



Baltic Global Development Education Regional Seminar - Follow up meeting

Vilnius, Lithuania

REPORT

30 May 2017

Organised by:

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



Implemented
by the Council of Europe

In partnership with:



MINISTRY
OF EDUCATION
AND SCIENCE
OF THE REPUBLIC OF LITHUANIA

LAPAS LATVIJAS PLATFORMA
ATTĪSTĪBAS SADARBĪBAI

I. INTRODUCTION TO THE FOLLOW-UP MEETING

The follow-up meeting took place in the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in the new member states of the European Union as well as in EU candidate and acceding countries.

The North-South Centre of the Council of Europe organised and implemented the GDE Baltic regional seminar follow-up meeting in collaboration with its regional partners: the Lithuanian Children and Youth Center and the Ministry of Education and Science of the Republic of Lithuania; Eesti People to People and the Latvian Platform for Development Cooperation (LAPAS).

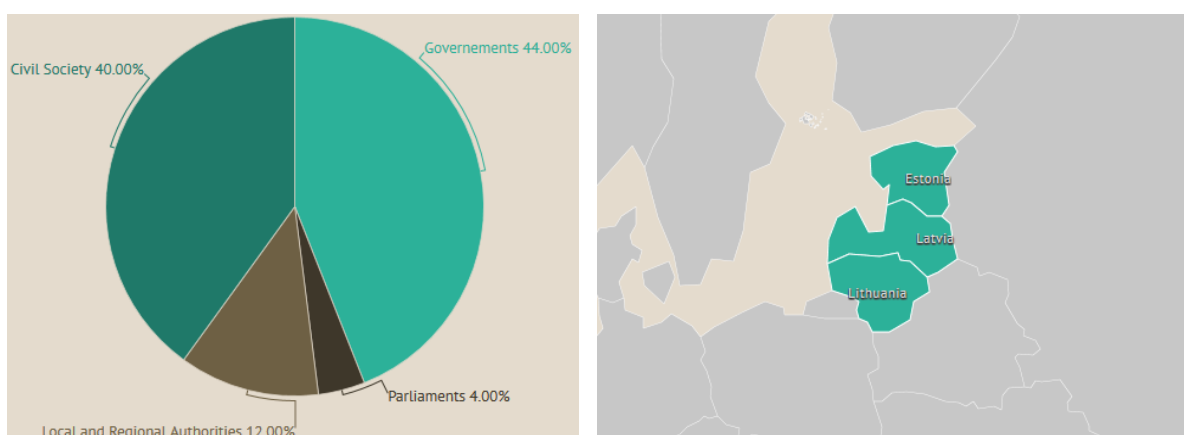
This follow up meeting is part of the monitoring scheme of the recommendations of the Baltic Regional Seminar on Global Development education, held in Tallinn in October 2016, and the Zagreb Global Education Congress which was held in November 2015. The objectives of the meeting are aligned with the conclusions of Council of Europe Conferences of Ministers of Education, and seek to respond to the UN Sustainable Development Goals target 4.7. The objectives of the Baltic regional seminar follow up meeting were:

- ✓ to evaluate progress made in relation to Tallinn's GDE regional seminar recommendations;
- ✓ to share the new developments in strategies for the recognition and promotion of GDE;
- ✓ to assess complementarities between existing education national policies and the Zagreb Congress strategic recommendations and with Council of Europe framework of competences for democratic culture;
- ✓ to agree on a monitoring calendar with benchmarks until the next follow-up meeting in 2018.

25 participants (22 female, 3 male) comprised key GDE stakeholders from the three Baltic countries, including stakeholders involved in the previous Baltic regional seminars which took place in Riga in May 2014 and Tallinn in October 2016, as well as the Zagreb GE Congress which took place in 2015.

There were representatives from the Ministry of Foreign Affairs and the Ministry of Education of Lithuania; representatives from teacher training institutions; NGO representatives, including the national coordinators for the Global Education Week network; teachers active in the GDE field; representatives of national UNESCO committees from Estonia and Lithuania, representatives of national platform for local authorities from Lithuania.

