



# South-East Europe & Mediterranean Global Development Education Regional Seminar

Sofia, Bulgaria

# REPORT

9-11 December 2016

Organised by:



In partnership with:



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## I. EXECUTIVE SUMMARY

The South-East Europe and Mediterranean (SEE-Med) Regional Seminar on Global Development Education 2016 fulfilled its main role as a major event for the promotion of Global Development Education (GDE), by bringing together formal and non-formal educators and other stakeholders to discuss the implementation of GDE in the region. It counted on the participation of 52 representatives from Bulgaria, Cyprus, Malta, Romania and Slovenia and on the contribution from the 16 members of the Global Education Week Network that also attended the Event.

It accomplished its main objectives by creating a space for discussion among stakeholders so that synergies could be detected and strategies aligned for the implementation of GDE in the region.

As stated in her opening address to the Seminar Ms Milena Damyanova – Chairwoman of the Parliamentarian Commission on Education and Science (National Assembly of the Republic of Bulgaria) – *“Global Education, in these times of global changes and fast development in all spheres of life, is contributing to the opening of minds and hearts of young people making them understand better the diversity, and unite them around the achievement of shared goals, such as, justice, peace and equality among all. Global Education provides to young people, on whom our future depends, the knowledge, skills and values which will help them to make the future fair and shared.”*

The Seminar was a unique opportunity for the educators and other stakeholders from the Region to work together. Based on a peer-to-peer approach, participants not only shared the achievements and good practices regarding the implementation of GDE in their countries in the light of recommendations of the Zagreb Congress, but also prepared recommendations for the future, which reflect the complex and transformative social, political and educational contexts in which GDE is developed.

## II. INTRODUCTION

The South-East Europe and Mediterranean Regional Seminar on Global Development Education 2016, as one of the follow-up events of the 3<sup>rd</sup> European Congress on Global Education (Zagreb, 2015), was fruitful in regard to its main objectives:

- exchanging and jointly discussing existing perspectives and recent developments on the concept and practice of GDE, both in terms of policy making and curricula development;
- identifying common challenges in the SEE-Med countries and exchanging information on best practices between GDE experts from the region, other European countries and/or organisations such as the NSC, EC, CONCORD, GENE, and UNESCO as well as with experts from the global South; promoting GDE as an integral part of education and disseminate CoE's Framework of Competences for Democratic Culture;
- providing the space and opportunities to develop joint action and collaboration within and beyond the SEE-Med countries;
- elaborating recommendations for further development of GDE in the SEE-Med countries and establish priorities and, if possible, benchmarks.

The Seminar aimed at providing space for discussion on five topics<sup>1</sup> outlined in the Zagreb Congress recommendations for the future development of GDE and in the framework of the conclusions of Council of Europe Conference of Ministers of Education.

The Seminar was based on the North-South Centre of the Council of Europe (NSC-CoE) inclusive working methodology, involving different stakeholders through a consultative process when outlining Global Education priorities and related activities, in line with the overall political context and directions taken by other stakeholders. The methodology applied, aimed at creating opportunities for dialogue between all stakeholders and was reflected in the composition of each country's delegation, which included both practitioners and decision makers (participants from higher education institutions, teacher training institutes, NGOs, National Youth Councils, and teachers active in the GDE field, representatives from Ministries of Foreign Affairs/Education, Development Agencies, National and/or European parliamentarians).

National Global Education Week coordinators and the implementing partners of other regional GDE seminars contributed positively to the work of the Seminar. Their active participation provided broader scope of the discussions and strengthened the European dimension, as well as provided the participants from the Region with an excellent comparative perspective concerning the development of GDE. The two day seminar provided structured dialogue and exchange of experiences and knowledge through plenary sessions (4) and workshops (3) which were designed to monitor the recommendations from the Zagreb Congress held in 2015.

The solid foundation of the Seminar was based on collaborative efforts of the following organisations with significant experience and with the important contribution in the field of GDE at national and international level:

- Open Education Centre Foundation (Bulgaria) with several national and international projects in the field of Development Education (DE), Global Education (GE), Human Rights Education (HRE) and Democratic Citizenship Education;
- CYINDEP- Cyprus Island-wide NGO Platform established in 2009 with the signing of a Memorandum of Understanding between the Greek Cypriot NGDO Platform -'The Development'- and the Turkish Cypriot Platform Cyprus NGO Network;
- SKOP – The National Platform of Maltese Development NGDOs, the broadest network of voluntary and non-governmental organisations working in international development cooperation and humanitarian aid;
- FOND – The Romanian NGDO Platform, which aims to support and develop awareness campaigns targeted both at the general public and public institutions involved in programming and giving assistance for development and relief;
- SLOGA – The Platform for Slovene NGOs for Development, Global Education and Humanitarian Aid, which is an umbrella organisation for 41 NGOs in Slovenia involved in development cooperation and global education and humanitarian aid.

