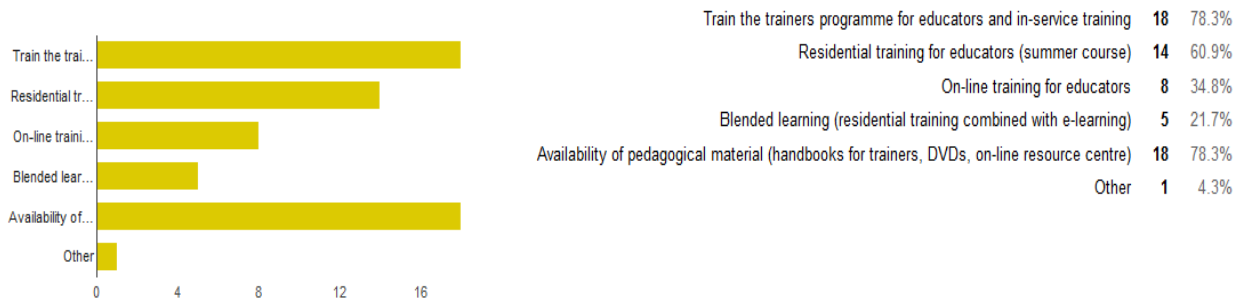
Main advancements in terms of coordination between schools, academia and teacher training institutes in the field of GE/DE/GCED

- a training course on Global Citizenship Education started at University for teachers and teacher trainers (Austria)
- curriculum designing (Azerbaijan)
- themes of GE/DE/GCED were included in many schools BUT NOT in Teachers Training Institutes and Academia as specific courses
- there is improvement of cooperation between schools and NGOs. Representatives of university are involved in GE/DE activities on local and regional levels. (Estonia)
- seminars and meetings supported by different actors together; shared declarations; exchanges with other countries; co-participation to European projects (Italy)
- teacher training institutes are closely linked to academia in terms of DE (Ireland)
- further decentralisation (FYROM)

Training methods for educators

The 'train the trainers programmes for educators and in-service trainings' and pedagogical material such as handbooks for trainers, DVDs, online resource centres, are considered the most successful training methods for educators. Furthermore, residential training for educators (summer course) and on-line training for educators are also considered as suitable training methods for educators. For a 21.7 % of the respondents, blended learning that is to say residential training combined with e-learning represents another important training method.

18. Which of the following training methods for educators are more suitable/successful for your country?



Global Education tools

The Global Education Guidelines ranks highest as the most used GE tools with 82.6 % of the total responses. On a second position with 66.2%, the Global Education Week remains a resourceful tool for GE educators. GENE comes on the third position with 47.8%. The Global Education Online Courses (21.7%) along with UNESCO’s tools: ‘Global Citizenship Education: Age-specific topics and learning objectives’, ‘Global Citizenship Education: Preparing learners for the challenges of the 21st century’ and UNESCO Clearinghouse on Global Citizenship Education are equally appreciated.

19. Which of the following tools did you/your organisation make use of and/or participate in since the last European Congress on GE?



Educators and learners’ skills and attitudes

This study reveals that GE/DE/GCED has contributed to a great extent to the change/transformation of educators and learners’ skills and attitudes.

In Romania, GE/DE has contributed to:

- the change of perspective;
- a more complex and deep approach to various social matters;
- the development of critical and creative thinking.



In Ireland, there is an enhanced confidence of educators and learners to address concepts and to deliver quality education as well as an increased awareness of youth on DE issues.

In Czech Republic, there is a:

- strengthening of teacher's awareness in global topics (food security, poverty, human rights, sustainable developments, diversity etc.)
- increased skills related to the development of schools documents (school plans, setting teaching objectives)
- development of teacher's attitudes toward current topics (migration etc.)

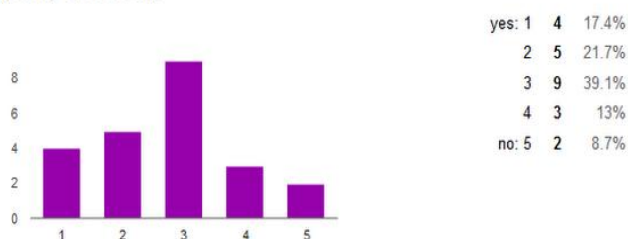
In Bulgaria, it there is further understanding of the new learners, and introduction of new interactive teaching methods. This helped them to transform themselves as learners.

d. Quality support, Monitoring and Evaluation

Evidence-based public policy and adequacy of education represent a great concern of all global education stakeholders in their endeavour to contribute to lasting transformation and social justice. This theme is in many respects a transversal theme and will address the lesson learned, support to quality assurance and monitoring structures in order to strengthen and improve global education policy and practice.