The Quadrilogue representation and country representation are shown below:



II. PLENARY AND WORKING SESSIONS

1. OPENING

The follow up meeting was opened by Ms Dalia **Navikienė**, Deputy Director of Lithuanian Children and Youth Centre and participants were welcomed by Mr Gintaras **Steponavičius**, member of the Education and Science Committee at the Lithuanian Parliament and by Mr Miguel Silva, Global Education Programme Manager of North-South Centre of the Council of Europe. Mr Silva contextualized the follow up meeting praising the presence of diverse stakeholders, comprising practitioners and decision makers. He underlined that Lithuania, like other Baltic countries, is undergoing a reform process in the education system, which is an opportunity to include competencies linked to global education, in particular those developing social skills, with the purpose of empowering young people to be active citizens, aware of the interconnection between local and global challenges. Promoting dialogue and active citizenship, and promoting corresponding competencies and pedagogical tools remain a priority for both educators and decision makers. The GDE Baltic Regional Seminar held in Tallinn in October 2016 and the Vilnius follow-up meeting, aim at facilitating the recognition, integration and monitoring of GDE competences in education policy, as well as contributing to the development of educators competences and practices in the field. This monitoring cycle will last until 2018.



After the participant's introduction, the GDE national contexts of three Baltic countries were presented

2. STATE OF PLAY IN ESTONIA

Ms Sigrīd Solnik from AKÜ - Estonian Roundtable for Development Cooperation, introduced the current situation with global education in Estonia.

The term "global education" is used at national level and in official documents. Global citizenship education (GCE) is not used officially but it is the term for which CSOs are striving for in Estonia.

The Ministry of Foreign Affairs is funding the global education and awareness raising projects, while the Ministry of Education is responsible for developing the curricula and including global citizenship education into all subject fields.

NGO's are working in two main areas: educating teachers and creating GCE educational content and raising awareness on global issues amongst the public.

From the perspective of development cooperation actors, GCE is seen as very important part of the whole approach to sustainable development. Albeit the concept of GCE is not included in the updated national curricula, it is considered as part of human rights education.

Knowledge of Estonian citizens on global issues has risen over the time. However, the belief that every individual can contribute to global development being able to make a difference, remains one of the lowest in the European Union (according to the latest Eurobarometer study, only 17% of Estonians say that individuals can play role in tackling poverty in developing countries while only 6% say, that they are personally involved in doing so).

3. STATE OF PLAY IN LATVIA

Ms Inese Vaivare from LAPAS introduced the situation in Latvia.

The large part of organizations which belong to the Platform, are working in the Global Education (GE) field. They are implementing various activities such as campaigns, events, projects and trainings. The Platform implements the Global Education Week (GEW) and coordinates the different actors involved, having also mapped the organizations that joined the action in 2016.

UN SDGs are also one of the priorities for the Platform as the goals' indicators pave the way to policy level and link it with individual actions.

At the present moment, there are no calls for projects at national level related to GE. It is not a priority at national level due to the social issues which prevail. Therefore the most of the initiatives in GE are implemented by NGOs. Taking in account less access to European and global funding, there is a risk to lose almost everything that was developed in the past, in terms of acquired knowledge and experience among advanced NGOs.

New guidelines on development cooperation were developed in 2016 at the governmental level. They include also activities on GE with the Ministry of Education and Science and the Ministry of Culture as responsible structures. In terms of the overall political situation, the tendency is to integrate GE in the competency approach and to separate it from the development cooperation policy. This might lead to loss of ownership by any government institution, due to the lack of institutional and policy references, and could have a negative impact also in terms of funds available at national level in the future.

4. STATE OF PLAY IN LITHUANIA

Ms **Žydronė Žukauskaitė**, director of the department of general education of the Lithuanian Ministry of Education and Science, introduced the situation in Lithuania.

In Lithuania the concept of "Good school" is being developed and this is a great achievement.

This concept deals with human maturity, through a holistic approach to the school subjects, (Science, Technology, Engineering, Arts, Mathematics) and through the evaluation of personal development.

The introduction of this concept is leading to reforming school curricula. The last reform was in 2008. The main aspects and priorities are: linking between formal and non-formal education and social and emotional competencies. There are expectations that the concept of “global citizen” will be included to the new curricula and there is an intention that starting from 2020 all schools in Lithuania will work according to the new programme.

Generally, in the existing legal documents and programmes (conception of “Good school”, Description of education programmes, State higher education and scientific researches and experimental (social, cultural) development programme 2013-2020) issues related to global education and sustainable development education are already integrated.

Inclusive education and diversity are also among education priorities in Lithuania. Inclusive education, a coordinated provision of educational, social and health care services should be accessible for all pupils who need it.

In the sphere of bullying and violence prevention, from the start of the school year, every pupil in Lithuania will have an opportunity to participate in at least one prevention programme.

