

GLOBAL EDUCATION WEEK SEMINAR

FINAL REPORT

Strategies for Increasing and Improving
Global Education



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LIST OF ABBREVIATIONS:

- **NSC:** North-South Centre
- **EC:** European Commission
- **GE:** Global Education
- **GEG:** Global Education Guidelines
- **GEW:** Global Education Week
- **JMA:** Joint Management Agreement
- **GL:** Global learning

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INTRODUCTION

The Global Education Week seminar took place in Mollina, Spain, between the 22nd and the 24th of September 2014. This activity gathered 25 people from the Baltic countries, Central, Eastern and Western European countries and Mediterranean countries¹.

The annual Global Education Week (GEW) network seminar aims at optimising the work between the NSC Global Education programme and the GEW network coordinators for the promotion of Global Education (GE). It aims at strengthening GE strategies at the national level by sharing successful practices developed in the framework of the GEW and all year round, and through the assessment of the recommendations and follow-up measures resulting from GE seminars organised by the NSC.

I. OVERVIEW OF 2014 ACTIVITIES

1. NSC activities in 2014

The seminar began with a presentation of the activities developed by the North-South Centre in the framework of the Global Education programme².

In 2014, the GE programme reinforced its capacity-building scheme through the further translation of the Global Education Guidelines (GEG); the offer of on-line training-courses on the Human Rights and Intercultural dimensions of GE, the introduction of a new topic for the e-learning courses (Democratic Citizenship) and the offer of the annual Training of Trainers on Youth & global Citizenship. On its institutional facet, the GE programme followed-up the strategic recommendations of the GE Congress held in 2012 in Lisbon. In this regard, one regional GE seminar and one national GE seminar took place, respectively, on the 12th and the 13th of May in Riga and on the 30th of May in Skopje. These seminars represented core moments, as they gathered stakeholders for them to reflect on a plan of action or a national strategy for GE, while monitoring the strategic recommendations of the GE Congress.

As to the translation of the GEG, the Arab version was launched during the 2nd Mediterranean University on Youth and Global Citizenship that took place in Tunisia. The guidelines are now available in 12 languages³.

Moreover, partnerships were strengthened in 2014 between the NSC, the Anna Lindh Foundation (ALF), CONCORD and UNESCO.

¹ Austria, Bulgaria, Czech Republic, Cyprus, Educating Cities, Estonia, the Former Yugoslav Republic of Macedonia, Georgia, Greece, Hungary, Italy, Latvia, Lithuania, Malta, Montenegro, Morocco, Poland, Romania, Slovakia, Slovenia, UK, Ukraine

² For more information about the GE programme : http://www.coe.int/t/dg4/nscentre/GE/ge1_EN.asp

³ English & French, as well as Arab, Bulgarian, German, Greek, Italian, Montenegrin, Polish, Portuguese, Slovenian and Spanish

The NSC contributed to the drafting of the ALF handbook on Intercultural Citizenship Education, participated in the CONCORD Conference on Global Citizenship Education in Brussels as well as in the UNESCO Experts Advisory Group for its Guiding Framework on Global Citizenship Education, a new UNESCO programme.

Currently, the NSC is working on a new website for the Global Education programme, which will be operational before the Global Education Week and for the preparation and consultative process of the 3rd GE Congress foreseen in November 2015.

2. Overview of GE national and regional processes

Montenegro & “the former Yugoslav Republic of Macedonia”

The national conference held in Montenegro in May 2013 gathered 48 participants, from civil society, the media, and the public sector. It was organized by the platform Forum MNE and by the NSC, in cooperation with the Ministry of Education and the Directorate for Youth and Sports of Montenegro. This kick-off event had the objective of improving overall coordination, and paved the way for the identification of needs in the field of GE. Therefore, the conference aimed to bring together all relevant stakeholders at the national level, as well as regional and international guests.

In 2001, the guidelines for educational reform were published in the *Book of Changes*; in order to respond to societal challenges, Montenegro undertook broad reforms of primary and secondary education up to 2009. It has developed comprehensive strategies and action plans regarding primary, secondary and higher education but also about the inclusion of children with special educational needs and the inclusion of Roma children. The curricula are now modernized, adapted to EU requirements, and education is goal-oriented. However, if high school curricula include in their objectives active learning, critical thinking, communication skills and teamwork competences, elementary schools are underperforming in this respect. Due to the history of the country, the educational system in Montenegro is based on tolerance and intercultural learning. There is a real need to integrate multicultural diversity in schools in Montenegro. Moreover, the action plan from 2007 stated that children and young people play an active role in Global Education. The new education process needs to include the local community. As a real concrete step regarding Global Education in Montenegro, the guidelines have recently been translated into Montenegrin.

In “the former Yugoslav Republic of Macedonia”, the kick-off seminar held in May 2014 was a good opportunity to present the challenges of the current system in the country, to explain the concept of GE to the different stakeholders and to share experiences about the situation of Global Education.

In this respect, the main document is the education national programme (10 years programme). It works as a general guideline for educational development and the promotion of a multicultural context. Several legislative changes can be noticed in the past years in “the former Yugoslav Republic of Macedonia”. From now on, primary and secondary education became compulsory and there has been a decentralization of schools.

1. GE and formal education
2. GE and non-formal education
3. GE and media

The main observations reflected in this kick-off seminar were that there is a need to introduce peer review and that the educational system does not ensure the adequate motivation for educators. In this respect, there is a decrease in their salaries because of new regulation and introducing the system of “awards and punishments”. The average salary for a teacher now is 340 euros. It seems that political influence is so important that there are no teacher-strikes. Indeed, if some teachers decide to be on strike, they will be substituted by others so the educational process will continue.

It appears that on one hand there is a quite dynamic and inclusive reform process, taking into consideration the reality of the country, which seems very democratic; but on the other hand there is a political move to restrict teachers and educators within the pedagogical role they play. Regarding this issue, we can find similarities in Greece and Spain. It seems that Global learning is not a priority in the central control of education. It is an issue to deal with in the next Congress.

The seminar, called “out of the box”, took place in Riga on the 12th and 13th of May and brought together approximately 60 participants, from a wide range of countries and sectors.

It was supported by the NSC and organized by Baltic partners. The recommendations of the Lisbon GE Congress provided the overarching framework for the seminar.

The aim of this event was to start a consultation process which could pave the way for the establishment of a national strategy, and for the implementation of the 2nd GE Congress recommendations.



As a result of this seminar, it appeared that there was a very good connection with partners and all the questions were interesting and relevant. Besides, it came out that the Baltic space shares common and unique features. Indeed, we can still read some Soviet echoes in those countries and there are some specific competences to join two separate worlds. It appears that GE can gather them. The idea that emerged was to have a strategic guideline referring to the Baltic countries. To a large extent, the guidelines have to be adapted geographically. In this respect, the North-South Centre works only as a facilitator. When future editions of the Global Education Guidelines are meant to be translated, this aspect must be taken into account. Ideally, each country should have a specific handbook adapted to different contexts.