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<sup>1</sup> The five areas covered by Zagreb Congress recommendations are: (1) National Strategies Development and Implementation; (2) Curricula development; (3) Professional Development of Educators; (4) Quality support, Monitoring and Evaluation; (5) Awareness Raising and Outreach.

For the success of the event, the role of North-South Centre of the Council of Europe was crucial, not only as coordinating organisation of the 3<sup>rd</sup> GE European Congress and of the follow-up regional seminars, but also as a source of methodological support which contributed to the elaboration process of the conceptual documents of the Seminar and ensured its international recognition.

### III. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

The Regional Seminar was organised in the context of a joint programme of the Council of Europe and the European Commission with the objective to promote dialogue, networking strategies, capacity building and exchange of practices in the field of Global Development Education. As a follow up event of the Zagreb Congress the Seminar focused on:

- strengthening a cross-sectorial and multi-stakeholder approach, improving coordination and partnerships at the local, national and global level while respecting GDE core values;
- involving youth organisations and educators in the national development and implementation of GDE while recognising their role as providers of quality learning opportunities;
- improving the coordination and cooperation strategies between all relevant stakeholders and between the formal and non-formal education sectors regarding curricula development, namely through the establishment of national committees;
- implementing strategies for initial and continuing professional development;
- providing training and educational resources to educators that are adaptable and accessible in local languages.

The 3<sup>rd</sup> European Congress on Global Education, that took place in Zagreb (Croatia), in 2015, was a focal event in the process of elaboration of networking strategies, capacity-building and in policy development, following the adoption of the Recommendation by the Council of Europe's Committee of Ministers in 2011 on education for global interdependence and solidarity. The other milestone events, defining the context of these Regional Seminars, were, the development of UNESCO Global Citizenship Education Programme launched in 2013 and in particular the adoption of the Agenda 2030 on the Sustainable Development Goals by the United Nations in September 2015, which gave a new focus on Global Education developments. Furthermore, we have to mention as well a cornerstone document which opens clear perspective in front of Global Development Education – Education 2030 Framework for Action (on which SDG 4 is based). These recent developments in the field brought new perspectives towards the problems and challenges in the field of GDE and have been reflected in the Seminar discussions, especially in those taking place during the three seminar Workshops:

- Policy Making and Curricula Development;
- Professional Development of Educators and Quality Support;
- Awareness Raising and Pedagogical Tools working group.

Another important development which inspired part of the discussions during the Seminar was the recently published Council of Europe's Framework of Competences for Democratic Culture. This framework was presented in general terms to the participants, but it remains no doubt that, in the future, it will contribute to the curricula development, teachers' professional development as well as national strategies for GDE.

In fact, one of the objectives of the Seminar was to give an opportunity to the partner countries to update the developments in GDE and in this way not only to create a common ground for discussions on the enumerated topics but as well to start the exchange of good practices and to define the place of each country in the process of GDE development.

In order to better understand development of the GDE in the South-East Europe and Mediterranean region, in the following paragraphs the overview of the state of GDE context will be presented for each country of the region.

### Bulgaria

In Bulgaria, the attempts to review the educational context could be observed within the 2007 Strategy for Sustainable Development aiming at a coherent domestic policy in line with the European Union (EU), which included a section on Education for Sustainable Development. However, these efforts did not result, so far, in a review of the curricula and in public awareness raising activities on the topics of GDE. The new Educational Law (2016) officially declared the GDE as part of modern education but nevertheless GDE was not in the list of the new standards – civic education, intercultural education, health education and environmental education.

Global Development Education has more than a decade long history, with many projects and initiatives in the field of Education for Sustainable Development and global citizenship education being so far developed by Open Education Centre. However, nowadays the National Platform on International Development (created 27 January 2009) that unites 23 organisations is the responsible for most of the projects and training developments in the field of GDE. It organised several National conferences on Development Education in the course of four consecutive years [2012 – 2015]. Now the focus is on "The Role of Global Education in order to achieve the SDGs", a conference that took place at the end of 2016 and on the educational resources and materials that were elaborated.