III. PARALEL MULTISTAKEHOLDER WORKING SESSIONS

1. SESSION 1- POLICY MAKING AND CURRICULA DEVELOPMENT

Moderator: Ms Inese Vaivare, LAPAS

The context of the discussion was introduced by Ms Inese Vaivare.

During the first part of the discussion, the main challenges related to policy making and curricula development were identified:

- ✓ Different viewpoints from different stakeholders;
- ✓ Lack of common understating about terms: global education, global development education; (global education platforms should be more active not only with information exchange but in lobbying as well);
- ✓ Ministry of Foreign Affairs is responsible for funding and Ministry of Education is responsible for content; process at political level should be more open for all. MFA and MoE should collaborate more closely with each other, there should be increased inter-institutional consensus;
- ✓ “Trapped in brand” (funding, involvement of EC standard, fragmentation);
- ✓ Political priorities.

As to the collaboration between the ministries, agencies and other stakeholders, a clear vector or purpose of collaboration should be defined for a greater efficiency.

Ms Žydronė Žukauskaitė mentioned that the Lithuanian Ministry of education and science consult different stakeholders (from academia or educators to CSO representatives) according to the topic under discussion.

Ms Sigrid Solnic from Estonia referred to the lack of collaboration between academia and NGOs. From an advocacy perspective, NGOs political and social engagement as well as their field work and strong networking, could be an asset for academic research work, data collection and for the dissemination of their work among a wider audience. Therefore, the collaboration among these two sectors could be very useful to justify, among policy makers, the relevance of GDE based on research data.



Mr Miguel Silva from the North-South Centre argued on the necessity of identifying a common denominator for successful collaboration. The development of GDE set of competences or the establishment of GDE evaluation indicators/criteria could be a relevant object of collaboration between different stakeholders, practitioners and policy makers.

A discussion about the particular actions or solutions for the identified challenges was held and the following proposals/ideas were shared:

- ✓ Global education guidelines;
- ✓ Do we need to separate from other topic (themes) indicators for global education?
- ✓ Which level of advocacy is relevant for Baltic countries?
- ✓ Common methodology, how to work with global education?
- ✓ Indicators, maybe they are important only at international level, maybe it is not necessary to develop them at regional level. They are related to SDGs. So it is important to talk about SDGs implementation progress.

Participants reacted about the indicators and there was a proposition that maybe the PISA (Programme for international student assessment) methodology could be used.

Ms Giedrė Tumosaitė from Lithuania introduced the example of collaboration between the Baltic countries which is the “Baltic regional summer academy”, whose third edition will be organized in Latvia this year.

This project is a training programme that aims to strengthen democratic culture in schools and communities in Estonia, Latvia and Lithuania through capacity building of education professionals and civil society members and to promote and apply citizenship and human rights education in classrooms, schools and communities.

Ms Inese Vaivare stressed that this last example shows that there are initiatives in Baltic countries which need to be disseminated as the sharing of those initiatives would be helpful to create collaborative approaches.

2. SESSION 2- PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

Moderator: Ms Ruta Pels, Eesti People to People

The session was introduced by Ms Ruta Pels referring to the changes of the educational system in the Baltic countries over the past 20 years. In the soviet time learners were the object of the education system and educators were the subject, later educators and learners became subjects and presently (especially in the non-formal education field) both educators and learners are subjects and have to agree about the object they will work on together.

Ms Ruta Pels proposed as a method for the discussion the five "W" (who? what? where? when? why?), in order to assess the situation in the sphere of educators professional development and identify their needs.

Ms Jolanta Pileckienė from Lithuania introduced a research project on environment and human safety (what?), which has been implemented jointly by a school and a college through a whole school approach (Who?). This mutual collaboration helped to create positive outcomes and partnership relations. Initially the challenge faced during the implementation of the activity was the motivation of the teachers and lecturers, as well as the participation of the pupils' parents in the project, since it requires some personal commitment and time. The project was implemented in schools and colleges (where?) during the school year (when?). The main project activities were implemented after ordinary lessons with the purpose of not interrupting the learning process. At the end, the whole-school approach proved to be a success, in particular regarding the involvement of parents, being perceived as an integral part of the learning process and contributing to the quality of education. Such projects create an opportunity for participants to discuss and put into practice learning topics acquired in the framework of the classroom (why?) through a non-formal methodology.

In Latvia, the optimal entry point to introduce global education competences and methodologies remain the teachers training programme, complementing the awareness raising or training actions organised by CSOs in schools (during the lessons) which are more limited due to bureaucratic procedures needed for this kind of external pedagogical interventions.