Visegrad regional seminar outcomes

This seminar was the outcome of a growing awareness of the importance of GE in the Visegrad countries over the last few years. The seminar was attended by 67 people, from the formal and non-formal education sectors. The event was mainly organized by 4 NGO Platforms, one from each Visegrad country. The process that culminated with this seminar was supported by the first JMA signed between the NSC and the EC. As a result of the seminar, it appeared that Global Education is clearly less recognized in Poland and Hungary. At a political level, the Ministry of Education seems to give less importance to Global Education activities. Political support must be reinforced at the national level, and financial support has to become more stable. Moreover, important challenges were noticed, such as the relations between NGOs and the State often lack stability. As they depend on political affinities, then the funding is limited, and most NGOs are donor dependent; in addition to this, a common feature between the Visegrad countries is that it is very hard to work with Ministries. In Hungary, all the work done for GE comes from grassroots organisations. The national strategies adopted in the Czech Republic and Slovakia led to the conclusion that the promotion of GE must be a multi-stakeholder process. A multi-stakeholder platform on GE could be established at the national level.

Likewise, there is a large contradiction between the grassroots side and the Ministries. At the moment in Hungary, the education system is facing a huge issue and teachers get very low salaries and they are unable to complain. There is a new school system which does not work. An example of this concerns text-books: now there is only one text-book used in classrooms which contains several homophobic texts. Nonetheless, the European Commission is supporting projects and gives Hungary new opportunities. In the Visegrad region, after the seminar it was recommended to work on a concerted action to put the issue of GE on the V4 agenda. A joint lobbying initiative was proposed, benefitting from the visibility of the EYD2015. For this initiative to be effective, a mapping exercise of the Visegrad Group is advisable. Furthermore, the Visegrad 4 Eastern Partnership Program (V4EaP) is an underused opportunity for the development of GE programs. In terms of cooperation, the Central European Initiative can also be an interesting platform to cooperate within the Visegrad area.

South-East Europe & Mediterranean seminar outcomes

The first South-East Europe and Mediterranean Regional Conference on GE took place in 2011, also in Slovenia. In the meantime, the European crisis changed the discourse of GE. Hence the title of the 2013 Conference – “There is an alternative”, which states the possibility of heterodox speeches on the crisis through GE. The main aim of the seminar was to develop ways for all stakeholders to work together, despite their differences. One of the initial goals was also to formulate a project proposal to be submitted to the DEAR, but the idea was dropped due to funding problems.

The outputs that came from the working groups were divided into the National strategy development and implementation and the curricular reform and education at the national and local level. The main outputs were that the notion of GE is relatively new in the region, and none of the represented countries has a national strategy on GE. However, in October of 2013, the Slovenian State Secretary of Education called for a national resolution on the subject. Moreover, it appeared that the financial resources for the implementation of GE are scarce or non-existent. Regarding the curricular reform, there should be no unified approach to GE, since it should be adapted to local contexts.

Slovenia is facing probably similar problems to all the smaller countries. The financial envelope for the implementation of GE is rare or non-existent. Besides, Slovenia does not have a national strategy for GE. In October 2013, it was asked to the Secretary of State for Education, but in the meantime the government changed and nothing happened yet.

In three years, the government changed three times, which does not ensure sustainability in measures taken related to Global Education. Nonetheless, in 2007, the Ministry of Education prepared guidelines for education for sustainable development, which was the first document in the field of GE in Slovenia. The guidelines defined sustainable development in accordance with the Strategy for Education for Sustainable Development UNECE (United Nations Economic Commission of Europe). In June 2008, the Slovenian Parliament adopted a Resolution on International Development Cooperation for the period up to 2015. Unfortunately, there are no projects to fund GE activities because it seems that GE is not a priority. The level of public awareness of global issues and the importance of GE is low; the same is true for State authorities in the region. And there has never been a widespread awareness campaign to promote GE.

3. GEW networking assessment

The first topic was related to the GEW networking assessment and especially to the role of the network national coordinators in the promotion of GE activities at the local and national levels, as well as the coordination mechanisms with other local/national stakeholders. Secondly, the question that was raised was to what extent were the GE Congress Strategic Recommendations useful. Finally, there was a need to know what would be the lessons to be replicated for 2015 networking and advocacy mechanisms.



4. Role of the network national coordinators in the promotion of GE activities at local/national level and coordination mechanisms with other local/national stakeholders

Several points were raised from all working groups regarding the promotion of GE activities and networking. Overall, it was a very important opportunity to experience GE seminars, at a national or regional level. In Hungary, the seminar gave the coordinator power to continue and to network with other stakeholders. Nevertheless, in some countries such as "the former Yugoslav Republic of Macedonia", which experienced their first kick-off seminar, it is hard to say that there is a big network because it takes time.

Regarding the coordination mechanisms with other stakeholders, it is necessary to have a multi-stakeholder approach, in order to ensure a complementarity between governmental and non-governmental structures. It is also important to invite international stakeholders to seminars because they know the methodology. The main idea would be to have a grassroots approach and make a national plan with NGOs to avoid a situation of projecting and designing different activities. The aim is to have Ministries involved. In Austria for example, they organize in May the so called "Action Days of Civic Education". They also founded an Agency which is connected to the Ministry called Polis, where 75% of the funds come from the Ministry. In "the former Yugoslav Republic of Macedonia", they have a better entrance to Ministries to GE and in this respect the translation of the Guidelines was a very special point. However, in Slovenia and Greece there is a lack of coordination between the actors in the Global Education field and in Slovakia, sometimes what the governments can present regarding GE can be an obstacle to organize GE activities. Besides, the GE projects funded by Ministries can create a dependency for several NGOs.

5. Lessons to be replicated for 2015 networking and advocacy mechanisms/GEW networking assessment (Coordinated working strategy between the GEW network and other networks)

The NSC is seen as a leader to promote interaction with all other stakeholders at Euro-Med level. A thought that was shared between all the members of the group is that the NSC could push more national authorities to give them higher attention to GE because sometimes there is a strong lack of interest from Ministries or local authorities. Besides, the Euro-med area should be the area of action. It cannot be divided between North and South.

As far as coordinated working strategies between the GEW and other networks, opinions with other networks differed depending on the country of origin of the coordinators. Regarding the DEAR network, some countries such as Austria, Greece and Slovenia know it for a long time. In Greece for example, the Greek representative participates in the Development Education Group of the Greek NGDO Platform. But with the GLEN network, no national coordinator works with them or knows them. If there is a strong representative in the GLEN network whom a national coordinator could meet, then it would be interesting to lobby and advocate for GE at the government level of another country as well.