According to our findings, GE/DE/GCED contributed to a great extent to the change of understanding of the purpose or relevance of education.

22. Has GE/DE/GCED contributed to the change of understanding of the purpose or relevance of education (for instance through promoting a learner-centred or participatory education)?



It appears that the multitude of understandings and approaches to GE implies various monitoring and evaluation methods. (Croatia)

Some countries claim that there is a lack of monitoring an evaluation:

- no official monitoring or quality evaluation in the field of GE/DE implemented by the Ministry of Education. However, evaluation is implemented by EC-funded projects ran by local NGOs. (Cyprus)



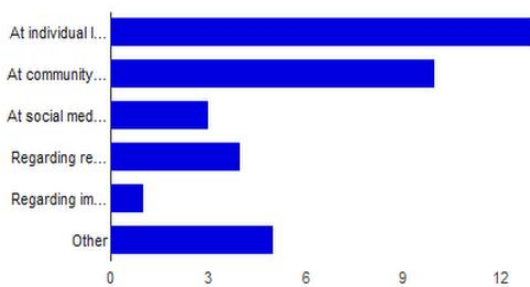
- limited monitoring and evaluation (Estonia, Bulgaria, Poland, Ukraine)
- lack of a systematic approach, strategic planning and coordination of actions between different actor (Lithuania)

Some others underlined some mechanisms of monitoring and evaluation in the field of GE/DE/GCED:

- through a Quality Guideline for Global Learning which is seen as quality framework' and currently developing some Quality Evaluation projects on Global Learning (Austria)
- through partners meetings and self-evaluation processes (Italy)
- promoted in Ireland through the use of Results based frameworks (Ireland)
- there are several guidelines to monitor the quality of the projects on DE projects (by NGOs and state actors)- Germany

GE has been monitored mostly at community of society level and at individual learner level. This consisted of a key observation of changes in attitudes, dispositions and behaviour.

24. At what level has GE/DE/GCED been monitored or evaluated?



At individual learner level: changes in attitudes, dispositions, behaviour	13	56.5%
At community/society level: e.g. as shown by learners' involvement in school council, youth organisations, or social, cultural or environmental initiatives	10	43.5%
At social media/internet level: growth in activity on GE/DE/GCED specific topics	3	13%
Regarding result of GE/DE/GCED processes and content on overall learning	4	17.4%
Regarding impact of GE/DE/GCED processes and content on broader society	1	4.3%
Other	5	21.7%



Impact assessment and quality support are contributing to the improvement of GE/DE/GCED monitoring in:

- visible feedback (Romania)
- no visible success in this field (Azerbaijan, Italy, Estonia, Bulgaria, Poland, Lithuania)
- impact is assessed on ad hoc bases within activities of different projects. It can include some policy recommendations. There is no assessment performed in centralized way. (Latvia)
- no systematic impact assessment, quality support or monitoring provided in this field. As most space for GE within formal education is provided in the civic education curriculum, and it is still in a pilot phase, the National Centre for External Evaluation of Education is in charge of monitoring and evaluation. (Croatia)
- initial phase of this process (France)

Most of the respondents (60.9%) declared that formal and non-formal education models are co-producers of GE/DE/GCED.

26. Are formal and non-formal education models co-producers of GE/DE/GCED knowledge in your country?



e. Campaigning and Outreach

Awareness raising and public knowledge of global education are key in guaranteeing global education for all. This thematic area discusses the needs for and a launch of an improved communication strategy that include campaigning and outreach mechanisms promoting global education policy and practice.

Promotion of GE/DE/GCED

According to the survey, there is a variety of activities, initiatives and practices in promoting GE. Some countries reported no activities in this field or very few especially on the part of governments (Azerbaijan). Other countries find themselves within the initial phase of promoting GE through the organisation of the GE kick-off seminar



organised by the NSC. Some others do organise various initiatives and have a long-lasting 'GE/DE tradition' (Ireland).

Some illustrative examples of GE/DE/GCED practices:

