

# South-East Europe and Mediterranean Regional Seminar

Bucharest, Romania

# REPORT

16 November 2017

Organised by:



In partnership with:



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## I. EXECUTIVE SUMMARY

The follow-up meeting of the South-East Europe and Mediterranean (SEE-Med) Regional Seminar on Global Development Education (GDE) (Sofia, Bulgaria, December 2016) was organized on the 16 November in Bucharest and brought together approximately 30 practitioners and decision makers from Bulgaria, Cyprus, Malta, Romania and Slovenia to assess the level of implementation of the recommendations agreed in Sofia in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with Zagreb Congress strategic recommendations.

The meeting started with a message on behalf of the host country, represented by Mr Gabriel Liviu Ispas, State Secretary, Ministry of National Education, who highlighted the importance of Global Education (GE) and its' role in achieving sustainable development.

Mr Miguel Silva, North-South Centre of the Council of Europe, introduced the background of this initiative while outlining the importance of bringing together practitioners and decision makers to discuss existing perspectives and further developments on the concept, recognition and practice of GDE. He emphasized the need for concrete responses to current educational challenges and to work on the competences needed for educators today.

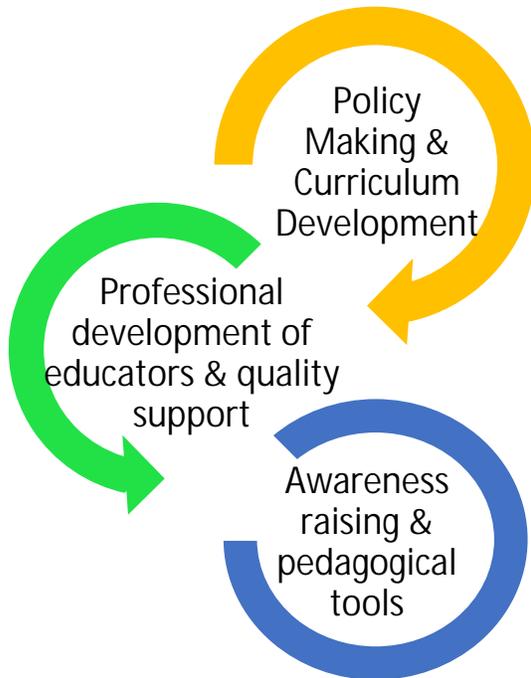
As key note speaker in the opening session, Professor Alexandru Tasnadi from the Academy of Economic Studies, Romania, emphasized that global education is about changing mentalities, capabilities and old approaches in order to be able to face the new realities, quoting Albert Einstein: "we can't solve problems by using the same kind of thinking we used when we created them."

The inspirational speeches were followed by the presentation of representatives from all the five countries on their current national context on GE and other relevant issues, as well as, an update on the implementation of the recommendations put forward in Sofia in accordance with the Zagreb Congress strategic recommendations. Most of the agenda was dedicated to the interactive working sessions on: policy making and curriculum development; professional development of educators and quality support; awareness raising and pedagogical tools. The meeting concluded with a summary of the main recommendations from the stakeholders' perspective and next steps for implementation until the next follow-up meeting in 2018.

## II. INTRODUCTION

The follow-up meeting of the SEE-Med Regional Seminar on GDE was organized in the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote GDE in new EU member States and candidate countries. In this context, the North-South Centre of the Council of Europe continues to develop a cycle of regional seminars and follow-up meetings to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries between 2016 and 2019. This monitoring process follows on the strategic recommendations of the 3rd European Congress on Global Education organised by the North-South Centre in Zagreb, 2015, and on the Council of Europe Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity.

The seminar was organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission (EC) in coordination with the Ministry of Education of Romania and in partnership with partners of the North-South Centre from South-East Europe and Mediterranean countries: Romania (FOND, as implementing partner); Bulgaria (Open Education Centre-OEC); Cyprus (CYINDEP); Malta (SKOP) and Slovenia (SLOGA).



