



# South-East Europe and Mediterranean Regional Seminar on Global Development Education follow-up meeting

Ljubljana, Slovenia

## REPORT

6 November, 2018

*Organised by:*



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## 1. EXECUTIVE SUMMARY

The South-East Europe and Mediterranean Regional Seminar on Global Development Education (GDE) follow-up meeting took place in Ljubljana, Slovenia on the 6 November, 2018.

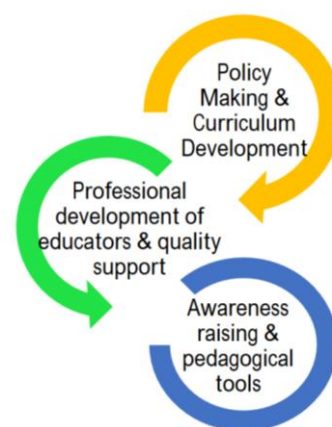
The follow-up meeting brought together 26 practitioners, educators and decision makers from Bulgaria, Cyprus, Malta, Romania and Slovenia to monitor the level of implementation of the recommendations agreed during the SEE-Med Regional Seminar on GDE (Sofia, Bulgaria, December 2016) and updated during the first follow-up meeting held in Bucharest in November 2017, in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with the Zagreb Congress strategic recommendations.

The quadrilogue principle was respected with each national delegation which included participants from formal/non-formal education sector; Civil Society Organisations (CSO) and CSO platforms; local and regional authorities and governmental bodies (Ministries of Education and of Foreign Affairs) and the national coordinator of the North-South Centre GDE network.

These national multistakeholder task forces monitored the process of GDE curricula and policy development throughout the year, during their regular mid-term meetings.

During the one day meeting, and based on the report of the Bucharest GDE follow-up meeting and on the outcomes of the annual task-force meeting(s), participants reviewed the state of advancement of GDE implementation through three sessions dedicated to Policy Making and Curriculum Development; Professional development of educators and quality support; Awareness raising and pedagogical tools.

Besides working on the above mentioned topics, a panel discussion on the state of GDE in the region was held following the address of the key-note speakers Ms Maeve Galvin from the Bridge 47 project and Ms Sabina R. Stadler, Director-General for Multilateral Affairs, Development Cooperation and International Law from the Slovene Ministry of Foreign Affairs.



## 2. INTRODUCTION

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in new EU member States and candidate countries, the North-South Centre of the Council of Europe is pursuing a cycle of regional seminars and follow-up meetings to promote and monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries between 2016-2019. This process follows on the strategic recommendations of the 3<sup>rd</sup> 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.

This annual GDE promotion and monitoring process is in line with the Council of Europe Action Plan on Building Inclusive Societies (2016-2019); the Standing Conference of Ministers of Education held in April 2016 under the theme “Securing democracy through education”; and with the Conference organised by the Cypriot Chairmanship of the Committee of Ministers “*Education: a safe option to Democracy*”, (Nicosia, Cyprus, March 2017). It is also in line with Council of Europe and UNESCO efforts to make progress towards Target 4.7 referring to Global Citizenship Education monitoring, in the framework of UN 2030 Agenda for Sustainable Development (UN Agenda 2030).

By bringing together practitioners, educators and decision makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curriculum development, pedagogical support and advocacy, the North-South Centre contributes to the promotion, recognition and practice of GDE in the South-East Europe and Mediterranean (SEE-Med) region.

The South-East Europe and Mediterranean Regional Seminar on Global Development Education follow-up meeting took place in the Grand hotel Union in Ljubljana. The meeting was organised and facilitated by the North-South Centre of the Council of Europe with the support of the European Commission (EC) and in partnership with North-South Centre’s South-East Europe and Mediterranean regional partners: Slovenia (SLOGA, as implementing partner); Bulgaria (Open Education Centre-OEC); Cyprus (CYINDEP); Malta (SKOP) and Romania (FOND and the Ministry of Education).

**Targeted outputs:**

- Progress made in relation to the GDE regional seminar and the recommendations of the follow-up meeting is measured and issues at stake are identified;
- Strategies for the recognition and promotion of GDE developed in the region are shared;
- Complementarities between existing education national policies, these recommendations and with Council of Europe framework of competences for democratic culture are acknowledged.

**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 is promoted as an integral part of education and of development policy 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 North-South Centre GDE network coordinators / GDE working groups of the national CSO platforms;
- Operational recommendations and priorities for furthering GDE in the SEE-Med countries are established and benchmarked until 2019.



## 2.1. OPENING SPEECHES

During the opening ceremony Mr **Miguel Silva**, Global Education Programme Manager, North-South Centre of the Council of Europe, greeted the participants and praised the culture of dialogue among the stakeholders. He emphasised on education improvement being a continuous process and on the crucial role of regional meetings and peer-learning among GDE stakeholders in this progression, saying that education is not only transmitting knowledge, it is about social skills and the ability to understand the world we live in.

«Global education brings a new perspective and methodology, and educators are in the core of it.»

Mr Miguel Silva, GE Programme Manager, North-South Centre of the Council of Europe

Mr **Albin Keuc**, Director, SLOGA – Slovene NGO platform for development, global education and humanitarian aid, reminded the participants about the importance of Global Citizenship Education now, in a context of growing hate speech, populism and attacks on the principles of democracy. He stressed on the need for more solidarity and that GCE is a tool to achieve it through its effective implementation.

For Ms **Sabina R. Stadler**, Director-General for Multilateral Affairs, Development Cooperation and International Law from the Slovene Ministry of Foreign Affairs, global education is a very useful tool for promoting the understanding, values, attitudes and actions that will contribute to the reduction of poverty and inequality as well as stimulate sustainable development across all its dimensions. Most global challenges can only be addressed jointly by the international community, climate change being the perfect example. Every person has to accept responsibility for the world they live in. It is essential that citizens of the world understand what is going on in their immediate surroundings and what has an influence on their lives. At the same time, they should understand that our actions can have an effect on people and the environment in other parts of the world.