There is a good cooperation between Ministry of Foreign Affairs and the National Platform but the constant changes in Ministry of Education do not allow the ministry to play its role.

### Cyprus

Among the Mediterranean countries, Cyprus has the longest tradition in development cooperation and aid. In spite of its 2006/2010 Medium Term Development Education Strategy, Cyprus does not have a proper GDE strategy. GE Policy used to be of the responsibility of the Ministry of Education and Culture – more specifically, at the inter-departmental committee where CSOs are included (Ministry collaborates with CYINDEP, through continuous consultations). There is a continuous interest in GDE although there are no financial resources available.

It can be concluded that, as a result of the national seminars, a multi-stakeholder group was established to coordinate and initiate a dialogue on global/development education strategy.

Addressing the participants during the 4<sup>th</sup> Plenary Session, Dr Hadjiyiannis Kyriacos, from the Parliamentary Committee on Educational Affairs and Culture (House of Representatives, Cyprus), stated: *"It is among the main priorities of the House of Representative's Education Committee, which I chair, to ensure education for all, regardless of gender, abilities and social background. Moreover, education for sustainable development, education for peace and conflict prevention, human rights as well as education on citizenship are highly promoted in schools in a cross-curricular way and through a variety of programmes. To this end, I would like to reassure you that the Education Committee of the House of Representatives will be in close collaboration with the Interdepartmental Committee on Global Education of the Ministry of Education and Culture so as to promote and address all issues of Global Development Education in the best possible way"*.

## Malta

Similarly to Bulgaria, Malta's engagement in development policy mainly emerged after its accession to the EU. A national strategy for GDE does not exist, so far, but there are on-going discussions between SKOP and the Ministry of Foreign Affairs. According to the National Report, the main challenges that Malta faces when it comes to GDE are *"both a weak commitment from institutions and civil society sector that is not strong enough to lead such initiatives"*. The actual policy document is the Sustainable Development Strategy for the Maltese Islands 2007-2016 (2006). This broad ranging document covers social, environmental and economic sustainability planning issues in Malta. The majority of areas include an action point on unspecified 'awareness raising' or 'public campaigning' activities.

The first Maltese National Curriculum Framework was published in 2011, after a consultation process with stakeholders. It outlines the basics of the national curriculum, including 6 cross-curricula themes. Education for Sustainable Development is a cross-curricular theme and is the one most closely aligned to GCE/DEAR competences. Education for Sustainable Development (ESD) in the Maltese context has focused on the environmental aspect. However, in the National Curriculum Framework (2012) and in the further consultation for the National Strategy for Education for Sustainable Development (2016), the social and economic parts of ESD have been emphasised. Clearly, SDG's are not a central point of reference for policy makers across governmental departments. Following on from the lack of reference to the SDGs, neither Global Citizenship Education nor Development Education awareness raising are explicitly referred to in any of the policy documents reviewed. What still is missing in Malta is a reference to the Sustainable Development Goals (SDGs).

## Romania

Romania has been involved with GDE processes at the level of teachers' networks since 2001. Since its accession to the EU in 2007, it focused primarily on development cooperation policy and within this context on development education. Two Ministries are involved in the promotion of GDE, the Ministry of Foreign Affairs and the Ministry of National Education and Scientific Research.

There is a National Strategy for GDE, also, the Ministry of Foreign Affairs has been developing a programme called RoAid, with the aim to promote cooperation for development, through which they finance DEAR's and other GDE projects. Close cooperation between these two Ministries is reflected through the Global Campaign for Education in Secondary schools.

CSOs have a crucial and leading role in the promotion and implementation of GDE in coordination with the Ministry of Education, which has been very receptive and have included an optional subject in school learning curricula called Development Education. Municipalities are also involved in the promotion of GE through the development and implementation of DEAR programmes at local level.

As part of the process, a National Strategy on International Development Cooperation Policy (adopted in 2006) is being developed with five percent of the budget allocated to development education activities. In the follow up of the national GDE seminar, efforts to develop a national GDE strategy were made; this was however done solely by the Government, without a consultation process with civil society organisations.

