



Visegrad on-line experts meeting on Global Development Education REPORT

16 March, 2021

Organised by:



In partnership with:



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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/or Ministries of Youth, and Ministries of Foreign Affairs; representatives of national parliaments (commission for education and/or development); platforms of local and regional authorities, as well as representatives from GENE-Global Education Network Europe, CONCORD and Bridge47, with the objective of offering a space of dialogue for a shared understanding, practice 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 Visegrad 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 Visegrad partners: The Czech Forum for Development Cooperation-FoRS; the Hungarian Association of NGOs for Development and Humanitarian Aid–HAND; Grupa Zagranica (Poland); and The Slovak NGDO Platform–AMBRELA.

As from March 2020, the regional meetings took the format of on-line experts' meetings, in compliance with sanitary contingencies.

2. INTRODUCTION

The Visegrad meeting on GDE, held in 16 March 2021, brought together 29 practitioners and decision-makers from the Czech Republic, Hungary, Poland, and Slovakia to jointly discuss existing perspectives and further developments on the support and practice of GDE - focusing on advocacy, competences development and pedagogical support of practitioners and decision-makers, awareness-raising and networking - taking into consideration the challenges arise in the context of to the current pandemic situation and the contribution of GDE in this context.

Each national delegation included approximately six to nine participants representing: formal/non-formal education sector; CSO platforms; local authorities; Ministries of Education (MoE), Ministries of Foreign Affairs (MFA) and Ministries of Human Capacities (MHC); as well as the regional national coordinators of the NSC GE network.

Through plenary and working sessions, and through the inputs from keynote speakers from [GENE](#) and [Bridge47](#), participants reviewed the state of advancement of advocacy, professional development, and pedagogical support to educators and institutional stakeholders in the region and Europe. Moreover, participants advanced ideas and recommendations for a potential roadmap to increase GDE advocacy and capacity-building at national and regional level.

2.1. Meeting Outputs

Advocacy:

- Visegrad state of play in the field of GDE advocacy and capacity-building were shared;
- policy frameworks and processes relevant for GDE development in the region were shared (*GENE programmes, Envision 4.7 Roadmap*);
- regional involvement in the above-mentioned policy frameworks and processes were discussed and gaps identified;
- regional needs and priorities were defined in terms of GDE of policy processes;
- GDE policy development follow-up mechanisms were advanced;
- prospects for longer-term engagement in the form of a multistakeholder forum to foster GDE recognition in the national context were discussed among experts, based on existing practices in Visegrad or elsewhere.

Capacity-building:

- Visegrad teacher training institutions practices and research for mainstreaming GE were shared;
- a new Visegrad research initiative on mainstreaming GDE in teacher training - *Teachers as change agents for sustainable development* - was introduced. Connection points between the project activities and GENE's, the NSC's and the Visegrad expert's priorities are explored;
- regional needs and priorities are defined in terms of competencies development of main stakeholders (both practitioners and institutional stakeholders);
- prospects for longer-term engagement in the form of a multistakeholder forum to advance GDE practice and peer-learning in the national context are discussed among experts, based on existing practices in Visegrad or elsewhere.

2.2. Meeting Outcomes

- confidence among institutional representatives and practitioners was strengthened;
- knowledge of policy makers (representatives of national governments, local/regional authorities) about policy frameworks and processes relevant for GDE development in the region and Europe – including GENE programmes, Envision 4.7 Roadmap - was increased;
- relevant government representatives were engaged in the meeting in a productive manner and showed commitment for cooperation for longer-term engagement;
- knowledge of practitioners (i.e., educators, youth multipliers, and NSC GE Network members) on the different dimensions of GDE and its practical implementation were strengthened;
- advocacy and capacity-building mitigation measures were shared, taking into consideration new challenges that arose with COVID-19 pandemic.

3. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

3.1. Policy Making and Curricula Development

In the **Czech Republic**, Global Development Education (GDE) was established more than 15 years ago and is systematically developing. The ultimate follow-up Strategy for Global Development Education and Awareness of Global Topics is prepared for the period 2018–2030. The GDE strategy builds on existing national strategy papers and aligns with their objectives.

In **Hungary**, as the government accepted the concept of global citizenship education in 2016, its adoption and developments in advancing global education are still taking place. Meanwhile, there are excellent resources and tools to be used, there is also a dedicated website collecting these tools, provided by many teachers and NGOs in all levels of education called [globnev](#). Despite this rich context, initiatives mostly remain non-systemic, fragmented in scope, and isolated, dependent on the dedication of individual teachers and heads of institutions. This situation has not changed significantly even with the adoption of the new national curricula in 2020.

In **Poland**, the institutions responsible for global education are the Ministry of Foreign Affairs and the Ministry of Education and Science. The government included a declaration on the elaboration of a comprehensive global education strategy, in the new Multiannual Plan of Development Cooperation for 2021–2030. However, since 2017 the structural and content-wise reform of the education system took place and new curricula did not cover global education and all global issues, which were included before.

