



Visegrad Global Development Education Regional Seminar

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REPORT

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EXECUTIVE SUMMARY

The Visegrad Global Development Education Regional Seminar brought together diverse stakeholders of global development education (GDE) – educational institutions, civil society organisations, policy-making and government, municipalities, international institutions etc. – to exchange and learn on the current stage, challenges and good practice in GDE in Visegrad countries region (V4). The seminar provided space for experience sharing in enhancing GDE and extending of collaboration in the region, but also for considering the actual trends in GDE in Europe and globally.

The event reflected on the red line that the GDE as an intergenerational learning process matters in today's world of rapid societal, political, demographic and technological changes. Education has to respond to the needs of our societies, and improve the competences of people to face challenges in near future. The GDE improves knowledge, develops social skills, transmits values and cultivates attitudes for creating more just and sustainable world. It supports learning from each other and making the best out of different backgrounds and contexts.

The seminar emphasized the necessity to create a critical awareness that the GDE can play a significant role in building up globally responsible society. The sustainable development needs well-informed and engaged society, as only active and effective civil society can really reach necessary system changes. By people understanding root causes and interconnectedness of phenomenon like economic crises, climate change, migration flow and security issues, they will more likely be able to face ongoing changes, get involved in seeking for solutions at local and global levels and contribute to a safer future.

The participants acknowledged that the awareness raising addressing adults is requisite. It is necessary to introduce the complex global issues and their interconnectedness with daily life and local situations already to pupils and students. The schools are pivotal for that and need broad support provided in the school curriculum and within the entire educational system. The educators need different kinds of competences and to be able to deal with various issues in a global perspective.

The seminar was held in time of challenging political and societal environments in V4 countries that also affect prospects for promoting GDE there. Based on intensive discussions, the participants formulated several recommendations and pointed out next steps they can follow and are relevant to the V4 and GDE different stakeholders' capabilities and roles. These will also serve as benchmarks for the follow-up meeting foreseen in 2018-19 to monitor further achievements in GDE in the region.

The Visegrad Group (also known as the "Visegrad Four" or simply "V4") refers to a platform for cooperation of four Central European countries – the Czech Republic (CZ), Slovakia (SK), Poland (PL) and Hungary (HU). At the level of the governments established in 1991, the main goal was to help the integration of its member countries into the EU and NATO. Nowadays, it serves mainly for cooperation in common areas of interest ranging from coordination of joint positions in the EU agendas, through issues of energy, security, but also education and science, youth, culture and others. See more at www.visegradgroup.eu.

1. INTRODUCTION

The Visegrad regional seminar was held within a monitoring process of GDE organised by the North-South Centre of the Council of Europe (NSC) in the framework of the Joint Programme between the European Union (EU) and the Council of Europe (Council of Europe). The overall aim was to promote and monitor implementation of the Global Development Education (GDE) in the 13 EU member states¹ and candidate countries. This process was among others based on the strategic recommendations of the 3rd European Congress on Global Education organised by the NSC in Zagreb, 2015, and on the Council of Europe Recommendations CM/Rec (2011)⁴ on education for global interdependence and solidarity. It was also in line with UNESCO efforts to make progress towards Target 4.7 of Sustainable Development Goal (SDG) 4² as set by the United Nations in the *2030 Agenda*³.

The seminar was organised with the support of the European Commission (EC) and in cooperation with the Visegrad civil society partners: FoRS – Czech Forum for Development Cooperation (Czech Republic); Hungarian Association of NGOs for Development and Humanitarian Aid – HAND (Hungary); Grupa Zagranica (Poland); and The Slovak NGDO Platform – MVRO (Slovakia)⁴.

The seminar brought together 55 participants – decision-makers from Ministry of Foreign Affairs (MFA) and Ministry of Education (MoE), local authorities, Czech Development Agency (CZDA), GDE practitioners, educators, schools, academia, representatives of civil society organisations (CSOs) working in development and GDE, national platforms of CSOs.

The seminar aspired to:

- exchange and jointly discuss existing perspectives and recent developments on the concept and practice of GDE;
- identify common challenges in V4 and exchange information on best practices between GDE experts from the region, other European countries and international institutions;
- promote GDE as an integral part of education and disseminate Council of Europe framework of Competences for Democratic Culture;
- provide the space and opportunities to develop joint action and collaboration within and beyond V4;
- elaborate recommendations for furthering GDE in V4.

Targeted outcomes were set as follows:

- Common challenges and practices in GDE in V4 are exchanged;
- GDE as an integral part of education and of development policy is promoted;
- Opportunities to develop joint action and collaboration within and beyond V4 are discussed and planned;
- Recommendations and priorities for furthering GDE in the V4 are established with benchmarks until 2018.

¹ The EU13 refers to the countries joining the EU since 2004: Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, and Slovenia.

² Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development – see <https://sustainabledevelopment.un.org/sdg4>.

³ <https://sustainabledevelopment.un.org/post2015/transformingourworld>

⁴ The V4 CSO representatives are partners and members of the NSC Global Education Week Network.