Each national delegation included at least four participants representing formal/non-formal education sector; CSO platform; local authorities; parliamentary commissions on education, Ministry of Education (MoE) and/or of Foreign Affairs (MFA); and the national coordinator of the NSC GE network.

During the meeting, and based on the report of the Sofia GDE regional seminar and on the outcomes of the annual taskforce meeting(s), participants reviewed the state of advancement of the recommendations established at the regional seminar in Sofia through three sessions dedicated to policy making and curriculum development; professional development of educators and quality support; awareness raising and pedagogical tools.

Targeted outputs:

- Progress made in relation to Sofia'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 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 meeting in 2018.

Targeted outcomes:

- Common challenges and practices in GDE in the SEE-Med countries are identified and regular national follow-up meetings of 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 curriculum Development;
- Opportunities to develop joint action and collaboration within and beyond the SEE-Med countries are discussed and planned through regular meetings between the regional NSC GE network coordinators / GE working groups of the national CSO platforms;
- Recommendations and priorities for furthering GDE in the SEE-Med countries are established and benchmarked until 2018.

### III. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

The first session started with the presentation of an overview of the current national context on GDE in all the participating countries. The aim was to share best practices and challenges in terms of implementing the recommendations from the regional seminar organised in Sofia, but also to use the information as an input for the next working sessions in the agenda.

#### BULGARIA

The Bulgarian representative pointed that not too many changes had taken place since the regional GDE seminar in Sofia. There was a chance for further developments within the framework of Bulgaria's current Presidency of the Council of the European Union, as the national NGDO platform BPID received European funding to implement a presidency project. In addition, as part of European projects, there have been several academic conferences and local and regional projects to promote GE. The Bulgarian Presidency of the Council of the European Union provided an opportunity for development cooperation in creating a strategy for the next few years from the Ministry of Foreign Affairs. There is a new structural problem at the ministerial level because of the new Education Law – at the moment GE is not covered by the Bulgarian Education Law, even if some pedagogical elements are present in the curricula. This led to the lack of success of institutionalizing GE and obtaining more academic coverage. There is a clear need to further develop intercultural studies, global studies, and so on. At the moment, in the academic framework, there are very few courses on matters related to G E (environmental and civic studies) with limited number of hours allocated for them (32 h/year).

#### CYPRUS

Since 2009 there is an Interdepartmental Committee dealing with GE, in which different departments of the Ministry of Education are represented, including also CSOs (such as CYINDEP). It is a space for all relevant GE stakeholders to discuss policies and coordinate different activities. The main result of the participation in the Sofia regional seminar of the representative of the Parliamentary Committee on Education, was the meeting and presentation organized afterwards in the Parliament highlighting the importance of global education issues in the curriculum. Another important step was the Global Education Network Europe (GENE) peer review which consisted of a 6 months process of consultation with stakeholders and review of relevant academic materials and provided a good overview on global education in Cyprus. The peer review included solid recommendations on policy, capacity development of educators to promote GE in schools and awareness raising (the role of GE in promoting the SDGs). After the peer review, the Interdepartmental Committee on GE included new members and several recommendations were taken on board by the committee. The Ministry of Foreign Affairs, in charge with the development cooperation policy, also emphasized their commitment for GE. In addition, the Ministry of Foreign Affairs submitted its Voluntary National Review on the implementation of the UN Sustainable Development Goals (SDGs) during the High Level Political Forum in July this year.

## MALTA

The representative from Malta reflected on the experience of having the Presidency of the Council of the European Union. In this context, Malta used this opportunity to focus on the UN SDGs, to create a more inclusive national agenda that would reflect its commitment to global issues. An example of good practice presented by SKOP was its project on global education (“Educating for Change”), which sought to promote global citizenship education and raise awareness about the Agenda 2030. The thematic issues were migration and climate change in the Euro–Mediterranean region. The project funded by the European Union and co-financed by the Ministry for Foreign Affairs, had as main initiatives: a national



