



Baltic

# Global Development Education Regional Seminar

Tallinn, Estonia

# REPORT

24-25 October 2016

Organised by:



In partnership with:



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## EXECUTIVE SUMMARY

The North-South Centre of the Council of Europe implemented, in partnership with Eesti People to People (Estonia), and with LAPAS-Latvian Platform for Development Cooperation, the Lithuanian Children & Youth Center and Ministry of Education and Science of the Republic of Lithuania, the Baltic regional seminar in global development education on October 24-25, 2016 in Tallinn, Estonia.

The seminar took place in the framework of the PA Grant Agreement between the European Commission and the Council of Europe which aims at promoting GDE in the twelve new member states of the European Union as well as in EU candidate and acceding countries.

### I. INTRODUCTION TO THE REGIONAL SEMINAR

Taking into consideration the [recommendations](#) of the [Zagreb Global Education Congress](#) (November 2015), the conclusions of Council of Europe Conferences of Ministers of Education, and the UN Sustainable Development Goal 4.7 target monitoring scheme as an overarching framework, the objectives of the Baltic regional seminar were:

- to exchange and jointly discuss existing perspectives on the concept and practice of Global Development Education (GDE), both in terms of policy making and curricula development;
- to identify common challenges in the Baltic countries and to exchange information on best practices with GDE experts from the Baltic region, other European countries/institutions as well as with experts from the global South;
- to promote GDE as an integral part of education and of development policy;
- to provide the space and opportunities to develop joint action and collaboration within and beyond the Baltic countries;
- to elaborate recommendations for furthering GDE in the Baltic countries and to establish priorities, and if possible benchmarks.

Participants comprised key GDE stakeholders from the three Baltic countries, including stakeholders involved in the previous regional seminar in Riga (May 2014) and in the Zagreb GE Congress. There were representatives from the Ministries of Foreign Affairs from Estonia and Latvia, representatives from the Ministry of Education from Lithuania, representatives from higher education, including teacher training institutes, NGOs representatives, including the national coordinators for the Global Education Week network such as DARE Forum, CONCORD national coordinator from Estonia, representative from Ukraine diaspora organization from Estonia, teachers active in the GDE field, representatives of national UNESCO committees from Estonia and Latvia, representative from the Estonian national platform AKÜ, representatives of national platform for local authorities from Latvia and Lithuania, representative of NSC.

## II. SEMINAR WORKING SESSIONS

### 1. OPENING

The seminar was opened by Ms Ruta Pels, president of the host NGO Eesti People to People (Estonia). Participants of the seminar were welcomed by Mr Reigo Ginter, Policy Officer of Development Cooperation and Humanitarian Aid Division in Estonian Ministry of Foreign Affairs, Ms Liva Steinberga, senior expert in Development Cooperation Policy Unit in Latvian Ministry of Foreign Affairs and Mr Algimantas Šimaitis from Lithuanian Ministry of education and science.

The Baltic region plenary session concentrated on Global Development Education achievements and national perspectives in relation to the reports and key findings of previous regional seminars.

Ms Johanna Helin, Director of the Global Education Center in Mondo NGO (Estonia) described Mondo and other Estonian NGOs perspective and role in the promotion of global education ([Annex 1](#)).

Ms Iveta **Vērse**, Director of the Education Development Center (Latvia) made a presentation about Global Education and Awareness Raising in Latvia from a NGO perspective. She stressed that global education is part of development policy and that the new policy guidelines for development cooperation aim at raising awareness and positive attitude about global issues. Iveta shared successful initiatives developed in Latvia in 2014–2016 and cooperation mechanism at Baltic and international levels while stressing that the main challenge remains the integration of GE in education policy. ([Annex 2](#)).

Ms Dalia **Navikienė**, Deputy Director of the Lithuanian Children and Youth centre (Lithuania) presented an overview of the global education initiatives in Lithuania and main challenges and solutions ([Annex 3](#)).

The session was moderated by Mr Dmitriy Fefilov, editor of an Estonian TV. There were questions about how to explain to educators over the age of 50 issues related to global education and how to address global education in adulthood education. Panellists and also the audience shared best practices and expressed interest to involve target groups of this generation in global education activities.

