Innovative approaches to establishing Global Education
The following brochure presents some of the selected approaches used, the experiences made and the results of the project “Global Education without borders”, which took place across the six partner countries.

Initial situation

In the last few years the concept of Global Education has become acknowledged as a pedagogical perspective of considerable value. Pedagogues and scientists from various other fields have contributed to the elaboration of new approaches and the enhancement of Global Education. A remarkable scientific and public discourse is going on about the relevance of certain approaches and models in the field of Global Education. Some might say this is counterproductive and inhibits the implementation of concrete measures. In fact this discourse opens up new possibilities.

Project approach

In the project “Global Education without Borders” organisations from six European countries (Austria, Bulgaria, Czech Republic, Greece, Hungary and Romania) built up a network for the exchange of materials, good practice and strategy on Global Education. All these organisations are recognised as key actors in the field of Global Education in their countries. By collaborating on an international level and exchanging the organisations’ experiences we try to strengthen Global Education in all six countries.

We consider the following approaches to strengthen Global Education to be crucial:

Our project activities

- International seminars for the training of multipliers on different relevant Global Education topics
- National seminars and round tables
- Development and implementation of workshops in schools

One important principle of Global Education is the enforcement of critical and multifaceted thinking. This is what helps the concept to remain process oriented – one imminent factor of Global Education. The steady dialogue brings along new tools and adapts the concepts to new requirements and circumstances.

Meanwhile, this discourse on Global Education goes on in many European countries. In some of these countries, strategic plans already exist for incorporating Global Education into the formal and non-formal education system.

- Raising of public awareness on the importance of Global Education in the formal and non-formal education system (including adult education);
- Capacity building among multipliers (teachers, adult educators, NGO staff, ...);
- Strengthening and setting up a national and international discourse on the importance of Global Education;
- Raising the amount of learning materials on Global Education topics;
- Enforcing the procedure on implementing Global Education on a structural level in the education systems of the partner countries.

- Creation of a Global Education Material Package for practitioners
- Website including an international expert-database
Project organisations

**SÜDWIND – AUSTRIA**
For 30 years Südwind, an Austrian Non-Governmental Organisation (NGO) has been advocating for a sustainable global development, Human Rights and fair working conditions across the world. Through curricular and extracurricular educational work, the publication of Südwind magazine and other related publications, Südwind ensures that the issue of global dependencies and their consequences remain part of the public discourse. [www.suedwind-agentur.at](http://www.suedwind-agentur.at)

**C.E.G.A – BULGARIA**
Creating Effective Grassroots Alternatives works to support the sustainable democratic development of disadvantaged communities based on citizen participation in finding solutions to local problems. Furthermore, it promotes Global Education in Bulgaria through capacity building and networking of teachers and young people. [www.cega.bg](http://www.cega.bg)

**NAZEMI – CZECH REPUBLIC**
NaZemi was founded in October 2003 with the objective to raise the awareness of the Czech public about working, social, environmental and economical conditions of production in the global South and about Fair Trade as one of the positive alternatives. Over the years it has been actively involved in awareness raising, campaigning and educational activities. [www.fairtrade.cz](http://www.fairtrade.cz)

**EUROPEAN PERSPECTIVE – GREECE**
European Perspective is an independent NGO with the legal status of a non-profit company, founded in Athens in 1993 by Greek citizens. It is active in the field of International Developmental Cooperation, Social Economy and Civil Society. European Perspective stands and works for social justice, equality and respect for human rights. [www.europers.org](http://www.europers.org)

**ANTHROPOLIS – HUNGARY**
Anthropolis – Anthropological Public Benefit Association – was founded by young anthropologists in 2002. The association published the first anthropological periodical in Hungary (anthropolis), produced documentaries on Hungarian minorities, migrants & on the Millennium Development Goals (MDG), organised media campaigns and awareness-raising festivals. In addition, Anthropolis founded the first Hungarian Development Education Resource Centre. [www.anthropolis.hu](http://www.anthropolis.hu)