With reference to the Global Education Network Europe, it is seen as a structure promoting governmental exchange of strategies for the promotion of GE linked with a peer review process. Indeed, members of this network visit several countries, they have interviews with key stakeholders and organise round tables in view of elaborating recommendations for the enhancement of GE. Austria and Lithuania have a close cooperation but there is no Greek representative in the network. This network is very active to make GE better known.

Concerning the Civicus network, in almost all the geographical areas, this network is not known and there is no concrete cooperation.

6. Conclusions

The 5 working groups came to some general statements and some challenges they are facing in order to promote Global Education and to have more efficient coordination mechanisms.

The main challenges faced by the network national coordinators were that:

- Within the network, partners are more powerful and have more experience than others and sometimes this can be challenging;
- The partners have their own agenda at the expenses of a common one;
- There is a clear need to involve the institutional partners more;
- There is a lack of academic stakeholders in Georgia, Bulgaria, Montenegro and Lithuania;

- There is a strong need to expand the cooperation and share good practices and experiences which should ensure possible benefits such as an exchange of resources - educational material, human resources - expertise, financial resources for small activities;
- There are different levels of cooperation and sometimes there is no cooperation because the partners working in the same field do not know each other;
- There is a need to extend the national networks in order to reinforce impact and dissemination, for example involving other NGOs and inviting them to the GEW;
- It is crucial to valorise more GE current activities;
- Some documents, such as strategic recommendations, or national documents are not relevant for some of the countries because they are not adapted to the context and most of the time, they are too long;

In addition to the challenges faced by national coordinators, the five working groups made a list of useful recommendations that could be used for the next Congress:

- Evaluation criteria: if the network created some evaluation criteria, GE would gain more weight. The idea would be to label GE as an existing activity. It should be more structured and see the objectives more clearly. Maybe GE can become part of formal education and compulsory. To put it in a nutshell, it would gain weight to put GE within certain parameters.
- Use other networks as resource centres;
- Work together in a better way;
- Feel free to sign up other networks' newsletters to have more information;
- If a coordinator is working on a special issue, the first thing is trying to find the network in this particular field;
- Eliminate inefficient bureaucracy between the GEW network and other sister organisations;
- In order not to create a dependency from the Ministry to NGOs, the most important is to facilitate more direct contact between national platforms;
- Using existing resources, for example competitions for students but it is not always easy (in Italy it is not possible). The activity could be organized by third parties;
- Relating formal and non-formal education with a public and private collaboration for a wider impact;
- Going into school and promote peer activities: make young people aware of their own activity;



II. PREPARATION OF THE GEW FORTHCOMING EDITION

The second day of the seminar was more focused on a specific topic: Food security, the theme chosen for the Global Education Week 2014.

This topic resulted from an interactive discussion between the network co-ordinators on the issue of Global Education Week and its relation to the Millennium Development Goals. The choice of this theme is also in line with the mandate of the North-South Centre with regard to raising awareness on North-South and global interdependence issues.

Some questions were raised by a working group the day before as an introduction to the GEW Forthcoming edition such as the importance of understanding this concept and about the links around food security and how it is linked to learners.

Food security embraces many concepts such as:

- Food safety/sharing/preservation/distribution
- Health
- Environment
- Social responsibility
- Legislation
- Control of food production by people
- Food and land
- Right to food (rights of consumers and producers)

The session began with a presentation from Igor Bringhen (associazione culturale il nostro pianeta) about sharing good practices related to food security.

The *Mediterranean Science, Policy, Research & Innovation Gateway* - MED-SPRING⁴ project - is a coordination and support action. The project is adapted to the new reality of the Euro-Mediterranean policy and the general orientations defined in the **Euro-Mediterranean Conference of Barcelona** focused on three societal challenges (Energy, High Quality Affordable Food, and Scarcity of resources) and aims at tackling policy objectives by creating a dialogue and coordination platform of governmental institutions, research organisations, associations and civil society. The partners of this project are mostly research institutions and ministries in Europe and Mediterranean Countries (From Turkey to Morocco). This project is based on a program from the European Commission (2020), which tends to promote cooperation between research groups between the north and the south. The activities launched in this program are very technical and based on research fields.

The singularity of this program is that many NGOs are involved in order to facilitate a connection between civil society and researchers. The platform, Agora, is used to create a space of dialogue between civil society members and researchers and also to disseminate the activities launched.⁵

The issue to tackle for this project is to ensure a sustainable dialogue between civil society and researchers.

⁴ <http://www.medspring.eu/>

⁵ <http://agora.medspring.eu/>

In this respect, it could be an interesting contribution for the GEW even if the activities are not used especially for educators but it aims to be a community. Agora works as a resource centre and a forum as well. It is an open network.

This kind of project can give long term results, drawing the attention of the public. Besides, it is a good way to reinforce the cooperation between civil society organisations and researchers, even though it is a long process. It seems necessary to remind that it is the first time that the researchers open themselves for such a project.

1. Tackling the different components of the GEW 2014 edition on Food Security

The group (national coordinators) was split in five different working groups in order to tackle the different components of the GEW 2014 edition on Food Security.

The first piece of information is that every country has a different context when talking about food security but all of them have very similar ideas when it comes to list a number of pedagogical tools and activities to raise awareness about food security.

Pedagogical tools and activities

- A 10 hour online course on food security in order to raise awareness and encourage teachers to use this tool incorporated within the school system;
- Organise debate with university students;
- Local/national showcase to expose and talk about food security;
- Seminars, conferences, projects, training sessions (regarding consumer rights), competitions, awareness raising campaigns to buy local and fair-trade food, charity events. Nevertheless, there might be an issue regarding fair-trade food because it is more expensive. There is also a need to tackle some issues such as the availability of food in conflict zones, the prices of food and the lands being ran by multinational companies, animals being fed by food from other continents, issues of health (anorexia, obesity);
- Extracurricular activities have been suggested, for example to organise an educational day on how to select food;
- To organise a training of trainers on food security and to equip educators with necessary tools;
- To invite specialists, experts, consumers, active members of NGO in order to create this debate;
- Cartoons competitions/photography contests;
- Development of an NGO platform dealing with consumers' rights legislation;
- Seminars in schools and universities

Advocacy and outreach

- Reaching the mass media by sending them press releases, use of social networks;

- Run projects in partnership with local authorities, companies, NGOs, mass media;
- Take some testimonials on tools about food security;
- Organise a mapping exercise to trace food origin, or tackle packaging issues to reduce waste;
- Advocate about the effect of the embargo on Russia, the political stand on the CAP by the different political parties in Europe;
- A good exercise would be to compare prices of food in the EU and other continents;
- Regarding education, it would be important to teach to the young about food security;
- **One World Week**⁶ : The aim of this campaign is to explore food security;
- Food supplies systems : Promote campaigns on how to reduce waste;
- Campaign “the story of stuff”⁷.

