



Purpose:

This Learning & Development Hub aimed to collect experiences and suggestions from EU DEAR projects to do with:

- Approaches that develop educators’ skills and understanding relevant to Global Citizenship Education/DEAR, and
- Methods that influence policies in support of Global Citizenship Education/DEAR.

Contents

Examples from EU DEAR projects of GCE work with educators or politicians 2

How have projects created new educator skills and understanding? 2

How can (national) policy help to influence the GCE DEAR practice of educators? 4

Messages and tools to influence policy change 5

Feedback from participants on aspects of the Hub 7

Participants included representatives of the following EU DEAR projects:

- [Global Education Goes Local](#)
- [Global Issues - Global Subjects](#)
- [GET UP AND GOALS!](#)
- [Sincerely Food](#)
- [Bridge 47](#)
- [#Go EAThics](#)
- [#Climate Of Change](#)
- [Mindchangers](#)
- [Intercap: Developing Capacities Together](#)
- [I am European](#)
- [Trade Fair – Live Fair](#)
- [Start the Change](#)
- [Frame, Voice, Report!](#)
- [Build Solid Ground](#)
- [Walk the \(Global\) Walk](#)
- [Food Wave](#)

Examples from EU DEAR projects of GCE work with educators or politicians

Participants introduced each of their projects by giving one example of their work either with educators or with politicians. With some of the projects focussing on work with educators and others on development of national policies, examples typically focussed on:

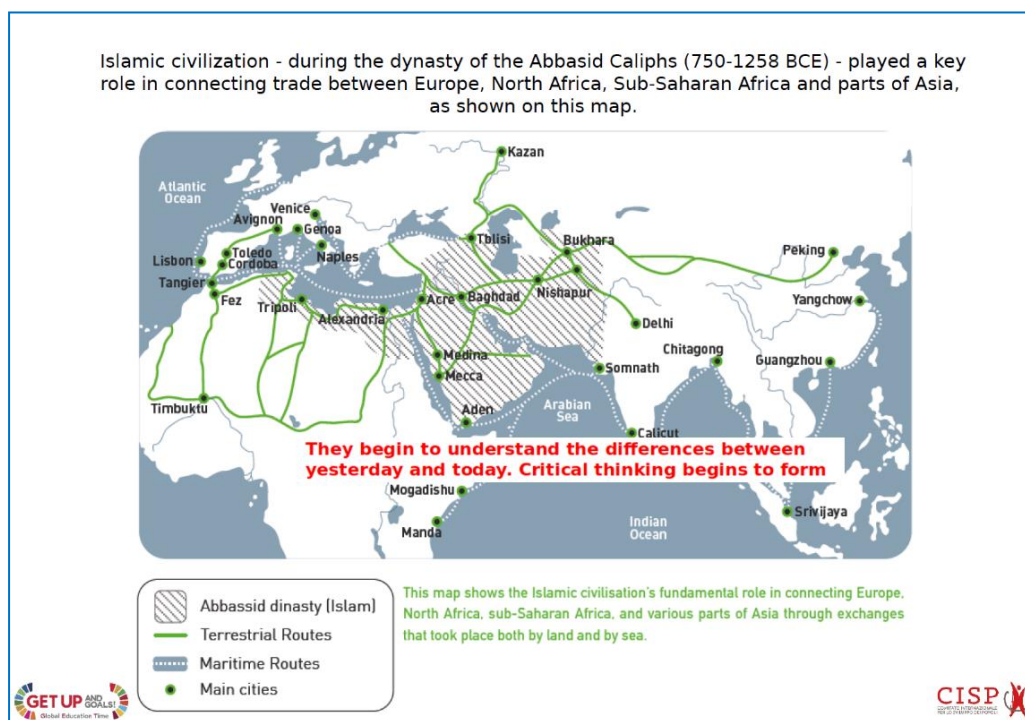
- Development of competencies that enable consideration of national, global and personal identities¹ (e.g. [I am European](#))
- The development and implementation of a ‘think – learn – act’ approach² (e.g. [Walk the \(Global\) Walk](#)) and other examples that encourage (young) people to move from awareness, to understanding, to action (e.g. [Mindchangers](#), [#Go EAThics](#), [#Climate Of Change](#))
- ‘Embedding’ GCE practice by supporting teachers in designing their own teaching and learning materials (e.g. [Start the Change](#))
- Developing and disseminating teacher training materials relevant to the issue of migration (e.g. [Intercap: Developing Capacities Together](#))
- Design of online courses and educational games (e.g. [Build Solid Ground](#), [Sincerely Food](#))
- Fostering collaboration between education institutions and LAs (e.g. [Frame, Voice, Report!](#), [Global Issues - Global Subjects](#))
- Advocating for policy change in support of GCE (e.g. [Bridge 47](#))
- Producing materials that, although not primarily aimed at educators, can be used in an education setting (e.g. [Trade Fair – Live Fair](#))
- Design and dissemination of toolkits for educators (e.g. [Global Education Goes Local](#))
- Developing understanding of climate change and the need for climate action amongst educators (e.g. [Food Wave](#))

How have projects created new educator skills and understanding?

