

GLOBAL CITIZENSHIP EDUCATION in Slovenia



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MEDIA EDUCATION
FOR HUMAN RIGHTS

Policy brief

Global Citizenship Education and the #MigratED project

The project #MigratED (Migrations and human rights enhanced through Technology in Education) aims to promote good practices of Global Citizenship Education on intercultural dialogue, migration, human rights, and sustainable development issues, and to raise young people's awareness of human rights and migration through digital tools, thus contributing to inclusive education for children and young people with a migrant background. The project consortium which brings together nine partner organizations from Italy (WeWorld - GVC as the lead partner and the Municipality of Bologna and CSAPSA2 as partner organizations), Portugal (4Change and COFAC/CICANT), Greece (ActionAid Hellas and Karpos), Cyprus (Future World Center) and Slovenia (SLOGA Platform).

Among the project activities, an international training was organized in Bologna in January 2019, and in November 2019, SLOGA Platform organized in Ljubljana trainings for educators and educational experts on migration, human rights, sustainable development and the use of digital tools. In 2020, activities took place with groups of young people (a series of workshops on media literacy, migration and human rights, storytelling and video production), who produced short videos on migration. In January 2021, SLOGA Platform, in cooperation with the Slovenian Philanthropy and the Slovenian Institute for Adult Education, co-organized the online Forum on Learning and Education for an Inclusive Multicultural Society.

In 2020, the Lifelong Learning Platform awarded the project #MigratED as the best practice in the category of 'Learning that empowers – The future of learning'.

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Global Citizenship Education in Slovenia

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In 2008, the Global Citizenship Education Work Field, which operates within the SLOGA Platform, defined Global Citizenship Education as *'learning for globally balanced coexistence or shorter Global Citizenship Education as a lifelong process of learning and action, which emphasises interdependence and the individual's involvement in global events. The goal of this kind of learning is to develop globally responsible and active individuals and communities. Global Citizenship Education is a process of encouraging individuals and communities to engage and act on their own to address the key common challenges of humanity. To this end, formal and non-formal education and learning programs need to be developed, based on the development of critical thinking skills and other personal and social skills. In this way, educated and trained active citizens can contribute to fairer and more sustainable economic, social, environmental and human rights-based national and international policies through their own activities and activities within various organisations.'*

At the institutional level, the Ministry of the Foreign Affairs and the Ministry of Education, Science and Sport are responsible for this cross-cutting issue.

The concept of Global Citizenship Education somewhat overlaps at the national level with the better established concept of **Education for Sustainable Development** (conceptualised as 'Upbringing

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and Education for Sustainable Development'), the understanding of which often puts the environmental dimension of sustainable development at the forefront. Global Citizenship Education also upgrades the concept of Education for Sustainable Development from the point of activating an individual for global justice and sustainability. Global Citizenship Education focuses on the skills, values and understanding of the interconnectedness and interdependence of addressed topics.

Within the PISA 2018 survey, we obtained international data on the global competencies of 15-year-olds, who, together with their peers from 66 countries, assessed their own global competence. Compared to students from OECD countries, Slovenian teenagers on average report lower perceived self-efficacy in explaining global issues, poorer interest in learning about other cultures, less positive attitudes towards immigrants, poorer intercultural communication skills and poorer response to various global issues. Slovenian 15-year-olds also reported less frequent involvement in activities related to Global Citizenship Education in school.

The CONCORD Europe study (2018) identifies various projects (implemented by NGOs and public institutions) as the central means of implementing Global Citizenship Education. Project funding for Global Citizenship Education has been associated with a high level of fluctuation over the years. In addition, the study highlights 'a mixed level of NGO involvement in Global Citizenship Education policy processes' and weak coordination between NGOs and government stakeholders. Both NGOs and government stakeholders assessed the involvement of NGOs in agenda setting and policy evaluation as very limited, while both NGOs and government stakeholders agreed that NGOs are highly involved in the implementation of Global Citizenship Education policy.