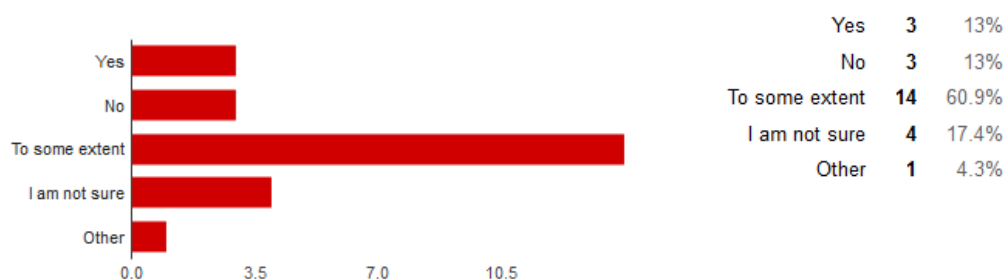
- not promoted in Azerbaijan
- growing number of organizations and stakeholders becoming aware of the concept of GE (Georgia)
- promotion of DE through the MFA with the implementation of Development cooperation projects focusing on education (Croatia)
- organisation the kick off seminar "Perspectives of the Global Education" (FYROM)
- through the Annual World Day, annual Global Education Week, UNESCO and NGOs projects (Estonia)
- campaigns initiated by NGOs' realizing NGO Projects and by National Platform but these campaigns do not exercise significant influence (Bulgaria)
- media publications, youth representations research, a few presentations at teacher training seminars at schools (Ukraine)
- several actions planned to promote GE, one of them is Global Education Week promoted at national level (Poland, Grupa Zagranica)
- communication campaign, relations with schools, associations and networks and their partners (Italy)
- organisation of the GEW 2014, Campaigns - Food Right Now, European Year of Development, national and international conferences (Czech Republic)
- campaigning and NGO advocacy (Germany)
- policy practices; funding streams; online and offline opportunities to learn and engage; training activities; protest; advocacy; media; mini grants to participate (Ireland)
- the Ministry of Foreign Affairs of the Republic of Lithuania focuses on informing and educating the general public. Lithuanian Ministry of Education and Science continues to coordinate and supports two programs related with Global Education: Global Education Week (GEW) and Global Action Week (GAW). (Lithuania)
- several outreach activities within projects covering wider target audiences but no specific promotion campaigns have been implemented. In 2015, within Presidency project, glocalization methodology has been developed covering theoretical and practical approaches of explaining development locally. (Latvia)

Critical engagement of young people in the GE awareness-raising process

As far as the critical engagement of young people is concerned, almost 70 % of the respondents suggested that, to some extent, youth are critically engaged in the awareness-raising process on GE/DE/GCED in their respective countries.

Only 3 respondents confirmed youth participation in GE awareness-raising process whilst 3 responses were negative and 4 respondents were not quite informed about this situation.

28.1. Are young people critically engaged in the awareness-raising process on GE/DE/GCED in your country?



In each responding country, young people are engaged in this process, respectively, through:

- taking part in the activities of local NGOs active in the DEAR field either through volunteering or participating in events like trainings and campaigns. (Cyprus)
- participating in projects, creating GE/DE videos as part of Eesti People to People EuropeAid multimedia project and uploading them on YouTube. (Estonia)
- participating in Campaigns, activities and projects proposed by education authorities and/ or NGO's. (Italy)
- engaging in the project called 'Challenging the Crisis' (Ireland)
- realizing some GE project activities among their peers and in their communities (Bulgaria)
- involving them in projects, promoting critically evaluate the outgoing processes and incoming information (Lithuania)
- engaging in diverse activities organized by the NGO sector in the

'Young people are involved in a variety of different ways. They participate in trainings, they participate in protest/advocacy. They tweet and Facebook and share information with friends using the internet. They have been involved in sharing news and information about the MDGs and the SDGs by lobbying ministries, politicians, their friends, family and key places where they hang out. Through One World Week, they have worked at a local and national level on key DE issues of interest to them. They have met world leaders and not been afraid to ask the challenging questions. They have been part of the debates and discussions through the European Youth Forum. They have participated through college and schools in DE programme and shared their learning through showcasing their work, speaking on radio and TV.'

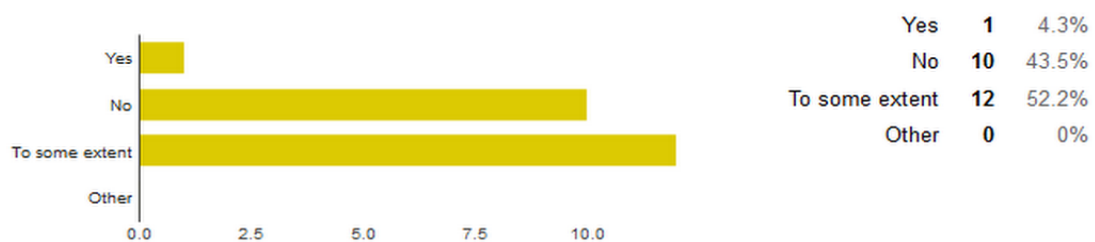
Ireland



FYROM aiming to promote inter-ethnic relations and the global values of human rights. (FYROM)

The Azerbaijani respondent stated that the young generation is not actually involved in this process whilst the Russian respondent claimed that in order to be critically engaged, 'young people aim to go abroad for an exchange and to live an amount of time abroad'.