«We will continue to support accessible and quality global education at formal and informal levels. In order to better manage the world we live in, it is crucial to strengthen awareness of global issues and to encourage the active role of us all in responding to its challenges. The world belongs to all of us. It is up to all of us to make it a good one.»

Ms Sabina R. Stadler, Director-General for Multilateral Affairs, Development Cooperation and International Law, Ministry of Foreign Affairs of Republic of Slovenia



### 3. KEY-NOTE PRESENTATION: Building Partnerships in Global Citizenship Education - opportunities and challenges



Ms **Maeve Galvin** from the Bridge 47 project gave a motivational speech on partnership in global citizenship education and presented the project and its activities. Bridge 47 was created to bring people together to share and learn from each other. It mobilises civil society all around the world to do their part for global justice and eradication of poverty with the help of global citizenship education. The 2030 Agenda for Sustainable Development created new opportunities – and also new challenges – for all of us.

For the first time in the global context, target 4.7 of Agenda 2030 recognized how important it is for learners of all ages to have the knowledge and skills needed to act for sustainable development. Bridge 47 was created to coordinate CSO efforts in responding to this challenge. The aim of the project is to bring together people determined to make target 4.7 reality through the Bridge 47 Network and to learn from each other; advocating for better policies that reflect the role of global citizenship education in making sustainable development possible; exploring new ways of working in partnership with organisations that have not previously engaged with Global Citizenship Education and exploring new ways of practicing global citizenship education. Bridge 47 increases the capacity of European civil society to be innovative. Bridge 47 is co-created by 15 European and global organisations and is co-funded by the EU. More about the project and activities on website: [www.bridge47.org](http://www.bridge47.org)

«We are challenging ourselves to put impact at the forefront of whatever partnerships we pursue we do and to really think about where we can deliver real and long-lasting results. We'll also continue to share our experiences with others and hope that we can engage in as much learning as possible. »

Ms Maeve Galvin, Bridge 47



Ms Galvin posed a crucial question to the audience: what good is GCE if we are keeping it to ourselves? *“In order to really prove that GDE can do all of the wonderful things we believe it can do, we have to bring GDE out of its comfort zone. We have to stop talking to ourselves and get reaching out to new people.”* At Bridge 47, CSO representatives are challenging themselves to partner with varied and influential stakeholders including academia, private sector, government, media and more who can bring GCE to new audiences and demonstrate that the UN Sustainable Development Goals (SDGs) cannot be achieved without GCE.

### **Learnings from GDE partnerships:**

#### **1. When it comes to partnerships, there is no need to start from scratch**

Leveraging existing relationships and building on what has been done has been very important to help Bridge 47 partnerships get started. Looking at opportunities while building upon existing work is important.

#### **2. It is important to invest in your language**

In their early conversations with prospective partners, they spent a lot of time explaining who they are and what GCE is. It's been challenging to do this without reverting to jargon or over-explaining themselves. To become more effective communicators, Bridge 47 invested in messaging with an expert to learn how to use simpler, more engaging language and to use stories in order to make stronger connections.

#### **3. Failure is a learning experience**

“Our project has a big focus on disseminating lessons to benefit all GDE practitioners. But that doesn't mean only learning from our successes: failure is okay as long we learn from it, reroute our course and share what we learned. We've made great headway with a potential partner only for our progress to become impeded when our main contact moved jobs, and we've had great first meetings only for it to prove inexplicably difficult to get a second one. To manage these setbacks, we've learned to be adaptable and to anticipate some attrition. Partnerships are after all made up of people and sometimes other priorities get in the way”, Ms Galvin explained.

#### **4. Research is important and takes time.**

In the beginning, Bridge 47 underestimated the amount of research needed to make the right impression on a prospective partner. However, the investment in learning who a partner is and how to approach it pays off. It sounds quite obvious but if you know them, they are impressed and far more receptive. Alongside this, you have to find areas of mutual interest and sometimes this requires tough analysis.

«We encourage those of you who have expertise within the various strands of education to make sure that your knowledge and experience is being shared with audiences that that may not getting exposure to it elsewhere. In spite of the work needed, the discomfort and the possibility of failure, you may also find a real receptivity to GDE in unexpected places. »

Ms Maeve Galvin, Bridge 47

### 5. There is no 'one size fits all' approach for partnerships

The formula of how partnerships are assembled matters far less than the substance of the partnership. Sometimes we need to expand beyond traditional one on one partnerships to strengthen the work. Also important is to learn flexibility in terms of how partnerships are formed.

### 6. It takes courage

Real courage is needed to initiate partnerships with those who may never have heard of GDE or the SDGs and may work in an entirely different arena. This is not always comfortable. It takes perseverance to approach and chase up someone who you are worried may not initially be interested in talking to you.

*Detailed key-note address with examples to the learnings [is available](#).*

## 4. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

National coordinators from Bulgaria, Cyprus, Malta, Romania and Slovenia prepared country reports giving a brief overview of the state of the art in their respective countries particularly related to: a) Policy making and curricula development; b) Professional development of educators and quality support and c) Awareness raising and pedagogical tools.

There are vast differences between countries in the region, varying from small ones, where GDE is not part of the school curricula to bigger ones where GDE is a school subject. There are also differences in the access to funding for GDE activities. In all countries CSOs play an important role in promoting the GDE concept, methods and resources.

All countries implement various GDE projects, some on an annual basis - like the Global Education Week (GEW) – where funding for these projects is scattered, but still there are no cuts. Funding comes mainly from various EU programs, mainly from DEAR and Erasmus+ programme, but also from national sources. A lot of work is also done on voluntary basis or cooperation with other Non-Governmental Organisations (NGOs) and institutions.

