

BULGARIA**Policy making and curricula development**

A new Educational law has been passed in 2016 which envisages the inclusion of relevant issues, such as civic education, health education, intercultural education and environmental education in Curricula. The Art.5 par.11 of the Law states that “Basic objectives of the pre-school and school are acquiring competences for the understanding of the global processes, trends and their interconnections”. Initially global education was contemplated in the text project but has been dropped from the final text of the Law. GE competences are now part of civic education curriculum under the section “Bulgaria, the World and Global problems”.

Some of the stated global education standards recognize the idea of «European citizen» and «citizen of the world ». It bases the idea of peace as a condition for the development of the civilisation. Recognizes the educational perspective of global education and assesses its role for the solution of the global problems and is aware of the necessity of global actions and solidarity for the solution of global problems. It participates in the elaboration of projects for the solution of problems of local and global importance. It recognizes the modern aspects of humanitarian law and tackles global problems as terrorism, xenophobia, ethnic tensions, war and peace.

Professional development of educators and quality support

From school year 2019/2020 Civic education will be introduced at high school level and therefore global education will be part of the curriculum. Nationwide program for in-service and pre-service trainings for civic education teachers therefore will include global education as well. As well under the new Law of Education in High schools, it is possible to present Global Education courses as elective subjects which is a step forward. Now the support for teachers is limited to some trainings delivered by the National Platform for International development, and Open Education Centre but that is not enough.

The Covid 19 pandemic hindered the in-service training plans and still there are no available online options. With the uncertainty concerning the pandemic development we could say that in-service training will be resumed in 2021.

Awareness raising and pedagogical tools

Currently the main role in promoting global education and starting nationwide initiatives in the field belongs to NGO's.

“The Global School” competition was organized in 2020 for the eight time by the Bulgarian platform on International development together with Ministry of Education and Science (MES). 45 schools participated and the winners – five schools developing global education initiatives - have been awarded with grants to realise it. Then new competition has been started by the BPID „Global school in action “and the first winners were announced during the VII GE Conference.

The realization of that Conference was a clear evidence that the process of Global education promotion has not been stopped by the pandemic - the Conference took place in Sofia in September 2020 and has been broadcasted live on the Facebook page of BPID. It is important to note that the National Conference has been realized under Bridge 47 Project which is a clear sign that many of the Global Education Projects which has been stopped under the pandemic will start to be realized again although in online format.

The Bulgarian Platform for International Development launched under the Bulgarian Presidency of the European Union (first semester of 2018) the «Global Dialogue for Development» which aimed at raising awareness about the EU development policy and the realization of SDG. One of the initiatives under the Project was Journalism Award for journalists contributing to the objective and qualitative coverage of topics and issues related to the Bulgarian and European development policies, and the UN SDGs.

A growing number of educational materials and manuals on global education such as «Handbook for Educators-together against global challenges» (developed by the Association for UN); «Handbook for youth leaders and educators—six steps toward global citizenship» (developed by Pro-European Network) have been released.

An important development in the process of promotion of Global Education is the growing participation of Bulgarian NGO's in international GE projects like «Global Education goes local»; «Bridge 47», «Career Rocket».

In 2019 there was much more interest and initiatives concerning the promotion and realization of SDG targets like information events in 28 cities throughout the country, school campaigns, and activities under GEW.

Most of GE related resources can be found under the only existing Global and Development Education site in the country www.devedu.eu.

CYPRUS

Policy Making and Curricula Development

Cyprus is working on the policy shortcomings which were recognised in the 2017 GENE Peer Review on Global Education in Cyprus, which called for GDE to be placed higher in the political agenda, harnessing the impetus of political support by Members of the Parliamentary Committee on Education. Developing a legal framework and national policy mainstreaming GDE and coherent policies, as recommended by the Zagreb Congress Recommendation 1.1 and reaffirmed by the recommendations of the past two SEE-Med Regional GDE Seminar follow-up meetings is also a challenge, which has been put on the agenda for future action. Furthermore the development of policy and institutional commitment is pursued as per the Peer Review suggestion.