Institutional support and Interaction with local actors such as local authorities

- Development of *Sustainable schools* programme;
- In the Czech Republic, they are working with the Ministry of Foreign Affairs about this theme;
- In Latvia, projects linked with food security are connected to other local initiatives;
- In Hungary, these themes are carried out by NGOs, linked with others organisations;
- In Cyprus they have particular days for the GEW and they work between Ministries and NGOs to avoid overlapping, they provide material for the class, they share ideas and prepare the programme.
- In Austria: The idea emerged in 1999 with the Ministry of Education. After the Lisbon Forum, the national coordinator brought the idea to Austria and it started as an official initiative. This year, the Ministry of Education will concentrate the theme on racism. They are planning to have a new website this year.
- In Malta, the initiative began in 1999. Since 2002, the national coordinator compiles a dvd with work from the schools.
- In Bulgaria, they organize the UNESCO Chair Olympic games. The main topics discussed are human rights and they include the GEW theme every year.

The major subjects that have been pointed out by all the groups are to find the best way to reach local communities, buying food as a social act and how food influences our health. It is important to talk about food security but in a global context because it is about the GEW (global).

An aspect that has been stressed is the fact that sometimes the GEW is very much focused on the theme and then it is forgotten that it is part of Global Education. The proposal is to be aware that we are working for GE. In this regard, new partners need to understand that it is a theme under a GE perspective.

⁶ <http://www.oneworldweek.org/v2/>

⁷ <http://storyofstuff.org/>

On the second day of the seminar, the group attended a presentation about the DEAR project, presented by the national coordinator in Austria, Franz HALBARTSCHLAGER. Development education and awareness raising (DEAR) aims at informing EU citizens about development issues and providing citizens with tools to engage critically with global development issues and foster new ideas. It is implemented by civil society actors and local authorities in the EU and acceding countries. The main goal of this project is to collaboratively develop and implement an integrated cross-sectorial, participatory Global Learning approach to the EYD 2015 and post MDG development agenda. The process to submit a call is divided into several steps. The first one involves the preparation of a concept note. Then, this concept note is evaluated and, if it is selected, the organisation will proceed by writing the project with project management tools. The activities planned for the project in Austria were focused on trainings, ICT, engage target groups and monitoring but the concept note was not selected. The national coordinators, with a series of questions, tried to understand why the concept note was not selected. The challenges faced were due to multiple reasons: the lack of time is one of the reasons why the project was not accepted. With more time, the team would have come up with a strategy. There is a need for a strategy with 1 or 2 leader associations. It is also important to start to work from the bottom instead of starting from the top. Moreover, the aspect of leadership has to be taken into account. There is a need to have a leader, a coordinator.

Another aspect that has been pointed out is the fact that the goal for this kind of project is sometimes too complex. A real question is to know if the GEW is convincing enough for a European project. If it is the case, the coordinator has to be convinced first. Maybe the project was too compromising. It shows how diverse the group can be in Global learning.

Nonetheless, applying to this project was already a good step forward. In this respect, this seminar is crucial to know whether the networks wants to apply or not to similar projects in the future. The presentation of this project led to a dialogue between all the members of the group in order to make a series of recommendations regarding applications. First of all, it is important to know better the mechanisms and the methods used (project management). Global learning is a method, used in the British Educational system. Another proposal was to work on a project of the network and to launch one day a common project in different countries in order to give the dimension to the event. There is also a need to take into account the needs of NGOs financially speaking in order to secure the funds in their countries (Limited human resources).

III. PERSPECTIVES AHEAD

1. Possible themes for GEW 2015

The theme for GEW 2015 was subject to some debates between the members of the group. One common thought was the need to draw new ideas, to express a drastic change in the theme. For many years, the theme was mainly related to the Millennium Goals for Development (MDG), but for the next edition, the group wanted to focus on a subject linked with Human Rights.

On the one hand, one part of the group wanted to continue the discussion about the answers to give to the MDG and to suggest themes such as gender equality or environmental sustainability because the aim of the GEW is to increase awareness and, as a network, they have to raise their voice.

On the other hand, some members wanted to discuss a social and political view of Global Education with concepts such as peace and education. After a debate, the final theme chosen for GEW 2015 was: **Make equality real**

2. Presentation of the new on-line training course on Democratic Citizenship

The presentation was made by Vic Klabbers, from the Network University, an organisation that offers online courses, debates and specific workshops online. TNU is the partner organisation developing with the NSC its e-learning scheme.

The aim of the collaboration between the Network University and the GEW is to incorporate Good practices/Case studies from the GEW partners into all courses.

The new on-line training course on Democratic Citizenship⁸ aims at inspiring and strengthening democratic citizenship towards social justice and sustainability in a globalised world. The objectives of this course are multiples. With this topic, they will have to adapt to the different targets, such as mass media. They aim at:

- Offering a collaborative space for reflection on co-design of, and action towards citizenship locally and globally;
- Reviewing the existing concepts related to citizenship, civic engagement and participation in the context of global education;
- Questioning the existing policy approaches to citizenship education in a globalised world;
- Co-creating new ways and approaches to citizenship and scale-up the pertinent ones;
- Identifying competences needed and possible paths to develop impactful context-based citizenship leading to social justice and sustainability;
- Connecting thinkers, practitioners, innovators and other relevant actors in the field to strengthen mutual support mechanisms for increased impact.

⁸ www.icd.netuni.nl

The audience can be educators, youth activists, social entrepreneurs as well as new media journalists and researchers. The online course is divided into 4 modules and requires approximately 10 hours per week during four weeks. At the end of the course, participants will receive a certificate which will be considered as a very valuable asset in the future. Nonetheless, sometimes it appears that some participants register to the course only because of the certificate but the application is very weak.

Modules	Description	Time involved
Module 1: Exploring Democratic Citizenship in a Globalised World	<ul style="list-style-type: none"> • Introduction to the collaborative and co-creative approach to learning used in this course based on global education principles; • Reflection on the notions related to citizenship, participation and civic engagement in the global context and the reality of the participants; • Analysis of existing policy approaches to, and practice of citizenship and citizenship education; • Facilitation of sharing among participants with regards their personal and institutional citizenship involvement and practice. 	10 hours per week
Module 2: Co-Design of Impactful Democratic Citizenship Action	<ul style="list-style-type: none"> • Facilitation of a co-design process of new ways and approaches to active citizenship with high social impact; • Dialogue on criteria for increased social impact of citizenship action; • Mapping of democratic citizenship practices worth scaling-up. 	10 hours per week
Module 3: Competences and Strategic Paths for Transformative Citizenship Action	<ul style="list-style-type: none"> • Reflection and dialogue on democratic citizenship competences; • Exploration of strategic paths for implementing of co-designed collaborative citizenship action globally and locally. 	10 hours per week
Module 4: Support Structures and Tools for Collaboration for Follow-Up	<ul style="list-style-type: none"> • Exploration of the existing tools for collaboration and follow up to this course; • Dialogue on support structures for citizenship action implementation beyond this course; • Design of a collaborative democratic citizenship action plan. 	10 hours per week

They also receive a CD-ROM as well as a copy of the Global Education Guidelines. The question to know if such course can be implemented in Universities was raised. At the moment, it seems complicated to establish sustainable partnerships in this field and in formal education.