The key focus of the seminar was around three areas and respective working groups (WG):

- 1) policy making and curricula development;
- 2) professional development of educators and quality support;
- 3) awareness raising and pedagogical tools.

The seminar methodology followed a participatory approach and built on a peer-learning process, sharing of experience and prospect for extending regional cooperation. A mixture of methods were used during plenary sessions and working groups. Debates in WGs were supported by facilitators and rapporteurs. Participants in WGs could also rotate among other WGs presentations to get acquainted with the main outcomes of other WGs and share additional feedback.

Performing guests and their roles in the programme:

Moderation: Ms Kristýna Hrubanová

Introductory words and presentations:

- Mr Miguel Silva – Global Education Programme Manager, North South Centre of the Council of Europe
- Mr Václav Bálek – Head of Development Cooperation Department, MFA, CZ
- Mr Jaroslav Fidrmuc – Deputy Minister, MoE, CZ
- Ms Petra Skalická – Ex-head of the Variants Programme of People in Need/FoRS, CZ
- Ms Dalia Navikienė – Deputy Director, Lithuanian Youth Centre

National GDE strategies – Country situation and context

- Czech Republic: Ms Zuzana Hlavičková, expert on GDE
- Hungary: Mr Bálint Hamvas, HAND, Foundation for Africa
- Poland: Ms Elżbieta Kielak, Global Education Coordinator, Grupa Zagranica
- Slovakia: Mr Jakub Žaludko, Project Manager, MVRO-Slovak NGDO Platform

Working groups:

- WG 1 Policy making and curricula development – facilitator: Ms Ditta Trindade Dolejšiová (GENE), rapporteur: Ms Jana Miléřová (FoRS)
- WG 2 Professional development of educators and quality support - facilitator: Mr Miguel Silva (NSC), rapporteur: Mr Pavel Žwak (ARPOK/FoRS)
- WG 3 Awareness raising and pedagogical tools - facilitator: Ms Raffaella Kihrer (CONCORD), rapporteur: Ms Jarmila Dvořáková (Diakonia ECCB/FoRS)

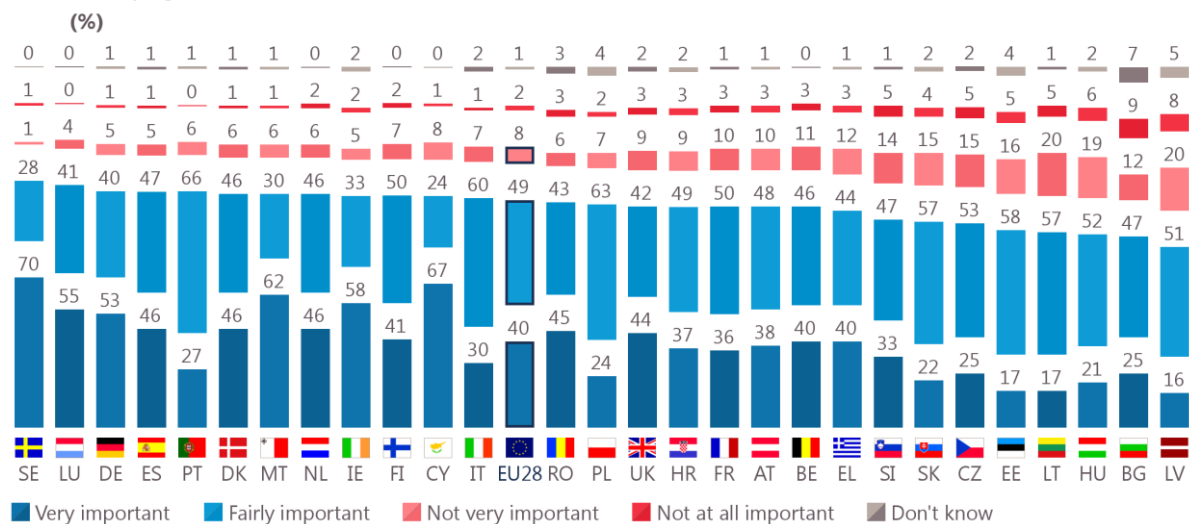


2. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

It is evident that public in V4 countries needs global development education and awareness raising. The last Special Eurobarometer on development cooperation from 2015⁵ clearly showed that the V4 public is reporting majority findings far below the average EU levels in views like importance of helping people in developing countries or considering help to people in developing countries as one of the main priorities of the EU. The support to development still reaches more than 70 % (87 % in case of PL), but it has decreased considerably compared to past years. People also feel less informed and engaged in development issues. This is in a high contrast with the average EU levels, which showed the highest support of the EU public for development cooperation in past six years.

Graph 1: Comparison of answers of respondents in every EU member states and EU as an average on the initial question concerning the importance of helping people in developing countries (Source: Special Eurobarometer 441):

QA1 In your opinion, is it very important, fairly important, not very important or not at all important to help people in developing countries?



