



Visegrad Regional Seminar on Global Development Education

Follow-up meeting

Warsaw, Poland

22 May 2018

Concept Note

In cooperation with:



BACKGROUND

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe (CoE) to promote Global Development Education (GDE) in new EU member States and candidate countries, the North-South Centre of the Council of Europe (NSC) is continuing to facilitate and coordinate a cycle of regional seminars to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries. This monitoring process is based on the strategic recommendations of the 3rd European Congress on Global Education, organised by the NSC in Zagreb in 2015, and on the CoE [Recommendation CM/Rec \(2011\)4](#) on education for global interdependence and solidarity.

This annual GDE monitoring process covering the period 2016-19, is in line with the CoE Action Plan on Building Inclusive Societies (2016-2019); with the CoE Standing Conference of Ministers of Education held in April 2016 under the theme "Securing democracy through education"; and with the CoE Conference organised by the Cypriot Chairmanship of the Committee of Ministers "*Education: a safe option to Democracy*", (Nicosia, March 2017).

It is also in line with UNESCO efforts to make progress towards Target 4.7 of SDG 4, in the framework of 2030 Agenda.

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, the NSC contributes to the recognition and practice of GDE in the Visegrad region.

The seminar is organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission and in cooperation with our the Visegrad partners Czech Forum for Development Co-operation - FoRS (Czech Republic); Hungarian Association of NGOs for Development and Humanitarian Aid – HAND (Hungary); Grupa Zagranica (Poland); and The Slovak NGDO Platform – PMVRO (Slovakia).

ACTIVITY DESCRIPTION

Short introduction to the activity

The Warsaw follow-up meeting of the Visegrad Regional Seminar on GDE, held in Prague in June 2017, will bring together approximately 30 practitioners and decision-makers from Czech Republic, Hungary, Poland and Slovakia to assess the level of implementation of the recommendations agreed in Prague in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with Zagreb Congress strategic recommendations.

Each national delegation shall include six to seven participants representing formal/non-formal education sector; CSO platform; parliamentary commissions on education; local and regional authorities; Ministry of Education (MoE) and/or of Foreign Affairs (MFA); and the national coordinator of the NSC GE network. These delegations correspond to a national multistakeholder

task forces established at national level to facilitate the monitoring process along the year through regular mid-term meetings and a regular consultation process.

During the one-day follow-up meeting, and based on Prague recommendations and on the outcomes of the annual task-force meeting(s), participants will review the state of advancement of these recommendations through three sessions dedicated to Policy Making and Curricula Development; Professional development of educators and quality support; Awareness raising and pedagogical tools.

Targeted outputs:

- Progress made in relation to Prague's GDE regional seminar recommendations, is measured and issues at stake are identified;
- Strategies for the recognition and promotion of GDE developed since, are shared;
- Complementarities between existing education national policies in Visegrad countries and the Zagreb Congress strategic recommendations and with CoE framework of competences for democratic culture are acknowledged;
- A monitoring calendar, with benchmarks, is agreed until the next follow-up planned for the first semester 2019.

Targeted outcomes:

- Common challenges and practices in GDE in the Visegrad countries are identified and regular national intermediate monitoring meetings involving the multistakeholder task forces are agreed;
- GDE as an integral part of education and of development policy is promoted through regular assessment of the progress made in the field of Policy Making and Curricula Development;
- Opportunities to develop joint action and collaboration within and beyond the Visegrad countries are discussed and planned through regular meetings between the regional NSC GE network coordinators;
- Operational recommendations and priorities for furthering GDE in the Visegrad countries are established and benchmarked.

Targeted group(s):

- Formal and non-formal educators;
- CSO platform;
- Parliamentarian commissions on education¹;
- Local and Regional authorities²;
- Ministries (MoE and/or MFA)³;
- National coordinator within the NSC GE network

¹ In accordance with the CoE Council of Europe Parliamentary Assembly: [Committee on Culture, Science, Education and Media](#)

² In accordance with the CoE [Congress of Local and Regional Authorities](#)

³ When possible, in accordance with [GENE-Global Education Network Europe](#) representatives

Working language

English will be the only working language of the seminar and no interpretation to other languages is foreseen. The seminar is intended to be interactive and thus only participants with relevant level of English will be selected to participate.