In **Slovakia**, the Ministry of Education has begun a process of drafting the new National Global Education Strategy, which should be completed in 2021. The working group coordinated by the ministry includes the MFA, SlovakAid, GENE, and NGO representatives. The whole process is supported by the strengthened relations between GENE and Slovak MoE, which have signed a Memorandum of Understanding. Moreover, Ambrela (Slovak Platform for Development Organisations), continues to be the focal point of advocacy for NGOs working in the area of Global Education and to develop advocacy activities in the area of NDICI and future DEAR programme setup, Rights and Values instrument, Envision 4.7 Roadmap as well as National Global Education Strategy process.

3.2. Stakeholders and quality support of GDE

In the **Czech Republic**, the Ministry of Foreign Affairs (MFA) and the Ministry of Education, Youth and Sports (MoE) have been playing a key role in the implementation of GDE. MFA is primarily a professional guarantor of global and development issues and, through the Czech Development Agency (CDA), financially supports GDE projects through grant titles and, until recently, in the form of a program to support trilateral projects. Non-government organizations also play the most important role in the implementation of the programs or projects and in the development of GDE.

In **Hungary**, consultations leading up to the adoption of the government GCE concept in 2016 involved various stakeholders from educational institutions, ministries, the institute for educational research and development, and NGOs. Since then, this dialogue has ceased and therefore the field lacks the previous flow of information, exchange of ideas, and cooperation among the different sectors. Yet, a positive and promising development in this context is that Hungary in 2020 joined the GENE network of government ministries and agencies responsible for global education.

In **Poland**, Grupa Zagranica in cooperation with the Ministry of Foreign Affairs, the Ministry of Education and Science, the Centre for Education Development, the Ministry of Climate and Environment, and several academic institutions, during a long-term process created an official definition of global education which is still a framework of most activities implemented by institutions and organisations. The process was finalized with the Memorandum of Understanding on the promotion of global education in 2011. Since then, there is a stable relation in a multi-stakeholder process, which is focused on the promotion of global education such as cooperation between actors, national call for proposals. However, the implementation of European strategic documents such as the Paris Declaration on promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education, on a national level, is not part of the multi-stakeholder consultations.

In **Slovakia**, the CSO platform Ambrela is working in cooperation with Slovak MoE, MFA, SlovakAid on national levels as well as with Bridge 47, GENE, and CONCORD on European level. In 2021, SlovakAid, as the key actor in the national GE ecosystem in Slovakia, has raised its budget for Global Education projects from 100.000€ to 120.000€ and has, together with MFA and the permanent representative of Slovakia at UNESCO in Paris, raised the importance of Global Education in their public statements and meetings with Ambrela. Areas for further development of the GCE ecosystem in Slovakia are:

- National Global Education strategy
- Non-formal Education Fund
- Private–NGO–Public partnerships and hybrid models for innovating and mainstreaming Global Education
- Exploring and possibly piloting EU delegated cooperation in the area of Global Education (related to the new structure and long-term opportunities within GE-friendly EC programmes).

3.3. Awareness Raising and Pedagogical Resources

Czech Republic: the NGOs associated in FoRS, have been running a website globalnirozvojovevzdelavani, gathering various GDE materials and providing information regarding the basic principles of GDE, and regarding upcoming events, campaigns, and other activities.

Another web portal, managed by the MoE, provides teachers with methodological support in teaching and implementation of the framework educational programmes, including sharing experience among teachers in GDE-related areas.

Hungary: dedicated website collecting pedagogical resources provided by many teachers and NGOs in all levels of education: globnev.

4. KEY OBSERVATIONS

The Visegrad on-line experts meeting on Global Development Education aimed at creating a space to discuss strategies and develop partnerships to support global education advocacy and capacity-building actions during and beyond the pandemic situation. The online meeting was an opportunity for practitioners and institutional representatives for sharing national updates and practices in the field of policy development and pedagogical support, as well as strengthening cooperation between different stakeholders. Moreover, participants shared efforts and practices¹ pursued at the institutional and educational level to overcome the impact of the COVID-19 pandemic in the field of global education, from a local and national perspective. These examples illustrated the increased value of a multistakeholder approach involving institutional actors and field workers.

➤ *The last year of the pandemic has created both challenges and opportunities for the (global) education field. Positive aspects can be found in how this field is trying to adapt to the new situation, creating opportunities for innovative approaches to formal, non-formal, and informal education.*

CURRENT PROCESSES: this section details achievements and ongoing initiatives, related to the above statement, developed in participants' countries.

4.1. CZECH REPUBLIC

- There is an ongoing cooperation between the Ministry of Foreign Affairs (MFA) and the Ministry of Education (MoE) for the curriculum revision process and for the interconnection of formal and non-formal education;
- FoRS has been collecting arguments and data supporting GDE, and is planning to organize a GDE round table to share global education practices at national and international levels;
- MFA is cooperating with GENE to collect examples of global education practices from other EU member states;
- Czech NGOs are active in global education. For instance, Caritas Czech Republic is mostly active in the non-formal sector, even if the organization also works with universities (its main target is youth between 12 and 35 years old). ARPOK, People in Need and others are very active in EU DEAR projects and their international activities.

