

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

THEMATIC WORKING SESSIONS: PROFESSIONAL DEVELOPMENT OF EDUCATORS AND QUALITY SUPPORT

Moderator: Mr. Max Zimani, Zavod Global

Note taker/Rapporteur: Ms. Maruša Babnik, SLOGA

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

Statements and some comments on them were:

- **In my country educators have training and educational resources that are adaptable and accessible in local languages.**
 - Zero opportunities for teachers in some countries
 - Slovenia: two entities recognised by constitution (Hungary, Italy), but in terms of the preparation of GE materials only it's not there - we need to raise this question also on EU level;
 - Slovenia: flexibility is also dependent on teachers and their motivation - to prepare materials - better for use on local level
 - Slovenia: also NGOs admit that they do not remember to think of the recognised minorities when we have an opportunity to translate materials into local languages
 - Slovenia: we also need to think of migrant population - maybe not that much in Slovenia, but in other countries, like Cyprus etc. - if the migrant population is large enough to translate materials in their languages
- **In my country intergenerational learning and peer learning are promoted systematically.**
 - Slovenia: thinking of my home town's school - I don't know if they are doing it systematically, but they have a lot of intergenerational activities

- peer-to-peer learning has so many advantages, but it is not used that much in Slovenia, especially on school level - it could be used more, so that the pupils take responsibility to organise among themselves; there is an improvement in comparison with the past, but not much.
- **In my country there is a good investment in innovative learner-centred methodologies that enable educators to address societal issues.**
 - Romania: CSOs are working a lot on learner-centred methodologies, often they enter formal education and implement these programs
 - Slovenia: a lot of youth organisations are developing them, but there could be more cooperation with the formal sector
 - Portugal: the formal system is still very traditional and there is a lot of resistance also from the educators to implement innovative methodologies because they are overwhelmed with administrative, so there should also be message to ministries of education: curriculum design should be adapted so that educators have time to devote to pedagogical role and not only producing reports and results - due to the bureaucratic demands of the ministries there is not a lot of participatory methodologies in the formal system
 - Romania: identical situation as in Portugal, but there not be so much of an actual resistance from the educators as there is an issue of a lack of time to implement such methodologies.
- **In my country an assessment of educators' needs in the field of GDE...**
 - There is no educators' needs assessments by the ministries.
- **In my country there is an initial training for volunteers, who would like to teach global education or to do it in non-formal education.**
 - Slovenia: NGOS are offering the trainings for trainers, youth workers, teachers, educators and volunteers, but they are not systematic; they are done by different NGOs, the trainings are not centralised
 - Romania: it can be systematic on the level of one organisation, not necessarily on the national level and provided by the state
 - Romania has institutional funding for formal education but not for NGOs
 - Slovenia (volunteer organisation): trainings are not done systematically as they are project based, sporadic - depends on the availability of funds
- **In my country there are trainings provided for those, who would like to teach global education or to do it in non-formal education.**
 - Its project based
 - if there is no institutional funding, if the funding focus changes from GE to environmental education then the GE organisations switch to environmental education too, dropping GE which is not covered by funding
- **There is an exchange of educators/volunteers between countries.**
 - ERASMUS+!

- Cyprus: a personal perception: these opportunities are more often taken by educators/trainers from the private sector and not from public sector / formal education and not utilised enough; they might not be aware of these opportunities and are not seeking them
- **In my country an open school - a week of non-formal education in schools in cooperation with NGOs providing diverse workshops is being used (the experience of Slovenia and Romania as described in the previous seminar).**
 - Slovenia: it depends on how an individual school interprets an open school; it can be done in cooperation with NGOs, but it can also mean they organise a trip or an outdoor activity.
- **There is a need to insure qualitative and quantitative indicators to measure the impact and the efficiency of an educational project in the field of GDE.**
 - e.g. monitoring
 - debate on GE (NSC), GDE (EC), GCE
 - this is done on projects but not systematically for the field (e.g. impact assessment of GE activities, like storytelling, are limited to a project)
 - Slovenia: we haven't even agreed on what to measure and how although it would be helpful; there are no indicators agreed on by any multi stakeholder group; we have ministries still debating on how we call this: GE, GCE, education for sustainable development...; and displaying a lack of understanding on what qualitative indicators are (saying pictures are it), using mostly general, easy quantitative indicators (it matters not how many students are at the workshop, but how many changed their behaviour)
 - NSC: Council of Europe produced a reference framework on competences for democratic culture, which includes GE competences and includes qualitative and quantitative indicators to assess their work. testing phase was done in different countries and led by Ministries of education, so there is a recognition of ministries of education. This competence framework is supposed to become generalised in EU MS (see Background documents and Concept Note of the Meeting). By next year there will also be revised GE guidelines, which will introduce indicators for educators to assess their work.