



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

on-line experts meeting

## REPORT

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## 1. EXECUTIVE SUMMARY

The North-South Centre of the Council of Europe (NSC) is implementing from 2019 to 2022 a cycle of regional meetings and follow-up events for the understanding of and competence development on Global Development Education in new EU member States and candidate countries. These regional meetings are developed in the framework of iLegend II, the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries.

These meetings aim at sharing expertise and practices, identify needs and priorities to be tackled in terms of capacity-building and advocacy, and agree on a follow-up mechanism through sub-granted projects.

They target formal and non-formal education practitioners; national Civil Society Organisations platforms; youth organisations and youth multipliers; Ministries of Education and Ministries of Foreign Affairs; representatives of national parliaments (commission for education and/or development); and platforms of local and regional authorities, with the objective of offering a space of dialogue for a shared understanding and recognition of GDE and a sound development of education policies that can be carried back to the national level.

This approach follows the Council of Europe Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity and is aligned with the Council of Europe Reference Framework of Competences for Democratic Culture.

It is developed in the framework of the Development Education and Awareness Raising (DEAR) programme of the European Union and responds to the 2017 European Consensus for Development and the 2014-2020 financing instrument for development cooperation.

It is also in line with United Nations (UN) 2030 Agenda, contributing to the following SDGs:

- Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all (in particular goal 4.7.);
- Goal 5: Achieve gender equality and empower all women and girls;
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels;
- Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

The South-East Europe and Mediterranean (SEE-Med) meeting is organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission and in cooperation with the SEE-Med partners: Open Education Centre-OEC (Bulgaria); Ministry of Education, Culture, Sport and Youth (Cyprus); Directorate for learning and Assessment programmes (Malta); Ministry of Education (Romania); SLOGA (Slovenia).

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, the NSC and its SEE-Med implementing partners are contributing to the recognition and practice of GDE in the region.

## 2. INTRODUCTION

The SEE-Med Regional experts meeting on GDE, held on 22 October 2020, brought together approximately 30 practitioners and decision-makers from Bulgaria, Cyprus, Malta, Romania and Slovenia, to jointly discuss on the challenges arise due to COVID19 pandemic and the contribution of Global Education in this context. Participants focused also on the opportunities arise and the ways that different stakeholders and practitioners can work together to put forward GE as a solution-oriented process in times of crisis.

Each national delegation included five to six participants representing formal and non-formal education sector; CSO platform; Ministry of Education (MoE) and/or of Foreign Affairs (MFA), among which the national coordinator of the NSC GE network.

Based on the regional state of play on GDE and through plenary sessions participants reviewed the state of advancement of professional development of educators, pedagogical support to educators and institutional stakeholders, and highlighted challenges and opportunities for the increase of GDE capacity-building and advocacy at national and regional level in the current pandemic context.

### Meeting outputs:

- regional state of play in the field of GDE advocacy and capacity-building was shared;
- challenges for global education in periods of crisis were identified;
- contribution of global education practices to manage current situation were discussed;
- follow up mechanisms for implementing GE in the period of COVID 19 – including regional needs and priorities in terms of GE competencies development of main stakeholders (both practitioners and institutional stakeholders) and in terms of policy development - were advanced.

### Meeting outcomes:

- confidence among institutional representatives and practitioners was strengthened;
- knowledge of policy makers (representatives of national governments) about GDE related competences practices was increased;
- competences of practitioners (i.e. educators, youth multipliers and NSC GE Network members) on the different dimensions of GDE and its practical implementation were strengthened, taking into consideration new challenges arose with COVID-19 pandemic.

## 3. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

### 3.1. Policy Making and Curricula Development

Regarding policy making and curricula development, very important movements and initiatives have been implemented. In **Bulgaria**, 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 and from school year 2019/2020 Civic education introduced at high school level and therefore global education part of the curriculum and elective subject as well.

**Cyprus** has been 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.

In **Malta**, 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 implementation of Learning Outcomes 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.

Also, in **Romania**, since 2019, the 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.

Ultimately, in **Slovenia**, 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. Furthermore, the Ministry of Education (MoE) in Slovenia is working on a White Book on Education which would give the country's education strategy for the next 10 years. In the last year, two research publications, "[Global Issues - Global Subjects](#)", to determine teacher's 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, and "[Analysis of the Global Education in Slovenia and recommendations for further strengthening of the field](#)", a research made within Bridge 47 project, were published on the inclusion of GCE in curricula and state of play in Slovenia. In July 2020 at United Nations High-level Political Forum on Sustainable Development (HLPF), Slovenia's second Voluntary National Review of the progress towards meeting the Agenda 2030 Sustainable Development Goals was presented by the minister for development, strategic projects and cohesion. From spring 2020 the translation of the [Envision 4.7: Roadmap in support of SDG target 4.7](#) in [Slovenian language](#) is available and SLOGA is actively working on implementation of the recommendations. The Roadmap itself is the result of an event, which gathered 200 policy makers, civil society members and researchers from all over the world in Helsinki in November 2019 to make a roadmap for the future implementation of SDG Target 4.7 in Europe. A [Slovenian translation](#) of the [Bridge 47 Report: GCE for Unknown Futures](#), a thorough overview of current debates and opportunities within the field of Global Citizenship Education, written by a Slovenian author, was published.