CZECH REPUBLIC

(inputs partly taken from presentations done by Mr Václav Bálek, Head of Development Cooperation Department at CZ MFA, and Ms Zuzana Hlavičková, expert on GDE)

- GDE and raising public awareness (AR) on development issues have been promoted in the Czech Republic since last 15 years. First GDE projects were supported by MFA in 2004/5.
- In 2008, cooperation with GENE within the peer review on GDE served as impetus for preparation of the GDE strategy.
- In 2010, a National strategy on GDE was adopted based on a multi-stakeholder consultation process involving MFA, MoE, Czech Development Agency (CZDA), CSOs platform FoRS, Research Institute of Education, National Institute for Further Education, National Institute of Children and Youth, and others. The strategy was valid till 2015, extended by the Action plan till 2017. The strategy contained two main parts: 1) Analytical part (context and the status quo, principles of the approach, target groups and stakeholders – state and non-state); 2) Strategic part (defining main goals in 6 areas).

⁵ See Special Eurobarometer 441 – The European Year for Development – Citizens' Views on Development, Cooperation and Aid at http://ec.europa.eu/europeaid/special-eurobarometer-441-european-year-development-citizens-viewson-development-cooperation-and-aid_en

The Action plan describes responsibilities for actual tasks till the end of 2017. MFA is expected to start preparation of the new GDE strategy for the period 2018 and beyond.

- The MFA is responsible for the implementation of the GDE strategy in cooperation with MoE. MFA sees its role rather in a wider context of development cooperation and its strategy planning. A new strategy on the Czech international development cooperation is currently in the process of preparation. The previous ones emphasized also GDE.
- The goals and principles of GDE have in different extent been mentioned in key concept documents of the Czech educational policy. The national framework educational programmes refer to the GDE principles within the so called *cross-cutting thematic areas* (e.g. education in the European and global connectedness, multicultural education etc. – these are compulsory components of the elementary education, schools have to include all cross-cutting themes within their educational plans/school curricula).
- CSOs have been implementing a number of well-designed GDE projects in the formal and non-formal education sectors. They created several high-quality methodological materials for teachers and educators (accessible also online at the MoE web portal).
- A dialogue among different stakeholders is ongoing at the level of multi-stakeholder GDE working group coordinated by the MFA (meeting 2 times per year), and within different events organised by CSOs.
- Monitoring and evaluation of the strategy have been done internally by multi-stakeholder WG. Besides that, MFA is commissioning external evaluations of the projects implemented by CSOs.
- The Czech Development Agency (CZDA) is administering the only GDE and AR earmarked grant programme scheme, launched in 2004. The GDE projects have been implemented mainly by the Czech CSOs. Since 2010, the programme also allows implementing multi-annual projects; however grants are assigned only on an annual basis. The annual budget of the programme is around EUR 555 500. In 2015, there were 34 projects implemented within this programme amounting to EUR 722 000 (including co-financing). Besides that, the CZDA provides co-financing grants to the EU-funded projects through the trilateral cooperation grant programme. In 2015, the CZDA granted EUR 304 000 to 23 GDE/AR projects which received additional EUR 1.3 million from the EC and other donors (the total disbursement of trilateral cooperation grant scheme was about EUR 1.8 million in 2015).

HUNGARY

(inputs partly presented by Mr Bálint Hamvas, HAND, Foundation for Africa)

The integration of GDE in Hungary has recently been challenged. Still there can be seen positive momentums within the educational policy framework and recent reform processes:

- Hungary still has not adopted a GDE strategy. However, the Hungarian Government accepted the GDE concept in mid-December 2016. This process was initiated approximately 10 years ago by HAND and respective GDE Working Group. The concept specifies tasks regarding formal and non-formal educational systems and national curriculum, good practices usage and promotion of GDE, creation educational materials etc.
- Main stakeholders dealing with GDE are: Ministry of Human Capacities, Ministry of Foreign Affairs and Trade, and Ministry for National Economy. Since spring 2017, the Intra Committee (IC) on international development was set as a coordination platform for the ministries. HAND is likely to become an invited partner to IC without voting rights.
- HAND and its GDE working group have been striving to involve all CSOs dealing with GDE (8-10 members, not only HAND, but an open group). The advocacy for a national GE strategy is one of the core activities.
- There is no information whether HU intends to undergo GENE peer review.
- There is not any ongoing grant funding scheme for GDE, as it used to be during 2015 European Year for Development or earlier on co-funding of EuropeAid DE/AR projects.

- There are not any data on teachers' engagement. There have not been any teachers trainings organised, any action in this respect depends much on the teachers' own activeness and interest.