**CSDF – ROMANIA**
CSDF – Civil Society Development Foundation – is an independent Non-Governmental Organisation, established in 1994 at the initiative of the European Commission. It runs a national resource centre, promotes the non-profit sector in Romania and is responsible for the administration and technical assistance for the European programmes addressed to Romanian non-profit organisations. [www.fdsc.ro](http://www.fdsc.ro)

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GLOBAL EDUCATION IN AUSTRIA

In Austria the concept of Global Education is not a new concept as such. Since the 1990’s, there have been numerous attempts, mainly by NGOs, to anchor the concept in the formal education sector as well as in extracurricular youth work and adult learning. Since 2004 there is an established steering group on Global Education with representatives from governmental and non-governmental organisations; this group is coordinated by NGOs. In 2007, the group was given the mandate by the Ministry of Education to develop a strategy aimed at strengthening Global Education within the formal education sector in Austria. The strategy was published in 2009. In addition to this, a strategy for the non-formal education sector is currently being developed.

INTERNATIONAL SEMINARS

As part of the project „Global Education without borders“ six international seminars have been implemented. The seminars focused on key areas of Global Education such as Global Education in Youth Work, Global Education in Adult Learning, Global Education for authors of school books etc. From each of the partner countries seven participants have been able to attend. All partners endeavoured to choose key persons for the implementation of Global Education in their country.

After key-note speeches by well known Global Education experts at the beginning of the seminar, a primary focus was put on good-practice from the partner countries, which were presented and discussed. The interactive frame played an important role. Furthermore, Open-Space sessions and planning time for the implementation of the respective seminar theme in the national groups was provided.

From an Austrian point of view, the international seminars have proved a very successful tool. By offering such an interesting training opportunity on the international level, new actors for Global Education have been successfully addressed: new contacts with Youth Centres and Youth Organisations have been established, and first projects have already been discussed. Additionally, first steps have been taken together with publishing houses regarding the development of new material. For the media, further trainings have been planned and implemented.

SCHOOL WORKSHOPS

As part of the project „Global Education without borders“, workshops for students were developed. The aim was to create interactive packages on themes high-
lighting and reflecting global interdependencies that can be implemented by school classes in a two-hour session. Together with all the project partners, the workshops were developed, translated into the different languages and adapted to the specific national contexts.

The first workshop “Through other doors” focuses on the living situations of young people across the world. Together with the students we look through the keyhole to find out how young people from other countries are living. The students compare their own perspectives on “home” and “living” with those of children from different countries. As a result their perspective will be broadened and their stereotypes questioned.

The second workshop focuses on the topic of “chicken and rice”, a meal which is available almost everywhere on the planet. On the basis of these two foods, interdependencies of globalised agriculture will be highlighted.

The implementation of these workshops in Austria has been very successful. Schools and Teachers are keen to book a workshop on specific topics they are dealing with during their classes. Besides the two newly developed workshops mentioned above, there is a wide range of further workshops on offer in Austria, all dealing with various global topics such as working conditions in the football production, cocoa, cotton, etc. Specially trained facilitators implement the workshops in schools. Schools situated in remote areas of Austria also have the opportunity of booking these workshops, due to Südwind’s regional offices across the country. Through our experience, we have noted that workshops are an effective way of working directly with children and young people. Additionally, important contacts can be cultivated and long term relationships developed with teachers, who are important multipliers and allies regarding the implementation of Global Education.
GLOBAL EDUCATION IN BULGARIA

A status quo analysis was carried out in spring 2010 regarding the recognition and implementation of Global Education and Development Education in Bulgaria. The following facts emerged as a result of this analysis:

- The Ministry of Education is not familiar with the concepts of Global Education and Development Education
- Global Education and Development Education are not included in the school curriculum
- Development Education is implemented in schools by NGOs through non-formal education
- NGOs are the only actors introducing Development Education
- University professors recognize Development Education as a necessity
- Universities do not encourage Development Education in their curriculum

Building on the results of the status quo analysis, two main focus areas have been identified - to increase the capacity of teachers and non-formal trainers able to implement and teach Global Education and to strengthen the Educational Framework. As a consequence there has been a focus on advocacy activities in Bulgaria aiming to ensure that the formal Educational Framework supports the inclusion of Global Education

Implementation of a National seminar with decision-makers in the field of Education.