All countries work with SDGs, which provides new opportunities for putting GDE on the political agenda, and foster new projects and multi-stakeholder cooperation, involving youth, women, refugees, local governments, international organisations and other relevant groups.

*More detailed country overviews are available in **Annex 2** of the meeting.*



### 4.1. BULGARIA

***Policy making and curricula development*** – a New Educational law was 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”.

**Professional development of educators and quality support** - from the school year 2019/2020 Civic education will be introduced at high school level and therefore global education competences will be delivered through the curriculum as nationwide program for in-service and pre-service trainings for civic education teachers will include global education. Similarly 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.

**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 realized in 2018 for the sixth time by the Bulgarian platform on International development together with the Ministry of Education and Science (MES). 55 schools participated and the winners – five schools developing global education initiatives have been awarded with grants to realise it. In June 2018 the annual Conference on Global Education, supported by the MES, took place and was attended by 150 global educators from all over Bulgaria. The Bulgarian Platform for International Development launched under the Bulgarian Presidency of the European Union in the first half of 2018 the «Global Dialogue for Development» which aimed at raising awareness about the EU development policy and the realization of the SDG. 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 Proeuropean Network) have been released in 2018. 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 the GEW. Most of the GE related resources can be found under the only existing Global and Development Education site in the country [www.devedu.eu](http://www.devedu.eu) .

A detailed paper on Bulgaria GDE context can be seen [here](#).

#### 4.2. CYPRUS

**Policy Making and Curricula Development** - over the past year, Cyprus has not progressed in developing a legal framework and national policy mainstreaming GDE and coherent policies, as per the Zagreb Congress Recommendation 1.1 and reaffirmed by the recommendations of the past two SEE-Med Regional GDE Seminar follow-up meetings. These policy shortcomings are recognised in the 2017 Global Education Network Europe (GENE) Peer Review on Global Education in Cyprus, which calls for GDE to be placed higher in the political agenda, harnessing the impetus of political support by members of the Parliamentary Committee on Education. Further, the Peer Review urges for the development of policy and institutional commitment.



Following the 37<sup>th</sup> 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 and Culture (MoEC), was expanded with new members, as per the recommendations of the Peer Review, including now the National Youth Board, the National Youth Council and the Ministry of Foreign Affairs (MFA) Department for Development Cooperation. However, due to a transitional period within the European and International Affairs Office of the MoEC, which coordinates the Committee, it has not convened within the past year. However, efforts are being made for the Committee to convene soon, including the new members, according to the Peer Review Recommendations. Progress could be claimed in regard to Zagreb Recommendation 1.5 on supporting the non-formal education sector's involvement in GDE, since the National Youth Council has been invited to participate in the Interdepartmental Committee on GE. It is important to note that an evaluation of the curriculum is currently in progress, aiming at finalising all changes for the new curriculum to be utilised from the next school year.

**Professional Development of Educators and Quality Support** - the GENE Peer Review also recommends the development of a new policy on Teachers' Professional Learning, in order to achieve a system-wide integration of GE. It should be noted that the Republic of Cyprus is undergoing a national curriculum reform, which could be an excellent opportunity to mainstream the values and principles of GE in the national curriculum. However, with the national NGDO Platform – CYINDEP being inoperative, and the few NGOs working in the GDE field not being involved in the political processes, no advocacy is being attempted towards this direction.

**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 MoEC. 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. Sporadic efforts have been made to raise awareness about the Sustainable Development Goals, which remain largely unknown by the general public, and even by youth organisations and NGOs which often work on relevant topics.

A detailed presentation on Cyprus GDE context can be seen [here](#).

### 4.3. MALTA

**Policy Making and Curricula Development** - as from 2018, the Ministry of Education and Employment (MoEE) 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 of GE activities was envisaged at national level. Yet a significant number of educational projects related to GDE are already 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 will 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 this year 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.

**Awareness raising and pedagogical tools** - There are various ongoing projects focusing on particular issues such as the GEW in collaboration with the North-South Centre, 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 website as well as some of its members and NGOs providing GE activities. This year 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. These activities worked well in terms of raising awareness among the general public about social justice topics.

A detailed paper on Malta GDE context can be seen [here](#).

#### 4.4. 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 National Education (MoNE) 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 MoNE and Agenda 21st APDD Association; *Intercultural Education* (for high school); *Humanitarian International Law* (for high school) and in 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 life style quality and social abilities, in terms of human relationship quality, cultural and ethnic diversity, interculturalism etc. At the academic level, the 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** – the MoNE 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 Teachers’ House in Buzau accredited a training course 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 the *Agenda 21<sup>st</sup> 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 21<sup>st</sup> implemented many projects while benefiting 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.

A detailed presentation on Romania GDE context can be seen [here](#). and [here](#).

#### 4.5. SLOVENIA

**Policy making and curricula development** - regarding the policy context for GDE in Slovenia, the most important document is the *Resolution on Development Cooperation and Humanitarian Assistance* of the Republic of Slovenia, adopted by the National Assembly in September 2017, being currently the strategic document in GDE for all relevant stakeholders. The Resolution recognizes the role of global education in poverty eradication and in achieving sustainable development and asks for the state active support for global education activities. In March 2018 CONCORD published a study “Global Citizenship Education in Europe: How much do we care?” where a section is devoted to the state of GDE in Slovenia. SLOGA as the national platform and MFA were involved in this research. On 16 May 2018, the National forum on Global Education and Education for Sustainable Development was held in Brdo pri Kranju, organised by the Ministry of Foreign Affairs and the Ministry of Education, Science and Sport in cooperation with GENE and others partners: Institute for Education of the Republic of Slovenia, 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. In October 2018 SLOGA has been invited by the Ministry of Education to give input on the implementation of the United Nations Economic Commission for Europe UNECE Strategy for Education for Sustainable Development in Slovenia.