POLAND

(inputs also taken from presentation by Ms Elżbieta Kielak, Global Education Coordinator, Polish NGDO platform Grupa Zagranica)

- PL has not adopted a GDE strategy. Grupa Zagranica in cooperation with MFA, MoE, Centre for Education Development, Ministry of Environment and several academic institutions developed an official definition of GDE which provides a framework of most activities implemented by institutions and organisations. The process was concluded by signing the Memorandum of Understanding on promotion of GDE in PL in 2011. It also focused on promotion of GDE in PL (e.g. cooperation between actors, national call for proposals etc.).
- Global education is included in the Development Cooperation Act, which provides at least some framework to reflect upon.
- Currently, Poland is undergoing a reform of formal education system. The changes are going to be structural as well as content-wise. New curriculum for primary schools was already presented. Unfortunately, it does not present GDE as widely as before, as it is more national oriented. "Global education" as educational concept is not mentioned.
- Grupa Zagranica has an active working group on GDE, involved mainly in advocacy towards MFA and MoE to promote global education in the formal education system. The WG will also prepare analysis of curriculum for upper secondary schools, etc.
- Centre for Education Development under MoE coordinates the Polish network of teachers implementing GDE in the school practice. They cooperate with CSOs for their knowledge and skills in GDE.
- Due to the fact that SDGs have been criticized by conservatives because of the gender aspect included, CSOs expect backlash in promoting GDE into schools in coming years.



SLOVAKIA

(inputs taken from presentation by Mr Jakub Žaludko, Project Manager, MVRO – Slovak NGDO platform)

- Slovakia adopted a National strategy on GDE valid from 2012 to 2016, but the review has not started yet, so currently no strategy is in place.
- There are many positive achievements in GDE: many active MVRO member NGOs implemented a number of successful projects, developed methodology, books and tools at all levels of education. Many systematic works with schools, many university subjects have also been lectured by NGOs.
- Education policy is facilitated and implemented by the MoE. Global education agenda is however being roofed by both, the Ministry of Foreign and European Affairs (higher education and NGO grant scheme) and MoE. MoE was supposed to be a co-guarantee of the process, but currently not active (it is not clear if due to the lack of capacities or lack of interest).
- Level of coordination between non-governmental actors and the two GDE relevant ministries has been weaker in the past two years – multi-stakeholder working group has not met in the past year. Currently, three processes have started that could renew the multi-stakeholder dialogue: 1) the National Education Reform is in preparation (the minister invited education experts into the drafting team); 2) national strategy for implementation of SDGs agenda is slowly getting started (deputy prime minister invited CSOs from MVRO as external expert to draft the strategy); 3) preparation of a new National strategy on GDE.
- Slovak Platform MVRO is facilitating the advocacy of non-profit sector in GDE through Working group on Global Citizenship Education, support of new partnerships among development and non-development CSOs. MVRO also encourages their engagement in the WG or in campaign and awareness raising coalition building initiatives touching upon topics of sustainable development in general.

3. STATE OF PLAY

The participants identified a number of momentums that have been positively influencing promotion of the GDE and awareness raising (AR) and sharing good practices among the actors and countries in V4 region:

- Networking and multi-stakeholders groups around GDE have been established at national and European levels, also in consequence of various events and processes held (e.g. GENE national GDE peer reviews in CZ, PL, SK; preparation of national GDE strategies; congresses and regional seminars organised by NSC, DEEEP, Trialog, CONCORD or other organisations; EC funded GDE projects etc.).
- There are highly motivated and committed GDE coordinators in the V4 countries, mainly from CSOs. Professionalization of people working in CSOs is increasing (from enthusiastic people to more expert level). Although CSOs compete for the same funds, they have been able to cooperate in an effective way.
- The quality and experience in GDE is increasing mainly thanks to joint EU-funded projects of CSOs, and increasing number of trainers and involved teachers and educators.
- Innovative and effective teaching methods of GDE, incl. new materials on various GDE topics have been developed both in formal and non-formal education, relevant to local contexts and designed to address different types and age of target groups.

At the same time, there are several challenges that affect GDE in V4 countries (the situation may differ from one country to another):

- The V4 societies have increasingly been facing dissatisfaction with the situation at national and European levels. This is evident in public political debate, stereotypes in traditional as

well as social media and increasing number of hoaxes etc. Important questions about the values, democracy and human rights are arising.

- Politicians have been lacking a political will to support GDE in terms of funding, assigning staff, systemic approach at national and European level. GDE is not on a political agenda. The challenge arises on how to make GDE agenda more important for the politicians, decision makers, civil servants and public administration.
- The paradigm shift, contained in *Agenda 2030* with its SDGs, calls for new holistic approaches to sustainable development. This imposes necessity to among others reflect the changes in the concepts of development cooperation and GDE and general educational reforms, which are just in progress in majority of V4 countries. New strategies on GDE have to reflect SDGs and *Agenda 2030*. A challenge may arise also in terms of effective communication and a division of labour especially in countries where offices of government or different ministries are in charge of the implementation of SDGs, while MFAs are responsible for development cooperation and GDE.
- Shrinking space for civil society organisations have worsen the conditions the CSOs operate in – e. g. in terms of a more complicated access to politicians and state officials, exclusion from policy dialogue, cuts in funding or restricted conditions in calls for proposals, less support for CSOs to research on and develop GDE programmes and materials which other actors do not have capacities and know-how for, “blacklists” of CSOs which cannot work with schools and raising attacks against CSOs workers (in PL) etc.
- The educational systems provide insufficient framework and tools to integrate GDE into the school curriculums, incl. scarce support for teachers/educators who consequently are lacking motivation and capacity to practise GDE. The preparation of future teachers has not systematically been focusing on GDE (it is often only through the courses run by CSOs – e.g. in CZ or SK). Teachers training institutions do not have necessary capacities (PL). GDE competence framework/evaluation indicators have not been developed nor followed.
- It is difficult to address the actual but highly politicized topics, e.g. migration, because of the political and societal situation. Teachers are either afraid to tackle these topics, or they hold negative attitudes towards them, so they lack motivation to bring these topics to school classes. In some circumstances, GDE is improperly perceived as an ideological approach. It can create a negative perception on GE in society. Teachers face “pressure” from the parents’ side (CZ) or negative propaganda against the GDE topics (HU).
- Teachers generally do not have a well-recognised position in the society in V4 countries. Often, they are underpaid (CZ, HU), and at the same time there are many issues teachers are obliged to cover in their classes. Some teachers may also feel overwhelmed by a wide variety of teaching materials on different GDE topics. The challenge is whether they can work on GDE under such conditions.