Mr Miguel Silva stressed the importance of initial teacher training, or continuous professional development of educators, as an opportunity to introduce GE related content and methodology. As an example he referred to the NSC online training scheme initiated in 2009 which covers three different dimensions of Global education: Human rights, Intercultural dialogue and democratic citizenship. Each course has duration of four weeks, involving 10 hours of learning per week and including individual and collective assignments as well as a discussion forum. Participants are provided with the necessary pedagogical resources and bibliography. After finishing the course participants get a certificate. Two courses per topic are offered annually.

The quality enhancement of the professional development of educators is linked also to the quality and pertinence of pedagogical tools. For this, involving educators in the production of the pedagogical tools, and using non-formal methodology is fundamental to respond effectively to educators needs. The NSCs methodology used in its residential trainings was shared as an example. The content of those trainings is prepared by a team of international experts consisting of four members from different countries, educational systems and contexts, with the purpose of reflecting diversity. The trainings are also considered as a peer learning process based on participants own professional background and experience. Participants participate in the training pedagogical improvement through the evaluation of the course.

After the sharing of good practices, participants discussed the needs for the improvement of the professional development of educators. The following needs were identified:

- ✓ inclusive education;
- ✓ diversity;
- ✓ communication/collaboration with different stakeholders;
- ✓ renewing documents;
- ✓ find the way, how to motivate people;
- ✓ think in systematic way, how teachers can have free hands;
- ✓ more initiative from educator's side in learner's involvement;
- ✓ taking into consideration that schools directors are important decision makers, it is necessary to educate them about GE;
- ✓ learners can teach educators/directors;
- ✓ it is necessary to consider a whole school approach.

3. SESSION 3 - AWARENESS RAISING AND PEDAGOGICAL TOOLS

Moderator: Ms Justina Kaluinaitė, National Non-Governmental Development Cooperation Organisations Platform (Lithuanian NGDO Platform)

Ms Justina Kaluinaitė introduced her experience in the GE sphere. In terms of awareness raising actions, the funding for the global education activities developed by the Lithuanian NGDO Platform comes from the Ministry of Foreign Affairs. The Platform works very actively with local municipalities to reach the municipalities schools. The Platform implemented the World Best News campaign, and is working on the dissemination of the SDGs and GE related issues. The platform is providing workshops, using existing pedagogical tools, at school level and at university level, while encouraging young people to reflect on the link between their actions at local level and the implications at global level. As a very positive outcome of this awareness raising work, it can be noticed that young people are open to and active about SDGs and growingly receptively in relation to the partnership with the platform.

Best practices and challenges in terms of awareness raising where identified:

BEST PRACTICES	CHALLENGES
<ul style="list-style-type: none"> ✓ Collaboration with universities; ✓ Training for trainers; ✓ Programme Emotion + (how to improve environment in school. Discussions with schools' councils, schools' administration. The most important is to encourage people to discuss on important topics); ✓ Pupil's Councils arranging various events on important topics, where they invited teachers; ✓ Collaboration with theatres. Since they are concerned about possibilities to communicate with youth, they are looking for opportunities. They are making the performances together with pupils, actors, and scientists with the purpose to discuss the relevant topics; ✓ Hackathon; ✓ Forum theatre; ✓ Involvement of local communities to events; ✓ Youth meetings/exchange; ✓ Projects by using social media (sometime it could be best practice, sometimes – challenges); ✓ Social projects, scientific projects (example students of design created the educational "zones" (environment) for schools); ✓ Incorporation of real data (current topics from the "real" word) to class; ✓ UNESCO associated schools network (schools, which are taking part in this network are more open); ✓ UNESCO tools; ✓ Optional exam on GE theme; ✓ UN website with resources/tools (SDG's related to GE and GCE). They have indicators and useful links; ✓ Smurfs SDG's (http://www.smallsmurfsbiggoals.com/) ✓ SDG Toolkit; ✓ Card game (SDG and GE) ✓ Interviews on SDG; ✓ Short educational videos; ✓ Global schools project ✓ Integration centre – Language café 	<ul style="list-style-type: none"> ✓ How to give the same information for different target groups; ✓ It is difficult to start. Usually there are only few, who are committed to do anything. Idea should be like a "virus" – short and very interesting (in social media, from famous person); ✓ Different and changing mentality; ✓ It is important to find different and proper methodology, acknowledging that we all speaking in different languages but with the purpose to find the common way; ✓ To resort to a "problem bank" to identify needs and work on adapted solutions; ✓ Lack of information. (who is doing what); ✓ To involve the educational institutions in regions, to participate in the projects (especially primary education).