VENUE

TBC

PROGRAMME

- 8h30 – 9h00 Registration
- 9h00 – 10h00 Introduction - speeches on national, regional and global context
NSC representative and Host authorities
Key note speaker
Overview of the GDE context in Czech Republic, Hungary, Poland and Slovakia
- 10h00 Working sessions addressing regional GDE state of art and priorities in the areas of:
1) Policy making and curricula development;
2) Professional development of educators and quality support;
3) Awareness raising and pedagogical tools
- 10.00 - 11.30 *Policy making and curricula development* - 5-7 min. intro by speaker and moderated discussion
- 11.30 - 11.45 *Coffee break*
- 11.45 – 13.15 *Professional development of educators and quality support* - 5-7 min. intro by speaker and moderated discussion
- 13.15- 14.30 *Lunch*
- 14.30- 16.00 *Awareness raising and pedagogical tools* - 5-7 min. intro by speaker and moderated discussion
- 16.00- 16.45 Discussion in small stakeholder groups on: common challenges and opportunities, and possible actions.
- 16.45- 17.00 *Coffee break*
- 17.00- 17.45 Conclusions, common action points from content and stakeholder perspective.
Next steps, operational recommendations with benchmarks for implementation
- 17.45- 18.00 Closing

BACKGROUND DOCUMENTATION

- Visegrad GDE Seminar [Report & recommendations](#)
- 3rd GE Congress Strategic Recommendations: [Final Recommendations](#)
- 3rd GE Congress Report: [Final Report](#)
- 3rd GE Congress Background documents
[GE national seminars: 2013-14 overview](#)
[GE regional seminars: 2013-14 overview](#)
[Global Education Survey - Evaluating the 2012 Lisbon Congress Thematic Recommendations](#)
[Youth Global Skills Survey - Exploring Youth Skills for the 21st Century from a Youth Perspective](#)
- North-South Centre [Global Education Guidelines](#)—*a Handbook for Educators to Understand and Implement Global Education, Lisbon 2012 (2008)*
- *Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity, Strasbourg 2011;*
- Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg 2016
- White Paper on Intercultural Dialogue: [“Living Together As Equals in Dignity”](#) Strasbourg, Strasbourg 2008

Institutional partners

The seminar is taking place in the context and with the support of the Grant Agreement signed between the European Commission and the Council of Europe (iLEGEND-Intercultural Learning Exchange through Global Education, Networking and Dialogue), which aims at promoting GDE in the twelve new member states of the European Union as well as in EU candidate and acceding countries.

Regional partners

FoRS - Czech Forum for Development Co-operation is a platform representing more than 40 Czech non-governmental non-profit organizations, academic institutions, religious-based organisations and other actors operating in the international development cooperation, humanitarian assistance and global development education. More than two thirds of FoRS members have been active in implementing GDE at the Czech national level. They have formed the FoRS working group Global Development Education and Public Awareness for good practice sharing and GDE-related advocacy in formal, as well as non-formal, education. Since 2010 FoRS members have also been participating in the preparation of the national GDE strategy and related processes. FoRS is among others a member of the inter-ministerial multi-stakeholder working group for GDE coordinated by the Ministry of Foreign Affairs. Also, FoRS is involved in the structures of the CONCORD (European confederation of Relief and Development NGOs) and, through its HUB4 working group, it is influencing current activities at the EU level, for example commenting on the design of the DEAR programme, policy papers, GDE funding study 2011-15 and other activities.

Contact person: Pavel PŘIBYL, Executive Director: pavel.pribyl@fors.cz

Hungarian Association of NGOs for Development and Humanitarian Aid (HAND) is a platform of 15 member NGOs that aims at contributing to the formulation of an effective, transparent and sustainable development cooperation policy in Hungary. The Association through its work promotes common interests, active cooperation, communication and partnership with governmental bodies, the European Union or international and foreign institutions involved in the area of development cooperation and humanitarian aid. It's been involved in GE activities since its establishment. A working group dedicated to global education was established in HAND in 2007. One of the core activities of the working group is advocating for a national GE Strategy. As the Hungarian government accepted the GE concept now the main aim is to support the execution of the strategy and integrate the existing GE curricula developed by NGOs into the New National Core Curriculum which is being elaborated by the Government.

Contact person: Timea GEDEON, Managing Director: timea.gedeon@hand.org.hu

The Slovak NGDO Platform (PMVRO) is an association of 26 NGOs which deal mainly with foreign development and humanitarian aid, global (citizenship) education and sustainable development. In cooperation with broad range of stakeholders, it also contributes to improving the Slovak system of providing development assistance and humanitarian aid as well as increasing the awareness of the public by educating about global and development issues. Since 2007 there have been working groups focussed on development education which brought remarkable results in 2012 when the National GE strategy was approved by the Government. The Platform is also active in the process of on-going monitoring of the implementation of the current annual action plan of the National GE Strategy, but also drafting the plans for the years to come.