The seminar was held in December 2010 in Sofia as a follow-up to the first international “Train the trainer” seminar. It was aimed at discussing how to support the introduction of teachers’ training in Development Education and Global Education at policy level and how to implement the topics at school level. The seminar involved high-level experts from the Ministry of Education, representatives from the Training Institute for teachers under the Ministry of Education, university lecturers on Citizenship Education, school headmasters and teachers, representatives of NGOs from the Bulgarian NGDO Platform, as well as multipliers that have participated at the international seminar mentioned above. Different definitions of and approaches to Global Education have been discussed during the seminar. Furthermore, the participants agreed to come up with a common paper, stressing the need to introduce Global Education into the school curriculum as well as into the in-service teachers training. C.E.G.A. took a commitment to officially introduce the position to the Ministry of Education.
Introduction of policy recommendations to the Ministry of Education.

Proposals for introducing Development Education and Global Education into the then-designed new Law on Education together with the paper resulting from the national seminar have officially been introduced to the Ministry of Education. The recommendations have been supported by over 12 NGOs involved in Global and Citizenship Education.

Participation in working groups for the elaboration of the new Law on Education and on the State Educational Standards.

In the period from June 2010 – January 2012 C.E.G.A. was officially involved in the expert working group of the Ministry of Education, set to draft the new Law on Education. The integration of Roma children as well as the inclusion of Global Education and Citizenship Education have been the main causes that C.E.G.A. has been advocating in the working groups.

As a result of C.E.G.A.’s advocacy efforts and the coordination with fellow civil society organizations and experts the following results have been achieved:

The educational aims defined in the new Law on Education in Bulgaria, include building up competencies related to Global Education such as human rights, freedom, democracy, tolerance, respect for minorities, and raising citizenship responsibility.

An Educational standard on Citizenship, Intercultural and Health Education has been set in the new Law on Education.

Global Education has been included in the standards on Citizenship, Intercultural and Health Education, which are part of the regulations of the school curriculum.

There is increased awareness on the importance of Development Education and Global Education amongst the state institutions responsible for education and teachers qualification.

Awareness raising on the importance of Development Education, Global Education and Citizenship Education in formal and non-formal meetings with officials from the education system.
Global Education is a relatively new concept in the Czech Republic and has been gradually growing in its prominence in the country over the last decade. This change is mainly due to the non-governmental sector. In addition to the actions of NGOs, it has also been supported by the curricular reform. The reform introduced a National Framework Curriculum including cross-curricula themes, some of these being a part of Global Education. This provides more space for schools and teachers when deciding in what ways they will include global themes into the curriculum.

In the Czech Republic, we agreed to use the term Global Development Education, as it enables better understanding of the concept, its themes and goals. The Czech Republic has a National Strategy on Global Education for 2011-2015, which was approved by the Ministry of Education in 2011. The strategy stresses the importance of the global dimension in formal, but also non-formal education.

One of the greatest opportunities offered by the project “Global Education without Borders” is the possibility to network with various target groups (e.g. teacher trainers, non-formal educators, media). NaZemi has to date been focusing mainly on implementing Global Education within the formal education sector, thus creating new cooperation possibilities with this project.