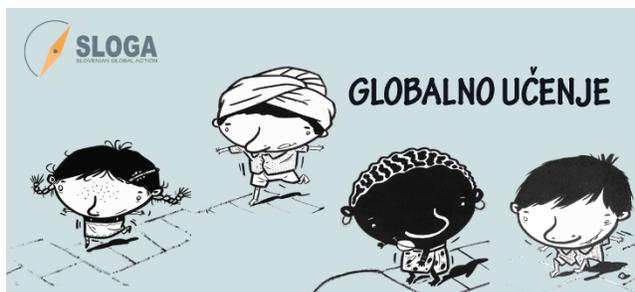
report illustrating relevance of Agenda 2030; capacity building Workshops for NGOs (69 participants from 28 NGOs over five workshops); three new members joined SKOP and two new Working Groups were established (Migration and Euro-Med); seven projects approved and successfully implemented by members, raising awareness of development issues and the SDGs; a Youth Camp and Youth Conference for local and young adults from the region; and public awareness raising initiatives – through the production and airing of videos on national TV at prime time and social media. In addition, other initiatives included in the project were: business breakfast for NGOs and Local Councils; job shadowing experience for members of NGOs abroad; debates on Campus for University students, general public and activists; a seminar for NGOs and local

councils; meetings with different relevant stakeholders.

## ROMANIA

The Romanian context shows a constant commitment towards GE, having been part of the Ministry of National Education (MNE) since 2001. An example of good practice of partnership between CSOs and the MNE is the project led by Agenda 21 Association on non-formal education. Also, the MNE included in the school curriculum a programme for Democratic Citizenship, which is based on global education elements. As main achievements highlighted: Development Education was introduced as a distinct subject in the national offer of the school based curriculum elective studies (for high school), GE and GDE are included as thematic clusters (diversity, values, non-discrimination, human rights etc.) in the compulsory Social Sciences, History, Religion, Romanian language subjects, the programme “A different kind of school” that was launched in 2011 and is a compulsory part of the school year (extracurricular activities which can also include GE elements) and two accredited training courses for teachers with global education modules. Since the Sofia regional seminar, the first Romanian Agency on Development Cooperation (RoAid) was created in November 2016 and is currently being operationalized. Also, future opportunities of key moments for GE/GDE could be: the Voluntary National Review on the SDGs which Romania will submit next year at the High Level Political Forum and Romania’s Presidency of the Council of the European Union in the first semester of 2019.

The Slovenian representative structured the presentation along the three themes of the working sessions included in the agenda of the meeting. In this regards, concerning policy making and curricula development, the Parliament adopted, in September 2017, a renewed version of the Resolution on International Development Co-operation of the Republic of Slovenia (2008–2015) making development education and awareness raising an integral part. Also, Slovenia does not have a national strategy that would guarantee the necessary support to GE/DE, however, in 2017 SLOGA has been successful in advocating for the Guidelines for Global Education with the Ministry of Foreign Affairs to be developed and has started the preparation process. In September 2017, the Parliament adopted the Resolution on international development cooperation in humanitarian aid that recognized the role of global education in poverty eradication and achieving sustainable development, asking for active support from the state for global education activities. SLOGA has been actively involved in the process of the preparation of this document, under the coordination of the Ministry of Foreign Affairs. In terms of the professional development of educators and quality support several activities have been organised, such as trainings for educators (formal and non-formal sector); motivational days; thematic newspaper on SDGs and GE Slogopis published, monthly thematic newsletter for teachers, thematic months on SDGs and GE; launching of the Anna Lindh Education Handbook on Intercultural Citizenship Education in the Euro-Mediterranean region. And, lastly, on awareness raising and pedagogical tools, several activities have been mentioned, including: SDGs and GE social media campaign; “Through the eyes of the refugee” simulation theatre play; “More than one story” playing cards game and activities part of DEAR projects; the Manual on SDGs and GE; leaflets on GE and coordination of the Global Education Week (GEW) 2017 edition.