¹ For more information, please see the appendix

4.2. HUNGARY:

Advocacy

- There is the government's intention to map the current situation with regard to Global Education in the country (e.g., *How it connects to Education for Sustainable Development, or how the eco-schools network cover GE*), however, there is no concrete information yet. Overall, there is the government will to strengthen this area: Ministry of Human Capacities and Ministry of Foreign Affairs and Trade are the two responsible government bodies. For higher education though, the Ministry of Innovation and Technology is the responsible entity. It is important to underline that this division of responsibility could play a role in the delay of the current process;
- Regarding the advocacy field, the best approach could be to focus on international obligations (that usually define concrete indicators), which the government is also tracking;
- Talks are ongoing with GENE (exact details to be shared when concluded in the form of a MoU);
- 96% of ESD school network members reported in 2020 that they actively engage in GE (about 1/3 of all schools in HU).

Civil society initiatives

- Anthropolis Association developed a website - Globnev.hu - gathering materials, resources and research that can assist teachers in primary or secondary school in implementing global education programs with their students. It is a useful tool for any kind of practitioner - not only teachers but also from NGOs and researchers. Moreover, Anthropolis Association has just submitted accreditation for a blended learning course, which has the potential to link teachers in urban and rural areas (a priority in educators' capacity building);
- HAND is implementing a research project - *Teachers as change agents for sustainable development* - funded by the Visegrad Fund - concerning teachers training - reviewing legal and institutional documents regulating the training and exam requirements of pre-service teacher training, introducing student surveys of teacher training programs in 4 universities, and a process called Participatory Systems Mapping - a method involving various stakeholders to identify impeding factors and advancements in the mainstreaming of global education in V4 in teacher training. The initiative helps HAND also laying the foundation of longer-term cooperation with universities and other stakeholders.

Teacher training and quality assessment

- Certain aspects related to global education appear in teachers' training and teachers' quality assessment. Sustainability is now a competence area in quality assessment and will be part of the output criteria and curriculum of pre-service teacher training - the revision has ended recently;
- Critical thinking and reflective thinking are also important horizontal core competencies. The Hungarian Educational Authority's regional centers offer trainings and materials in that regard;
- The concept of inclusive universities could also assist the integration of global education in teachers' training. In this, the University of Pécs does an important work. (See: [Arató – Varga \(2015\): *Inclusive university. How to increase academic excellence focusing on the aspects of inclusion*](#)).

4.3. POLAND

- WWF Polska created a new cooperation between WWF and the Polish Scouting Organisation in the area of the environment and climate awareness-raising;
- Grupa Zagranica will held a research on global education development in higher education in the frame of a “Teachers as change agents” V4 project;
- Various Polish organizations are organizing workshops and projects on formal and non-formal education. Due to the current situation, the workshops are held online and are more accessible for every practitioner: teachers coming from small towns and villages who previously were unable to attend these initiatives are now able to participate, contributing to a wider sharing of knowledge and practices.

4.4. SLOVAKIA

- A preparatory process for a global education national strategy - previews for March 2022 - is underway. In this regard, the ministry of education is approaching it in a very participatory manner: multi-stakeholders working groups are being planned, considering the participation of different ministries, stakeholders from local authorities, and – potentially – youth and teachers. A similar approach has been developed for the Lifelong Learning National Strategy, which is already being drafted;
- The ministry of education and its partners are working on framing the national strategy and connect it to the European funds coming from Renew Europe, as well as the Multiannual Financial Framework 2021-2027;
- Blended learning courses are being implemented by different NGOs;
- One World Festival is showing online documentary movies to schools, with very positive feedback;
- GDE budget raised from 100.000 EUR to 120.000 EUR.

5. RECOMMENDATIONS & FOLLOW-UP MECHANISMS

The following **recommendations** were outlined both during the meeting sessions and through written inputs from regional partners – *each recommendation builds on ongoing educational processes in the V4 countries*:

- Create a shared database of contacts in the field of GDE;
- Create a shared database/mapping of GDE practices and projects;
- GDE should be increasingly included into curricula and strategic documents;
- *A multistakeholder continued communication and coordination approach* - involving ministries, formal/non-formal educational sectors, CSO platforms, local authorities, UNESCO national commissions, as well as students and youth organizations - is essential for the dissemination of global education among a wider number of recipients, as well as for its integration into national strategies and in formal and non-formal educational curricula;
- Enhance pedagogical support mechanism for formal and non-formal educators targeting GDE and on-line teaching competencies, through pre-service and in-service training;
- Enhance inter-ministerial coordination, both at national and international level;
- Foster systematic cooperation between GENE and the involved Ministries (MFA/MoE/MHC);
- Reinforce advocacy and curricula development mechanisms during Visegrad countries’ EU presidency, through a coordinated approach involving decision-makers and practitioners.