There are apparent windows of opportunities arising from ongoing processes in V4 countries where the promotion of GDE could be captured more:

- Education and Curriculum reforms (PL, SK) and review of educational framework programmes (CZ) open important advocacy momentums where GDE principles and approaches shall be promoted and claimed. A good practice in curriculum reform and content is already existing (IRL, FI)⁶.

⁶ Finland considers learning in a sense of how to learn and how to enable the actors to learn in a way they wish to learn. Flexibility to allow pupils to express what they want, GDE aspects are cross-cutting, development of competences, value-based education, diversity education, dialogue and critical thinking. Key message of FI: Let the children play. See also Espoo Finland conclusions on Global Education in Curriculum Change (2011).

Look also for definitions of GDE that can be reflected or followed. More references: GENE resources (peer reviews of FI and IRL), new Council of Europe framework of Competences for Democratic Culture, the Irish strategy on GDE etc.

- Regular multi-stakeholder meetings that are ongoing (CZ, SK, PL in past/now discontinued) or could be renewed around process of implementation of *Agenda 2030* at national levels and for the follow-up of the V4 GDE regional seminar as well.
- Involvement of other stakeholders incl. students can extend collaboration and foster partnerships (e.g. seek for a peer education as a strategy) (OBESSU, HU).
- New ways of working and approaches in GDE advocacy and practice need to be explored by the involved actors (mainly in PL, HU) in response to the overall political and societal challenges and in order to increase the interest of politicians and public administration in GDE. This may include also a greater focus on less priorities or strengthening collaboration with other networks (e.g. in HU the eco-schools practicing GDE can make movements for GDE).
- Development of common narrative and language and more effective ways of communication, incl. personal experience sharing, will make the GDE topics more understandable to different groups.
- Possibilities to undertake a research on people's/parents' attitudes, knowledge on global issues and opinions on GDE need to be sought for. Often, it is presented that a majority of society has negative perceptions towards global issues or GDE. Parents are often mentioned as the group which is against GDE at schools, but no data/evidence exist on that. In order to conduct such research, adequate resources, capacities and the methodology need to be secured.
- Experience from environmental education can bring a valuable inspiration. For instance, in CZ there are coordinators of environmental education in more than 90 % of the Czech schools. They are considered as a successful instrument. They provide support and consultancy to teachers. The actors need to look into possibilities to establish also GDE coordinators, and how to convince teachers, school, and society to tackle also other issues not just environmental and find some synergy effects.

The participants have also discussed about the different stakeholders already engaged or necessary to be engaged in GDE (e.g. actors that design/review the curricula, MFA/MoE/development agency, GDE working groups, CSOs and their national platforms, emerging actors and non-engaged actors, teachers associations, parents and community around the schools, Visegrad Fund, politicians and Members of Parliament, universities and academia, students with GDE experience, private sector, the participants of this seminar etc.).

They also tackled several points regarding the roles of some of them:

- Municipalities and local authorities should be more engaged in GDE as well as at the strategic level (e.g. in relation to preparation of the *Agenda 2030* implementation strategy), but also in relation to "smart" or "healthy" cities. Changes necessary for sustainable development need to be done at both local (individual and community) and global levels. An open dialogue among people needs to be sought for as such space is shrinking in favour of social media and business. Local authorities and cities can support investing in public spaces and dialogue which can contribute to mobilisation and decision making. E.g. in CZ the Czech Union of Towns and Municipalities organises its own committee on education. Towns are legal entities separate from state administration. The municipalities are responsible for founding schools, which they consider as important part of public live of communities in towns and villages. The municipalities can be important allies and partners in joint GDE projects, although they cannot really finance them.