#### IV. STATE OF PLAY

##### POLICY MAKING AND CURRICULA DEVELOPMENT

The working sessions addressing regional GDE state of the art and priorities in the area of policy making and curricula focused on the following main priorities based on the recommendations from the Sofia regional seminar: legal framework and national policy; curricula in formal education; a clear budgetary commitment from relevant National Authorities and resources availability/monitoring; teachers' training; establish or strengthen a regular dialogue between all actors involved in GDE; synergies with Agenda 2030, especially with SDG 4 – 4.7.

#### Legal framework and national policy:

- Bulgaria: Because national reviews on SDGs are on a voluntary basis, it affects a systematic reporting, thus, civil society tries to use a bottom-up approach to send the voice of the youth on this issue to the ministries emphasizing the need to prepare the national report on the implementation of SDGs (good practice for other countries);
- Malta: It is also a question of visibility – policy makers might not have the necessary visibility of certain important issues and a lot of this work might go unnoticed because there are other issues that are more visible; more awareness it is needed to communicate on what has been done;
- Romania: There is a need for a strategy on GE in Romania initiated by the Government and with each ministry contributing to achieve the goals through a pragmatic approach; also local authorities should be made more aware of GE because they are in charge for putting into practice the new SDGs;
- Slovenia: GE is not just advocating including the global perspective in school subjects, it is also about looking at the root causes of the problems (such as poverty).

#### Budgetary allocation – clear budget commitment from relevant national authorities and resources available/monitoring mechanism

- Bulgaria: as GE is not institutionalized as a subject, it is very difficult to get funds, nor incentives for teachers etc.; the formal education system therefore relies on the support from the CSOs or international/EU funds; there are many GE projects developed by schools in general, but they lack a proper monitoring mechanism; while GE is not a priority, as it has been expected to become, the Presidency of the Council of EU could be the opportunity to advocate for its recognition;
- Cyprus: there is no budget for GE at all; the Cypriot overseas development aid (ODA) is currently equal to almost zero; CSOs are entirely dependent on EU funds;
- Malta: the MFA could launch another call for GE; 2017 has given them the opportunity to speak about clear roles of the Ministry and CSOs – they established a common working group that will set clear guidelines for the next ODA call;
- Romania: MFA launches yearly a general call for proposals (from the Official Development Assistance national budget), which can also include development education and awareness raising projects; local authorities should provide funds for GE, it is stated in the law; monitoring should be clarified – what we should monitor, what are the standards?
- Slovenia: trying to secure funds for GE as a permanent program, but these funds are usually tied with other issues (such as migrants etc.); it is crucial to monitor these funds and NGOs' could have their own shadow reports on what has been spent.

#### Teachers' training in pre-service/accreditation of the teacher courses provided by CSOs

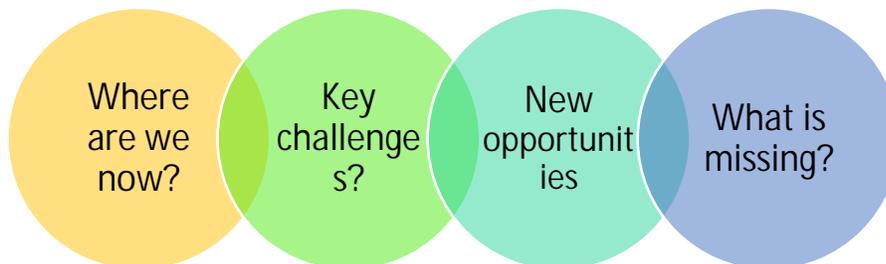
- Romania: it's very important to provide credits to teachers for in-service training for lifelong learning (which is mandatory).

#### Establish or strengthen a regular dialogue between all actors involved aiming that GDE will be recognized, practiced and disseminated

- it is agreed by all that very concrete actions should take place; it has to be a continuous funding mechanism for GDE;
- Cyprus: good practice - initiative to create inter-departmental committee consisting of various departments of the Ministry of Education and CSOs and MFA was brought on board as well, but still it is an ongoing process despite the issue of very limited staff and also a matter of priorities.

## PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

The working sessions addressing regional GDE state of the art and priorities in the area of professional development of educators and quality support focused on the following questions regarding the recommendations from the Sofia regional seminar on this topic:



### A. WHERE ARE WE NOW?

- Bulgaria: there are GE trainings being organized and projects for 2 years now (70 lesson plans – more info available at: [www.openedubg.com](http://www.openedubg.com)); the Bulgarian Open Education Centre organized seminars, training for volunteers students through a peer-to-peer approach; global libraries national seminars involving 400 libraries; creation of simulation games and of pedagogical materials for teachers, students and NGOs;
- Cyprus: the Pedagogical Institute provides in-service trainings, i.e. training to teachers that are already teaching (September and January courses - twice a year); there are synergies with CSOs => they develop educational materials and resources to complement the training and educators can use these resources in their teaching;
- Romania: there are two accredited trainings of trainers on Education for Democratic Citizenship and Global education.

### B. KEY CHALLENGES:

- Bulgaria: there are no assessments of educators' needs and no partnerships with other relevant stakeholders; also, there are missing pedagogical courses on this issue at the university level and lack of school teachers' interest in this field (maybe also due to lack of time or space provided by the system);
- Romania: universities should include GE in their pedagogical training; also it is difficult to have here an interdepartmental committee because of the size of the country and the number of stakeholders that need to be involved;
- Slovenia: lack of resources, studies, needs assessments; GE resources and practices are not adapted to the local realities; lack of legal framework, necessity of a common vision by all stakeholders – government, CSOs, trainers, educators, etc.

### C. NEW OPPORTUNITIES:

- Cyprus: Recommendations from the GENE peer review on GE (<http://gene.eu/wp-content/uploads/2017-10-10-Cyprus-Peer-Review.pdf>) – it can serve as a road map in terms of what is needed for professional development of educators. This process brought new actors and stakeholders who are involved in the interdepartmental committee, such that there can be a continuing contribution to the sustainability of the work;
- Romania: the existing accredited courses on lifelong learning and GE as a good practice for other countries.

#### D. WHAT IS MISSING?

- Cyprus: assessment of needs of teachers and mapping of teachers' level of expertise in relation to GE => what do they need? Training/ materials/ etc. so that interventions can be more targeted; also, accredited courses for educators on GE (it would be a very strong incentive for them);
- Romania: a course of cross-curricular methods so that teachers can approach teaching from a wider perspective and make the global connections (the approach can be thematic: e.g. approach the theme/topic of 'poverty' from different subjects' lens: geography, biology, economics, environmental studies, math, etc.); also, monitoring is necessary to be consistent with the level of expertise developed throughout the country and quality support is needed.

### AWARENESS RAISING AND PEDAGOGICAL TOOLS

The working sessions addressing regional GDE state of the art and priorities in the area of awareness raising and pedagogical tools addressed the same questions regarding the recommendations from the Zagreb Congress and Sofia regional seminar on this topic, as in previous session: what has been done?; challenges/what is missing and opportunities.

#### A. WHAT HAS BEEN DONE?

- Bulgaria: project on minority rights for journalists (who produced media materials on this issue); students who study international relations contribute on a voluntary basis to online media platform (UN Association); toolkits were produced on interactive education available online ([www.devedu.eu](http://www.devedu.eu));
- Cyprus/Romania: many initiatives on awareness raising are ad hoc /local but lack national coordination;
- Romania: focus on media literacy (study visits for journalists have been organized) and courses (modules on GE) that have been introduced at the university level.

#### B. CHALLENGES & WHAT IS MISSING?

- Bulgaria: while issues related to GE have been identified, such topics are not tackled by the media and there are no funds to encourage media to do so;
- Cyprus/Romania: there is no coherent strategy on global education; there are outdated database and sites; no cohesion between the efforts of CSO and pedagogical institutions; limited media outreach - maybe we are not approaching media in the right way?
- Malta/ Romania: the subject is not popular for journalists and there no funds to pay newspapers or TV to make materials, except for the public television/media; also, media is under political pressure; and it is very hard to have indicators for awareness raising;
- Slovenia/Romania: also, there is a lack of interest on the topic by media and journalists are not trained on issues such as the SDGs; there is a political control which hinders media independence and the emerging problems due to fake news; lack of funding and human resources for NGOs to have more awareness raising initiatives and not enough quality campaigns for SDG.