The Visegrad online experts meeting 2021 showed a shared willingness from participants in working together to enforce GDE concept until the global education pan-European Congress - planned for 2022 (1st semester) by the North-South Centre, in coordination with regional partners - which will assess the progress made through the experts meeting **follow-up mechanism**, based on the following current processes and opportunities:

- the revision process of GDE/GE national strategies in the Czech Republic and Slovakia and the revision process of the Multiannual Plan of Development Cooperation in Poland, as well as Hungary joining GENE, are auspicious factors for the enhancement of GDE recognition and implementation through a revitalized multistakeholder approach, including decision-makers, educator/academia, and CSO;
- exploring private-CSO-public sector partnerships and hybrid models is crucial for innovating and mainstreaming Global Education;
- the Visegrad research project *Teachers as change agents for sustainable development* is an important step for educators' needs assessment and for the consolidation of GDE pedagogical support and harmonization in the region, and for an increased collaboration between educators, academia, ministries and training institutes;
- taking advantage of the lessons learned from the need to adapt to the current pandemic situation, the reinforcement of the use of online platforms as a mean for the sharing of knowledge is an enabling factor for a continued sharing of expertise and peer-learning among stakeholders, as well as for an increased outreach of isolated beneficiaries;
- follow-up actions would benefit from a coordinated support through NSC/CoE education steering committee, GENE peer-reviews and Bridge 47 roadmap;
- on May 18, 2021, FoRS will organize a round table for Czech GDE experts. The outcomes of this round table shall enforce GDE support. The organization of similar events will allow to better understand the GDE process in each country, identify positive trends which can be replicated, as well as challenges that could be tackled at regional level.

6. CONCLUSIONS

The Visegrad online experts meeting brought together practitioners and decision-makers from the Czech Republic, Hungary, Poland, and Slovakia, representing: formal/non-formal education sector; CSO platforms; local authorities; Ministries of Education (MoE), Ministries of Foreign Affairs (MFA) and Ministries of Human Capacities (MHC); as well as the regional national coordinators of the NSC GE network, all specialized in the field of global education, global development education, and global citizenship education.

The meeting was an opportunity for practitioners and institutional representatives for sharing national updates and practices - focusing on policymaking & advocacy, capacity building & competences development, and pedagogical support - for the promotion of global education and sustainable development while taking into account the challenges that have emerged in the current context of the Covid-19 pandemic. The working groups contributed to enhancing the relationship and the confidence between members of different entities from the same country, thus also contributing to the sharing of practices and policies at the national level, as well as at the European level.

While most of the expected outcomes have been attained, the meeting enabled to measure the advancements that have been made in *i)* advocacy, through a growing multi-stakeholders approach and dialogue; *ii)* capacity building, where it is possible to remark several specialized websites and resources platforms supporting educators in implementing global education and tackling sustainable development issues; *iii)* networking and quality support, through a consolidated and coordinated engagement of CSO.

According to the existing GDE strategies and the on-going curricula development, it is noted that in all Visegrad countries the reference to GDE is being gradually integrated transversally to educational programmes, sometimes associated with Sustainable Development Education. All countries are working to update their curricula and various national stakeholders are involved in these processes. Furthermore, in 2020 Hungary became the last Visegrad member joining GENE (all Visegrad countries are now in cooperation with it).

Moreover, the meeting aimed at setting the basis for a platform of experts who could engage - through a multi-stakeholder approach - in a mechanism of regular and continuous sharing of GDE practices, as well as in the determination of priorities and further steps for the promotion of global education in the region. This process will culminate with the GE Congress in 2022, taking place in the framework of the ILegend II programme².

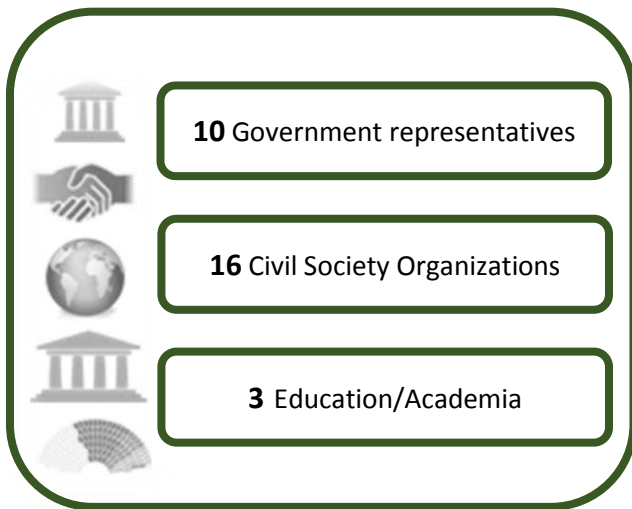
From the side of the North-South Centre - in terms of pedagogical support - the updated version of the Global Education Guidelines offers a renewed perspective on global education concepts, methodology, and self-assessment. Moreover, a new e-learning platform is being currently implemented. It will be a useful tool for any stakeholder who would like to take self-based or tutored courses from June 2021.