As an input into discussions, Massimiliano Lepratti, of the Get Up and Goals! Project, gave an insight into one resource which the project had produced: the ‘[Geo-History Textbook](#)’. (The presentation is available [here](#).)

¹ Although not referred to in the Hub, the following article relating to this may be of interest – see [Three Factors for Success: Agency, Integrated Identity, and Competencies - Aurora Institute \(aurora-institute.org\)](#)

² Again not referred to at the Hub but ideas on this can be found at, for example: [Think Learn Act - Home](#)



Key characteristics of the text book are that:

- It provides a (teacher and student) textbook that gives attention to, amongst others, global interactions, climate change, inequalities and migrations, since the 'dawn of time';
- It aims to change mindsets by providing approaches that move learners away from an Eurocentric perspective on the world;
- It is accompanied by a series of [teaching and learning tools](#);
- Although specifically focussed on the social studies areas, it enables and encourages a whole-school approach to the issues;
- It will be translated and available for use in schools in Austria, Bulgaria, Ireland, Italy, the Netherlands, Poland, Portugal, United Kingdom, Czech Republic, Romania, Spain, Hungary, and Italy.

In discussions, participants mentioned the following additional successful methodologies they had used:

- Use of **online methodologies**: introducing new ways of exploring global development
- Development and dissemination of educator **professional development resources** (e.g. see developotogether.eu/en/training-package)
- Developing **peer-to-peer training** approaches, e.g. experienced teachers as mentors for less-experienced colleagues (for instance in development of skills in running classroom based debates on global issues see #Climateof Change project)
- Development of **professional practice communities**
 - at school levels: creating groups of teachers in the same school involved in introducing GCE in the curriculum
 - at local levels: teachers' networks to discuss and develop responses to professional issues
- **Starting locally**, e.g. by investigating local (development) issues in the pupils' community and relating these to relevant SDGs
- **Getting educators involved at a practical level** in a particular development issue (e.g. housing (see Build Solid Ground project))

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- Developing educator skills in using the **Learn-Think-Act** approach (see: above Walk the (Global) Walk project and footnote 1)

Reasons given of why project activities had been successful included:

- ✓ Attention to **professional development** needs of educators: they see that their practice is improved
- ✓ Providing teachers and students with **experiences**, i.e. participatory and experiential learning takes place
- ✓ The use of a **cross-curricular or whole-school approach**, drawing in different perspectives and subject based approaches
- ✓ Teachers realise that GCE and attention to the SDGs can be **improve** their **teaching and** the interests of pupils in **learning**
- ✓ **Peer communication**: educators hear from and are involved through their peers rather than through an outside body
- ✓ Educator skills development ensures **sustained use** of approaches
- ✓ **Practical methodologies that educators can use autonomously**, disseminating and multiplying attention to issues and skills without further project support

How can (national) policy help to influence the GCE DEAR practice of educators?

“There is no reward for engaged teachers while they are doing GCE just for their personal interest without policy support.”

(National) policies can ...

- ✓ ... provide support for NGOs and CSOs in their work of:
 - professional development of educators, for instance in the use of popular education approaches,³
 - education resource development and dissemination,
 - highlighting experiences and perspectives of people in different communities;
- ✓ ... provide a structure for positive change in education (when backed up by resources that implement it)⁴;
- ✓ ... build on multi-stakeholder platforms that bring together different approaches (e.g. environmental education/ESD/GCE/intercultural and diversity education/CSOs/LAs) to achieve SDG target 4.7.


However, where national policies exist there are still challenges:

- Not only where policies are not backed up by resources (e.g. for training/professional development, education material development), but also:
- Attitudes and practices of non-engaged teachers may not necessarily change as a result of policy prescriptions: educator professional development needs to accompany the existence of policy documents.

³ Not referred to explicitly at the Hub but see for example: [Layout 1 \(videa.ca\)](#) and [Popular Education | Participatory Methods](#)

⁴ See for example: [Italian Strategy for GCE-2019-ENGLISH / Mediateca / Formazione / CCI / Home - Centro per la Cooperazione Internazionale](#)

Messages and tools to influence policy change

BRIDGE 47 

ENVISION 4.7: ROADMAP IN SUPPORT OF SDG TARGET 4.7

1. Preamble

We, the participants¹ of the Envision 4.7 event held in Helsinki, 6th and 7th November 2019, wish to contribute to the achievement of Target 4.7 of the universal Sustainable Development Goals (SDGs).² Urgent action is required in Europe to meet our responsibilities to reach this target.