Given the recent political changes in Romania, lack of continuity and dialogue can be observed with regards to the strategy affecting the adequate support to GDE. It has to be noted that a great diversity of contradictory voices has appeared in the survey. On the one hand, claims that curricular reform has taken place before the seminars started, and that the reforms did not really included GDE principles and approaches, on the other.

A National Development Education Curriculum has been produced and accredited by Ministry of Education, followed by development of approximately 2500 lessons on GDE specific issues. In 40 high schools these optional classes were introduced based on Development Education Curriculum and 78% of the students declared that they studied for the first time the GDE issues.

## Slovenia

With the accession of Slovenia to the European Union in 2004, the parliament adopted the strategic document Resolution on International Development Cooperation of the Republic of Slovenia (2008–2015) of which development education and awareness raising on GDE issues are an integral part. In 2007, the Ministry of Education, Science and Sport prepared the conceptual Guidelines for Education for Sustainable Development that represents the first official document in the field of global development education. Given its non-operational and not binding character, Slovenia does not possess a national strategy that can guarantee the necessary support to GDE. During the financial crisis, GDE projects and programmes have been cut, but there has been a slight increase with the refugee crisis in Europe from 2015 on.

The Ministry responsible for GDE is the Ministry of Foreign Affairs, as they have the Development Cooperation policy, while the Ministry of Education is responsible for the implementation of GDE in schools. There is the need for an improved coordination between these two ministries as well with the Ministry of Environment through an organic mechanism for consultation.

Since the creation of SLOGA, there is a support from the Ministry of Foreign Affairs, which provides bi-annual calls for projects for NGOs within Overseas Development Aid (ODA) and finances DEAR's activities as well. SLOGA also holds an organic relationship with the Ministries of Education and of Environment.

Some examples of the Visegrad and Baltic Regional context were presented to complement the further discussion and bring an insight of the practices in the nearby regions. The opportunity has been given to the representatives of Czech Republic, Estonia and Poland to present the situation in their countries.

Participants have been presented with a Report on the situation of GDE in Czech Republic. The country is one of the three in Europe where a Global Development Education National Strategy for the period 2011-2015 has been developed. Even if not fully accomplished, it caused significant changes in the GDE field. Mentioning some of them: (a) helped to start cooperation between GDE relevant stakeholders (NGOs, universities, The Highest Educational Institute, Institute for Further Education, CSI, etc.); (b) anchored GDE position in the educational system; opened the door to schools (it provided strong arguments for the need of GDE); (c) stimulated advocacy work. Based on this Strategy, a Committee for Education for Sustainable Development (2015, governmental body covering Global Development Education and Environmental Education) has been established. The schools Monitoring Report shows that 20% of the schools have introduced GDE in their learning curricula (School Educational Program) and that 75% of schools have undertaken environmental friendly measures (in terms of consumption, and daily operations). The schools are using a variety of methods and supportive materials whilst delivering GDE. The recommendations of this report, are more focused on the current global challenges and development, they suggest the use of more empowering learning methods, the need to create the position of a School GDE coordinator and also the need to support teachers by further training and through the implementation of more school projects and programs in collaboration with external partners.

During his presentation Pavel Smulski from Eesti People to People Estonia, addressed an issue of "immigration crisis" and "humanitarian crisis" in Europe. By invoking those issues he wanted to underline the crisis of fundamental European values, such as those established in the Treaty of Lisbon: "respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities". The speech continued by the presentation of the outcomes of the Baltic Regional Seminar on Global Development Education in Tallinn, Estonia. More information can be found in developed paper about the outcomes of the [Baltic Regional Seminar](#) on GDE.

The representative of Poland, on the other hand, pointed out the negative process, during the last two years, of stepping out from the promotion of GDE in Polish formal education system. In the country there was a strategic plan elaborated by the Ministry of Foreign Affairs that included Global Development Education. There was also a stable pattern of communication between the stakeholders with meetings taking place twice a year. Now the situation has changed dramatically. In the new curriculum there is no space for GDE, and NGO's involved in the field are no longer supported. At the same time, there is a growing wave of xenophobic and racist attitudes which is not very conducive to the development of GDE.

#### IV. STATE OF PLAY

One of the main moments and important feature of this Regional Seminar was the exchange of good practices. During the first day, there was a special session on Global Development Education in Bulgaria and at the opening session presentations from the representatives of the partner countries took place. In the workshops the exchange of the current situation in GDE and the exchange of good practices was the starting point for the discussions. During the first and second day of the Seminar an open space for networking provided opportunity for more informal exchange of good practices and presenting information about recent developments of GDE at national level.