As a follow-up between the participants and to ensure better dissemination, it is planned to put them in contact with the national coordinator, in each country.

After the presentation and the interactive session on Democratic Citizenship, the group was divided into small working groups to think about a common project to submit on Erasmus + and the other group about the new Global Education website.

3. Erasmus+

The first step the group took was to try to find a general and common understanding about the new program called “Erasmus+”. Secondly, it is important to figure out what to do together because in previous experiences it appeared that it was too challenging to have 8 or 9 partners in the same project and that it is rather relevant to submit 2 or 3 different applications with different partners. Thus, it would be interesting to work on the content of a good global learning project. The group also agreed that activities should be launched with an innovative dimension and approach. It would be interesting to develop a framework document with experts on global learning, such as a quality framework for global learning. This document would also include an “operational tool” to go beyond the conceptual level. It appears then that it is relevant to produce a good practice platform about Global Learning, including different stakeholders (bottom-up process) but also criteria and indicators for a further evaluation.

All those ideas led to a concrete step which is to produce another technical version of the guidelines or a simplified version of the guidelines with practical activities (teacher training guidelines, use of ICT, assessment ...).

4. Global Education new website

The second group worked deeper on the future Global Education website which will be launched for the GEW. They agreed on several points that should be taken into account when designing the new website and to have the information in an easier way. First of all, for national coordinators it would be important to have an intranet or to use a platform such as “Moodle”, with some useful material, good practices and resource sharing, so all members can contribute directly. Application forms can also be shared in this new website with some questions, in order to start evaluating the activities. Then, the guidelines should appear in different languages on the website. Moreover, links to resources and the glossary should appear in a more attractive way to facilitate the research. Besides, in order to homogenise working documents, the program manager from the North-South Centre, Miguel Silva, will prepare several templates: One for the country file, another one to present the activities, one template for the GEW report and another one about the work accomplished by the

Congress. In this regard, it would be relevant to ensure a greater participation of members of the Ministries of Education in the next Congress in order to establish a dialogue between the political level and members of civil society organisations. Two kinds of invitations have been chosen.

The first option is to send an invitation to Ministries (Education, Foreign Affairs) to identify someone to recommend for the event. The second option is to send an invitation of someone a national coordinator already knows. Indeed, there is a need to “push” the politicians. The network has to be completely involved in the preparation of the congress.

It was agreed that the network should approach the 3rd Congress by advocating within the CoE internally. In this respect, there will be a CoE meeting with internal structures (parliamentarians engaged in education, education committee of the CoE) based on an exchange of good practices. This event will take place at the end of 2014-beginning of 2015.

Moreover, a letter will be sent using the internal mechanisms used by CoE to make sure that everybody is on board. (Ministry of Foreign Affairs and Ministry of Education).

5. Recommendations and follow-up

The three days seminar was a good opportunity to gather national coordinators to debate and share perspectives. It was also the accurate moment to list a number of recommendations that have to be taken into account when it comes to Global Education.

The first recommendation concerns the GE guidelines. For many coordinators, it would be really relevant to adapt the guidelines at a geographical level. The guidelines are seen as a very good tool to disseminate GE but sometimes there is a gap between the methodology and the reality in the country where this methodology is to be implemented. Indeed, it would be necessary to have a strategic guideline referring to the Baltic countries. We can see a similarity when it comes to the strategic recommendations. The main analysis done regarding GE Congress Strategic Recommendations from all groups is that the recommendations gave structure but at the same time put some limits and obstacles. The challenge is to monitor those recommendations. Thus it would be an ideal recommendation to adapt them to national realities. Accordingly to this, the role of the network here is to reframe the recommendations.

Nonetheless, in many countries, the political scene is subjected to some changes of government which do not ensure sustainability to settled permanent measures regarding Global Education. The main challenge would be to safeguard continuity with what has been done previously in each country.

Another recommendation that was raised during the three days of the seminar is that national coordinators need to exchange and get to know more other networks. It would be relevant to use other networks as resource centres and share more know-how and good practices between members of the GEW network and other sister networks. The partners would need a mind map of the partners (especially CONCORD) during the next Congress.

To put it in a nutshell, national coordinators during this seminar raised some fundamental questions that could fuel the debate for the next Global Education Congress:

- Where do we situate Global Education? How can we inspire the formal system with innovative approaches?
- It is interesting to rethink about GE in itself, maybe GE has to offer different things than the formal system. How is it possible to make sure the innovative approach is integrated in the formal system?
- In "the former Yugoslav Republic of Macedonia" it seems that the central control over education goes against global learning. It is an issue to deal with in the next Congress.

To conclude, two concrete steps will be taken as follow-up:

- Miguel Silva, Programme Manager for the North-South Centre will prepare three templates for national coordinators by the end of October (One for the country file, another one to present the activities, the third one for the GEW report and another one about the work accomplished by the Congress.
- The national coordinators who are interested in applying for Erasmus + (key action 1 or 2) should meet again before February to submit an application.



IV. ANNEXES

1. GEW Network Seminar program

Global Education Week Network Seminar

Strategies for Increasing and Improving
Global Education

DRAFT AGENDA

22–24 September 2014

Mollina-Spain

Centro Eurolatinoamericano de Juventud

CEULAJ

Avenida de América

29532 MOLLINA

Tel.: (+34) 951 960 500 Fax: (+34) 952 741 112

Monday 22 September

9.30	Bus pick up at Hotel Saydo to CEULAJ
9.45	Registration; welcome to GEW network national coordinators and new coordinators; presentation of the agenda
10.30	Official opening of the University on Youth & Development
11.30-12.00	Coffee-break
SESSION 1	OVERVIEW OF 2014 ACTIVITIES
12.00-12.20	The NSC GE activities in 2014
12.20-13.50	Overview of GE national and regional processes Montenegro & Former Yugoslavian Republic of Macedonia; Baltic regional seminar outcomes; Visegrad regional seminar outcomes; South-East Europe & Mediterranean seminar outcomes. <i>(15 mn each presentation +15 mn questions)</i>
14.00-16.00	Lunch
16.00-17.30	GEW networking assessment a) Role of the network national coordinators in the promotion of GE activities at local/national level and coordination mechanisms with other local/national stakeholders (government / local authorities / media / civil society / international organisations representations) since the GEW 2013 edition and during 2014. b) To what extent were the GE Congress Strategic Recommendations useful? c) Lessons to be replicated for 2015 networking and advocacy mechanisms. <i>Questions tackled through 5 working groups (90 mn.)</i>
17.30-18.00	Coffee-break
18.00-19.00	GEW networking assessment Coordinated working strategy between the GEW network and other networks: how to reinforce partnership with other sister networks such as Council of Europe Education for Democratic Citizenship and Human Rights Education (EDC-HRE) network; DARE Forum network; GLEN network; non-European networks such as CIVICUS.
19.00-20.30	GEW networking assessment & conclusions <i>Feedback in plenary of the outcomes of the 5 working groups (15 mn each group + 15 mn questions)</i>
20.30-21.30	Dinner
21.30-22.30	University Joint sessions: Youth Opportunities