² Intercultural Learning Exchange through Global Education, Networking and Dialogue (2019-2022), a joint programme of the European Union and the Council of Europe, co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe.

7. FACTS AND FIGURES

The online expert meeting targeted stakeholders from Slovakia, the Czech Republic, Hungary, and Poland, including formal and non-formal educators, academia, CSO representatives, and institutional representatives (MoE, MFA, MHC) 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, six participants came from Hungary, seven from Slovakia and Poland, and nine from the Czech Republic.

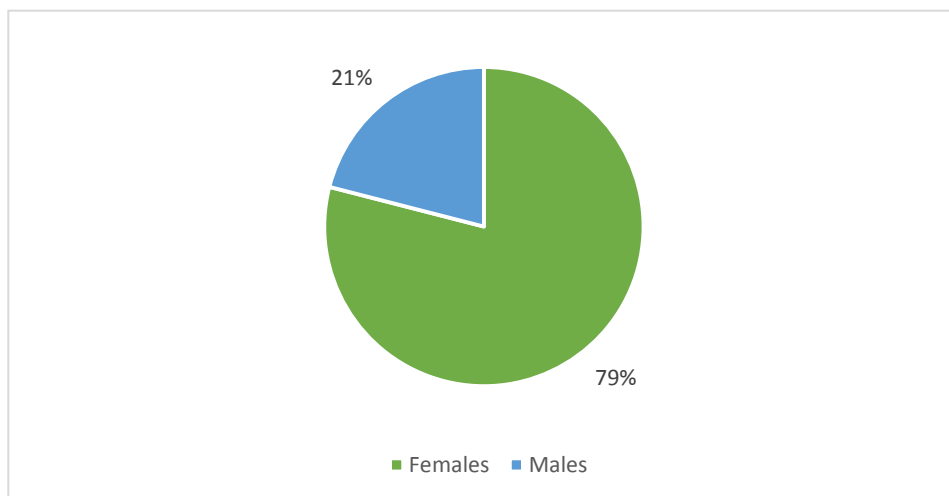
QUADRILOGUE REPRESENTATION OF PARTICIPANTS



NUMBER OF PARTICIPANTS



In terms of **gender mainstreaming**, 23 females and 6 males participated in the meeting.