Following the 37th GENE Roundtable which took place in Cyprus and the presentation of the Peer Review at the House of Representatives, the Interdepartmental Committee on GE, which is coordinated by the Ministry of Education, Culture, Sport and Youth (MOECSY), was expanded with new members, including the National Youth Board, the National Youth Council, the MFA Department for Development Cooperation and representatives from the Commissioner for the Environment and the Commissioner for the Volunteerism and Non-Governmental Organisations. Progress could be claimed regarding Zagreb Recommendation 1.5 on supporting the non-formal education sector's involvement in GDE, in cooperation with NGOs.

A Unit for Environmental Education and Education for Sustainable Development has been set up at the MOECSY, which develops and implements Ministry's policy on Environmental Education and Education for Sustainable Development. Cyprus is implementing actions based on its Strategic Plan for Environmental Education and Education for Sustainable Development. It also participates in the Steering Committee on Education for Sustainable Development of the UNECE and will be organising the 9th Ministerial Conference of the United Nations Economic Commission for Europe (UNECE).

In parallel, other Committees have been set up for the management of fields related to Global Education Issues, like the Interdepartmental Committee for gender equity.

In addition, the Ministry has held a follow up meeting, in Nicosia, as part of the GENE Peer Review Follow Up Process. The recommendations of the GENE Secretariat are taken into consideration for the preparation of the next steps of the policy and actions for GDE in Cyprus.

The situation caused by the pandemic of COVID 19 has forced to suspension of some the projects and activities planned this year. However, both the Ministry and the stakeholders have proposed immediate actions towards the support of students and vulnerable social groups. The MOECSY, in cooperation with different stakeholders, has provided Technical Support, in favour of pupils from lower socioeconomic levels, during the period of the lockdown. In particular, pupils in need have been provided with free internet access from home, while tablets and/or pcs have been allowed to schools in order to be used by pupils in need.

Volunteers have been organised to support the overall efforts of the Government and have been trained accordingly to deliver, in safety, personal necessities and medicine to people in need. In addition, civil society organisations have worked on ways to facilitate communication with migrants i.e. by translating Hygiene Protocols in different languages, while programs for young people continued to take place digitally. Cyprus Youth Organisation has, among others, set up a Working Group to discuss measures in order to discover the effects of the pandemic on the various aspects of young people's lives and also to find out solutions and suggest recommendation to the up level. Additionally, actions and activities aimed at addressing the effects of the pandemic, locally, highlighting through them the feeling of solidarity and practical support in individuals and groups and/or communities which had been affected by the pandemic crisis, have been financed.

Professional Development of Educators and Quality Support

In general, global Education is included in school-based teachers' professional development as well as to the Training Seminars offered by the Pedagogical Institute, based on an optional basis. Global education issues are also included as thematic clusters in the curriculum, notably environmental education, education for sustainable development and Health Education. During the crisis, teachers have been trained to implement digital teaching/learning while a relevant network has been created in order to support all teachers.

Awareness raising and pedagogical tools

There are a few NGOs in Cyprus working on GDE, which are also represented in the Interdepartmental Committee coordinated by MOECYSY. Though efforts are being made through their –mainly EuropeAid-funded- projects to promote GDE, it is evident that short-term funding restrains them for having sustainable impact. Efforts have been being made to raise awareness about the Sustainable Development Goals.

Relevant Documents:

- Global Education in Cyprus, The European Global Education Peer Review Process, [National Report on Cyprus](#)
- [Review on the Implementation of the 2030 Agenda in Cyprus](#), Ministry of Foreign Affairs, the Republic of Cyprus

MALTA

Policy Making and Curricula Development

As from 2018, the Ministry of Education and Employment (MEDE) became a member of the Global Education Network Europe (GENE) and launched a National Global Education Strategy, comprising funding for GE activities carried out by schools. The challenges for development and global education in Malta still include the need for closer collaboration between all stakeholders involved. Moreover, there is a need for policy coherence in different areas, in order to render Global Education initiatives effective in the long term. This includes dedicated funding at national level for global education initiatives taken up by various stakeholders. In 2017, as reported in the CONCORD study [Global Citizenship Education in Europe: How much do we care?](#), no specific public funding for DE or GE activities was envisaged at national level so far.