Based on national reports submitted, a synthesis report highlighting progress made, identifying challenges and drawing up recommendations, will be prepared in 2019, in order to have GDE activities present and effective in the long term, policy coherence among different areas. Moreover, a funding for GDE long term programs (not just short-term projects) is needed, as also stated in recent study “Global Citizenship Education in Europe: How much do we care?” by CONCORD. Since January 2018 SLOGA coordinates a three-year project financed by Ministry of Foreign Affairs that is partly covering the GDE area.

**Professional development of educators and quality support** - Opportunities for professional development and support for educators are provided through national conferences on GDE: the fourth national GDE conference for educators, NGOs, policy stakeholders and others which was held in November 2018 with more than a hundred participants (a national GDE conference is already foreseen for fall 2019); a two-day training conference for teachers on gender stereotypes, focusing on gender equality, held in October 2018 and organised by the Ministry of Labour, Family, Social Affairs and Equal Opportunities - the conference also highlighted the opportunities for schools in the school year 2018/2019 to participate in the national competition Europe in School (“Evropa v šoli”) focused on gender equality (SDG 5). In the competition before mentioned ministry, MFA and NGOs joined forces and additional activities are foreseen for 2019. NGOs are also providing trainings for GDE educators through a project funded by the MFA and coordinated by SLOGA. Educators in the field of GDE are also supported through activities developed in the framework of the three-year DEAR projects (currently eight running DEAR projects in Slovenia, funded by the EC), running from 2017-2020, where trainings, conferences, meetings and professional tools are being implemented and disseminated.

**Awareness raising, promotion of GDE and pedagogical tools** - The main actors in Slovenia are NGOs who provide information through social networks and numerous online awareness campaigns. They are active on Facebook, Twitter and Instagram and use the common hashtag #GlobalnoUčenje. The SLOGA platform has also established *Infofon* - a phone line, through which interested people can acquire all information in the field of global education and the wider developmental area. SLOGA issues *Slogopis*, an informative newspaper for development themes. To date, two themes have been dedicated to global education. SLOGA also issues 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. Global education contents are also included in the weekly newsletter of the SLOGA platform. When necessary, promotional leaflets (about GU, GEW, etc.) and other promotional materials are produced. In November 2018 GEW was held for the 12<sup>th</sup> consecutive year. National and international GDE projects of Slovenian NGOs also receive recognition at the European level. Humanitas received the GENE award for an innovative global education project – GDE Teachers club was selected among the seven most innovative GDE projects in 2018, the Agora Global Education Project (coordinated by Lojtra, Humanitas is a partner) was selected among the 20 most innovative GDE projects of 2018. In 2017, two projects of Slovenian NGOs also gained recognition for innovation on GENE competition. A growing number of educational materials and manuals on global education have been released. Its number is expected to grow with the implementation of eight DEAR projects in Slovenia by 2020.

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

## 5. KEY OBSERVATIONS AND RECOMMENDATIONS

### 5.1. THEMATIC WORKING SESSIONS

During the one-day meeting, and based on the report of the Bucharest GDE follow-up meeting and on the outcomes of the annual task-force meeting(s), participants reviewed the state of advancement of GDE implementation through three sessions dedicated to:

- Policy Making and Curriculum Development;
- Professional development of educators and quality support;
- Awareness raising and pedagogical tools.

The recommendations from previous regional seminars, being the result of a consultative process among different stakeholders, are wide-ranging. The objective of the follow-up meeting in Ljubljana was to select those which are more relevant to each national reality across the different SEE-Med countries, and monitor their implementation. Making a recommendation operational lays on a successful multistakeholder coordination, connecting practitioners and decision-makers on a continuous dialogue.

#### 5.1.1. POLICY MAKING AND CURRICULA DEVELOPMENT

Working session addressing regional GDE state of art and priorities in this area was moderated by Mr Albin Keuc, Director, SLOGA – Slovene NGO platform for development, global education and humanitarian aid. The rapporteur of the session was Ms Maeve Galvin.

The session was in the style of a world café, where participants were gathered around four topics:

«If there is a will, there's a way»

Participant at the South-East Europe and Mediterranean Regional Seminar on Global Development Education Follow-up meeting

#### 1) GDE & Agenda 2030

With the adoption of the UN Agenda 2030 relevant ministries are more involved in education, in particular in GDE. Some NGOs promote GDE as a tool to achieve all SDGs (eradication of poverty, sustainable development), not just target 4.7. SDGs also bring more social dimensions into sustainable development education, which was before more focused on environment. DE also helps bringing SDGs to a personal level, since SDGs are sometimes too abstract. GDE helps to be concrete - how to implement SDGs at local level. GDE shows interdependency in practice. SDGs and GDE related competences are already in the curricula, but are not necessarily recognised. One identified reason is that SDGs are not clearly marked, they are only mentioned in the foreword of curricula, therefore only motivated and/or educated teachers recognised them. Participants of the working session also highlighted working on GDE and SDGs is already possible in the existing curricula, it is not necessary to wait for curricula reform.

## 2) Partnerships across formal & non-formal education

Participants shared examples of existing GDE partnerships across formal and non-formal education. The vast majority of examples showed collaboration between educators and NGOs in form of participation of educators in NGOs' projects and training sessions. Some NGOs are also organising clubs for GDE teachers where they meet regularly. GEW is another good example of partnerships. In some countries it was also introduced in formal educations, but the majority of educators are carrying out activities during GEW because of their own motivation. In Malta through official support of NGOs the Ministry of Education endorses NGOs' activities. In Slovenia a joint event on gender equality (as a part of wide EU campaign *Her World is Our World*), later developed into school competition on gender equality (SDG 5) with Ministry of Foreign Affairs, NGOs, Ministry of Labour, Family and Equal Opportunities - one activity led to different engagements and collaborations among different stakeholders.