8. BACKGROUND DOCUMENTS & ANNEXES

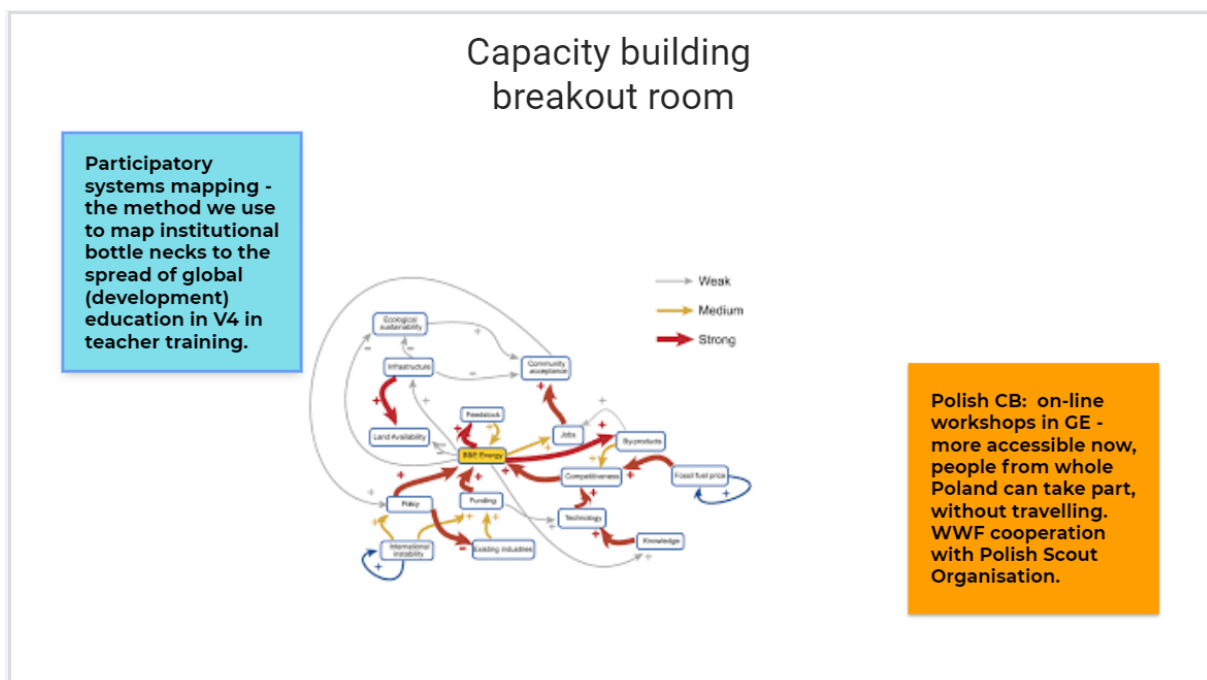
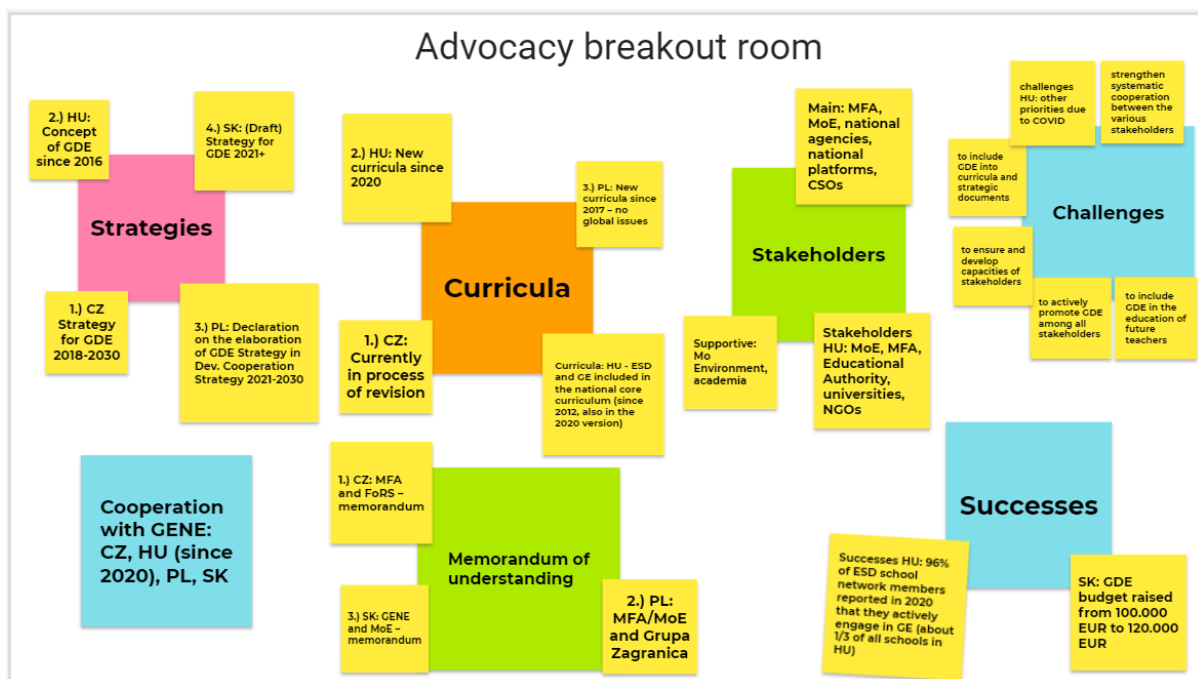
- North-South Centre Global Education network annual meeting [report](#), Lisbon, January 2020;
- North-South Centre [Global Education Guidelines – a Handbook for Educators to Understand and Implement Global Education](#), Lisbon 2019;
- Council of Europe [framework of Competences for Democratic Culture](#), 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;
- Envision 4.4 roadmap;
- GENE state of GCE in Europe; [European Consensus for Development](#), 2017;
- [2014-2020 financing instrument for development cooperation](#);
- United Nations [2030 Agenda for sustainable development](#);
- UNESCO futures of education resources.

ANNEX 1 - Breakout rooms insights

Participants shared their insights throughout two different breakout room sessions.

The first one, focused on the current state of play in the different countries, served the purpose of introducing the national contexts to other participants through examples of positive developments or practices in GE. Two working groups have been created, based on professional profiles of participants from all V4 countries - institutional representatives (Advocacy working group), and practitioners (Capacity-building working group).

The breakout room has been complemented with a *jamboard*, created through a specific online platform, where all participants have been able to upload pictures and/or describe the practices and/or key points to be discussed.



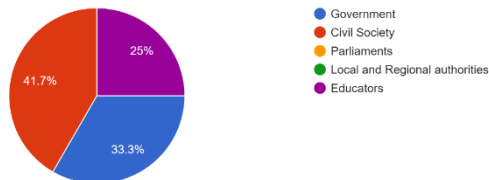
The second breakout room gathered the national representatives of each of the four Visegrad countries. Each group could select the topics to be covered by their respective group, taking inspiration from the following themes:

- The potentials and the challenges of working with GENE
- The state of multistakeholder cooperation processes at the national level and how they could move forward
- National GE/GCE/GDE strategies, action plans, concepts, and their implementation
- National and EU funding for GE
- Private–NGO–Public partnerships and hybrid models for innovating and mainstreaming Global Education
- V4 research on global education and teacher training

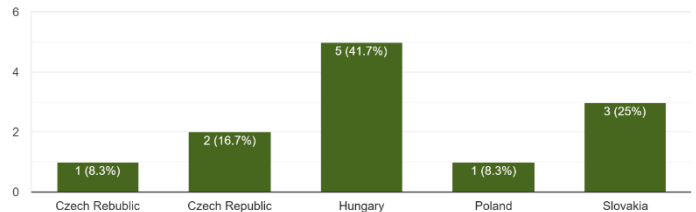
ANNEX 2 - Evaluation

A total of 12 participants completed the evaluation survey.