Yet a significant number of educational projects related to GDE are being implemented in the formal sector of education. This results mainly from the cooperation between the governmental actors, and NGOs, such as Kopin, Jesuit Refugee Service, Nature Trust and BirdLife. The intention to promote the discussion of development issues in educational institutions should also be reinforced through the implementation of the Learning Outcomes Framework. The implementation of this Framework, which resulted from the collaboration of national and foreign experts working in different educational institutions, will promote the insertion into the learning curricula of cross-curricular themes, such as Education for Diversity and Education for Sustainable Development.

These two cross-curricular themes were already present in the National Curriculum Framework established in 2012 by the Ministry of Education. The introduction of the learning outcomes framework has started at Primary level as well as at Year 7 of the Middle Schools. At Years 7 and 8 the half yearly exams have been replaced by assessments. This hopefully will give more time for the students to participate in co-curricular projects related to global education. For the other years the LOF is on hold.

Awareness raising and pedagogical tools

There are various on-going projects focusing on particular issues such as Global Education Week in collaboration with the North-South Centre of the Council of Europe (NSC), One World by Birdlife, Eco-skola and the Young Reporters for the Environment by Nature Trust, as well as educational workshops offered by Kopin in Primary Schools, together with the provision of training for teachers and educators on issues related to Sustainable Development and Global Education within the InterCap project. Educational resources for students and teachers at different levels are available on SKOP Malta [website](#) as well as some of its members and NGOs providing GE activities.

The educational initiatives are open to all educators but only a selected number manage to take an active part, mostly due to curriculum commitments.

In 2018 a lot of events were related to Valletta being the EU Capital of Culture 2018. This meant that various activities were organised to focus on environmental and social issues, for example through the Maltese Opera 'Ahna Refugjati' – 'We are refugees'. The Art exhibition on Domestic Violence, Visual arts on 'Dal-Bahar Madwarna' – 'This Sea around us' and the Malta Mediterranean Literature Festival 2018 to name a few examples. These activities worked well in terms of raising awareness among the general public about social justice topics.

Concluding comment: the way forward is to get all educators aboard by keeping them well informed about current development issues and assisted so they can inspire their students to adopt a more positive lifestyle for the world depends on us! Giving acknowledgements to students participating in global education initiatives means that more students will become involved for a better world!

ROMANIA

In Romania, Global Education was implemented first as an extracurricular programme and later has known a fast and extensive development mainly due to the challenges of the contemporary global world.

Policy making and curricula development

GDE has become an educational must per se, able to create contexts for skill practice.

Visible efforts have been made to implement GDE into the national compulsory curriculum throughout pre-university education. This process has been under the responsibility of the Ministry of Education and Research (MoER) and has been supported, in a significant way, by numerous NGOs that have been invited to share their experience and expertise.

As the main results achieved in the formal and non-formal system of education, GE and GDE can be found both:

- as a distinct subject - *Development Education* was introduced in the national offer of the School based Curriculum elective studies (for high-school) as a result of the collaboration between MoER and Agenda 21st APDD Association; *Intercultural Education* for high school.
- As thematic clusters (diversity, values, non-discrimination, human rights etc.) in the compulsory Social Sciences, History, Religion, Romanian language subjects. Both primary and lower secondary school syllabi have undergone a process of renewal and re-dimensioning with the view to ensuring and enhancing the gradual development of social skills, competences and values.