- Catholic Church is strong mainly in PL and HU and can be influential. Some church representatives show positive attitudes like a more openness to differences.
- Youth and youth organisations belong among important stakeholders; they need capacity building to actively participate in GDE. Youth councils are one of the main providers of feedback, information and links to other actors. UN Youth delegate programme provides delegates representing countries in UN agencies and taking part in various UN events. Their role is also to promote SDGs. The participants were not sure if there were representatives from V4 countries, so this could be more explored. The Network of Universities on Youth and Global Citizenship (Council of Europe) have been providing an exceptional space for young people and youth organisations around the world to meet, debate, build their capacity and cooperate on youth policy related issues.
- Civil society organisations play important roles in GDE and bring unique added values. They follow the trends and bring actual development topics into the teachers' work so that they are more encouraged to talk and teach about more complex and difficult issues. They can bring a diverse array of experience, expert information and proven programmes and innovative methods from abroad into the schools (Global Action Schools, Global storylines, Philosophy for children etc.). CSOs can interlink different stakeholders and thus multiply the impact. Teachers can feel they are not alone. They can extend projects out of schools and engage parents and local communities. Thus GDE projects increase the public awareness on global interconnectedness. CSOs help to abolish stereotypes about Global South and global issues mainly among people that do not have experience with living abroad or in other cultures. CSOs collaborate with universities (in preparation of teachers but also in research).
 - What do CSOs see as priorities in GDE: to elaborate the national strategy on GDE, to empower the collaboration among ministries (MFA, MoE, others), to secure sustainable financing, to increase political support for GDE, to ensure continuity of achieved results and developed know-how, partnerships, etc.
 - Task for CSOs: to spread the information on SDGs and the relevant documents on the national level among teachers. Participate in preparing the policy documents and processes.

See also the presentation of Ms Petra Skalická, former head of Varianty programme of People in Need, CZ. Special attention to the quotations from teachers, collected by FoRS members in a small research about what benefits the teachers see in

In general, the participants expressed a wish to spend more time on good practice sharing and learning about the vibrant spectrum of GDE methods and projects from each other. The seminar provided only a limited space for that. This could be a relevant point to think about when designing a follow-up meeting.

"Asking people for their attitudes and opinions can be dangerous, it can be perceived as very sensitive issues. We should be more neutral and ask for their knowledge instead".

Examples of the good practice:

- The Slovak President is fighting intolerance, inviting various groups to speak about problems via competition ("hackathon").
- Initiative focusing on fighting against hate speech through a discussion, using hash tag Not In My Name (SK).
- LADDER project on how to support cooperation among various stakeholders via sub granting system.
- Use of questionnaires focused on the needs and preferences among the citizens (needs-based-approach) which can provide a clear message to decision makers.

4. KEY OBSERVATIONS AND RECOMMENDATIONS

There were several observations arising from working groups that would still need to be further developed:

- How to bring all relevant structures and stakeholders to work more effectively in order to make the processes more inclusive, provide good support for teachers etc.? How could the already existing multi-stakeholder platforms be stronger and have more impact on the structures? Top-down processes and bottom-up processes shall be in balance.
- Who has the (perceived) decision making power and resources? It depends on the actual window of opportunity and situation. Every group can be influential in a certain situation. From Theory of change, 10 % of population tends to pilot innovations and rise the issues, the rest will follow. There are some actors that have some power within the society that gives the legitimacy for a certain decision. Decision making bodies have not always been supportive to GDE aims/attitudes. How to improve communication in hostile context? How to communicate with somebody who does not want to communicate?
- How to arrange that GDE is part of the school curriculums? What are the attitudes and expectations of educators in regard to GDE and its inclusion into the school curricula/training schemes? Teachers need assistance in dealing with sensitive/pressing issues. It is important to promote the professional educators already at the primary level of education. It is a challenge to run lessons for the preparation of educators with a lack of resources, there have been only few courses at the academic level.
- How to measure indicators in GDE? The debate has to be facilitated among all the actors in order to find good tool for measurement. The indicators should look at the whole range of education (from early childhood to adult age, formal – non-formal – informal). So far, the proposed indicators frameworks at the EU level have not included any concerning GDE.
- What terminology is being used in V4 countries and are there any differences in the content and its understanding? E.g. Global Development Education, Global Citizenship Education, Education for Sustainable Development, Education on Global Responsibility... Does it make a difference? How do (formal and non-formal) educators understand the terms? How to change the situation that GDE is used to be defined from a European perspective that may not reflect the views of actors from the Global South?
- There are various innovative and effective teaching methods and pedagogical tools used in GE. What are appropriate ways to disseminate these methods and tools in common language among the V4 countries? A special consideration shall be given to methods and tools aimed at young people. Innovative approaches (e.g. public events, hackathons, pro action café, market places...) could also bring various stakeholders together and instigate greater engagement and cooperation.

The working groups also touched upon important questions regarding the seminar recommendations they strived to elaborate:

- *Who will be responsible for implementing the recommendations? Which recommendation shall be assigned to which authority?*
- *What recommendations have already been adopted in a previous process? How much they are taken into account and followed by different actors? Are any new recommendations really needed? What is the timeframe they need to be implemented in?*
- *How to ensure all the relevant actors will have capacities to implement the recommendations? (e. g. CSOs national platforms do not have a secured funding for their core operations).*
- *Is a GDE national strategy the only kind of document necessary and applicable in each of V4 countries? How can its validity and obligation be secured?*

At the final plenary, the participants agreed that the seminar report should try to cluster the respective recommendations according to the selected stakeholders they want to address. Therefore, some of the recommendations from one working group were merged with the other in case they were targeting the same actor and issue.

