

## South-East Europe and Mediterranean Regional Seminar on Global Development Education Follow-up meeting in Ljubljana

### THEMATIC WORKING SESSIONS: POLICY MAKING AND CURRICULA DEVELOPMENT

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

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

- GDE & Agenda 2030
- Partnerships across formal & non-formal education
- Cross-conceptual collaboration
- How to persuade policy and decision makers (to support GDE and what it's about).

#### GDE & Agenda 2030

- It's about global education in 2030
- Relevant ministries are more involved in education since SDGs
- "GE is more concrete than as GDE"
- GDE is a tool to achieve all SDGs (eradication of poverty, sustainable development), not just target 4.7
- SDGs bring more social dimensions into Sustainable Development Education, which was more environmental before (*Romania: department for Sustainable Development, they are organising events across Romania to bring SDGs to local level*).
- SDGs are sometimes too abstract - it helps to bring it to the personal level. GDE helps us to be concrete - how to implement SDGs on local level > interdependency in practice, the use of SDGs and GDE are already in the curricula, but are not recognised
  - reasons: too broad / not clearly marked, only in the foreword of curricula, only motivated and/or educated teachers recognised them, global seen as bad (nationalism)
  - solutions:
    - more concretely put in

- creating space for teachers to bring in non-formal methods
  - networking / multisectoral bodies
  - motivational strategies for teachers to work on this
  - compulsory training
- Cyprus: SDGs/GDE is integrated in curricula
- Active citizenship promotes EU identity
- We can already work on GDE/SDGs in existing curricula > not necessary to wait for curricula reform (Slovenia: 15% of curricula is flexible)

### Partnerships across formal & non-formal education

- participation of teachers in NGOs' projects and training sessions
  - Romania and Slovenia: Clubs of GDE for teachers every 2 months
  - Romania:
    - "A different kind of schools" (one week)
    - Global education week introduced in formal education
- Bring them together! (*Cyprus: interdepartmental committee on GDE*)
- Participation of teachers in NGOs projects & training sessions (*Romania and Slovenia: clubs of GDE teachers*)
- Official support for NGOs (*Malta: Ministry introduces NGOs activities to schools, therefore endorses their activities*)
- Doing things together in a systemic way. Should have working groups on different subjects, curriculum, ministry endorses NGOs results - their work is used and made public by the ministry (*Malta: resources and involve NGOs in big projects of the Ministry*)
- Good example: Slovenia had an event on gender equality (as a part of wide EU campaign Her World is Our World), later it developed into school competition on gender equality (SDG 5) with Ministry of Foreign Affairs, NGOs, Ministry of Labour, Family and Equal Opportunities - one activity led to different engagements and wanting to work together.

### Cross-conceptual collaboration

- Challenging to understand the concepts, looking at differing approaches
- Overall challenge: in the NGO sector we have different organisations fighting for terminology and has to do with funding very often. This hinders our work.
  - Recommendations:
    - Create alliances between NGOs working in the wider field of GDE, HRE, ESD etc. multi stakeholder approach
    - include GDE in the formal education curricula from early childhood education
    - Curriculum flexibility in mainstreaming GDE
  - Good practice: Romania: [Reper21](#) - alliance of 90 NGOs trying to create Development Education strategies in each field they are working in
  - Good practice: Cyprus: intergovernmental coalition bringing all educations together
- Policy incoherence - different legislations clash. Different legislations from Foreign Affairs ministries and Education ministries

- A good practice from Slovenia is using bottom up approach by enabling young advocates to work with these issues, using modern tools (Snapchat etc.), employing pop-culture for the implementation of SDGs
- Recommendation: User-friendly tools for teachers to use daily without overwhelming them
- competition between NGOs working on different approaches > relates to funding/influence towards policy makers.

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

- Point was made that we are trying to do things more idealistic
- Who are the decision makers or Policy makers? If you don't know the stakeholders, you won't do anything:
  - At a national level: members of parliament, business, ministries, agencies, teachers
  - Local level: local authorities, business
  - School level: head masters, teachers, parents, the curriculum
- What do we have to persuade? Personal outreach!
- How do persuade them?
  - National level: campaigns, online campaigns, building coalitions especially with members of parliament, project realisations, lobbying, presenting the benefits for the institution. Difficult to engage, but not impossible.
  - Local level: presenting the project, good headmasters, cost benefit analysis
  - School level: presentation of the action proposed, concrete benefits for the institution.