### 3.2. Professional Development of Educators and Quality Support

In **Bulgaria**, since civic education will be part of the curriculum, nationwide program for in-service and pre-service trainings for civic education teachers will therefore include global education as well. However, currently the support for teachers is limited and the Covid-19 pandemic hindered the in-service training plans and still there are no available online options.



As well in **Cyprus**, 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.

In **Romania**, high-school curriculum will be revised and will integrate both Global Education competences and thematic clusters into different syllabi to be able to 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, the Teacher Training Institute of Buzau County - Romania accredited a training course, under the Minister's Order, which includes a GE module and approaches global education concepts, globalization dimensions, and cultural diversity as a resource of development.

In **Malta**, global education is being promoted mostly through religious and ethics education as well as through Social Studies and European Studies. Yet, the values of empathy, tolerance and non-discrimination permeate throughout the Maltese educational system. While continuous professional development is necessary, the current situation resulting from COVID-19 largely hinders the plans for in-service training for educators in this area.

In **Slovenia**, with Slovenian partners, EU DEAR funded projects such as trainings, conferences, meetings and professional tools are being implemented and developed. National conferences on GCE are also provided as an opportunity for professional development. Besides, NGOs are providing trainings for GCE educators through a project funded by the MFA, which is coordinated by SLOGA.

### 3.3. Awareness Raising and Pedagogical Tools

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. 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.

In **Cyprus**, there are a few NGOs working on GDE. Although they are represented in the Interdepartmental Committee coordinated by MOECSY, their –mainly Europe Aid-funded- short-term funding projects, to promote GDE and their efforts have been being made to raise awareness about the Sustainable Development Goals, restrain them for having sustainable impact.

**Malta** has various on-going projects focusing on particular issues such as the Global Education Week campaign, as well as educational workshops in Primary Schools, together with the provision of training for teachers and educators on issues related to Sustainable Development and Global Education. 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 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. Positively, all the decision-makers have become aware that the new reality requires urgent adjustment measures to make the inclusive education a visible fact 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.

The main actors in awareness raising, promotion of GDE and developing pedagogical tools in **Slovenia** are NGOs, which are active on Facebook, Twitter and Instagram and use common hashtag #GlobalnoUčenje (Global Education). Recently, a growing number of educational materials and manuals on global education have been released. Most of GCE related resources can be found in GCE webpage You Too ([www.tuditi.si](http://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 GCE.

## 4. KEY OBSERVATIONS AND RECOMMENDATIONS

The SEE-Med online expert meeting focused on Global Education Challenges during Covid-19 in the field of GE/GDE/GCED and aimed at finding answers on how to build and sustain national partnerships to support global education. The meeting served as an online platform for sharing national updates, good practices, and discuss their application in strengthening cooperation between different stakeholders. During the meeting, participants shared the challenges and opportunities Covid-19 had brought about the GE/GDE/GCED context in their own countries and exchanged their experiences and good practices.

The following recommendations were outlined both during the meeting sessions and through written inputs from regional partners:

- The Pandemic has shown that GE/GDE/GCED, rather than being an idealistic pursuit without much pragmatic grounding in real life, is a methodology that builds our capacities to deal with such situations. COVID-19 has highlighted the need for people to recognise global and local interdependencies, to become even more aware of the need for empathy and solidarity, as well as the need for sustainable options for our economic and social systems. It has also provided an opportunity to reflect upon our lifestyles, our consumption patterns, our exposure to unsustainable systems and made us yearn for positive social change.
- COVID-19 has brought to the fore the issues of inequalities and how these affect children. Access to education has been brought under the limelight, both through positive contributions as well as challenges in gaining access to learning during the periods of heightened restrictions and virtual learning options. Many educators rose to the challenge and contributed with virtual learning adaptation in swift manner to their students, choosing to include GE/GDE/GCED methodologies as these increase the interaction in virtual settings.

- Other challenges that were brought to the fore by the impact of the Pandemic would require advocacy efforts at the governmental level rather than strictly within the educational sector. This includes access to education for children who would have migrated with their parents for economic reasons and who depend on the official residence permits of their parents to be able to attend free education in state schools.
- The Pandemic also poses a threat to GE/GDE/GCED efforts: it is more challenging to access formal educational settings (e.g. the classroom); increased socio-economic pressures might lead to people becoming more inward looking (focusing on their own needs, considering win-lose scenarios, less time and not the right frame of mind to think critically, etc.); interaction between learners and the implementation of participatory learning methodologies are more challenging; resources are required to adapt GE/GDE/GCED activities/resources for use in the new context; for learners, the topic 'COVID-19' may be taking precedence over/push aside completely other important issues, such as migration or global warming.
- Recognition of possible 'new forms' of racism, racial discrimination, xenophobia and intolerance. This is on the increase due to the current situation which is causing economic hardship and a greater social divide and is fomented by certain media sectors and online hate speech. At such times media literacy and responsible media use become more important.