### 2. EUROPEAN INSTITUTIONS PLENARY SESSION

This session focused on the strategic recommendations of the Zagreb GE Congress. Mr Miguel Silva, Programme Manager of Global Education in North-South Centre of the Council of Europe, contextualised the follow-up of the Zagreb Global Education Congress recommendations<sup>1</sup>, linking the purpose of the annual seminars' workshops with the monitoring process of the recommendations. The constitution of a multistakeholder task force, including practitioners and decision makers, could guarantee the continuity of this monitoring process between each regional seminar foreseen for the next two years.

Ms Ilze **Dalbiņa** from the Latvian National Commission for UNESCO reflected on UNESCO Global Education Monitoring Report and the concept of global citizenship in it, especially regarding global and thematic indicators for the SDG Target 4.7 and key messages on current status and future perspectives of education for sustainable development and global citizenship.

Ms Mari-Helene Kaber from Humana People to People, on behalf of CONCORDs hub4 (Global

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<sup>1</sup> Recommendations for : 1) *National Strategy Development and Implementation*; 2) *Curricula development*; 3) *Professional Development of Educators*; 4) *Quality support, Monitoring and Evaluation*; 5) *Awareness Raising and Outreach*

citizenship and public engagement working group) told about main tendencies in Europe and shift from Development Education to Global Citizenship Education, policies and civil society advocacy in Europe.

The moderator of this session was Mr Pavel Smulski, youth coordinator in hosting organization Eesti People to People (Estonia). During this session one of the questions addressed the issue of innovativeness and possibilities to improve cooperation between NGO, EU institutions with the business sector and possible threats (advantages and disadvantages) of this cooperation. Another question was about the review of the pedagogical descriptors and evaluation criteria to be defined for GE. The discussion also addressed the issue of the level of communication and coordination between all stakeholders involved in global development education that might challenge global education approach.

### 3. EASTERN PARTNERSHIP PLENARY SESSION

The second day, of the regional seminar was devoted to sharing experiences gained from the projects on global development education organized outside Baltic countries. Mr Levan Tskhakaia from the Greens Movement of Georgia told about education for sustainable development implemented at the schools in Georgia. (*Annex 4*).

Ms Manana Devidze, director of the Foundation Caucasus Environment and representative of WG3 of National Platform of EaP Georgia shared initiatives developed by CSOs belonging to the Georgian National Platform of Eastern Partnership in the field of GE. (*Annex 5*).

Mr Angel Casal from Involved NGO (Estonia) explained the role of Universities in GE and the coordination between civil society organisations and other formal education structures in EVS and other projects.

Ms Virginia Valova, director of Open Education Centre (Bulgaria) shared the experience of teachers' training in Bulgaria and the plans for the next regional seminar in the South-East Europe and Mediterranean region foreseen in December 2016 and for the meeting of the Global Education Week network. Moderator of this session was Ms Marianna Makarova from Tallinn University (Estonia). The main discussion was around the challenges of negotiating with different stakeholders involved in the process of global development education, especially about how to lobby and influence government policies. Participants shared some examples of successful lobby work in Estonia and Latvia.

### III. PARALLEL MULTISTAKEHOLDER WORKSHOPS

The parallel workshops gathered formal and non-formal educators, representatives from institutions and local authorities as well as media professionals, who addressed, throughout the first and the second day of the seminar, the following topics:

- Policy making and curricula development; moderators were Ms Agita Miesniece from National Center of Education (Latvia) and Unė Kaunaitė from "Programme of young professionals "Kurk Lietuvai" /"Create for Lithuania".
- Professional development of educators and quality support; moderators were Ms Rita Skara from Valmiera State Gymnasium and University of Latvia, Ms Renata Dambrauskaitė-Pėželienė (Lithuania) and Ms Anna Verro, English language teacher in language school Iberica (Estonia).
- Awareness raising and pedagogical tools; moderators were Ms Mari-Helene Kaber and Ms Sigrid Solnik, leader of Estonian National Platform AKÜ and GLEN program.

Presentations of the main findings from the workshops and recommendations for future regional collaboration

## 1. POLICY MAKING AND CURRICULA DEVELOPMENT

The benefits of sharing experience:

- To see different structures how communication flows in different organisations and various countries
- To learn about the good practice of institutions
- To gain the confidence that you are not the lonely fighter in this field
- To find out about the funding issues in participating countries
- To get acquainted with the specificity of and explore the complementarity between formal, non-formal and informal GE approaches and mechanisms.
- To learn about different interpretation and implementation of concepts in each country: "localization or adaptation of concepts".