Contact person: Maria SLIACKA, Executive Secretary: maria.sliacka@mvro.sk

Grupa Zagranica is an association of 55 Polish NGOs involved in international development cooperation, democracy support, humanitarian aid and global education. All the members of the platform are conjoined by the will of acting together in order to create better conditions in Poland and Europe for developing supportive activities for the countries in need. Grupa Zagranica has led a project on cross-sectorial co-operation on GE with the aim of agreeing on a common understanding and concept of GE.

Contact person: Jan BAZYL, Executive Director: janek.bazyl@zagranica.org.pl

APPENDIX 2

▪ CZECH REPUBLIC

The global development education (GDE) and awareness raising has been evolving in the Czech Republic during the last 15 years, which is still a rather short period of time in comparison with the countries of western Europe. An evolving tradition of GDE and several positive achievements can be recognised in the Czech Republic:

- 1) The [National Strategy for Global Development Education 2011 – 2015](#) has been adopted as the key concept document for the GDE implementation in the Czech Republic. Its preparation started back in 2009 based on the recommendations in the 2008 GENE peer review on GDE in CZ and the 2009 conference on GDE organised by FoRS and the follow-up work of the inter-ministerial multi-stakeholder working group on GDE coordinated by the Ministry of Foreign Affairs and representing the MFA, Ministry of Education, Youth and Sports, Czech Development Agency, Research Institute of Education, National Institute for Further Education, National Institute of Children and Youth as well as the civil society sector represented by FoRS, schools and universities and other stakeholders. The strategy had been updated for years 2016 and 2017 and the Action Plan had been elaborated including individual measures and specific goals for particular areas of GDE and for a set of indicators. The updated Strategy and the Action Plan provided the binding guidelines for actions of the key GDE stakeholders in the Czech Republic till the end of 2017.
- 2) The aims and principles of GDE have been reflected to a varying degree in basic concept documents of the Czech education policy. The cross-cutting topics of the compulsory Framework educational programmes of the Czech curricula for the elementary and secondary

- education include the GDE (i.e. Education towards Thinking in European and Global Contexts, Environmental Education and Multicultural Education).
- 3) The Czech NGOs have developed long-term educational programmes on GDE for schools, teachers and other educators and have created a number of high-quality GDE methodology materials for pre-school, primary and secondary education. The NGOs have also initiated a closer cooperation with several Czech universities, especially pedagogical faculties, in order to jointly develop GDE-related teaching programmes for future teachers.
 - 4) The NGOs associated in FoRS have also been running a website www.globalnirozvojovevzdelavani.cz gathering various GDE materials and providing information regarding the basic principles of GDE, upcoming events, campaigns and other activities.
 - 5) The [methodology web-portal](#) under the MoE provides teachers with methodological support in teaching and implementation of the framework educational programmes, incl. sharing experience among teachers in GDE-related areas.
 - 6) The dialogue among various stakeholders within the multi-stakeholder working group for GDE under the coordination of the MFA and at the occasions of various events organised mainly by the NGOs has continued.
 - 7) The Czech Development Agency has supported a number of GDE projects and awareness raising campaigns of NGOs and other actors since 2004. It has also been providing the necessary co-funding grant scheme for larger projects implemented by NGOs in cooperation with the European partners and financed by the European Commission.

The current challenges for GDE in the Czech Republic include:

- 1) The new GDE strategy has been under preparation, expected to remain valid till 2030 and to reflect the Agenda 2030 with its Sustainable Development Goals. The process has, again, been based on the multi-stakeholder working group on GDE under the MFA. FoRS and its working group *GDE and Awareness Raising* commented the outlines of the new strategy at the end of 2017 and are now drawing up the GDE topics chapter.
- 2) The framework educational programmes, including the cross-cutting subjects, are being revised and will be under revision until 2020-21. The position of cross-cutting subjects in the future revised curricular documents is still unclear. NGOs support preserving cross-cutting subjects as independent part of curricula and refer to risks of integrating particular components of GDE only into selected teaching subjects.
- 3) The Czech Development Agency has been proposing several changes within the grant scheme for GDE and awareness raising, including financial allocations.

Source: *FoRS and the policy paper Global Development Education: Why it is necessary for the Czech society and the Sustainable Development (published by FoRS in 2015)*

▪ HUNGARY

Educational policy framework or recent reform process which could benefit the integration of GDE:

The Hungarian Government accepted the GDE concept in mid-December of 2016. This process was initiated approximately 10 years ago by HAND and respective GDE Working Group. Tasks are delegated to Ministry of Human Capacities, Ministry of Foreign Affairs and Trade regarding formal and non-formal educational systems and national curricula, good practices usage and promotion of GDE, developing educational materials. Deadlines are continuous.