RECOMMENDATIONS:

Towards policy- and decision-makers and state administration at governmental/MFA, MoE and other ministries levels:

- 1) Recognize (in strategic papers and financial instruments) GDE as a lifelong learning process covering all forms of education (formal, non-formal, in-formal education, including awareness raising).
- 2) When preparing key strategic frameworks regarding education (e.g. curricula reforms, peer reviews, national strategies on GDE/GE/DE/EGR...), get inspired by good practices from abroad but follow a strong recommendation to tailor them to the national context.
- 3) Promote and support interdisciplinary approach in educational systems (at all levels of curricula).
- 4) Create supportive environment for teachers through guidance, time, space, resources, initial teacher training, Continuous Professional Development etc.
- 5) Set up multi-stakeholders participatory mechanisms/processes, involving all relevant actors in all stages of GDE related decision making processes and practice (planning, implementation, monitoring and evaluation)
- 6) Develop a well-balanced cooperation of MFA, MoE and other institutional stakeholders.
- 7) Consider "Learners" as key stakeholders in decision making processes.
- 8) Ensure variety of financial mechanisms earmarked for GDE and channelled through MFA, MoE and other institutions, allowing various actors to implement projects.
- 9) Adopt and implement a new grant programme of the Visegrad fund, with the specific allocation of financial resources for GDE, to improve cooperation and enhancement of GDE.
- 10) Promote GDE campaigns for different target groups aimed at understanding of the importance of GDE in everyday life.
- 11) Support CSOs' initiatives and activities in the field of GDE and campaigns for different target groups aimed at understanding of global issues.
- 12) Influence the European Commission (DG DEVCO, DG EAC) to maintain DEAR programme and influence its criteria so that it is accessible for actors from EU13/V4 and support GDE there. Coordinate joint advocacy actions towards EC if necessary.

Towards universities and academia:

- 1) Make sure that the training of new teachers will provide them with competences to put the interdisciplinary approach into practice and integrate the global issues into the school/classroom curriculum.
- 2) In collaboration with educational institutions and CSOs, support a research and delivery of hard data on the pedagogical significance of GDE approach (based on existing policies, methodologies, knowledge and experience in the field), and its potential contribution to curriculum improvement considering the current education reform process in CZ, PL, SK.
- 3) Promote trainings for journalists in the area of GDE to improve their understanding of global issues and their competences to inform the general public on the global topics.

Towards schools (principals, teachers and school founding authorities):

- 1) Integrate the principles, objectives and topics of GDE into the school curriculum, support the appointments of GDE school coordinators and promote their work at schools.
- 2) Create a platform for cooperation of school principals and teachers on GDE or use the already existing platforms for that purpose.

Towards civil society organisations:

- 1) Implement GDE initiatives and campaigns for different target groups aimed at increasing their understanding of the importance of GDE in everyday life.
- 2) Create power maps of different stakeholders and prepare GDE advocacy strategies with concrete steps.
- 3) Collect arguments for GDE advocacy based on evaluation of outcomes and teachers and students experience.
- 4) Adapt the language and ways of communication about GDE importance to various target groups especially to policy makers (in order to be understandable and acceptable).
- 5) Engage in influencing policy making level and take active lead in linking policy with practice.
- 6) Make broader alliances with actors in close fields: ESD, GDE, Environmental Education, Citizenship education.
- 7) Involve the local authorities in GDE as well as in the multi-stakeholders dialogue on GDE.
- 8) Strengthen regional (V4) networking and joint advocacy for Visegrad fund and common fundraising.
- 9) Promote private sector to include the principles and aspects of GDE in their CSR (Corporate Social Responsibility) strategies.

Towards NSC, GENE, CONCORD and other international organisations:

- 1) Monitor the situation in V4 countries in respect of GDE (on a national level) to create appropriate response mechanisms (e. g. through watchdog, open letters, advocacy for funding).
- 2) Provide political and funding support to the development of civil society and GDE in the V4 region (with or even without engagement of national government).
- 3) Broaden the spectrum of partners (according to the actual power maps) if the situation in a country is complicated, and ensure a multi-stakeholders approach. Include dialogue with private sector and other stakeholders, not only traditional actors.
- 4) Influence the European Commission (DG DEVCO, DG EAC) to maintain DEAR programme and influence its criteria so that it is accessible for actors from EU13/V4 and support GDE there. Get engaged in coordination of joint advocacy actions towards EC if necessary.
- 5) Look into possibilities to create tools and funding schemes for regional joint activities, e. g. to set up an independent and transparent multi-stakeholders/private/public fund for GDE as an endowment fund to support especially those in a "crisis".
- 6) Support national CSOs working groups at the level of V4 and also in line with CONCORD Hub 4.
- 7) Promote trainings for journalists in the area of GDE to improve their understanding of global issues and their competences for informing the general public on the global topics.