- Another compulsory subject, School Counselling and Personal Development, approaches GDE themes from the perspective of the lifestyle quality and social abilities, in terms of human relationship quality, cultural and ethnic diversity, interculturalism etc.
- The lower secondary school syllabi specific to Humanities (approved by MO no. 3393/2017) promote the empathetic cultural and intercultural behaviour.
- A very important national initiative implemented by MoER in the field of non-formal education is the programme named “**A different kind of school**” that was launched in 2011 being based on a fresh philosophy centred on the cooperation between schools, educators, students with NGOs, governmental and non-governmental institutions, as well as local authorities. This project which is a compulsory part of the school year.

Since 2019, Ministry of Education and Research has started to reconfigure the entire pre-university educational system according the newly revised set of competences. In the strategic document entitled *Guidelines on national curriculum designing, updating and assessment*, GDE competences are part of the civic competences which cover active citizenship, social integration, and sustainable global development.

At the academic level, Ministry of Foreign Affairs in partnership with NGOs developed some projects, but on the other hand, there have been university professors who initiated courses on various topics related to global education upon their involvement in such programmes.

Professional development of educators and quality support

- MoER will revise the high-school curriculum and will integrate both Global Education competences and thematic clusters into different syllabi (e.g. Foreign languages, Social Studies etc.). The process of revision will be followed by teachers’ training sessions which will include the principles of Global Education philosophy and the necessary information on its specific content.
- At the same time, real progress has been registered in the field of teachers’ training on global education issues. The Teacher Training Institute of Buzau County - Romania accredited a training course (under the Minister’s Order no. 3633/2016) which includes a GE module and approaches global education concepts, globalization dimensions, and cultural diversity as a resource of development.

Awareness raising and pedagogical tools

Regarding the partnerships, the most active partner was *Agenda 21st APDD Association*, which implemented a wide range of initiatives intended to different types of groups. For instance, it contributed to the elaboration of the general framework of the national teaching plan according to the GDE values and respective learning outcomes. On the other hand, Agenda 21st implemented many projects.

At the same time, Agenda 21st benefited from the expertise of the GE national coordinator in designing a GDE syllabus for NGO project replicators. Thus, the collaboration has been efficient and fruitful for both partners.

All the decision-makers have become aware that the new reality requires urgent adjustment measures to make the inclusive education a visible fact (in what concerns assuring equal educational opportunities for the participation of the students coming from socio-economically disadvantaged groups) and they are looking for funds to provide these students with the IT devices and Internet broadband so as they could go on with the distance education in the online environment.

Now, more than ever, there is a strong and obvious need for an educational intervention in the complementary education sector, specifically in the sustainable development education, to enhance the demand for providing quality education against the background of such crisis that has made the entire world face and deal with unprecedented challenges from various viewpoints: economic, social, implicitly, climate changes.

Overall, the progress that Romania has made in the GDE field is significant, considering both the GDE curricular and extracurricular coverage and the variety of projects implemented by the civil society.

In Romania, GEW has been held annually since 2001. Due to the decision of granting autonomy to all the actors involved in the program in what concerns the organisation of GEW activities according to their resources, local context, glo-cal priorities, students' level of knowledge and competences, and the community, new pedagogical tools have been developed in terms of innovative learning methods, techniques, assessment, activities and projects.

For two years, the most relevant materials produced during GEW (videos, projects etc) have been uploaded on Facebook <https://www.facebook.com/globaleducationweek> which has shown its usefulness in providing updated information on the program, offering pedagogical resources and good practice examples. At the same time, teachers, students, all actors involved in GEW and GE activities and projects have been provided consultancy on various issues related to the program by means of the email account GEW-ROMANIA@gmail.com.

SLOVENIA

Policy making and curricula development: The Resolution on Development Cooperation and Humanitarian Assistance of the Republic of Slovenia, adopted by the National Assembly in September 2017 is currently the chief strategic document in GCE for all relevant stakeholders. The Resolution recognizes the role of global education in poverty eradication and achieving sustainable development and asks an active support for global education activities from the state.