## 3) Cross-conceptual collaboration

Participants of the working session find it challenging to understand the concepts and looking at differing approaches. An overall challenge - the NGO sector has different organisations fighting for terminology which has to do with funding very often, which hinders NGOs' work – was identified. It is crucial to create alliances between NGOs working in the wider field of GDE, Education for Human Rights, Education for Sustainable Development etc. and to establish multi stakeholder approach. It is necessary to include GDE in the formal education curricula from early childhood education. Policy incoherencies were also identified, where different legislations from MFAs and MoE clash.

## 4) How to persuade policy and decision makers (to support GDE and what it's about).

Participants agreed that a good knowledge of the stakeholders active in the field is needed if you want to create change and identified them (detailed list can be found in the notes of the session). They agreed that a personal outreach is necessary if we want to persuade them. At national level that can be done with campaigns, online campaigns, building coalitions (especially with members of parliament), project realisations, lobbying, presenting the benefits for the institution. At every level it is important to showcase concrete benefits for the institution by supporting GDE.

*Notes of the Thematic working session: Policy making and curricula development are [available](#).*

### 5.1.2. PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

The working session addressing regional GDE state of art and priorities in this area was moderated by Mr Max Zimani, Zavod Global. The rapporteur of the session was Ms Maruša Babnik, SLOGA. The format of the session was in the *Take a step forward* exercise style, where participants were firstly invited to show if they agree or disagree with the statement and secondly asked to elaborate on their decision. There was also a space provided for further discussions. *Statements and some comments are available in the notes of the Thematic working session: Professional development of educators and quality support.*

### 5.1.3. AWARENESS RAISING AND PEDAGOGICAL TOOLS

The working session addressing the regional GDE state of art and priorities in this area was moderated by Professor Rumen Valchev. The rapporteur of the session was Ms Maruša Babnik, SLOGA.

Participants of the working session firstly reflected on the current situation, where challenges were identified: many initiatives on awareness raising are ad-hoc; local but no national cooperation, no funds to encourage media to do something in the field; no coherent strategy on GDE in some countries; different perspectives of GDE are being recognised and acknowledged; cross-cultural awareness needs to be introduced as well, however it is hard to do it in practice. After sharing examples (they can be found in the notes of the working session), participants came up with concrete proposals, such as large scale media campaigns on GDE, partnerships with professional public relation (PR) companies to ensure campaigns are efficient and impactful, youth-led activities and ambassadors, use of arts and sports to engage the public in GDE, creating synergies with youth groups (e.g. scouts, youth clubs) to channel GDE awareness to large youth groups. Participants echoed that critical self-assessment of educator's own practice is needed as well as more in depth approach in GDE work. More focus has to be put on quality then quantity. Participants agreed an important competence of learning to learn and unlearn to learn and unlearn has to be developed and more importantly, implemented.

*Notes of this Thematic working session are [available](#).*

## 5.2. IDEAS and RECOMMENDATIONS

### 5.2.1. TARGET GROUPS

High Profile Persons (policy makers, actors, musicians), Media (traditional and social media), Adult learning entities, local Councils, other NGOs, Business (part of Corporate Social Responsibility policies), libraries, museums, religious leaders, artists, embassies staff, lawyers (know the language and are able to draft proposals), volunteers, tourist operators (organising and promoting sustainability walks, promoting sustainable living, but also explaining why), athletes (sports), parents (parents' evenings, seminars organised by school councils, school events). Consideration: parents can also create a barrier as educators are facing a challenge of parents hostile to innovative pedagogical approaches and topics related to GDE).

- idea: parents advocating against racist books used in kindergartens

Some target groups look big – we need to break them down, approaching individuals instead of associations, organisations, institutions.



## 5.2.2. POLICY MAKING AND CURRICULA DEVELOPMENT

SDGs are sometimes too abstract and are not clearly isolated in curricula, therefore participants recommended:

- to insert SDGs more concretely in the curricula,
- create space for teachers to bring non-formal methods in the classrooms,
- prepare motivational strategies for teachers to work on this topic,
- a compulsory training on GDE for educators.

Partnerships across formal and non-formal education will be established and active if stakeholders would be doing things together in a systemic way, therefore participants recommended:

- establish working groups on different subjects and curriculum,
- user-friendly tools for teachers to use daily without overwhelming them,
- endorsement of NGO activities and results in general public and schools by relevant ministries.

Regarding cross-conceptual collaboration participants recommended:

- creating alliances between NGOs working in the wider field of GDE, Education for Human Rights, Education for Sustainable Development etc.,
- multi stakeholder approach,
- curriculum flexibility in mainstreaming GDE,
- include GDE in the formal education curricula from early childhood education,
- necessary to include GDE in the formal education curricula from early childhood education,
- policy coherence has to be established (different legislations from MFA and MoE need to be coherent).