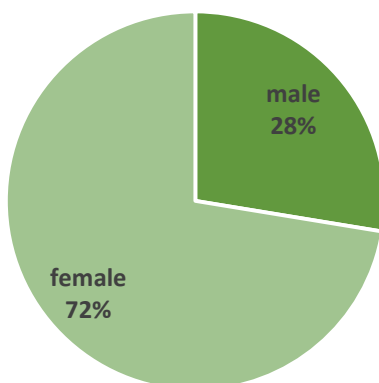


## 5. FACTS AND FIGURES

The online expert meeting targeted stakeholders from Bulgaria, Cyprus, Malta, Romania and Slovenia including formal and non-formal educators, academia, CSO representatives and institutional representatives (MoE & MFA) in the field of global education, global development education or global citizenship education - 29 of them in total attended the expert on-line meeting. When it comes to country representation, four participants came from Bulgaria, nine from Cyprus, five from Malta and Romania, and six from Slovenia.



In terms of gender mainstreaming there were 21 female and eight male participants.



## 6. BACKGROUND DOCUMENTS AND APPENDICES

- **SEE-Med\_GDE Regional Experts meeting\_2020\_Concept-Note\_annex2**
- **SEE--Med\_GDE Regional Experts meeting\_2020\_ Outputs**
  
- **International reference documentation;**
  - North-South Centre Global Education network annual meeting [report](#), Lisbon, January 2020;
  - North-South Centre [Global Education Guidelines](#)– a Handbook for Educators to Understand and Implement Global Education, Lisbon 2019;
  - Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg 2016;
  - 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 [Charter on Education for Democratic Citizenship and Human Rights Education](#), Strasbourg 2010;
  - Council of Europe White Paper on Intercultural Dialogue: “[Living Together As Equals in Dignity](#)”, Strasbourg 2008;
  - [European Consensus for Development](#), 2017;
  - [2014-2020 financing instrument for development cooperation](#);
  - United Nations [2030 Agenda for sustainable development](#)
  
- **Regional reference documentation**
  - Bulgaria**

    - 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)
  
  - Cyprus**

    - 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.
  
  - Slovenia**

    - Jana Arbaiter: [Analiza področja globalnega učenja v Sloveniji in priporočila za nadaljnjo krepitev področja](#) (Analysis of the Global Education in Slovenia and recommendations for further strengthening of the field), Bridge 47.
    - Rene Suša: [Bridge 47 Report: GCE for Unknown Futures](#), Mapping Past and Current Experiments and Debates, Bridge 47.
    - Rene Suša: [Globalno učenje za neznane prihodnosti. Kartografija preteklih in trenutnih trendov in razprav](#) (Slovene translation of [Bridge 47 Report: GCE for Unknown Futures](#)), Bridge 47 and SLOGA.
    - Amy Skinner: [Globalni izzivi - Globalni predmeti. Raziskava o vključevanju globalnega učenja v predmetno poučevanje](#) (Global Issues – Global Subjects: Research on the integration of global education into subject teaching), Humanitas.
    - [Envision 4.7: Roadmap in support of SDG target 4.7](#), Bridge 47.
    - »[Envision 4.7](#)«: [Kažipot, kako krepiti cilj trajnostnega razvoja 4.7](#) (Slovene translation of [Envision 4.7: Roadmap in support of SDG target 4.7](#)), Bridge 47 and SLOGA.

- Resolution on international development cooperation and humanitarian aid, Ministry of Foreign Affairs, the Republic of Slovenia.
- Priročnik: [Z globalnim učenjem do globalnih ciljev](#) (Handbook: With GCE towards Global Goals), SLOGA.
- [Smernice za globalno izobraževanje](#) (Slovene translation of 2008 NSC GCE Guidelines), The North South Centre of the Council of Europe)
- [Svet med vrsticami](#). Handbook for teachers, Humanitas.
- [Fun Park](#), application for quizzes on GCE (SLOGA for Slovene translation)
- [Smernice za zagotavljanje kakovosti globalnega učenja prek delavnic na šolah](#) (Guidelines for ensuring the quality of global education through workshops in schools), Humanitas.
- [Za trajnostni razvoj, ki nikogar ne pusti ob strani](#). Poročilo nevladnih organizacij o ciljih trajnostnega razvoja (Sustainable development that leaves no one behind. NGO report on the Sustainable development goals), SLOGA.
- [SLOGA NGO report – Sustainable Development That Leaves No One Behind 2020](#), SLOGA.
- Priročnik [Globalni cilji za lokalni trajnostni razvoj](#) (Global Goals for Local Sustainable Development), SLOGA and Faculty of Social Science University of Ljubljana.