Select your quadrilogue sector
12 responses



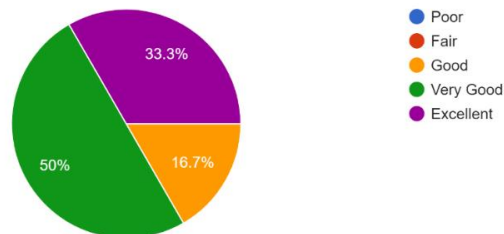
Your country
12 responses



Overall, the **views on the meeting** have been significantly positive:

- 100% of respondents stated to be satisfied with the outcomes of the meeting
- 100% of respondents agreed that the meeting increased their knowledge on any of the dimensions of GE advocacy and/or capacity building
- 91.7% of respondents are satisfied with the preparatory process of the meeting and background documents shared prior to it

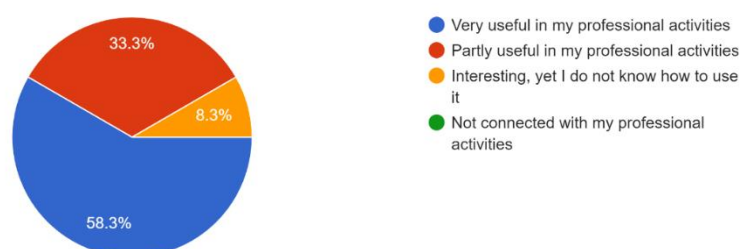
In general, Visegrad GDE Experts online meeting was (choose one):
12 responses



More in detail:

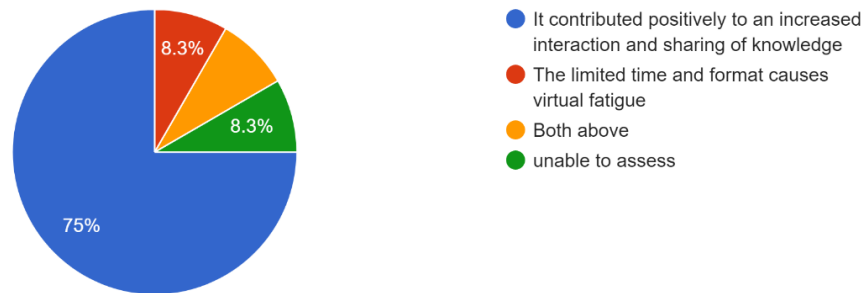
It is interesting to mention that the majority of respondents considered the **information/knowledge shared during the meeting** as very useful/partly useful to their professional activities (58.3% and 33.3%, respectively).

The information/knowledge shared during the meeting was (choose one):
12 responses



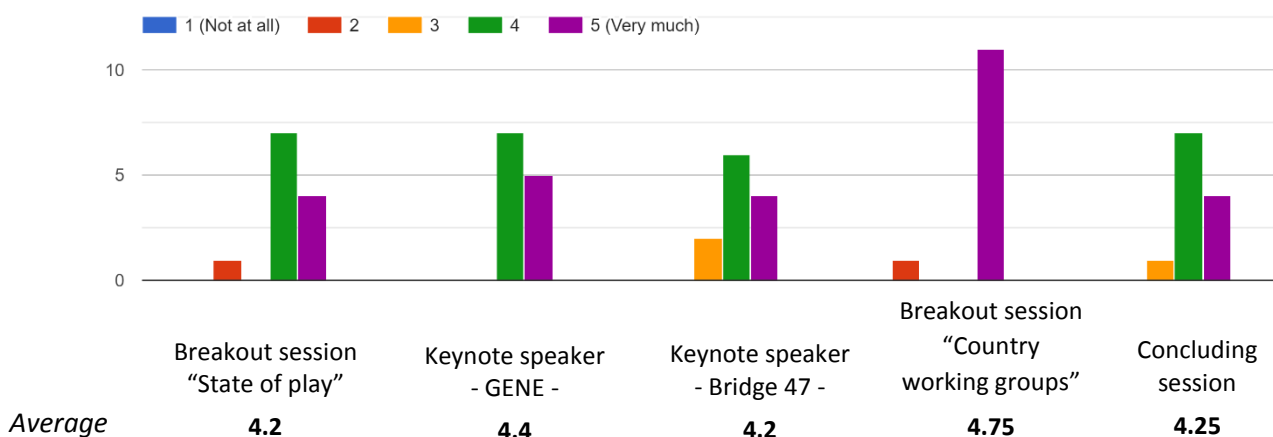
As for the **experience of an on-line meeting and digital tools**, respondents had mixed views on the extent to which the virtual format of the meeting impacted the interaction between participants, however, it is possible to note that the great majority [75%] reflected that it contributed positively to an increased interaction and knowledge sharing.