**Main Networking Benefits**
- creating connections with and between participants from international seminars, including the identification of possible multipliers in the specific field
- increased knowledge regarding the possibilities and limits for implementing Global Education within specific areas, as well as the needs of the target groups

**Specific Examples of Cooperations**

Cooperation in the field of non-formal education: Scouts

Due to contact with several participants from the international seminars focusing on non-formal education and media, these follow-up activities have evolved:
- **weekend seminar for Scout leaders** (held in November 2011) - the seminar was organized specifically for regional Scout groups and was supported and promoted by Junák - Association of Scouts and Guides of the Czech Republic
- **cooperation on institutional level** - promotion of Global Education and specific materials that include Global Education perspectives among the Scouts in the Czech Republic through official websites and other Scout oriented media
- **cooperation with individuals on piloting new Global Education materials**

Networking towards strengthening Global Education
summer camps and other events (e.g. during the preparation phase of the resource material „Change Your View“)

Cooperation with teacher trainers:
Pedagogical faculties

Working with future teachers and educators plays a fundamental role in the work of NaZemi. The project led to a closer cooperation with pedagogical faculties. As a consequence, NaZemi will develop a systematic approach to cooperations with certain faculties through specific projects in the coming years. Based on the networking enhanced by the project, the following activities have been implemented or planned:

- establishing close contact with university teachers who are open to Global Education and identification of possible areas of cooperation (teachers from pedagogical faculties in Brno, Hradec Králové, Ústí nad Labem and Ostrava)
- ½ day workshops for students of pedagogical faculties in Brno and Ostrava, which introduced the concept of Global Education and offered practical examples of Global Education activities (November 2011 - March 2012). Altogether 63 students participated in these workshops. More workshops of this kind will be implemented in the next years
- accredited course on Global Learning at the Pedagogical faculty of Hradec Králové - this course will be available to all students of the faculty and planned starting date is set for Autumn 2012

„I believe that Global Education is relevant for all types of educational institutions. Considering the importance of the topics it deals with, Global Education should be an integral part of the university educational programmes.“

Martina Vodičková, Faculty of Education, Masaryk University
Greece

Teaching Multipliers

Global Education in Greece

The term Global Education is not yet widely recognised in Greece. However, aspects of Global Education such as Development Education, Environmental Education, Peace Education, Human Rights Education and Intercultural Education, have been introduced in both formal and non-formal education settings.

Therefore, trainings organized through this project have sought to provide a good understanding of Global Education as an encompassing field of all the above and even more, stressing the emphasis on the causes and consequences of development problems and the interdependence of the world.

Seminars on Global Education for multipliers and trainers have been one of the main focuses of the project “Global Education without Borders”. These seminars supported educators in acquiring concrete knowledge on topics relating to Global Education and improved their skills and competences, enabling them to teach Global Education and thereby multiply and spread this knowledge through their daily work. In Greece in particular, this activity has been welcomed by educators namely school teachers and trainers in different organizations.

Furthermore, a major focus of the training sessions has been the participatory, and interactive approach and the use of experiential methods and tools, which educators can employ when teaching Global Education in their classes.

The training sessions addressed the following three important needs, which were identified through our work with educators:

The need for using different methods and tools.

During each of the training sessions, practical exercised played an important role. These exercises provided practical examples in which educators were encouraged to actively participate in order to learn through experience. Exercises on topics such as poverty, global citizenship, needs and lifestyles, migration, conflict and cooperation, global interdependencies and global responsibility have been explored during the seminars. This element of experiential learning was well advertised before the seminars and was very much appreciated by the participants. In the most recent seminar, participants enjoyed many world café exercises, which took them through the country of reflection, where they were able to explore the skills involved in Global
Education, which are also very much needed in our era of crisis, to the country of trial where the focus was on the challenges that educators face in their effort to foster these skills in their classes and integrate Global Education in their teachings and finally to the country of hope where they had to actively and creatively think about what they can do to overcome the difficulties they face.