Tuesday 23 September

9.15 Bus pick up at Hotel Saydo to CEULAJ

SESSION 2 PREPARATION OF THE GEW FORTHCOMING EDITION

Sharing plans foreseen at national levels for GEW 2014

9.30-10.00 Presentation of OXFAM projects dealing with Food Security

10.00-11.30 Tackling the different components of the GEW 2014 edition on Food Security

Theme; Pedagogical tools & Support mechanisms; Communication strategy; Activities; Target groups / interaction between different target groups; Advocacy and outreach; Institutional support; Interaction with local actors such as local authorities, local media, local business.

Questions tackled through 5 working groups (90 mn.)

11.30-12.00 Coffee break

12.00-13.00 Tackling the different components of the GEW 2014 edition

feedback in plenary of the outcomes of the 5 working groups

(10 mn each group + 10 mn questions)

13.00-13.30 Presentation of GEW network project

(15 mn presentation + 15 mn questions)

13.30-13.50 Putting in perspective GEW network joint action

14.00-16.00 Lunch

SESSION 3 PERSPECTIVES AHEAD

16.00-17.30 The GEW network and: the 2015 European Year on Development; UN Post 2015 agenda & the European Task Force of the Beyond 2015 initiative; UNESCO Global Citizenship Education initiative.

Possible themes for GEW 2015 and possibly GEW 2016

Questions tackled through 5 working groups (90 mn)

17.30-18.00 Coffee-break

18.00-19.00 feedback in plenary of the outcomes of the 5 working groups

(10 mn each group + 10 mn questions)

19.00-19.30 Choice of the GEW theme for 2015 and possibly 2016

19.30-20.30 Session with GEY ToT

20.30-21.30 Dinner

21.30-22.30 University Joint sessions: sharing workshops

Wednesday 24 September

9.15 Bus pick up at Hotel Saydo to CEULAJ

9.30-11.30 Presentation of the new on-line training course on Democratic Citizenship

Interactive session on DC

The GEW network and e-learning courses alumni

11.30-12.00 Coffee break

12.00-13.00 Role of the GEW network within NSC 2015 programme of activities monitoring of the Strategic Recommendations of the 2nd GE Congress and preparation of the 3rd Congress.

In the light of the GE Congress Recommendations, discuss and propose a shared strategy for the monitoring of the recommendations at national level, in coordination with institutional representatives (Ministries and Parliamentarians), educational structures (teaching institutes, academia, etc.); sister networks (CONCORD/European Youth Forum/GENE, etc.) through a national task force and through a GE interactive discussion forum created by NSC for the preparatory process of 2015 GE Congress..

Questions tackled through 5 working groups (60 mn)

13.00-14.00 Role of the GEW network within NSC 2015 programme of activities

feedback in plenary of the outcomes of the 5 working groups

(10 mn each group + 10 mn questions)

14.00-16.00 Lunch

16.00-16.30 AoB

16.30 University Joint Session

20.30-21.30 Dinner

21.30-22.30 University Joint sessions: sharing workshops

2. Summary National Seminars

An overview of common points

National Seminars

- **Montenegro** (May 31st 2013, Podgorica)
- **"The former Yugoslav Republic of Macedonia"** (May 30th 2014, Skopje)

General Seminar Data, Context, Objectives and Conclusions

- 1) **Participation pattern:** both seminars gathered about 50 participants, comprising institutional actors and CSOs (working in the areas of education and media). Among the participants were relevant national stakeholders, as well as regional and international guests.
- 2) **Lack of awareness:** in both cases, the general public knows little about GE.
- 3) **Accession to the EU:** the candidate status granted to both countries was and is a stimulus for curricular reform.
- 4) **Potential:** in both States, there is great potential for the introduction of GE in the formal education systems, as they share the values promoted by GE.

National Strategy Development and Implementation

- 5) **Lack of a national strategy:** both seminars paved the way for the drafting of a national strategy.
- 6) **Coordination among stakeholders** needs improvement in both cases.

Curricular Reform

- 7) **Common reforms:** in both countries, broad reforms have been undertaken in order to modernize the education system, adapting it to societal changes. The actual curricula are good bases for further work, and several proposals were issued in both seminars.
- 8) **Multiculturalism:** the rights of minorities are taken into account in both education systems, although proposals to deepen the multiethnic features of curricula were issued in the seminar of "the former Yugoslav Republic of Macedonia". In both cases, amid other integrative tools, languages play an important role: classes are taught in the languages of certain minorities.

Competence Development for Educators

- 9) **Involvement of faculties:** coordination between schools and academia is non-existent, and should be developed to train educators.

Quality Support and Monitoring

- 10) **Evaluation:** external evaluation and self-evaluation is available in both countries.

GE and Non-Formal Education

- 11) **NGOs:** Organizations related to NFE activities have been progressing in both cases, although cooperation with the formal sector seems more advanced in Montenegro. NGO platforms in the fields connected with GE would be useful in both cases.

GE and Media

- 12) **Lack of awareness and coordination:** the media are not aware of GE, and coordination between them and GE stakeholders (especially schools) could be fruitful.
- 13) **Divergence in focus:** whereas the Montenegro Seminar focused on how to promote GE through the media, the Seminar taking place in "the former Yugoslav Republic of Macedonia" put more weight on the interactions between the media and schools that could help reach educational goals consistent with GE.

3. Summary Regional Seminars

An overview of common points

Regional Seminars

- **Central Europe** (September 5th-6th 2013, Budapest, Hungary)
- **South-East Europe and Mediterranean** (December 4th-5th 2013, Ljubljana, Slovenia)
- **Baltic States** (May 12th-13th 2014, Riga, Latvia)

General Seminar Data and Objectives

- 14) **Participation pattern:** all seminars gathered representatives from different sectors, and Civil Society was particularly well represented.
- 15) **Objectives:** generally, objectives included identifying common challenges, sharing best practices and elaborating recommendations which could be useful in the medium/long run. In the case of the South-East Europe and Mediterranean Seminar, objectives were less ambitious.