## 5.2.3. PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

### **General recommendations**

- e-learning for teachers focused on developing competences on GE
- more systematic approach to GE vs project based approach
- to introduce DE as compulsory discipline on universities for future teachers
- linking needs assessment with curriculum development
- professional development to strongly incorporate the non-formal/participatory/ learner centred methodology
- progress monitoring on GDE
- motivational strategy for professionals
- independent body connecting all the stakeholders
- global education made compulsory from early education stages
- enough resources for global education
- mainstreaming GE on university level education students training
- lifelong development opportunities for educators

**«Last year's recommendations are still valid, but we wanted to expand on it, make them more concrete. »**

Participant at the South-East Europe and Mediterranean Regional Seminar on Global Development Education Follow-up meeting

- funding support by the North-South Centre for advocacy (putting GDE in formal school curricula)
- joint project proposals by representative actors in the region
- original online training courses for teachers
- pool of resources
- strong cooperation between NGOs and formal institutions (for example Ministries)
- open international spaces for trainers to meet

### ***Country Specific Recommendations***

- ❖ to have better access to training of trainers
- ❖ to institutionalise training for teachers
- ❖ impact analysis (much needed, never done!)
- ❖ systematic education of educators on GE
- Romania:
  - GE in curriculum is not defined enough as such - too scattered - teachers are therefore not conscious of it
  - intergenerational education to receive more attention and support
  - quality criteria for impact of GE
- Slovenia:
  - move on from the discussion on what it is called and go to content
  - educators' assessment of needs on education material
  - educational module/programme on pedagogical universities
  - stronger cooperation on preparation & implementation of continuous GE teacher trainings between NGOs & Institute for education, Ministries
  - compulsory GE course on university level education students
- Cyprus:
  - institutionalised training of professional educators /practitioners at the pedagogical institute
  - monitoring processes
  - compulsory training on GDE/SDGs for teachers on national level
  - cross-sectoral multi stakeholder working group/ task force/ cluster
- Portugal:
  - intergenerational education to receive more attention and support
- Bulgaria:
  - training of teachers in-service systematically
- Ireland:
  - coordination of NGOs on teacher training
- Malta:
  - teacher training on GE - institute of education
  - to adapt the SDGs at the local needs

**«It is not just about which tools are available, but how to properly use them. How to learn to learn, to unlearn and learn again. »**

Participant at the South-East Europe and Mediterranean Regional Seminar on Global Development Education Follow-up meeting

#### 5.2.4. PEDAGOGICAL TOOLS

Participants identified recommendations regarding GDE pedagogical tools:

- follow non-formal/participatory methodology principles (example: educator does not talk more than 20 % of the time allocated to the session)
- “less in more”/more in depth approach
- more focus on quality than quantity of the tools use
- focus on the basics and core values
- critical self-assessment of our practice/work/ourselves
- target not only knowledge but more attitudes and skills > learning to learn

#### 5.2.5. ACTIVITIES FOR GLOBAL AWARENESS BUILDING

Participants prepared recommendations regarding awareness building activities:

- to ensure GDE campaigns are efficient and impactful - partnerships with professional PR companies are needed
- partnerships with municipalities on community campaigns is recommended
- activities should be youth-led, use youth as ambassadors of GDE
- create synergies with youth groups (e.g. scouts, youth clubs) to channel GDE awareness to large youth group
- use of arts and sports to engage the public in GDE

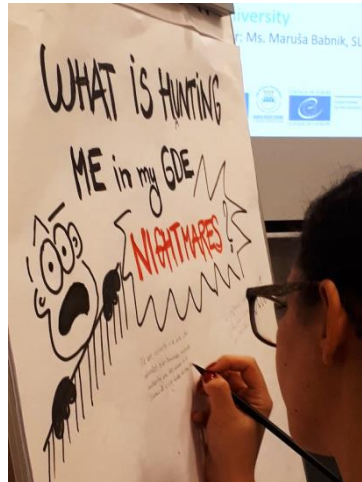
## 6. NEEDS, DREAMS AND CHALLENGES IN GDE

An interactive session was implemented, where participants had the creative freedom to express themselves, pointing out key challenges, expectations and reflections, all transcribed in the following charts:

### ? What is haunting me in my GDE nightmares? (Key challenges)

- Is it enough?
- Not enough effort by all the stakeholders involved in GDE sector.
- That we are asked for data + evidence and we cannot provide sufficiently.
- Slovenia: GE conference organised by Institute of education without any cooperation with other stakeholders (up until now)
- We are constantly in a race with nationalist and anti-democratic movements constantly one step ahead of us. Instead of joining forces to stop the destruction, we are wasting time and resources in competing about terminologies and influencing the wrong people.
- Policy Coherence for (Sustainable) Development - PC(S)D
- Hypocrisy of practitioners.
- Something which is neither global neither developmental.
- Lack of visible change.
- Respecting deadlines.
- Superficial work.
- The rise of nationalism and the use of populism by politicians, the threat of a new fascism.
- There are several: waste of valuable resources, global remaining local, formalism instead

- of practical results (“empty words”, things done just to tick the checklist items and not because of passion and conviction.
- That EU refuses to fund the implementation of GDE.
  - Intolerance
  - Not measuring impact
  - Cynicism of insincerity on the part of stakeholders.
  - Traditional mentality of the teachers.
  - Is it really worth it?
  - Lack of responsibility of politicians.
  - People (especially those in charge) still don’t see the value of GE; despite all the info...
  - Decision-makers in power to work on GDE not really understanding GDE.



**? If all resources in the world (money, time and people) were available for GDE I would...**

... start...	... continue with...	... stop doing...
<ul style="list-style-type: none"> <li>• implementing early education programmes and set up a parents’ school</li> <li>• contributing to the poverty eradication</li> <li>• working with all groups of community</li> <li>• working more constructively in promoting GDE in my country</li> <li>• introducing GE programme at the University level</li> <li>• introducing GE module in all university programmes, with more focus on Pedagogical universities</li> <li>• introducing the evaluation of GE projects, activities, ...</li> <li>• providing training and resources for educators on GE</li> </ul>	<ul style="list-style-type: none"> <li>• bringing together all the stakeholders</li> <li>• training as much stakeholders as possible</li> <li>• training of parents</li> <li>• the dissemination of GDE in my country</li> <li>• advocating for the need to mainstream GE approaches within the formal education curriculum and non-formal sector</li> <li>• impact analysis</li> <li>• everything we do already but bigger and stronger</li> <li>• love and tolerance</li> <li>• do global education</li> </ul>	<ul style="list-style-type: none"> <li>• wasting resources on endless studies/analysis/reports with no tangible final results</li> <li>• political decisions which are not able to valorise these resources</li> <li>• not doing enough in promoting GDE in my country</li> <li>• worrying about terminology!</li> <li>• praying :)</li> <li>• complaining</li> <li>• victimizing</li> <li>• stop feeling powerless</li> <li>• racism</li> <li>• stop doing all this unpaid work for governmental and non-governmental organisations/stakeholders because if there is money for</li> </ul>