29.1. Has the media been actively involved in the promotion of GE/DE/GCED?



Media engagement in GE/DE/GCED promotion

- global learning as a concept is a bit abstract for media work (Austria)
- there was special newspaper edition before World Day. NGOs promote their projects in national media (Estonia)
- through a campaign called "The World's Best news" (Ireland)
- awareness raising on the Kick-off seminar organized in Macedonia and sharing the recommendations for making understandable and further developments of the concept of Global Education (FYROM)
- dissemination of press releases, articles about school practice, mainly at the regional level (Czech Republic)
- though publishing articles on GEW agenda (Ukraine)
- through social media and on a smaller scale at the national, regional and local media level (Germany)

Almost 70 % of the survey participants declared that there has been a dialogue among relevant stakeholders, namely policy makers, teachers, learners, parents, families, wider community, development partners, academia, civil society, private sector.

31. Has there been a dialogue among relevant stakeholders (policy makers, teachers, learners, parents, families, wider community, development partners, academia, civil society, private sector)?





Post-2015 development agenda

This year, as stated at the beginning of this report, the MDGs and the Maastricht Declaration (2002) deadlines are fast approaching. Besides, the post-2015 development agenda represents a great momentum to emphasise the role of the development education in reaching the SDGs.

In this vein, the respondents were invited to identify the appropriate mechanism(s) in order to guarantee the promotion and monitoring of GE/DE/GCED policies after 2015.

For the Irish respondent, there is a need to 'have a multi-pronged mechanistic approach in order to guarantee the promotion and monitoring of DE policies. The Lisbon strategic recommendations are very relevant though it would be great to engage more with these at national level on an ongoing basis. The new Sustainable Development Goals and the post-2015 agenda offers massive opportunity for development education in terms of policy and practice, to deliver on the goals, targets, and indicators, and to monitor the implementation of the goals.'

Other suggested mechanisms to further promote GE policies after 2015 were the following:

- more coordination and cooperation at EU level and more international 'pressure' on national governments (Cyprus, Bulgaria, Italy, Croatia)
- more resources for monitoring (Ireland)
- research for monitoring (Croatia)
- more national engagement with the Lisbon strategic recommendations.
- more communication, coordination and activities for GE/DE stakeholders (Estonia)
- GE should become part of the national education policies (Bulgaria)
- support for both formal and non-formal education (Russia)
- political recognition of GE and regionalisation processes (Russia)



Prioritised topics in the light of the post-2015 development agenda

The respondents suggested various topics to be prioritised in the light of the post-2015 development agenda. The suggested areas were:

- Sustainable development
- Migration
- Entrepreneurship education
- Global Citizenship Education
- Peace education
- Gender equality and women's rights
- Inclusive education



For 2016, the Federal Ministry for Economic Cooperation and Development is planning to set its focus on the initiative "*Eine Welt ohne Hunger*" (One World without Hunger) and on the subject of flight/refuges. (Germany)

In order to guarantee the integration and monitoring of innovative pedagogies in the light of the post-2015 development agenda, future educators should develop skills on GE; strengthen pre-service and in-service teacher training institutions, enhance networking among European key actors (sharing of innovative teaching methods, expertise etc.).

Another suggestion was to create discussions in society about the importance GE and each university should have a GE responsible (within the international relationship department).

According to the respondent from Switzerland, the SDGs linked with health issues, gender equality, water issues, peace and security represent Switzerland's current priority. It could also be read in media that the following are the general priorities for Switzerland: peace and security, human rights, sustainable development (including Agenda 2030), humanitarian issues as well as UN reforms and securing UN budget including renovation works at the 'Palais des Nations' in Geneva. For the Swiss respondent it is very important to develop further good-practice examples of Education for Sustainable Development (ESD) and have a whole-school approach as well as a Vocational and Professional Education and Training (VET).



Other suggestions were:

- establishing indicators that are culturally responsive.
- continuing professional development, with more emphasis on peer-learning, key competences, education of children with special educational needs, and areas close to their school and local environment, stronger mentoring arrangements.
- rethinking the role of education in the light of the post 2015 development agenda.
- involving young people in accountability and monitoring mechanisms and sharing the learning

Main priorities in terms of GE/DE/GCED competences:

- teacher competences (Azerbaijan)
- migration and poverty reduction, AIDS/HIV and water consumption. (Estonia)
- issues related to inclusion, equality and equal opportunities (Italy)
- diversity and inclusive education (FYROM)
- tolerance, dialog and conflict resolution (Ukraine)
- youth mobility (Russia)
- global justice, sustainable development, human rights, peace, global citizenship, solidarity, critical thinking, intercultural dialogue and solidarity (Croatia)

In terms of quality and process-oriented education in the light of the post-2015 development agenda, GE/DE/DCED is contributing to some extent. Unfortunately, there are not so many links with the post-development agenda (Italy) but GE serves as a good practice example due to its dimensions of applicability and efficiency (Romania).