Main stakeholders dealing with GDE and levels of coordination between them:

- Ministry of Human Capacities
- Ministry of Foreign Affairs and Trade
- Ministry for National Economy

HAND and its GDE WG are working on involving all NGDOs/NGOs dealing with GDE working area (also those which are not HAND members yet).

Among the ministries there is an Intra Committee (IC) on international development. HAND has an initiative to become an invited partner of this Committee.

Overview/update in relation to the seminar workshop topics:

- 1) Policy making and curricula development: the Hungarian Parliament will vote on the National Core Curriculum after the Parliamentary Election on 8th April 2018. Once the national parliament accepts the NCC the process will face a new phase and GCE curricula can be adapted, integrated. The GCE working group has to advocate on the adaption very strongly in order to be successful.
- 2) Professional development of educators and quality support: in the near future it will not be the focus as the most important activities are related to point 1 and 3 although the importance is very clear.
- 3) Awareness raising and pedagogical tools: HAND GCE WG and its members develop a new website where relevant international and national materials will be available. Also teaching-learning units will be downloadable.

▪ POLAND

Global education as set of issues and related topics is present in formal education system in Poland since 2010. Before, global education was mostly a part of non-formal education.

Institutions responsible for global education are Ministry of Foreign Affairs and partially Ministry of Education. Grupa Zagranica in cooperation with Ministry of Foreign Affairs, Ministry of Education, Centre for Education Development, Ministry of Environment, Ministry of Science and several academic institutions during a long-term process created an official definition of global education which is still a framework of most activities implemented by institutions and organisations. The process was finalized with the Memorandum of Understanding on promotion of global education in Poland in 2011. Since 2011 there is a stable relation in a multi-stakeholder process, which is focused on promotion of global education in Poland (e.g. cooperation between actors, national call for proposals etc.). Implementation of European strategic documents (such as Paris declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education etc.) on national level is not a part of the multi-stakeholder consultations.

In September 2017 a new education system structure was introduced in Poland. The implemented changes are structural as well as content wise. New curricula for primary schools are already introduced. However, the introduced curriculum is more historical and national orientated. "Global education" as educational concept is not mentioned. We observe a significant decrease of global content in the programs. The curricula for following levels of education were introduced in the beginning of 2018. Grupa Zagranica commented on new curricula content and asked the Ministry of

Education to pay more attention to global education in the formal education system. GZ will also prepare the analysis of curricula for upper secondary schools.

Centre for Education Development under Ministry of Education coordinates the Polish network of teachers implementing global education in their school practice. They cooperate with CSOs to use their knowledge and skills in global education.

- SLOVAKIA

Educational policy framework or recent reform process which could benefit the integration of GDE:

Education policy in the country is facilitated and implemented by the Ministry of Education. Global education agenda is however being roofed by both, the Ministry of Foreign and European Affairs (higher education and NGO grant scheme) and Ministry of Education.

Fairly recent drafting process of National Education Reform was not yet recognized and accepted by the new leadership at the Ministry of Education in 2017.

Main stakeholders dealing with GDE and level of coordination between them could be summed as follows:

- Ministry of Foreign and European Affairs – as the key actor in facilitation of GDE on the university level, namely through NGO project grant scheme, which to some extent incorporates and emerges from the National GE Strategy when it is in force.
- Slovak NGDO Platform – as the advocacy body of Slovak non-governmental development organisations in the area of global education. Besides the advocacy work, PMVRO also creates space for new partnerships and broadening of the coalition of GDE friendly organisations mostly through its campaign and awareness raising activities.
- Non-governmental organisations – including non-governmental development (most of which are members of PMVRO) but also non-development organisations (most of which are not members of PMVRO, but cooperate with it through awareness raising coalition building initiatives touching upon topics of sustainable development in general).
- Ministry of Education – as the key education policy actor in the state. Ministry of education should gradually undertake the coordination of GDE agenda in the near future. GDE is in according to some fairly recent remarks of Education minister one of the priorities with regards to fulfilling the Sustainable Development Goals action plan in the country.

Level of coordination between non-governmental actors is ongoing and facilitated by PMVRO and its member organisations, whether it is through organisation of GDE working group or within the framework of awareness raising initiatives and partnerships with non-development organisations.

Level of coordination between non-governmental actors and the two mostly relevant ministries has been weaker in the past two – three years. As of mid-2017 we have experienced some movement and new positive developments regarding networking with MoE and its agencies also due to fruitful cooperation with GENE. We hope to see first real policy outcomes of this trend in 2019, when the new Global Education Strategy should be published, replacing the one which ended by the end of 2016.