National Strategy Development and Implementation

- 16) **Existence of national strategies:** the three Regional Seminars encompass countries at very different stages of development, as far as national strategies are concerned. In the Baltic Region and in South-East Europe, no country has adopted a strategy for GE, whereas the Czech Republic is at the stage of evaluating its strategy *ex post*.
- 17) **Recognition by public authorities:** the same remark goes for recognition and support by the State; however, even when the State recognizes the importance of GE, more stability and financial support could be useful.
- 18) **A multi-stakeholder approach** is seen as essential everywhere; concerns were raised about the coordination between actors, for instance the Ministries of FA and Education.

Curricular Reform

- 19) **Constant reconceptualization:** GE must permanently adapt to societal changes and local needs.
- 20) **A crosscutting issue:** since GE is transversal, existing subjects and parts of curricula can and should be used for GE purposes.
- 21) **Access to materials:** easy access to practical and varied materials and tools should be guaranteed at the national level, for instance via online platforms.

Competence Development for Educators

- 22) **Involvement of all stakeholders:** coordination between schools and academia should be further developed to train educators, and the same is true for formal and non-formal education.
- 23) **Updated training:** training has to keep up with changing paradigms.

Quality Support and Monitoring

- 24) **Research:** good research on GE must be encouraged, and linked to quality monitoring. This implies investment and effective sharing mechanisms.
- 25) **Evaluation:** the fact that there are no clear goals for impact assessment constitutes a decisive challenge.
- 26) **Cooperation:** several proposals were made to share know-how and best practices, ranging from national working groups to transnational networks and online platforms.

Campaigning and Outreach

- 27) **Public awareness:** is generally low, which constitutes another important challenge.
- 28) **Campaign strategies** were discussed in all three Seminars, and participants came up with different solutions, namely on the choice of themes and target groups.

GE and NGOs

- 29) **Different regional scenarios:** in some cases, NGO capacity and NGO platforms need strengthening (Baltic countries), whereas in other cases these structures are well established, even though they could use more financial support (Central-European countries).

Cooperation and Coordination as Absolute Priorities

- 30) **At different levels:** cooperation between sectors at the national level was deemed essential; the same is true for cross-border cooperation, at the regional and the European level, for different purposes (sharing of best practices, conduct of common awareness campaigns, etc.).
- 31) **Sister networks:** several projects, fora and groups were identified at the regional and at the European level, and could contribute to the promotion of GE.
- 32) **The Eastern Partnership** can be a good framework for cooperation: it was already tested by the Baltic countries, and might be used by the Visegrad countries in the future.
- 33) **Common opportunities:** initiatives such as the EYD2015 could be advantageous for the implementation of GE.

4. Summary 2nd European Congress on Global Education

Summary

Strategic Recommendations

2nd European Congress on Global Education

1. National Strategy Development and Implementation

- To review the legal acquis and practices, while supporting the implementation of **national strategies** that can contribute to the mainstreaming of GE.
- To strengthen a **multi-stakeholder approach**, improving coordination at the local, national and international levels. The dialogue between relevant Ministries, between the formal and non-formal education sectors and between CSOs and governmental institutions should therefore be reinforced.
- To support the non-formal education sector – while recognising its specific approach and methodology – as well as relevant CSOs and academic institutions.

2. Curricular Reform and Education at the National and Local Levels

- To improve **coordination and cooperation strategies** between the various stakeholders: with the UN and the EU in GE related fields; at the national level, between the formal and non-formal education sectors, and between practitioners and decision-makers, namely through the establishment of national committees.
- To promote and monitor the **mainstreaming of GE** both in the formal and non-formal sectors, embedding GE at all levels of the education systems. The inclusion of GE in schools should be transversal, with inter-disciplinary programmes which aim at forming responsible global citizens, and should involve students and parents.
- To develop and disseminate **quality learning materials** (namely by raising the awareness of publishers), and to innovate through GE pilot projects.
- To develop **partnership projects** between schools of different continents, as well as between schools and the private sector or the media.

3. Continuing Professional Development of Educators

- To **empower educators**, by supporting their critical reflection on the meaning of GE and on current GE materials, by encouraging practice sharing and peer-learning at the global level, and by raising their awareness of the example they present.
- To develop a continuing **professional development** strategy, while providing training and materials to educators. These materials should be adapted and translated.

- To invest in the development of **GE competences** through an innovative learner-centred approach – guided by the principles of GE – which is able to address the burning societal issues of the time.

4. Quality support, Monitoring and Evaluation

- To create spaces for innovation in the areas of quality and evaluation, and to support the **co-production of knowledge**, namely through peer reviews and more international coordination.
- To promote academically sound and **critical research** on GE, namely on the relationship between formal and non-formal education models. To support the expansion of relevant academic GE courses, and to strengthen the communication channels between academia and both practitioners and policy-makers.
- To study the impact of GE, through instruments of **impact assessment** and quality support, as well as through evaluation mechanisms established at the different relevant levels.

5. Campaigning and Outreach

- To encourage the **media** to promote GE, namely by providing GE training to journalists, and by supporting practice sharing among them. International events can be of use for the promotion of GE through the traditional media.
- To support the **critical engagement** of young people with the media, and encourage pilot projects on the new media and citizen journalism.
- To engage in **advocacy** directed at decision-makers and at new actors out of the traditional comfort zone (global corporations, for instance), while ensuring the inclusion of the interests of socially excluded groups in all campaigning efforts.

5. Presentation of the national context of Global Education in Montenegro

National context of global education/development education

Montenegro is today well on its path to membership in the European Union and undertaking major reforms in economic, political and social fields. Since 2001, when Montenegro adopted its strategy for educational reform *The Book of Changes*, the guideline shaping the process was awareness of changes that are brought by globalisation and individualisation. This book, being the strategic document, recognised the presence of new situation of constant innovations, as well as the need for acquisition of new sorts of knowledge and skills in the times when *knowledge is becoming basic resource for development of any society*¹.

The new educational system aspired to build democratic, economic and open society based on Rule of Law, inter-ethnic co-existence, understanding and tolerance.

Montenegro took the challenge to offer appropriate learning processes and has undertaken an extensive primary and secondary education reform from 2000 to 2009.

*Following the grounds set by *The Book of Changes*, Montenegro has developed comprehensive strategies and action plans regarding: preschool, primary, secondary and higher education, inclusion of children with special educational needs, education of minorities and education in mother languages, inclusion of Roma children, vocational education and training, education of adults, lifelong career orientation, development of national qualifications framework, employment and development of human capacity, education for democratic citizenship, etc. Apart from this important work at national level, Montenegro is signatory of international conventions and declarations and participates in many educational programmes in line with its strategic goals. On 11th of May 2007 Montenegro became a member of Council of Europe and since 6th July 2006 was signatory of the Cultural Convention and the Convention on Human Rights and Fundamental Freedoms. Montenegro is a member State of the North-South Centre and the Ministry of Education joined the Global Education network in 2011. Montenegro participates in European programs in education field such are Erasmus, Tempus, Youth in Action, etc.