##### 1. POLICY MAKING AND CURRICULA DEVELOPMENT

Bulgaria: The school curricula do mention civic, health, ecological and intercultural education but doesn't refer to the global dimension of education. These competences are included in some specific subjects, especially in 11<sup>th</sup> and 12<sup>th</sup> grades, where subject on "World and personality" has been introduced, but not more than 30 lessons are dedicated to it. As an optional subject, Civic Education can be selected at middle school and high school level. The new Law for Education (June 2016) acknowledges the role of non-formal education and the validation of non-formally acquired knowledge, but not specifically on GDE topics.

Bulgarian representatives presented three important international GDE projects:

- "Steps for life" focusing on educating educators from five continents for a work in the field of non-formal education is a project coordinated by the Association "International Initiatives for Cooperation";
- EADEA (Access to development education for all) is a project uniting European and African NGOs' working at improving the education of the children with impaired sight;
- "Millennium Development Goals Realization: Involving High School Students and Educators in Development Education Program and Projects" a project realized in several African and European countries by Open Education Centre delivered training for educated and elaborated educational materials for High school level.

The students from 2 English Language School from Sofia presented their participation in "The world Largest Lesson" project which seeks to disseminate The Sustainable Development Goals.

Cyprus: GDE is not named in the school curricula, but Education for Sustainable Development (ESD) is mentioned and taught as a separate subject in primary schools. The number of lessons dedicated to ESD has decreased and the main part of the programs is related to the environment. There are life skills teaching classes that touch upon Education for Sustainable Development, Human Rights Education, and Citizenship Education. For the Secondary level, GDE values and ESD issues are addressed within different subjects.

Malta: There are some competences in active citizenship and sustainable practices highlighted in the National Curriculum Framework. They are adapted for all different years and grades, but there is no specific reference to GDE. The Faculty of Education offers a single module in Global Citizenship Education, but it doesn't seem to be compulsory.

Romania: There is a subject called Education for Society in kindergarten as a preparatory class, which continues in Primary school and Gymnasium. Recently the curriculum for Gymnasium has been changed and Education for Society replaced Logic. Education for Global Development is an optional subject for schools to include in their curricula, however it should be made compulsory. Higher education lacks GDE references, and is rather focused on specific areas of studies.

Slovenia: At the Primary school level, in the last three years (children from 11 to 14 years old) there is a subject "ethics and society" where teachers can choose themes to be addressed in this subject. There is also Environmental Education, but few schools adopt it. Secondary school has cross-curricula obligations looking into environmental education, focusing on Sustainable Development. Special attention is paid to the topic of Green Economy. There is a group of expert teachers from kindergarten to University who are checking all school curricula in view of ESD and Green Economy. This is being done by the MoE. Eco-schools are a growing practice and in their curricula the global issues present a substantial part.

## 2. PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

In each of the countries there is an ongoing process of teachers' professional development and quality support. The first important observation shared by the presenters was that professional development is not a part of state policies but is realized by civic society organisations. In some cases (Bulgaria, Malta, Romania, Slovenia) the leading role belongs to the National Platforms and in some cases it is coordinated with the Ministries of Foreign Affairs in the framework of realization of certain projects. Furthermore professional development of teachers is widely connected with the realization of EuropeAid funded projects.

Only in Romania GDE is part of the curriculum but even in this case there is no special in-service training for teachers, and GDE is not part of pre-service teachers' training. In this situation it is clear that there is not serious selection of GDE educators and very often teachers whose schools are participating in a given project do have a chance to get training.

The next problem is that the dependence of the training format on certain project means that even in one country there are very different models of in-service training and very often educators with only several hours of in-service training are teaching GDE.

In regards to the field of non-formal education, the members of NGOs who are usually conducting the teachers' training are doing the job because their organisations won the Project and therefore there is no proper training for trainers or any attempt of the certification of the trainers.

The participants mentioned the fact that nowadays there is not enough educational resources, which makes the process of professional development really difficult. Most of the resources are developed abroad which hinders the dissemination process. What is very important is that in the Region is still not recognized a demand for the assessment of educators needs.

The fact that the training of educators is not conducted by legitimate training institutions defines the situation in which the ministries of education are not too much interested to follow the developments in teachers' training.

The lack of explicit national policies has a negative impact on the higher education schools in the process of introducing pre-service teachers' training programs.