For the Irish respondent, DE is contributing because organisations are working together on the post-2015 agenda. These groups and organisations are developing papers, negotiating positions and holding events to raise awareness. Young people can have a role in monitoring the goals and they can feed into any national implementation plan.

For the Lithuanian participant to this survey, Global Education needs to be an integral part of the education process due to its diverse nature and to the important task it plays in the educational process. Global Education has to be embedded in the school culture and be transversely included in all relevant subjects.

The polled participant from Switzerland contended that 'Education for Sustainable Development (ESD) is the new all-embracing approach in Switzerland for the upcoming years'. In addition, it has been underlined that 'all other individual pedagogies can and will continue in their specificity but have to position and develop themselves with regard on ESD'.



Third European Congress on Global Education

As mentioned above, this report serves as a background document for the 3rd European Congress on GE and this part of the report sheds light on the main expectations of the respondents for this upcoming event.

a. Global Education guidelines

According to the results of the questionnaire, the majority of the respondents identified interfaith dialogue, digital literacy and ITC and entrepreneurship education as the main dimensions which should be added in the new version of the GE Guidelines. In addition, interfaith dialogue is given prominence over the other two mentioned dimensions.

32. What other dimensions of GE should be added in the GE Guidelines?



b. Expectations from the 3rd European Congress on Global Education

According to their different political, economic and social realities, the expectations of the participants to the survey were quite heterogeneous.

The GE/DE/GCED ‘newcomers’ have ‘timid expectations’ such as: sharing experiences of Global education values, practices among EU member counties and countries that are in pre-accession process (FYROM), a more concrete GE/DE development trend (Romania), more consensus on GE (Bulgaria).

Non-EU countries expect further active involvement of youth and educators (Azerbaijan) and look for more cooperation and collaboration with the EU and CoE in the field of GE (Ukraine, FYROM, Georgia). In addition, it is expected to look for exact steps necessary to enhance GE within the social media and higher education (Russia), clarify the link and/or



difference between Global Citizenship Education (GCE) and Education for Sustainable Development (ESD) and develop bridges between global education, citizenship education including human rights education and entrepreneurship education to Education for Sustainable Development (Switzerland).

The **main expectations** of EU member states for the 3rd European Congress on GE are the following:

- some conceptual clarifications (Austria).
- experience and best practice sharing (Estonia).
- rethinking the link between GE/DE and GCE; envisioning future steps for post-2015; opening up and involving actors of the 'global South' in our work (Croatia).
- more European and international support for GE/DE: official CoE mandates requesting constant promotion and monitoring of GE/DE by Member States (Cyprus).
- strategic recommendations that would assist stakeholders related to GE/DE/GCED in order their work would be aligned with post-2015 agenda. It is essential that in post-2015 agenda we do not see education only as a separate goal. We need to see the opportunities and new features [in post-2015 agenda] that should be emphasized within GE activities in next years, respectively (Latvia).
- more active actions and implementation of the GE and efforts and close collaboration of all stakeholders; new directions and strategic recommendations in order to reinforce the impact of GE actions (Lithuania).
- discussion about new challenges for GE sector worldwide. Sharing good educational practices as well as good practices regarding cooperation with public administration (Poland).
- deepening the GE concept, methodology and main themes in the present pedagogical agenda of European and Mediterranean countries; specific training programs for educators in regions where the concept of GE is very new and difficult to understand and apply in the formal system; GE best practice sharing and examples of GE activities and programs in diverse countries/ European regions; quality, monitoring and evaluation mechanisms of GE; dynamic mechanisms in order to engage the media and youth in GE projects and programs; creation of new networks and contacts towards wider and deeper dissemination of the GE dimension at all levels and actors (Italy).



- greater coordination; better communication methods; greater opportunities to network and share information; new ideas; increased awareness of the importance of involving all young people (Ireland).
- including the theme of migration and raising awareness on migration in the discussion about GE/DE/GCED (Estonia).



The way forward

As stated before, this survey was disseminated among the Global Education Week national coordinators and the conclusions contained within this report reflect the findings of initial desk research and a subsequent online survey conducted amongst Global Education Week coordinators. This report has analysed the considerable advances in the realm of global/development education since the 2012 European Congress on Global Education and it has closed a cycle since the Maastricht Declaration on GE in 2002.