We call on the European Union, Council of Europe and European countries to be forerunners in adopting and implementing policies which respect human rights and address key global challenges of the 21st century, such as climate change, poverty, inequality, resource depletion and quality of life. In the adoption of such policies, we envisage the implementation of transformative education for sustainable development as a life-long learning process and a public good: promoting change and the necessary

2. Key issues to inform European and regional frameworks that address SDG target 4.7

General recommendations

- A pan-European overarching strategy for Target 4.7 needs to be developed at the latest by 2021. In order to guide this European strategy, a multi-stakeholder group with relevant expertise needs to be established.
- Building on existing progress embedding transformative education through participatory and learner-centred approaches and reflexive processes, European, national and sub-national educational policies should take into consideration the need for formal, non-formal and informal education to have a coherent

Source: [envision 4.7 roadmap 0.pdf \(bridge47.org\)](#)


The second part of the Hub focussed on:

- The kind of messages DEAR projects would give to politicians about the importance of GCE DEAR, and
- The methods and tools they have used in successfully influencing policy change.

This part of the Hub was introduced by Jakub Žaludko of the Bridge 47 project, giving an example of work done in Slovakia. (The presentation can be found [here](#).)

GCE at Slovak MoE

2012 – historically first GE National strategy published by MoE
2016 – term of the national strategy ends
2018 – national GCE mapping study
2018 – Minister of Education opens window of opportunity for the creation of grant call for non-formal education (including GCE)
2019 – grant call published
2020 – new government, new minister, new possibilities
2020 – project partnership with the MoE
2020 – the pandemic
2020 – how to move GCE forward in unprecedented times?


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Jakub illustrated the point that it takes well beyond a single project's lifetime to (i) develop a relationship with, for example, the MoE, and then (ii) develop a collaborative partnership that may lead to a GCE

relevant policy document – even without unforeseen circumstances (such as Covid-19) delaying, postponing or cancelling planned work.

In discussions, Hub participants identified a wide variety of ‘messages’ and influencing methods and tools. These have been summarised below:

Considerations to do with messages to politicians about the need for GCE DEAR

- Start from where the politicians are at (e.g. their interest in improving the quality of education)
- “By investing in GCE you support and empower educators to address modern day issues and challenges (climate change, migration, etc.) in a way that will elevate their capacity to educate children on these”
- Show that your project has a positive impact on teachers’ and students’ perspectives on global relationships and cultural differences
- Highlight that GCE (at all levels: EU, national, local) promotes good quality policies that have a positive effect on (global, national, local) social and environmental issues, particularly where they directly involve schools
- Start from the point of view of the education skills and perspectives future teachers will need
- Give examples of EU, international and national frameworks and how they positively affect the quality of teaching and learning
- Highlight the benefits of developing a multi-stakeholder approach to education policy development
- Enable pupils/students to send messages to/influence politicians
- Use the Target 4.7 Roadmap as a resource to develop messages aimed at politicians
- Show that there is support for GCE-positive policies from a wide range of sectors in society (multi-stakeholder approach)
- “GCE develops and supports global competences that foster attitudes and values of democratic and open societies”

Methods and tools that can influence policy change in support of GCE DEAR

- ✓ Present your data, show evidence!
- ✓ Co-create and communicate about the alliances and networks from wider society that support GCE
- ✓ Build and maintain relationships with decision-makers – if only informally

For specific tools and methods used by projects see below

Further methods and tools can also be found on the following project websites:

- Teaching resources and ideas:
 - www.getupandgoals.eu
 - www.walktheglobalwalk.eu/en/teacher-space/resources-training-material
 - www.startthechange.eu/start-the-journey-2/
 - www.globalna.padlet.org/1/GIGS_partners
- Teacher online and face-to-face training ideas and resources:
www.developotogether.eu/en/training-package
- Learning from and sharing ideas for positive change through life-long learning:
www.bridge47.org/join
- Communication products in different languages: www.framevoicereport.org

- Implementing the GCE strategy in Italy: www.weworld.it/wp-content/uploads/2020/10/Policy-Brief-ECG-MigratED--ENG.pdf
- Project set-up: www.weworld.it/en/how-and-where-we-operate/advocacy-e-networking/educazione-alla-cittadinanza-mondiale/climateofchange/
- Online expedition game: www.habitatonlineexpeditie.nl/en/
- Student debates: www.weworld.it/en/how-and-where-we-operate/advocacy-e-networking/educazione-alla-cittadinanza-mondiale/exponi-le-tue-idee-2020-2021/
- Engaging young people: <https://youth-mooc.eu/courses/global-education-goes-pop/>

Post-event feedback from participants

Average scores out of 10 maximum:

Extent to which participants' expectations were met	Achievement of the objectives of the event	The relevance of the event to participants	Quality of facilitation provided by DST	Appropriateness of methodologies used	Logistics and technical support provided by DST	Overall success of the event
8.1	8.4	8.6	9.1	9.2	8.8	8.6

Suggestions made through answers to open-ended questions – possibly to be followed up on at future Hubs - included:

- Attention to how Outputs have been disseminated by projects and the suggestions project staff would make about the approaches they used in doing this;
- How GCE involves and can be used by young people;
- How educators use their learning from participation in, and the resources developed by, projects.

When asked about **the length of online events**, respondents were split almost 50-50, with approx. half expressing a preference for a single 2 to 2½ hour event, and the other half preferring two events of a similar length taking place on different days. Only one respondent expressed a preference for 2 sessions on the same day.