To what extent the virtual format of the meeting impacted the interaction between participants?
12 responses



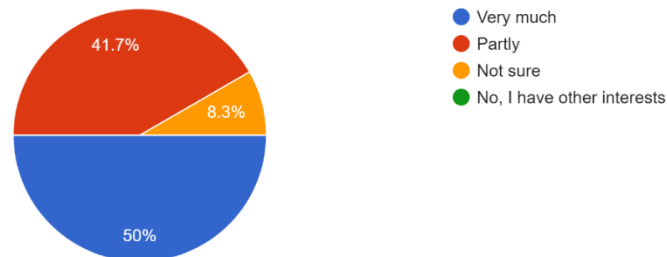
Going into more detail within the various sessions of the meeting, it is possible to observe that, on the whole, the respondents **considered all the sessions addressed to be meaningful**, with a preference for the breakout session “Country Working Groups”. This reflects the importance for representatives of the various sectors to have the opportunity to meet, sharing ideas and practices potentially feasible at the national level, as well as issues to be addressed.

How much each session/topic was meaningful?



The meeting has, moreover, “very much” inspired 50% of respondents to be involved in GE partnership, while 41.7% just considered to have been “partly” inspired. 8.3 % is not sure.

How much did the Visegrad GDE Experts online meeting inspired me to be involved in GE partnership?
12 responses



Participants were also asked a question regarding which are the **activities of the national/regional level of GE partnership they consider more important** [1 - the most preferred].

Participation in GE-related advocacy and policymaking	2,3
Evaluation of GE experience integrating the achievements of all major sectors and stakeholders	2,9
Raising public awareness about the interconnection of global issues with everyday life	3,2
Networking and exchange of information and GE resources between different stakeholders	3,3
Integrating GE good practice into teacher education	3,3
Development of a GE national strategy that also determines how GE integrates into national policy documents	3,6
Capacity building of GE experts or opinion leaders	3,75
Planning and implementation of GE events and campaigns	4

In addition to the activities mentioned above, three respondents have expressed a desire to participate in another activity of the national/regional level of GE partnership:

- Mapping GE-related activities at national/regional level;
- Activities linked to the experience of how to make the GE methodologically critical;
- Training -at the national level- for GE stakeholders on GE (according to the respondent, there is a lot of misinformation among stakeholders on different ministries that are involved with specific topics of GE).

Furthermore, participants voted for which they consider being the **priority target of GE national/regional partnership** [1 - the most preferred]

Strengthening the confidence of GE stakeholders (educators, policymakers, national and local authorities, civil society, etc.)	1,6
Increasing understanding of policymakers (representatives of national governments, local/regional authorities, and national Parliaments, etc.) about the contribution of GE	1,75
Developing competencies of GE practitioners (educators, multipliers, youth activists, etc.)	2
Increasing understanding of media about GE	2,75

Another priority target of GE national/regional partnership that respondents would like to add to the list above is “implementing GE into curriculum as a cross-cutting approach throughout the different curriculum subjects”.

As for the **priorities to be followed by the North-South Centre (and regional partners) for the coming year, in the field of advocacy as well as pedagogical support**, answers have been various and they can be summarized in the following points:

- Developing educator competencies;
- Subgrantings for capacity-building projects;
- GDE in distance learning;
- Keep on giving an enabling, supportive environment and framework for the local work;
- Strengthening the understanding of global education as a pedagogical methodology rather than a set of topics;
- Continuing an intensive and multifaceted exchange of views and strengthening a culture of debate and argumentation;
- Supporting of overarching concept on the EU level, as well as of networking between relevant partners of the member states;
- Reinforce a peer-learning and sharing of expertise between stakeholders from the North and from the South;
- Building awareness on GE and its importance in building global competencies and critical awareness. The skills necessary for the 21st century could be developed by GE, which needs to become a priority for each country.

Finally, participants were asked to give some **comments and suggestions**, as well as **what they gained or missed from the meeting**:

- “It was excellent! Great to know how is the situation in GE in V4. Loved the sharing session. Discussion in SVK working group was amazing, fruitful and very concrete outcome of the meeting. I really appreciate it, thanks!”;
- “I would need more time for the breakout rooms to have the chance to discuss the issues more deeply”;
- “I would have liked more time in the beginning for sharing among participants”;

- “I got new information about GENE, and I appreciated the national working group, which helps to connect stakeholders to each other”;
- “I appreciated the opportunity to meet with V4 partners and also colleagues/stakeholders in CZ”;
- “Gained: inspiring prospects, empowerment by hearing others tackling similar challenges yet making progress. Missed: more information on ways to deal with those challenges at national levels (discovering parallel approaches)”;
- “Gained: info on other sectors' progress on global learning. Missed: articulating next steps (with actions) regarding the follow-up”.