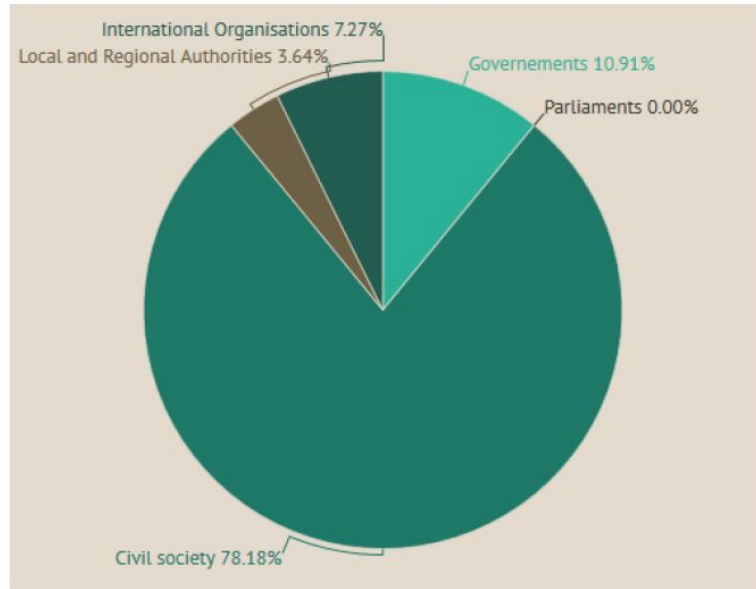
Towards all relevant stakeholders:

- 1) Promote multi-stakeholders' global dialog on GDE issues which would interconnect all relevant actors and stakeholders from "Global North" and "Global South".
- 2) Develop GDE competence framework/evaluation indicators (inspired from existing frameworks and in cooperation with stakeholders from other parts of the world).
- 3) Systematically collect evidence and data about knowledge on and attitudes towards global problems/challenges and impact of GDE among public and in respect to a national context.

5. FACTS AND FIGURES

Charts 2, 3, and 4: Composition of the 55 participants in the Visegrad Global Development Education Regional Seminar:

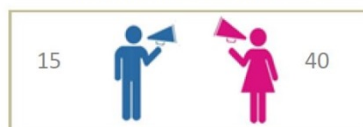
QUADRILOGUE REPRESENTATION



COUNTRY REPRESENTATION



GENDER REPRESENTATION



6. CONCLUSIONS

The discussions at the seminar were considerably influenced by the notion of current political and societal environments in V4 countries that have directed public debates. These inevitably also affect prospects for promoting GDE in the V4 countries.

The participants stressed out the necessity to support each other on the regional level as V4 countries for GDE and strategy development. They highlighted the importance of good practice sharing, face-to-face meetings at conferences and other events, to hear experience from other countries situations and learn from that. These links shall be done as much in a multi-stakeholders manner as possible.

The participants proposed the following next steps where they intend to pursue:

- 1) Look into possibilities for funding of joint actions through the Visegrad fund.
- 2) Get as much as possible through the EC-funded project of NaZemi and FoRS and other platforms starting autumn 2017 (the project title: *"Coherent Europe for Sustainable Development: Action for Policies that Will Make a Difference"*).
- 3) Develop further cooperation among V4 national CSOs platforms: Letters to ministries facilitated by CONCORD / GENE concerning shrinking space for CSOs and importance of GDE.
- 4) Use the existing working group structures (at level of platforms, but also inter-ministerial WGs on GDE where they are in place) and follow up the seminar recommendations in the national contexts.
- 5) Get more information on what OXFAM Germany is planning for their V4 region activities.
- 6) Address the ministries to invite GENE for the peer review follow up in Slovakia and the Czech Republic.

Mr Miguel Silva, Programme Manager of the Global Education at the NSC, concluded in his final words that this is a collective process that shall respond to the needs of regional partners and keep the linkages among them so that they can profit from its outcomes. The NSC is Council of Europe platform and facilitator, the regional platforms are those to go on and follow up. Shrinking space for CSOs and democracy has to be seriously taken into account. NSC will transmit the recommendation to the Council of Europe internal governing bodies, as well as to the European Commission, and further to respective ministries, parliamentarians, local authorities etc. In cooperation with CONCORD and GENE, NSC will strive to support the joint work and advocacy.

At the end of the seminar, the participants could also express their first-hand impression from the seminar in an evaluation exercise and answered on three simple questions:

- 1) What is it we want to celebrate: we came to conclusions, interesting discussions, knowing much more about V4 countries situations, we met new people, appreciate GENE openness and ideas that are inspirational;
- 2) What is the mourning we feel: to have a more space for networking and knowing more about the organisations here, to have more and different actors (national councils, other NGOs with different profiles etc.), to hear about the good practice of other countries outside of V4 region.
- 3) What do you think of as for follow-up plan: connect more with GENE, more cooperation with other actors, in spite of the situation in PL and HU there are interesting things happening also in policy level and would be good to link to them, openness in spite of threats.

Disclaimer

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