Coordination settings for policy-making and curricula development:

- Think tanks
- Round tables
- Conferences
- Forums
- Camps
- Campaigns
- Study trips
- Digital platforms/ social media groups

Mechanisms for policy-making and curricula development:

- Joint ministerial/Interministerial Cooperation
- Members of NGOs sharing experience with academics of universities
- From academics to teachers – academics cooperating with teachers
- Social responsibility of researchers to share their findings with the community, but therefore they should be more involved in the issues of GE
- All community involvement, also refugees

Needs:

- Common and shared methodology for working with and implementing GE guidelines
- Consensus on translation and interpretation issues of GE – „so we speak one language“
- National level indicators for GE
- Meeting points of formal and non-formal GE
- Multipliers of GE in respective countries
- Need for mediators of GE

## 2. PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

The following recommendations were agreed by the workshop participants:

- Providing training and educational resources
- Teachers' conferences
- Training sessions for teachers for attitude change
- Introduction of GE standards/set of competences
- Introduction to new technologies
- Summer camps
- Topicality

- Cross-curricular/ cooperation between teachers
- Integration of global issues into regular school topics
- Integration of global issues at school and university programs
- Show how the world is connected
- Examples of good practices
- Regional/ municipality work – networking
- Involvement of the whole community/society in GE initiatives

### 3. AWARENESS RAISING AND PEDAGOGICAL TOOLS

The following recommendations were agreed by the workshop participants:

#### Target groups

- Pupils, students
- Teachers
- Teachers trainers
- General public
- School community

#### Topics

- Sustainability, SDGs
- Climate change
- Ethical consumption

#### Tools

- Facebook (campaigns)
- Twitter
- Summer school
- Study trips (for media)
- Trainings (educators, teachers, journalists)
- Special newspapers
- Competitions

#### Challenges

- Access to teachers and teachers trainers
- Timing of events and trainings is crucial for a good attendance
- Reaching disadvantaged groups, and rural, Russian speaking, older people groups
- Communication and cooperation with all stakeholders
- Inter-ministerial cooperation (development education: Ministry for Foreign Affairs; global education: Ministry of Education; sustainability: Ministry of Environment)
- Getting media attention and involvement
- SDGs tackled and implemented from a local perspective, while keeping the connection with the global perspective

### 4. OPEN SPACE FAIR

The open space fair allowed NGOs to share experiences from EuropeAid and other projects.

Eesti People to People (Estonia) presented drawings and essays from “Makutano Junction: a multi-media approach to effective development education”. Participants of this project high school students Liisa Mitus (Kehra gymnasium) and Adelina Goda (Tallinn Õismäe gymnasium) explained ideas behind their creative works and particularly research and drawings about Kenya and about gender issues in Africa.

Mondo NGO presented project in cooperation with Ukrainian municipalities and publications about global education for schools.

Representatives of all Baltic countries took part in the evaluation and closing of seminar session. All expressed interest to continue work in global development education based on experience and best practices.

Study trip to Humana sorting center of second hand goods was organised for participants of the Baltic regional seminar on the second day.

#### IV. RECOMMENDATIONS

In agreement with the regional partners, and building on the outcomes of the three workshops and on the final report of the seminar, a follow-up mechanism, to be coordinated by a regional multistakeholder task-force (comprising practitioners and decision makers from each country<sup>2</sup>), was proposed to further advance on the following areas:

- I. continuous intra and inter communication between practitioners (CSO platforms, educators, academia) and policy-makers (MoE and MFA), and with local authorities and media;
- II. curricula development and link between different areas of education to achieve the same goals;
- III. reviewing and introducing GDE in formal educators' competences and global education values description;
- IV. defining GDE evaluation indicators/criteria;
- V. initial and lifelong professional development of teachers;
- VI. GDE training for public and private sectors and media;
- VII. promotion of digital literacy.

#### Disclaimer

*The contents of this publication are the sole responsibility of the North-South Centre of the Council of Europe and the stakeholders involved in the activity, and can in no way be taken to reflect the views of the European Union.*

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<sup>2</sup> The task force would comprise the NSC national GE network coordinator, one educational expert and one representative from the CSO platform, the local authorities' platform, the MoE or MFA, the Parliament education commission.