<ul style="list-style-type: none"> <li>• training of corporation members/employees/owners</li> <li>• an in-depth impact quality evaluation of our programmes</li> <li>• breaking the borders</li> </ul>	<p>processes/trainings with people from all around the world (in nature)</p>	<p>it, they would care doing it on their own.</p>
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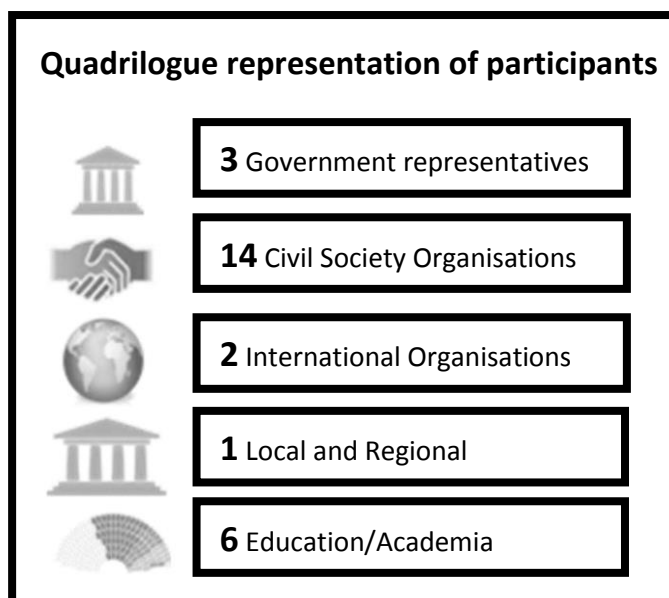
**? What would a world where global education is fully implemented looked like?**

<ul style="list-style-type: none"> <li>• happy</li> <li>• equal</li> <li>• gender equality achieved! zero pay gap / discrimination</li> <li>• What a wonderful world!</li> <li>• That would be too good to be true, so we'll need to address another form of education and start a new! :)</li> <li>• There would be tax justice for all! :)</li> <li>• A tolerant world</li> <li>• in sync</li> <li>• just</li> <li>• it's beyond my imagination</li> <li>• I would be happily unemployed, since my work would not be needed anymore</li> <li>• "Imagine all the people living life in peace, you may say I'm a dreamer" ...</li> <li>• Trump impeached! And in jail!</li> <li>• Only ethical companies</li> <li>• no need for existence of NGO</li> </ul>	<ul style="list-style-type: none"> <li>• Finally, there is social justice</li> <li>• Reverse/Stopped climate change</li> <li>• Respect to other people</li> <li>• Humans over money</li> <li>• Respect to the environment</li> <li>• Peaceful societies</li> <li>• Equal opportunities</li> <li>• No inequalities</li> <li>• School is responding to global challenges and uses more non-formal learning</li> <li>• peaceful and sustainable</li> <li>• Nirvana</li> <li>• Peace and prosperity</li> <li>• We would create new challenges, because we need them</li> <li>• No borders/walls anywhere (not in our minds, neighbourhoods, around countries)</li> <li>• no need for GE anymore :) it's in our DNA</li> <li>• A better one if we all try</li> </ul>
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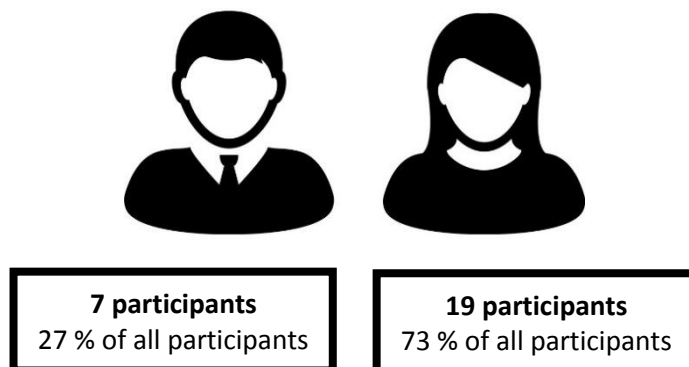