The report noted that the organisation of the regional and national seminars as well as the process of the implementation of the Lisbon Strategic Recommendations came to focus largely on bringing all the stakeholders aligned for the cause of GE and push for more public support for GE/DE/GCED.

In addition, the national and regional seminars have contributed greatly to the promotion and strengthening of global education and according to the polled respondents there is a great potential of experience-sharing among and across countries.

It can be equally outlined that the link between GE, DE and GCED should be explored as well as the challenges for the GE sector worldwide. Overall, this study contends that important strands have been made and yet, further support and undertakings are needed to reinforce the impact of GE actions.

We have recently witnessed the global recognition and endorsement of global citizenship education (GCED) as target 4.7 of the education goal included in the outcome document “Transforming our world: the 2030 Agenda for Sustainable Development” adopted by consensus at the United Nations Summit held at UN Headquarters in New York from 25 to 27 September 2015. There is a clear worldwide consensus on the importance of promoting the global citizenship dimension and implicitly other dimensions under the umbrella term of Global Education. Thus, Global Education advocates should galvanize support from transnational, national, regional and local actors in order to sharpen the sensitivity towards GE/DE/GCED within the framework of the new development agenda.

In conclusion, the upcoming Congress shall explore the accomplishments and gaps to be filled regarding GE policies, actions, initiatives, practices and it shall equally look for new avenues regarding GE/DE/GCED in the light of the new sustainable development goals.

We enclose this report with the hope that the findings outlined in this report will receive serious consideration by key stakeholders in GE/DE/GCED.



Annexes

Annex 1 Global Education Survey

Dear colleagues,

As a follow-up to the 2013-2015 National and Regional Seminars on Global Education organised by the North-South Centre of the Council of Europe, we would be grateful if you could respond to this survey.

The aim of this survey is to improve our understanding and take stock of the outcomes of the aforementioned seminars and explore new avenues in the light of the post-2015 development agenda.

The results of the survey will also provide an important contribution to the conceptualization and preparation process for the 2015 European Congress on Global Education, which will take place in Zagreb, Croatia from 26 to 28 November 2015.

Your answers will contribute to these efforts and strengthen our knowledge and practice. We will be delighted to share the report of this survey with you once it is finalised.

The questionnaire is organized around the five thematic areas defined at the previous European Congress on Global Education in 2012 and it will take you approximately 20-30 minutes (under each question you will find the thematic area it relates to).

The information gathered will be processed and shared in publications in an aggregate manner, that is, your identity will remain anonymous unless previously agreed.

We would be grateful if you could complete this survey before 19th June 2015. We praise your valuable contribution to the advancement of Global Education.

Thank you for your cooperation!

North-South Centre of the Council of Europe



Name of the responding institutions/organisations

1. Foundation Caucasus Environment
2. Eesti People to People NGO
3. Development Perspectives
4. Humana People to People in Latvia
5. World University Service
6. Südwind - Education and Information on Global Development
7. People in Need
8. Ministry of Education and Culture
9. Ministry of Education
10. Ministry of Education and Scientific Research
11. open education centre foundation
12. Semaine de la solidarite internationale (CRID)
13. National Research University Higher School of Economics
14. Il Nostro Pianeta
15. Bulgarian platform for international development
16. Institute of Social and Political Psychology
17. Association for Democratic Initiatives
18. Grupa Zagranica
19. National Youth Council of Ireland
20. INTERNATIONAL PEACE BUREAU - IPB Geneva
21. Centre for Peace Studies
22. Lithuanian Children and Youth Centre



General information

1.1. Name

.....

1.2. Surname

.....

1.3. Age

.....

1.4. Country

.....

1.5. E-mail

.....

2.1. Function in your institution / organisation

.....

2.2. Name of your institution / organisation

.....

2.3. Address

.....

2.4. Phone

.....

2.5. Website

.....



2.6. E-mail

.....

2.7. Are you part of:

- Government
- Civil Society Organisation
- Parliament
- Local Authority
- Other

2.8. Your institution / organisation is part of:

- National NGO platform or NDGO platform
- Network of global educators
- Global Education Network Europe - GENE
- Developing Europeans' Engagement for the Eradication of Global Poverty – DEEEP Programme
- European NGDO platform Concord
- European Youth Forum
- Other

2.9. Have you attended any of the national or regional seminars organized by the North-South Centre? If yes, please specify which one.