The need for resources that educators can use in their classes.
Educators who wish to teach Global Education are faced with certain difficulties, such as the absence of Global Education topics in the formal school curriculum in Greece and a lack of time for preparing relevant material for their classes. The resources used in the seminars, were well selected and prepared so as to suit the needs of the target group and the specific educational purpose. At the end of every seminar, the participants were provided with the materials explored and further resources.

The need for reflection on the themes of Global Education including the learning process and the role of educators themselves in a class.
The aims of Global Education include a change in attitudes for a fairer world, in which resources and power are more fairly distributed in a spirit of respect for human dignity. This change certainly involves a self-change of educators. The topics of Global Education are not always straightforward, as they also refer to emerging complexities in our modern global society, complexities that every citizen struggles to understand, including educators. Sufficient time and space for reflection and dialogue was included in the seminars organized in the framework of this project.

One of the examples teachers often raised during the seminars was that of migration. They admitted that they are often faced with the challenge of discussing migration in their classroom. Over the last two years, migration has become a “hot” topic in the Greek news media. Dealing with this issue requires not only information on the phenomenon of migration (e.g. statistics); it also involves aspects such as justice, equality, solidarity and cooperation that can help those who participate in the discussion to take a position. It also requires skills of understanding, dialogue and critical thinking so as to facilitate a productive discussion on a sensitive issue.

A teacher of a secondary school who participated in a seminar, said the following concerning this: “This education has changed me as a person, it has also changed the way I see my role in the class. Now, I have become more of a facilitator in the classroom”.

Six training seminars will have been implemented in Greece by the end of the project. •
GLOBAL EDUCATION IN HUNGARY

In Hungary, Global Education is solely dependent on the personal commitment of educators and NGO-workers. The level of commitment shown by the government has decreased. There is a lack of explicit will on the side of the decision makers, as Global Education is still not regarded as important enough to be integrated in either formal or informal education. Due to the above-mentioned personal commitment, the level of activity amongst teachers and NGOs has remained almost as high as it was previously, despite a considerable decrease in the level of funding.

Change Your View – A Toolkit for Global Learning

As part of the project “Global Education without Borders” a toolkit has been developed. The toolkit aims to support and encourage teachers and multipliers to address global issues consistent with the principles of Global Education in their lessons, seminars and workshops, by using a variety of methods. The tools and activities can be used in a range of formal and non-formal educational settings and we recommend individualising them to suit different needs and learning environments.

The separate chapters were put together by a group of international experts. There is a great variety regarding the approaches used in each of the chapters. On the one hand, it follows the approach of methodological diversity which underlies the concept of Global Education. On the other
hand, it combines a variety of methods which can be used for other topics in a modified way.

The six chapters provide an overview of the most important global issues:

- Globalization
- Competition and Cooperation
- Borders
- Needs and Lifestyle
- Media and Media Consumption
- Education

Each chapter consists of an introductory part which introduces the topic and the activity instructions. The introduction is followed by the description of games and tools with all the information needed to present them to youngsters.

The toolkit itself represents the successful cooperation between partner countries. It fills the gap in the countries lacking study materials and it's also a refreshing addition to the spectrum of manuals elsewhere.

**Global Education Resource Centres**

Ensuring access to the resources available for Global Education by sharing them and making them available to interested people is a very important part of the project. Due to this importance, the project partners run Global Education Resource Centres where all the resources and study materials needed for Global Education can be found. Global Education Resource Centres are thematic libraries offering a wide range of services for people interested in global issues:

- Background materials on topics such as global development, climate change, poverty, Human Rights, sustainability and globalisation as a complex and multidimensional process.
- Educational and presentational resources for teachers, students and interested people for presentations and lessons on various subjects.