## 7. FACTS, FIGURES and EVALUATION

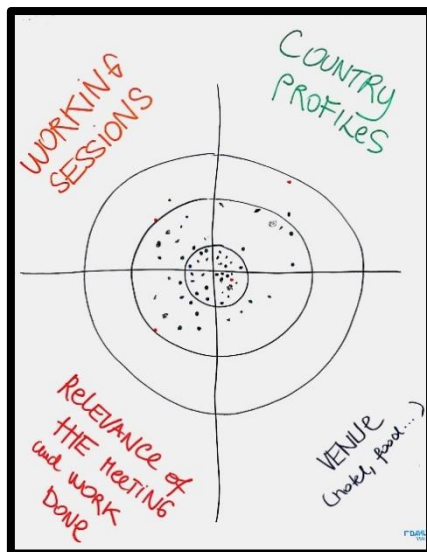
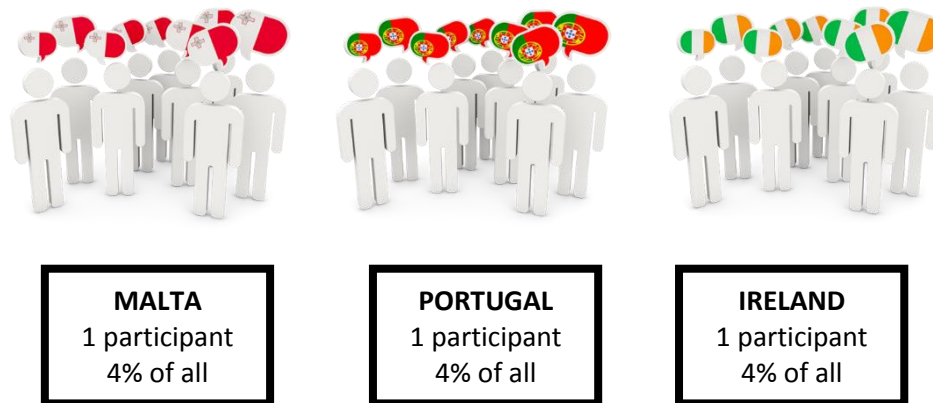
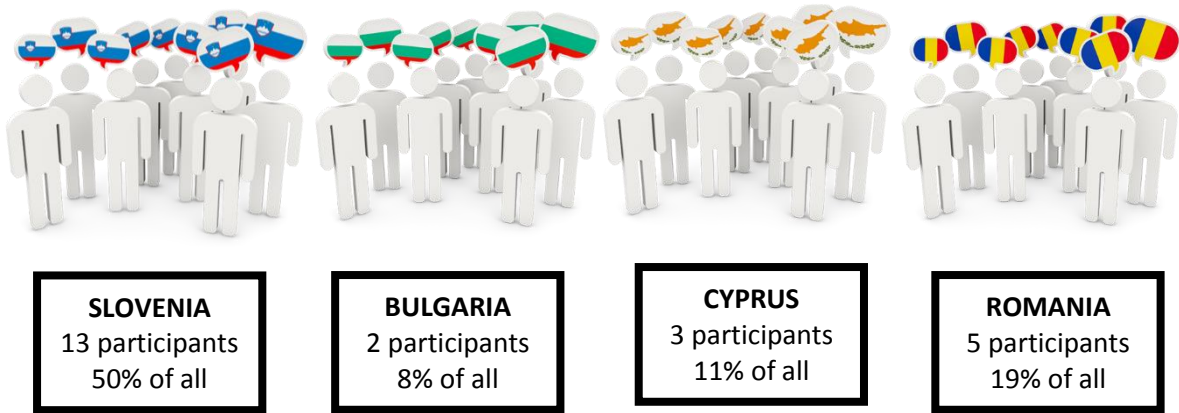
The regional seminar targeted the key stakeholders from the Bulgaria, Cyprus, Malta, Romania and Slovenia, including representatives of governmental and educational institutions and civil society organizations contributing in the field of Global Citizenship Education, 26 of them in total.



There were 19 female and seven male participants. Due to last minute flight cancellation some representatives from Bulgaria did not manage to attend the regional seminar.



When it comes to country representation, 13 participants came from the host country, two from Bulgaria, three from Cyprus, five from Romania and one from Malta. The key note speaker came from Ireland, an organiser came from Portugal.



**Spidernet graph:**  
 Evaluate the relevance of the meeting and work done, the venue (hotel, food), the working sessions, the country profiles session...

## The most inspiring or useful was...

... working groups	... leading of the sessions
... the exchange of ideas and examples	... networking
... the exchange	... the exchange of ideas and practical examples
... creativity of participants	... solidifying networks
... Cyprus multi stakeholder group!	... ideas/thoughts on some projects
... sharing good practices	... learning by experience
... great venue	... bringing together so many perspectives and experiences
... good practices from colleagues from formal and non-formal education	

## 8. APPENDICES

- **Maeve Galvin, KEY-NOTE PRESENTATION:** [Building Partnerships in GDE - opportunities and challenges](#)
- [THEMATIC WORKING SESSIONS - AWARENESS RAISING AND PEDAGOGICAL TOOLS notes](#)
- [THEMATIC WORKING SESSIONS - POLICY MAKING AND CURRICULA DEVELOPMENT notes](#)
- [THEMATIC WORKING SESSIONS - PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT notes](#)
- [SEE-Med GDE Regional Seminar Ljubljana - MALTA overview](#)
- [SEE-Med GDE Regional Seminar Ljubljana - BULGARIA overview](#)
- [SEE-Med GDE Regional Seminar Ljubljana - CYPRUS overview](#)
- [SEE-Med GDE Regional Seminar Ljubljana - ROMANIA overview](#)
- [SSE-Med GDE Regional Seminar Ljubljana ROMANIA presentation](#)
  
- [PHOTOS from the event](#)
- [VIDEO of the event, prepared by Paula Mihai](#)
  
- **SEE-Med GDE regional seminar** (Sofia, Bulgaria, December 2016) [Report and Recommendations](#)
- **SEE-Med GDE 1<sup>st</sup> follow-up meeting** (Bucharest, Romania, November 2017) [Report](#)
- **3<sup>rd</sup> GE Congress Strategic Recommendations:** [Recommendations](#)
- **3<sup>rd</sup> GE Congress Report:** [Final Report](#)
- **3<sup>rd</sup> GE Congress Background documents**  
[GDE national seminars: 2013-14 overview](#)  
[GDE regional seminars: 2013-14 overview](#)  
[Global Development Education Survey - Evaluating the 2012 Lisbon Congress Thematic Recommendations](#)  
[Youth Global Skills Survey - Exploring Youth Skills for the 21<sup>st</sup> Century from a Youth Perspective](#)
- North-South Centre [Global Education Guidelines](#)—a Handbook for Educators to Understand and Implement Global Education, Lisbon, 2012 (2008)
- Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity, Strasbourg, 2011;
- Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg, 2016
- White Paper on Intercultural Dialogue: [“Living Together As Equals in Dignity”](#) Strasbourg, 2008