- Regional seminar in the South-East European countries | Slovenia, 4-5 December 2013
- Regional seminar in the Visegrad countries | Budapest, Hungary, 5-6 September 2013
- National seminar in Montenegro | Podgorica, 31 May 2013
- National Seminar in the former Yugoslav Republic of Macedonia | Skopje, FYROM, 30 May 2014
- Regional Seminar in the Baltic Countries | Riga, Latvia, 12-13 May 2014
- National Seminar in Croatia | Zagreb, 20 February 2015
- Other



Lisbon Strategic Recommendations

a. National strategy development and implementation

1. What has been the main entry point for (GE/DE/GCED) in your country (for ex.: as part of citizenship education or other subjects), and which Ministry/stakeholder was responsible for it.
2. Has there been an initiation/development of an action plan, national strategy, policy changes or equivalent for GE/DE/GCED? If yes, at what level?
If yes what has prompted their introduction.
Please describe the process, stakeholders involved and coordination mechanisms.
3. Is there any increased coordinated mechanism in the working relations between key institutions and organizations, policy-makers or other stakeholders, working in the field of GE/DE/GCE in your country?
 - a) If no, can you give some of the reasons?
 - b) If yes, can you describe the main improvements?
4. Has there been a better understanding or recognition of the concept and practices of GE/DE/GCE by the policy-makers or other stakeholders in your country?
 - a. Yes
 - b. No
 - c. To some extent
 - d. I am not sure
 - e. Please comment (how/why/why not)
 - f.
5. How has your institution or organization contributed to the development of GE/DE/GCE?
6. What are the main challenges in terms of GE/DE/GCE policy change?
7. What have been the main impact/outcomes of GE/DE/GCE in your country?
How was this measured?
8. What should be the appropriate mechanism(s) in order to guarantee the promotion and monitoring of GE/DE/GCE policies in the light of the post-2015 development agenda?



b. Curricular reform and education at the national and local levels

1. Has GE/DE/GCED been integrated in the formal or non-formal education of your country?

If yes please describe the process and stakeholders involved.

2. Has cooperation and coordination between key GE/DE/GCED stakeholders in your country been enhanced since the last European Congress on GE in 2012?

If yes please describe the process and stakeholders involved.

3. Has there been an improvement in the development of partnership projects on GE/DE/GCED between schools? Or between other educational structures¹

4. How has GE/DE/GCE been mainstreamed in your country since the last European Congress on GE?

5. How could access to and the quality of GE/DE/GCE pedagogical materials improved?

6. What should be the appropriate mechanism(s) in order to guarantee the integration and monitoring of innovative pedagogies in the light of the post-2015 development agenda?

¹ For example Education/Social Research Centres; CSO platforms; Ministries of Education and/or Foreign Affairs/Environment...; City Councils; Association of School Principals; Teacher training structure; etc.



c. Capacity-building

1. Has there been any intention of defining 'global competences/skills'?
Has the educational curricula been updated in order to develop GE/DE/GCED competences?
2. What are the main advancements in terms of coordination between schools, academia and teacher training institutes in the field of GE/DE/GCED?
3. Which of the following training methods for educators are more suitable/successful for your country?
 - Train the trainers programme for educators and in-service training
 - Residential training for educators (summer course)
 - On-line training for educators (4 weeks programme on-line)
 - Blended learning (residential training combined with e-learning)
 - Availability of pedagogical material (handbooks for trainers, DVDs, on-line resource centre)
4. Which of the following tools did you/your organisation make use of and/or participate in since the last European Congress on GE?
 - Global Education Guidelines
 - Global Education Online Courses
 - Global Education Week
 - Global Education Network
 - World Aware Education Awards
 - Other
 - Global Citizenship Education: Age-specific topics and learning objectives (UNESCO, 2015)
 - Global Citizenship Education: Preparing learners for the challenges of the 21st century (UNESCO 2014)
 - UNESCO Clearinghouse on Global Citizenship Education
5. How has GE/DE/GCED contributed to the change/transformation of educators and learners' skills and attitudes and of the learning process in your country?
6. What should be the main priorities in terms of GE/DE/GCED competences taking into account the new development agenda?



d. Quality support and monitoring

1. Has GE/DE/GCED contributed to the change of understanding of the purpose or relevance of education (for instance through promoting a learner-centred or participatory education)?
2. How are quality, monitoring and evaluation promoted in the field of GE/DE/GCED? What are the stakeholders involved? How coordinated is the process?
3. At what level has GE/DE/GCED been monitored or evaluated?
 - At individual learner level: changes in attitudes, dispositions, behaviour
 - At community/society level: e.g. as shown by learners 'involvement in school council, youth organisations, or social, cultural or environmental initiatives
 - At social media/internet level: growth in activity on GE/DE/GCED specific topics
 - Regarding result of GE/DE/GCED processes and content on overall learning
 - Regarding impact of GE/DE/GCED processes and content on broader society ²
4. How impact assessment and quality support are contributing to the improvement of GE/DE/GCED monitoring?
5. Are formal and non-formal education models co-producers of GE/DE/GCED knowledge?