The process of accession of Montenegro to EU requires, among other things, the harmonisation of national legislation in the field of development policy and humanitarian aid with EU legislation. Still, there is no policy framework or regulation on development cooperation of Montenegro. In December 2010, the Parliament of Montenegro passed the national qualifications framework law which includes all formal education qualifications (from general education,

and higher education) as well as a system of national professional qualifications. In the Action Plan—Integration of Sustainable Development into Educational System 2007–2009 it is assessed that Sustainable development is present in curricula through operational goals and activities for teaching units. Delivering sustainable development in education in Montenegro is based on the idea that children and young people may play an active role in promoting sustainable development.

One of extensive evaluations of the Educational Reform in Montenegro was conducted during the period 2010-2012 in a collaborative effort between NGOs, the Pedagogy Center of Montenegro, Parents' Association and Forum MNE and with the continuous support from the Open Society Foundation Network, the Ministry of Education and Sports, the Bureau for Educational Service and the Institute for Textbooks and Teaching Aids. Evaluation results refer to three key areas: quality of teaching, equal opportunity for students with special needs and participation in decision making. The evaluation of reform objectives contributes to: active learning, critical thinking and communication skills, as well as teamwork of pupils. Such result sets solid grounds for future incorporation of Global Education. Also, the classes *Introduction to Civic Education* and *Civic Education* are introduced in primary and secondary schools as regular and electoral classes respectively.

New curricula are modernised and adjusted to contemporary requirements in Europe. The Evaluation of Educational Reform describes the curricula as *clear and easy to understand, they set relevant learning objectives and contain clearly defined standards of knowledge*⁶. However, active learning, critical thinking, communication skills and teamwork competence are represented in the operative objectives and curricula standards much less than it is possible, as assessed by this Evaluation. It was found that high school curricula foster active learning, critical thinking, communication skills and teamwork competence much more than elementary school curricula. The educational programmes are also assessed as too extensive. However, the new educational programme introduced open curriculum which gave teachers, students, and schools the independence to create new subject curricula. It means the local community can create around 20% of the local curricula's contents.

External evaluation was introduced in 2005 when Bureau for Educational Service was given the role to assess the quality of educational process under seven key areas and following quality indicators: school management and governance; personnel, material, technical and safety requirements of school; school ethos; support that the school provides the students; cooperation between the school and parents, other agencies and local communities; teaching and learning; achievements, knowledge and skills of students towards

educational standards. **School self-evaluation**, is additional element that is in-line with what Global Education is about.

Education in Montenegro is regulated by the Ministry of Education of the Government of Montenegro. At University level, the education for teachers is organised at Faculty of philosophy, pedagogy department. Non-formal education is being organised by some NGOs at local, national and international level, but also by National Employment Bureau as part of pre-qualifications programmes for its clients. Important stakeholders are also Montenegrin Youth Forum as umbrella of youth organisations, Union of High-school pupils, Association of Parents.. In addition, local municipalities, the Parliament and the Government are recognised as important stakeholders for introduction of GE in Montenegro.

Education in Montenegro is regulated by the Ministry of Education of the Government of Montenegro.

Montenegro closed year ago, in april 2013 the Chapter 26 related to education and culture in Brussellas.

6. Presentation of the South-East Europe & Mediterranean seminar outcomes and Global Education strategies

Slovenia is facing probably similar problems as all the smaller countries. The financial envelopes for the implementation of GE are rare or non-existent. GE is in the domain of Ministry of Foreign Affairs, and the contractor is Sloga, umbrella organization of NGOs. They then participate with NGOs, which are mainly engaged in international development cooperation. In the context of financial options then carry out workshops in schools. NGO Edirisa Society Slovenia where I am involved is one of them.

Slovenia does not have a national strategy for GE. At October 2013, we asked Secretary of State for Education, but in the meantime government was changed and nothing happened yet.

The level of awareness about GE is small in public as well as by the authorities in the state, because there is no widespread campaign to promote GE. The campaign is needed because of the alarming lack of GE in formal and informal education. Unfortunately there is no funding too.

There is also the lack of people, which would be seriously engaged. Young people at the end of education come at the non-governmental sector, because they do not find work but in the NGOs are conditions of employment very poor, they are working on individual projects and looking for work moving them from one NGO to another.

In Slovenia, the GE deal mostly NGOs (9 also cooperate with African countries). In 2007, the Ministry of Education prepared guidelines for education for sustainable development, which was the first document in the field of GE in Slovenia. The guidelines define sustainable development in accordance with the Strategy for Education for Sustainable Development UNECE (United Nations Economic Commission of Europe). Unfortunately, it is not yet established strategies that would ensure the realization of the introduction of formal and informal education, also not estimates costs and to ensure personnel.

In June 2008 the Slovenian Parliament adopted a Resolution on International Development Cooperation for the period up to 2015, coordinator of cooperation is the Ministry of Foreign Affairs. There is no projects for GE financing activities are only possible within the framework of projects where GE is not a priority. Projects at the state level, where GE could be included, are little or even less each year, Slovenia does not have private foundations that such activities can be supported. Slovenia has a plan to increase development aid to 0.33% of GDP to 2015, but unfortunately due to the crisis every year is worse and 2013 was only 0.13% of GDP.

GE cannot be included among the other educational contents, because the whole education process has not global dimension. GE is not understood as a means of education and remains primarily in the form of additional activities.

The most important task is to overcome the problem of understanding as "us and them" perspective in North–South

I would like to tell you something from practice. Society Edirisa Slovenia, which I run the last 5 years, started to operate in Uganda in 2004 with help for better and more accessible children education at four schools in the south-west Uganda. We also raised funds for extracurricular activities (swimming, excursions) and together with Edirisa UK help in the reconstruction of schools and the construction of the centre for volunteers.

In 2009, the Ministry of Foreign Affairs signed our first project Ability to read - a window to knowledge. In this project, we published a children's book and a workshop book for teachers. We had over 200 workshops for children in kindergarten, elementary school from P1 to P4 and in secondary school for future teachers; we have also workshops for teachers and parents about "Why should children go to school".

At 2010 we had another project "Library – foundation of reading culture and source of knowledge. We founded 4 school libraries with books and newspapers, open also for all villagers. There volunteers help children by reading. We published two story books of Bakiga tribe which were never published before. Students from secondary school collect them from oldest people at the villages. From 2011 to 2014 we had 2 projects for Batwa – Pygmies around lake Bunyonyi. They were banished from the forest where they lived as hunters and gatherers on other tribe land. We had workshops about human rights and sending children to school. We published a book of stories and organised workshops for making crafts and farming. This year we bought them 2 pieces of land.

On April we invited our sponsored student Laban to Slovenia for 2 months. It was very good experience for him.

7. Presentation of the Baltic outcomes

(power point in the attached documents)