Only in Slovenia there are in-service training seminars for teachers on a regular basis. The NGOs in Slovenia are working on Global Development Education and they provide their own training courses on specific topics according to their expertise. The challenge is that this process is decentralised and diffused. Moreover, too many training events are provided.

In the field of non-formal education there is very interesting initiative in Slovenia and Romania "Open school" which is a one week event of non-formal education in schools in cooperation with NGOs providing diverse workshops. Furthermore, in Slovenia there is a unique approach aiming at introducing initial training for volunteers who would like to train global educators, based on a guidebook produced for their needs.

### 3. PROMOTION OF GDE AND AWARENESS RAISING

The promotion of GDE is still a very slow process and it is still in its initial phase. Most of the participants shared their experiences and it seems that everything develops in a very random way.

In Cyprus there is training on use of community media for journalists. In Bulgaria United Nations Association (UNA) has its own online media established in 2012 and there are seminars on hate speech dimension for main stakeholders - media, Council of Electronic Media and National Youth Forum.

It is important to note that there are still not serious projects concerning social media literacy which will facilitate the promotion and dissemination of GDE. UNA Bulgaria - a project 2015 UNA of school classes - training students from different schools to be trainers of their classmates – on non-violence and culture of peace.

In a conclusion, there are no plans for comprehensive process of GDE awareness raising, on institutional nor NGO level.

### V. KEY OBSERVATIONS AND RECOMMENDATIONS

In general the participants assessed positively the GDE developments in the Region. They pointed out, the slow but rather consistent development of educational policies concerning GDE; the elaboration of normative infrastructure; the growing political and social support for GDE; the positive role of EU membership for the countries policies; the growing number of models and programs for professional development of educators; and the growing variety of educational materials as well as numerous local, national and international project realized in the field of GDE.

The participants pointed out in many occasions the role which Agenda 2030 will play for the promotion and strengthening of GDE in their countries. Even in most general terms, the Agenda 2030 reflects the new vision towards development not limiting it only to economic growth but defining it as a process of accomplishing sustainability, quality of life, social dimensions and more harmonious relationships with the environment.

The newly formulated SDG gives an opportunity to GDE to be integrated in formal education). From this point of view, the SDGs are formulating issues (problems) which do present a natural subject of Global Development Education. There is a general consensus about the importance of these problems and the efforts of the world community, in the next decades, will be focused on their solutions.

The recent change of political and societal context unrelated for the development of GDE policies and programs has been noted. The wave of nationalism, conservatism, isolationism, political extremism is not favourable for the further development of GDE.

Nonetheless most of the participants expressed their opinion as members of the political class or of civic society that the globalisation processes and, therefore Global Development Education, cannot be stopped or reversed in a longer perspective and GDE development has no alternative in both – formal and non-formal education.

Recommendations concerning the development of GDE in the South-East Europe and Mediterranean Region have been made in most of the presentations and in particular through the three workshops on national policies and implementation; on professional development of educators and quality support, and awareness raising and public outreach.

The format of the working groups has given the opportunity to follow-up on the recommendations of the Zagreb Congress with the aim of making them concrete and relevant for the Region.

## 1. RECOMMENDATIONS CONCERNING POLICY MAKING AND CURRICULA DEVELOPMENT

1.1 In relation to the Zagreb Congress recommendation 1.1 – *“to identify and review the key legal acquis and practices while supporting the implementation of national strategies that can contribute to the mainstreaming of GDE and coherent policies, aligned with Sustainable Development Goals target 4.7 (SDG 4.7) and its monitoring systems”* - the workshop endorsed that concrete steps needs to be taken to establish such a legal framework and national policy where these are not present yet, as different levels of development are present in the region. It has to be clearly established in the different contexts which National Authority (or National Authorities) is competent for policy making in relation to target 4.7 of the SDGs (as there might be confusion or lack of clarity).

1.2 In regard to the promotion of GDE *“as crucial to deliver Agenda 2030, as a whole, and Education 2030, in particular”* (Zagreb Congress Recommendation 1.2), the participants added that, in order to raise awareness on these Agendas, there is the need to convey the message in a more clear way and to analyse, compare and integrate the different elements of the various approaches (Education for Sustainable Development, Human Rights Education, Education for Peace, etc.)