#### C. OPPORTUNITIES:

- Bulgaria: a very important opportunity is the EU Presidency project, especially for the CSO national platform, which can organize awareness raising campaigns and engage more journalists (e.g. trainings) and improve communication with national and local authorities;

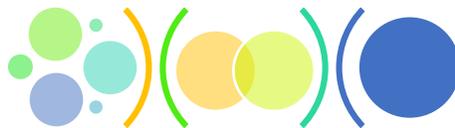
- Cyprus/Romania: use the recommendations from the peer review (Cyprus); increase number of stakeholders included (such as the national youth councils); focus on educational materials corresponding to the needs of educators;
- Malta/Romania: there is the need to have in place a national framework for awareness raising and outreach; to engage more the young people to be more aware and to engage in campaigns targeting vulnerable groups, as well as discriminated groups in the Global South;
- Slovenia/Romania: involving more local media (organize study visits) and local authorities; also, engage with children in peer to peer activities; use more social media channels and apps according to the target group (e.g. SDGs app); use a code of conduct (eg. DOCHAS) when organizing awareness raising campaigns.

## V. KEY OBSERVATIONS AND RECOMMENDATIONS

<p>RECOMMENDATIONS CONCERNING:</p> <p>POLICY MAKING AND CURRICULA DEVELOPMENT</p>	<ul style="list-style-type: none"> <li>• It is important to have a regular monitoring process (with clear objectives, standards and indicators), clear idea on what is to be funded &amp; clear objectives when linking GE with Agenda 2030;</li> <li>• The perspective for future actions should focus on the sustainability of GE/GDE, on a mechanism of consistent and permanent funding and on the shared responsibility of all involved actors by creating national strategies that would enhance coordinated actions and a well-established monitoring system to be able to keep a track of how things are going and what should be improved.</li> </ul>
<p>RECOMMENDATIONS CONCERNING:</p> <p>PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT</p>	<ul style="list-style-type: none"> <li>• To have better access to training of trainers programme, assessing at the national level the needs of the teachers on GDE and then how to implement all recommendations in (local) reality;</li> <li>• To have an international platform with resources available to everyone in the different countries (also recommended during the Sofia seminar);</li> <li>• The Council of Europe/ North-South Centre should offer an internationally accredited programme on GE training, as a 'GE trainer'.</li> </ul>
<p>RECOMMENDATIONS CONCERNING:</p> <p>AWARENESS RAISING AND PEDAGOGICAL TOOLS</p>	<ul style="list-style-type: none"> <li>• To have more coherent campaigns and collaborations, a real and strong strategy for GE/GDE (particularly a communication strategy),</li> <li>• To develop a mechanism to measure the impact and progress of GE/GDE</li> <li>• Focus more on media literacy, a common code of conduct (need for ethical approaches on global education issues) and use the right message through the right social media channel.</li> </ul>

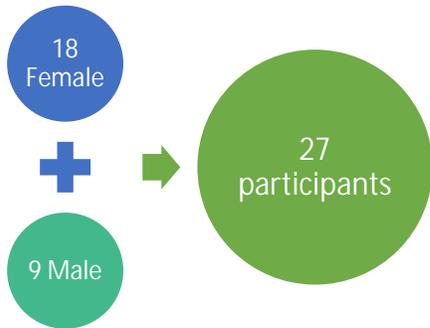
## RECOMMENDATIONS for NEXT STEPS:

- Approaching media in the right way => organize a task force of 6 experts to improve issues on communication (define better the communication strategy; how to reinforce awareness raising activities and also assess the needs at the national level to improve communication) – this task force can be associated with other GE events (GEW meetings & follow-up meetings);
- Provide input to the inclusion of media literacy in the GE Guidelines (how to use media, deconstruct the manipulative discourse);
- North-South Centre's website can provide visibility to the projects of the partners;
- Use a code of conduct on images and messages in the awareness raising activities;
- Reflect on how to keep the monitoring process alive in between the meetings and how to involve all relevant stakeholders => a task force consisting of GEW coordinators and national partners could focus on this task;
- Each country should have its own targets (and methods for achieving them) and monitor them on a regular basis, as well as provide and exchange of information and updates on achieving the targets among partner countries (for coordination – open source tools can be used such as google spreadsheet open and accessible to all the partners to see what everyone is doing and to update it at least once a month);
- Organize a follow-up meeting at the national level after the report has been sent in order to have a consolidated national position and further recommendations (if needed) for the next follow-up meeting;

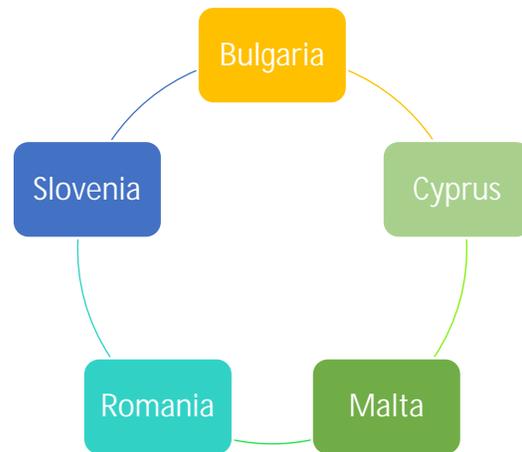


## VI. FACTS AND FIGURES

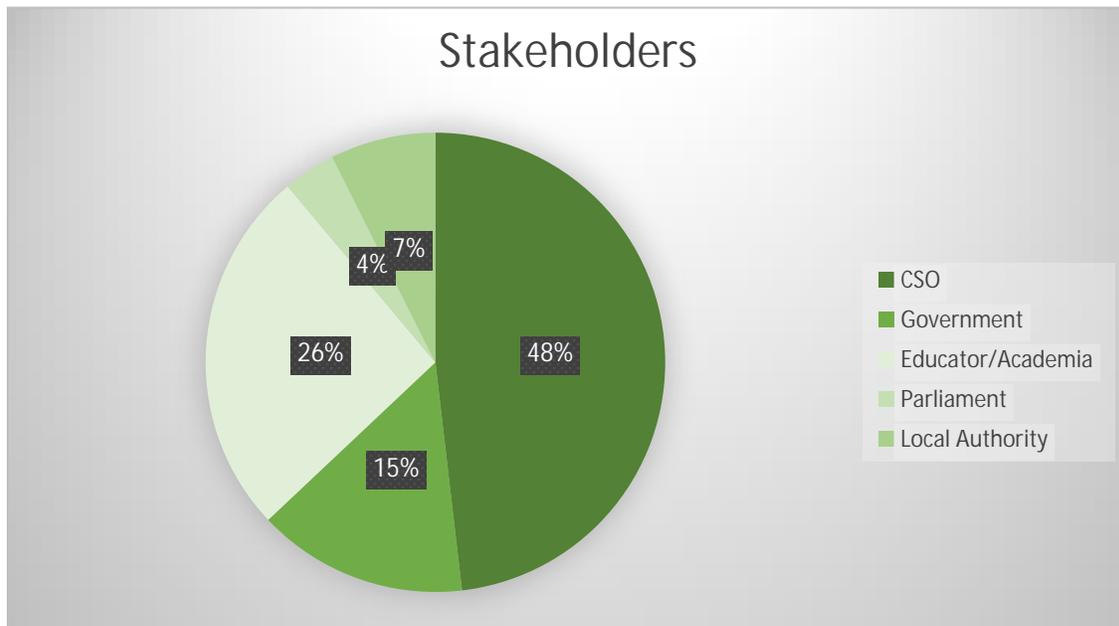
### GENDER REPRESENTATION:



### COUNTRY REPRESENTATION:



### QUADRILOGUE REPRESENTATION:



### Disclaimer

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