On 16 May 2018, the **National forum on Global Education and Education for Sustainable Development** was organized by the Ministry of Foreign Affairs and the Ministry of Education, Science and Sport in cooperation with the Global Education Network Europe - GENE and others partners: the Institute for Education of the Republic of Slovenia, the Center for European Perspective, NGOs (Humanitas, Forum FER, SLOGA) and the Slovenian National Commission for UNESCO. The forum was attended by around 140 participants from ministries, governmental bodies and departments, academia, educators, schools and kindergartens, NGOs, youth organizations and private sector. Preparations for the second GCE national forum are under way. It was planned for mid-May 2020 with cooperation of SLOGA, Ministry of Foreign Affairs (MFA) and the Ministry of Education, Science and Sport, but had to be postponed due to coronavirus health crisis.

The Ministry of Education (MoE) in Slovenia is working on a **White Book on Education**. It would give the country's education strategy for the next 10 years. SLOGA participates at stakeholders' meetings organized by MoE and also organizes own strategic meetings with all who want to get involved in inclusion of GCE in the new white book. MoE hasn't give any official timeline for the process yet.

In the last year at least two **research publications** were published on the inclusion of GCE in curricula and state of play in Slovenia. First, [Global Challenges - Global Subjects](#) wanted to determine teachers skills and their needs in integrating GCE approach into teaching, especially with regard to addressing more sensitive GCE topics and knowledge of the Sustainable Development Goals. Second, [Analysis of the Global Education in Slovenia and recommendations for further strengthening of the field](#), a research made within Bridge 47 project, was made. A round table with presentation of the research was in February in Ljubljana.

In July 2020 at United Nations High-level Political Forum on Sustainable Development (HLPF) Zvonko Černač, minister for development, strategic projects and cohesion, presented [Slovenia's second Voluntary National Review](#) of the progress towards meeting the Agenda 2030 Sustainable Development Goals. According to the SDG Index, developed by Bertelsmann Stiftung and UN Sustainable Development Solutions Network, Slovenia ranks 12th among 166 countries and according to the index of the response to COVID-19 it ranks even higher, namely 7th.

Professional development of educators and quality support: There are many opportunities for professional development and support for GCE educators in Slovenia right now, majority due to many EU DEAR funded projects implemented with Slovenian partners (currently 11 DEAR projects), where trainings, conferences, meetings and professional tools are being implemented and developed. Since vast majority are concluding by the end of the year, we expect reduction of opportunities in 2021.

Opportunities for professional development are also provided at national conferences on GCE. Fifth conference was in November 2019, we are already planning a 2020's edition for this fall.

NGOs are also providing trainings for GCE educators through a project funded by the MFA, which SLOGA coordinates.

Awareness raising, promotion of GDE and pedagogical tools: The main actors in awareness raising, promotion of GDE and developing pedagogical tools in Slovenia are NGOs. They are providing information through social networks and numerous online awareness campaigns. We are active on Facebook, Twitter and Instagram and use common hashtag #GlobalnoUčenje (Global education).

The SLOGA platform has also established Infofon, a phone line, where interested people can acquire all information in the field of global education and the wider area of development.

SLOGA issues Slogopis, an informative newspaper for development themes. To date, two themes have been dedicated to global education.

We also issue specialized e-newsletters for GDE educators on a monthly basis, and the general e-newsletter on GDE for the wider circle is published every two months. The contents of global education are also included in the Weekly Newsletter of the SLOGA platform.

When necessary, promotional leaflets (about GU, Global Education Week, etc.) and other promotional materials are produced.

In November 2019 Global Education Week was held for thirteen consecutive years.

In 2019 we published and promoted two issues of World Best News – one focusing on [Gender Equality](#) (SDG 5) (march 2019) and one on [Climate Change](#) (November 2019). Wider public campaigns were attached to it and special sub-website are published ([Gender Equality](#), [Climate Change](#)) bringing additional news. In September 2020 a new edition will be released.

A growing number of educational materials and manuals on global education have been released. Its number grew with the implementation of DEAR projects and Erasmus+ projects in Slovenia in the past years.