1.3 There is the need for a clear budgetary commitment from the relevant National Authorities, whereas the competent Ministries make resources available – there needs to be a monitoring mechanism in place. The regular dialogue established between the relevant stakeholders shall include a monitoring mechanism for the resources allocated to GDE at National, Regional and Local levels.

1.4 It is strongly recommended to establish or/and strengthen a regular dialogue between competent National Authorities, experts from different fields and CSOs (and other stakeholders); to develop synergies between different fields and actors towards a common set of values and goals, in relation to Global Development Education and Agenda 2030, that should be achieved.

1.5 Also important, is, the integration of non-formal education opportunities within the formal education sector, the awareness raising and the promotion of lifelong learning opportunities related to GDE and the engagement in structured dialogue with competent bodies for this purpose.

1.6 In regard *“to implement mechanisms for recognition and validation of competences acquired through non-formal and informal education”* (Zagreb Congress Recommendation 1.6), the proposal is to establish educational centres which can evaluate/assess the knowledge gained from non-formal education, possibly at Regional/Local level.

1.7 It is recommended to have youth organisations and educators in the structured dialogue with competent national authorities and to make sure that they are recognized as legitimate partners in this dialogue.

1.8 To identify local stakeholders that are often left out from the ‘conventional’ mapping of stakeholders (e.g. parents’ associations, students associations, religious-based associations), without forgetting the differences in regions (Local Authorities are more or less present in GDE developments depending on the country). The private sector should be involved in GDE, not only because it can fund some of the initiatives and actions, but also the promotion of GDE can benefit from the corporate/social responsibility of (multinational) companies. Encourage the multi-sectorial meetings between the Ministry of Foreign Affairs, the Ministry of Education, NGOs, etc.

The following recommendations, although still referring to the policy making and curricula development, are more specific and focused on local and national realities of the countries in the South-East Europe and Mediterranean Region.

1.9 To involve cultural institutions and foundations in developing relevant programmes and approaches in GDE; To ensure that the competency frameworks are adapted and implemented and that these shall be in line with GDE established ones – as in the majority of countries competences are related to themes under a different name. The competences for democratic culture model proposed by the Council of Europe are good basis for this process.

1.10 Teachers should be given proper training, updates, support and resources in order to be able to frame these competences in their respective subjects.

1.11 In order for this to be possible, there must be an update and development of the Pedagogical Institutes or department responsible for In-service Training.

1.12 It is necessary to seek support of the private sector and establish partnerships in the frame of SDGs and Agenda 2030 (CSR, Solidarity and Social Economy, Green Economy).

1.13 There is a need to ensure that both expertise is developed and resources are allocated (not only from the CSOs) to build the resources and methodology.

1.14 To provide a space for National Authorities to exchange good practices and experiences in the development of resources and methodologies for GE;

1.15 To make space for participatory learning, also by applying non-formal methodology within the formal education system – i.e. Project Weeks to develop partnerships between schools from different countries as well as partnerships between schools and external actors to foster the core values of GDE. To establish or improve communication and promotion of GDE activities offered by CSOs among heads of schools, directors, decision makers and local authorities.

1.16 The Schools should be given incentives to participate in exchange programmes (e.g. Erasmus, Comenius, Programme Eco-schools) by relevant National or International Authorities (also by the North-South Centre of CoE).

## 2. RECOMMENDATIONS CONCERNING PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

2.1 The CoE should organize trainings to promote the Framework of Competences for Democratic Culture in Europe and promote it among the national authorities concerned. Also more training of trainers on GDE shall be promoted.

2.2 In each country an assessment of educators' needs in the field of GDE should be recognised.

2.3 Initial training for volunteers, who would like to teach global education or to do it in non-formal education, should take place, having in mind that there is a need of many non-professional educators.

2.4 Teachers and adult educators can use manuals but, in order to attract the interest of the young people, we can adapt the resources by offering diverse products such as electronic games, social media, mobile applications, etc.

2.5 To develop a real case simulation games based on the field work of associations (including electronic versions) to introduce the challenges to live and work in a new cultural reality and prepare young generations for being adaptable for a new socio-cultural and economic reality (including the preparation of volunteers abroad).

2.6 There has to be an exchange of educators/volunteers between countries to work directly with the local community, as a way to add "a spice" to our daily work and make it attractive for the locals or the target group that we work with.

2.7 To apply incentives for educators to get involved in the process.

2.8 The CoE should establish a platform with educational materials accessible in many languages.

2.9 It could be introduced an "Open school" – a week of non-formal education in schools in cooperation with NGOs providing diverse workshops (the experience of Romania and Slovenia).