How has it been linked?

² DEEEP (2015) *Monitoring Education for Global Citizenship: A Contribution to Debate*, p.34



e. Campaigning and outreach

1. How has GE/DE/GCED been promoted in your country since the 2nd European Congress on GE?

2. Are young people critically engaged in the awareness-raising process on GE/DE/GCED in your country?

If yes, how is that accomplished?

3. Has the media been actively involved in the promotion of GE/DE/GCED?

If yes, at what level and how?

4. What are the main indicators of change in terms of GE/DE/GCED outreach?

5. How is GE/DE/GCED contributing to the debate on quality and process-oriented education in the light of the post-2015 development agenda?

6. Has there been a dialogue among and what was the role of all relevant stakeholders (policy makers, teachers, learners, parents, families, wider community, development partners, academia, civil society, private sector)

Further questions:

Any other comment or observation in relation to GE/DE/GCED in your country?

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What outcome(s) do you expect from the 3rd European Congress on Global Education, which will take place on 26-28 November 2015 (location to be confirmed)?

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Thank you for your time!



Annex 2: Strategic Recommendations

North-South Centre of the Council of Europe

Summary

Strategic Recommendations

2nd European Congress on Global Education

September 27th-28th 2012, Lisbon

By acquainting learners with topics such as Globalisation, Interdependence, Sustainable Development, Intercultural Dialogue and Human Rights, Global Education (GE) aims at forming Global Citizens, able to think critically and to understand the complexity and diversity of perspectives which underlie most global problems. As it is based on a culture of cooperation and dialogue, GE can be a powerful tool in times of rising extremism and xenophobia.

To ensure GE is implemented and continuously improved, the 2nd European Congress on Global Education adopted a number of thematic recommendations, which were subsumed into five different categories:

- National Strategy Development and Implementation;
- Curricular Reform and Education at the National and Local Levels;
- Continuing Professional Development of Educators;
- Quality support, Monitoring and Evaluation;
- Campaigning and Outreach.



1. National Strategy Development and Implementation

- To review the **legal acquis** and practices, while supporting the implementation of **national strategies** that can contribute to the mainstreaming of GE.
- To strengthen a **multi-stakeholder approach**, improving coordination at the local, national and international level
- To **support** the **non-formal education** sector – while recognising its specific approach and methodology – as well as relevant CSOs and academic institutions.

2. Curricular Reform and Education at the National and Local Levels

- To improve **coordination and cooperation strategies** between the various stakeholders: with the UN and the EU in GE related fields; at the national level, between the formal and non-formal education sectors, and between practitioners and decision-makers, namely through the establishment of national committees.
- To promote and monitor the **mainstreaming of GE** both in the formal and non-formal sectors, embedding GE at all levels of the education systems. The inclusion of GE in schools should be transversal, with inter-disciplinary programmes which aim at forming responsible global citizens, and should involve students and parents.
- To develop and disseminate **quality learning materials**, and to innovate through GE pilot projects.
- To develop **partnership projects** between schools of different continents, as well as between schools and the private sector or the media.



3. Continuing Professional Development of Educators

- To **empower educators**, by supporting their critical reflection on the meaning of GE and on current GE materials, by encouraging the sharing of good practice and peer-learning at the global level, and by raising the awareness among educators of the example they present for learners.
- To develop a continuing **professional development** strategy, while providing training and materials to educators. These materials should be adapted and translated.
- To invest in the development of **GE competences** through an innovative learner-centred approach – guided by the principles of GE – which is able to address the burning societal issues of the time.

4. Quality support, Monitoring and Evaluation

- To create spaces for innovation in the areas of quality and evaluation, and to support the **co-production of knowledge**, namely through peer reviews and more international coordination.
- To promote academically sound and **critical research** on GE, namely on the relationship between formal and non-formal education models. To support the expansion of relevant academic GE courses, and to strengthen the communication channels between academia and both practitioners and policy-makers.
- To study the impact of GE, through instruments of **impact assessment** and **quality support**, as well as through evaluation mechanisms established at the different relevant levels.



5. Campaigning and Outreach

- To encourage the **media** to promote GE, namely by providing GE training to journalists, and by supporting the sharing of good practice among them. International events can be of use for the promotion of GE through the traditional media.
- To support the **critical engagement** of young people with the media, and encourage pilot projects on new media and citizen journalism.
- To engage in **advocacy** directed at decision-makers and at new actors out of the traditional comfort zone (global corporations, for instance), while ensuring the inclusion of the interests of socially excluded groups in all campaigning efforts.