Most of GE related resources can be found in GDE webpage You Too (www.tuditi.si), founded and managed by SLOGA platform.

SLOGA has also established an online library, where visitors can also browse through e-publications on GE.

National and international GDE projects of Slovenian NGOs also receive recognition at the European level and global level, receiving awards and funding.

SUMMARY

ADVOCACY / POLICY DEVELOPMENT / QUALITY SUPPORT

- *Reform process, civic education, European citizenship (2016); 2019/2020 Civic education introduced at high school level and therefore global education part of the curriculum and elective subject as well; Nationwide program for in-service and pre-service trainings for civic education teachers include global education; «Handbook for Educators-together against global challenges» (developed by the Association for UN); «Handbook for youth leaders and educators–six steps toward global citizenship» (developed by Pro-European Network) – **Bulgaria***
- *Framework and national policy mainstreaming GDE encouraged in 2017 GENE Peer Review and by Parliamentary Committee on Education; Global Education is included in school-based teachers' professional development as well as to the Training Seminars offered by the Pedagogical Institute, based on an optional basis; Greater support to CSO and increased cooperation with Ministry of Education, Culture, Sport and Youth (MOECSY) – **Cyprus***
- *National Global Education Strategy (2018) resulting from GENE membership; Learning Outcomes Framework (insertion into the learning curricula of cross-curricular themes, such as Education for Diversity and Education for Sustainable Development) – **Malta***
- *Guidelines on national curriculum designing, updating and assessment, GDE competences are part of the civic competences which cover active citizenship, social integration, and sustainable global development; Integration of GE in high school curricula and teacher training (?) – **Romania***
- *National forum on Global Education and Education for Sustainable Development (2018) second foreseen in 2020 (MFA, MoE, GENE, Institute for Education, Center for European Perspective, NGOs (Humanitas, Forum FER, SLOGA) and National Commission for UNESCO; White Book on education (MoE including consultation with SLOGA); Research publications on the inclusion of GCE in curricula and state of play in Slovenia (2020); Slovenia's second Voluntary National Review of the progress towards meeting the Agenda 2030 Sustainable Development Goals - **Slovenia**.*

MULTISTAKEHOLDER APPROACH / MAIN ACTORS

Bulgaria: Bulgarian platform on International development /Ministry of Education and Science (global school competition)

Cyprus: Parliamentary Committee on Education;

Interdepartmental Committee on GE (MOECSY; National Youth Board and Youth Council, the MFA Department for Development Cooperation; representatives from the Commissioner for the Environment and the Commissioner for the Volunteerism and Non-Governmental Organisations)

Malta: timid cooperation within and between the governmental actors and NGOs, such as Kopin, Jesuit Refugee Service, Nature Trust and BirdLife

OPPORTUNITIES

Good level of collaboration between MoE and CSO across countries, how to make it systematic, regular?

Good level of CSO expertise in developing pedagogical tools/campaigns/infoclines/websites/libraries – how to impact on the formal professional development of educators?

POTENTIAL QUESTIONS TO BE TACKLED

- How to establish a framework which will streamline global education and engage relevant actors to pursue common objectives?
- What is the role of Global Education in periods of crisis; Which are the lessons learnt due to covid 19 and how can we further promote global education under these circumstances?
- Pedagogical/informative materials must be adapted according to students' age, as following:
 - Primary school – e.g. Illustrated dictionaries – GDE for everyone, or GE thematic stories, or brochures etc.;
 - Lower secondary school- GE terms and challenges
 - High School – GE challenges - to stir students' creative solutions
 - University – Research
- 2. Teachers need **training**, so a basic structure of a training course would be welcomed.
- 3. Assessment – a set of basic **descriptors** to be developed further on by each country in perfect compliance with the learning contents, national standards and so on.
- Lasting impact of EU presidency projects or EU capital of culture for the promotion of GE/SDGs?
- Lasting impact of DEAR projects?