2.10 There should be an emphasis on the local/national needs, which will help us identify the appropriate content and resources from the available GDE resources.

2.11 There is a need to insure qualitative and quantitative indicators to measure the impact and the efficiency of an educational project in the field of GDE.

2.12 The materials that are adaptable to diverse age and social/target groups should be elaborated.

### 3. RECOMMENDATIONS CONCERNING THE PROMOTION OF GDE AND AWARENESS RAISING

3.1 To develop an open effective and comprehensive strategy involving media professionals and other stakeholders in order to increase communication capacity and foster knowledge exchange on GDE issues.

3.2 To involve young people in the process of creating campaigns, at the national or regional levels, that promotes global education through the use of young GDE Ambassadors and public discourse in alternative media platforms.

Activities proposed: TV show in the prime time for young people designed by the young people – youth related topics; public discussion on topics suggested or derived by the young people; use of GDE Ambassadors (popular persons among youth); use existing platforms FB/SM; polls, campaigns; discussions, sharing of information; competitions (Erasmus exchange); live streaming (GDE Ambassadors).

3.3 To develop an effective toolkit on communication of GDE in the context of Agenda 2030.

Activities proposed: To train practitioners from NGOs on how to communicate using media and transmit coherent messages; collaboration among NGOs and also between them and the private sector (communication agencies); development of toolkits for communicating GDE in the context of SDGs; promotion of journalism University courses and academic trainings on GDE by practitioners, involving trained specialists in actual projects;

3.4 Reach socially excluded groups and individuals through various activities like consultations, roundtables, conferences and other tools as well as their direct involvement in advocacy actions toward decision makers in order to ensure the promotion of Human Rights.

Activities proposed: roundtables, conferences, consulting, campaigning with people from socially excluded groups;

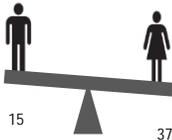
3.5 Regarding the achievement of Zagreb Congress Recommendation 5.5 – *“to enhance collaboration and networking and collaboration with grassroots social and solidarity economy initiatives and movements defending the commons”* – the participants proposed the following activities: Social media applications/community – artistic, provoking thinking, interactive – introduction of real world problems in the game – example- mapping problems, Sports – high school target - mixed teams/ethnicity/diversity; competitions followed by ethnic celebrations.

3.6 To introduce the concept of global citizenship from an early age using Agenda 2030 as a basis for curriculum. Active participation and use of regional and UN programs are encouraged for discussion by professional stakeholders.

Activities proposed: Development of a toolkit on Global citizenship – at UN level - and to use UN instruments (UNFPA) as platforms for youths actively to engage; organizing workshops for decision makers, teachers, educators, students, NGO – horizontal approach - couple of times in a year; development of manual with real-life GE projects - mandatory implementation at school level (depending on resources), a booklet of info graphics.

## VI. FACTS AND FIGURES

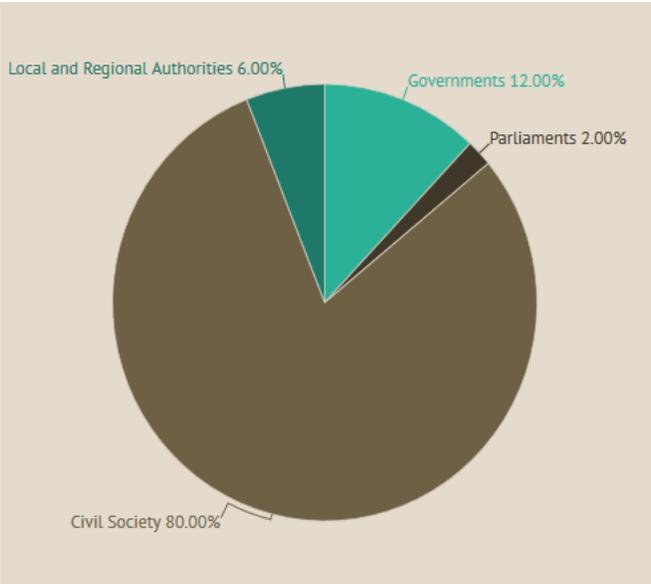
GENDER REPRESENTATION



COUNTRY REPRESENTATION



QUADRILOGUE REPRESENTATION



## Disclaimer

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