Every centre has a helpdesk service offering pedagogical advice. Qualified people are able inform and assist visitors on materials regarding various topics. Additionally, the centres provide a space for communication, debates and the presentation of new resources and literature. In Hungary, the Resource Centre is attached to the library of the Faculty of Pedagogy at Budapest University. This means that university students and teachers have easy access to all available materials. The Centre provides a place for various gatherings, so it serves multiple purposes. During this project, the Anthropolis Association has been pushing the Resource Centre to a new level: a regiment of new books and other resources are continuously being added to the library.

With the help of these Resource Centres, it can be ensured that all materials reach their target audience and the reputation of the concept of Global Education is constantly improving and awareness is growing in our countries.
GLOBAL EDUCATION IN ROMANIA

Global Education and Development Education concepts, which are both generally used in the Romanian context, are slowly but surely gaining more importance. Romania was one of the countries involved in Global Education activities when the North-South Centre of the Council of Europe launched the Global Education Week in 1999, and it started working in the field of development education just after its accession to the European Union in 2007. Though a National Strategy or at least a formal and structured approach to Global or Development Education is not yet in place, programs, projects and initiatives are run mostly in the non-governmental sector and by schools during the Global Education Week. Of late, local authorities, universities and the media have started showing an increased interest in these issues. Romania is, however, still in the early stages of Global Education, meaning that it is not carried out systematically and not all potential actors are equally involved.

As for the general public, the level of awareness on Global Education is currently low.

The project approach in Romania was therefore planned on multiple levels. The first goal was to raise the profile of Global Education amongst potential actors in the field. This was done mainly through national seminars and regional workshops.

NATIONAL SEMINARS

Six national seminars took place in Romania, each being conducted after an international seminar, with respective topics and profile of participants. The national seminars were held in the capital city, Bucharest as well as in other parts of the country, so as to cover as much of Romania as possible. They were structured (implemented in the form of) either as roundtables, workshops or trainings. Participants ranged from teachers and other practitioners in the school system, to representatives of educational authorities (county school inspectorates), local public authorities (local councils), NGO practitioners and media or university students.

From the very first national seminar with over 50 participants comprising mostly of teachers, it became clear that teachers’ interest in Global Education was very high. The teachers were guided through a brief introduction, which provided them not only with theoretical knowledge, but also with practical examples, such as case studies from Romania and abroad. As a result, they are able to identify principles or concepts of Global Education that they had already been implementing in their lessons without actually realising this. Additionally, they were able to realise that they already play a role in Global Education, increasing their interest and commitment.

Progress was recognised during the following seminars, which had a similar approach but were better adapted to participants’ profile: NGO practitioners, youth workers, media students.
REGIONAL WORKSHOPS

The regional workshops had the role of bringing together various actors at local or regional level. The first aim of these workshops was to raise awareness on Global Education, its role and importance. Secondly, they provided a platform for exploring ways of interaction and cooperation towards enhancing Global Education throughout Romania. The approach used for the workshops provided space for interaction and exchange of ideas and experiences. As most of the participants in the regional workshops were experiencing their first contact with Global Education within the framework of the workshops, brief introductions to Global Education were included, related and adapted to the local or regional context.

At the end, debates and planning sessions were organised, providing participants with a clearer view on the follow-up of the workshops and enabling them to play an active role in improving the incorporation and understanding of Global Education in their own context.

As both national seminars and regional workshops were held throughout the country during the three years of project implementation in Romania, Global Education was able to maintain a solid presence within the environment of the target groups. Constant communication with former seminar or workshop participants was ensured, materials (toolkits, activity plans, new articles, research material, event information, etc.) were provided by the project team and local initiatives were supported. In turn, the former participants were able to act as multipliers and implement their acquired knowledge and skills by initiating various actions (Africa Days, Fair-trade Days, workshops for children and youth, school workshops, etc.). Teachers received support from their school inspectorates and the NGOs in their communities and an increased participation and involvement in the Global Education Week could be noticed.

As a result of this project, the Global Education discourse in Romania has grown in quality and recurrence and Global Education is now a more common term and is analysed now in the field of education.
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