In order to motivate universities to participate, usually collaboration comes from personal contacts or initiative. Trainings in schools are very helpful for the stimulation of motivation. For public action – local municipalities are very helpful partners.

In the end of the session all participants were asked to send the links to already developed GE resources: web pages, tool – kits, methodologies.

During the second part of the follow up meeting, participants were divided into smaller groups of stakeholders to further analyse the questions discussed during the plenary sessions in the field of:

- ✓ Policy making and curriculum development;
- ✓ Professional development of educators and quality support;
- ✓ Awareness raising and pedagogical tools.

Each group had the same moderator, as was the case in the first part of follow up meeting. After the discussions in smaller groups all participants gathered together and shared the outcomes.

IV. WORKSHOP OUTCOMES

1. POLICY MAKING AND CURRICULA DEVELOPMENT

The group gathered representatives from the National Commission for UNESCO and from ministries.

Stakeholders agreed on the importance of identifying among existing policy frameworks, reference documents or curricula, domains corresponding to GDE and engage all level of actors in the advocacy and recognition process of GDE, bringing together decision makers from relevant ministries, parliamentarians, local authorities, formal and non-formal educators as well as representatives from CSOs. As regards GDE indicators, it is important to build on existing framework indicators (defined in EU policy documents) for a greater coherence with EU evaluation and funding mechanisms. The group underlined that GDE should not be perceived as a new concept, but rather as a transversal approach building on, or in line with, existing political recommendations. Practitioners are also responsible for the proper transfer of existing documents and mechanisms. All Baltic countries are going through education reforms and it is important to identify in new policy documents, issues related to GDE and its implementation.

2. PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

The group gathered formal and non-formal educators.

Based on the outputs of the plenary session and practices shared, the group reiterated the importance of privileging a complementary approach between formal and non-formal methodologies in terms of professional development of educators and quality enhancement, mapping existing practices in terms of pre-service and in-service educators training, and work on a more systematic collaboration between academia, educators and CSOs in terms of quality enhancement.

The group reflected on the relevance of having in each school a responsible person for the coordination and visibility of GE related activities.

3. AWARENESS RAISING AND PEDAGOGICAL TOOLS

The group gathered CSO representatives.

During the discussions, the group considered the importance of identifying the target groups, how to work with the target groups and how to adjust the message accordingly. The group shared the relevance of working with the private sector and with local actors in awareness raising actions such as campaigns. Awareness raising is a necessary ongoing process as the political context and stakeholders vary.

In the end of follow up meeting Mr Miguel Silva summarized the discussions, thanked the participants and organizers for the meeting, praising the dynamic, involving and informative process. The thematic areas discussed in the meeting follow the recommendations of the 3rd European Congress on Global Education which took place in Zagreb in 2015 and the recommendations of the GDE Baltic Regional Seminar, held in Tallinn in 2016. This annual monitoring process will be finalized in 2018 in Latvia.

V. RECOMMENDATIONS

In coordination with the regional partners and building on the results of the three sessions and on the final report of the follow up meeting, participants agreed to embark on a monitoring process coordinated by a regional multistakeholder taskforce (comprising practitioners and decision makers) in the following areas:

- 1) Considering the ongoing reform process of education systems in Baltic countries, ensuring that new policies integrate GDE in a broad sense, building on existing knowledge, pedagogical resources and trainings. By integrating GDE in other educational approaches this acquired knowledge and experience should not be lost;
- 2) Integration of GDE in the competency frameworks which are now being developed in all Baltic countries education policies;
- 3) Integration of GDE indicators in national SDGs indicators, which is an ongoing process and has to be clearly articulated between the stakeholders involved in this process. This articulation could be facilitated with the support of UNESCO national commissions and the NSC;
- 4) More stakeholders should be involved to add value in the field of GDE policy development, e.g. research institutions in the delivery of hard data and arguments for advocacy and change;
- 5) Strengthening the recognition, ownership and influence of the GE working groups operating in the CSO national platforms;
- 6) In terms of awareness raising, communication strategies should be adopted and tools implemented according to the target groups (pupils, teachers, parents, mass media, society in general, public representatives) and potential target groups (elders and community leaders, young journalist, business, social start-ups and entrepreneurs);
- 7) Foster the exchange of existing GDE practices, tools, methodologies as well as information about ongoing and future projects.

Disclaimer

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