Slovenia: legislative and policy framework

The existing **White Paper on Education in the Republic of Slovenia from 2011**, among the strategic challenges and orientations of the education system, recognises that the school system is part of society and that Slovenia is integrated into Europe and a globally connected world. Among the key orientations, the White Paper identifies knowledge in a knowledge-based society and sustainable development. It recognises that 'upbringing and education in Slovenia are included in the frameworks of increasing global connectivity and interdependence, so it is necessary to include elements of global education at all levels of education in the school system.' It also cites human rights education, education for equality, peace education, media education, intercultural understanding education and education for sustainable development as important elements of global education (White Paper, 2011, pp. 43–5).

From the point of view of international development cooperation, the field of Global Citizenship Education is defined in the **Resolution on International Development Cooperation and Humanitarian Aid of the Republic of Slovenia** (2017), namely, Slovenia's role in poverty eradication and sustainable development is emphasised. The **Strategy of International Development Cooperation and Humanitarian Aid of the Republic of Slovenia until 2030** (adopted in 2018) stipulates that 'Slovenia recognizes the role of Global Citizenship Education in eradicating poverty and inequality, achieving sustainable development and educating globally responsible, active and solidary citizens.' The goal of Global Citizenship Education is 'that Slovenian citizens know the root causes and consequences of world events, such as poverty, hunger, inequality and climate change, as well as international commitments in the field of sustainable development, and are active in achieving a fairer and sustainable development'.

With the aim of ensuring policy coherence, it is crucial that Global Citizenship Education is adequately embedded in the national education system and not only in Slovenia's international development cooperation.

Slovenia's Development Strategy until 2030 (adopted in 2017) defines 'ensuring a quality life for all' as the central goal. Among the strategic orientations for achieving the central goal, learning for and throughout life (lifelong learning) is recognised, to which the goal 'knowledge and skills for quality of life and work' (Goal 2) is also connected. The strategy defines that Goal 2 (knowledge and skills for quality of life and work) shall be achieved:

- by developing knowledge and skills for life and work, by improving reading, mathematics, digital and financial literacy, by promoting Global Citizenship Education and international engagement and by empowering people to use the latest technologies and thus reducing the digital divide;
- by promoting the concept of sustainable development, active citizenship and ethics as some of the principles of education.

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In November 2020, the Government of the Republic of Slovenia adopted the **Program for Children 2020–2025**. With this strategic document on children's rights, the state will strive to improve children's well-being, ensure equal opportunities and rights for all children, strengthen their protection, and improve opportunities for children's inclusion and participation. The program also addresses strengthening the Global Citizenship Education. The sub-chapter on inclusive pre-school and school education includes the aim of promoting active citizenship of children and integrating Global Citizenship Education into pre-school and school education by including the Global Citizenship Education in the new White Paper on Education.

The topic of Global Citizenship Education is also important in terms of implementing Slovenia's international commitments and ensuring the policy coherence for sustainable development. Global Citizenship Education is included in the **2030 Agenda for Sustainable Development**, unanimously adopted by the United Nations member states at the United Nations Sustainable Development Summit in September 2015 in New York. Among targets of the Sustainable Development Goal 4 (Quality Education), the Agenda defines Global Citizenship Education:

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The importance of Global Citizenship Education and its integration into education systems is also emphasized and promoted by the **North-South Centre of the Council of Europe** and **UNESCO**. For example, the **Incheon Declaration 'Education 2030'** – Towards inclusive and equitable quality education and lifelong learning for all (2015) emphasizes that education contributes to progress towards all Sustainable Development Goals. The renewed education agenda included in the Goal 4, that is holistic, ambitious and aspirational, and is inspired by a vision of education that changes the lives of individuals, communities and societies, leaving no one behind. 'It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability.'

In 2019, the **North-South Centre of the Council of Europe** issued new Global education guidelines – concepts and methodologies on global education for educators and policy makers that introduce methodological approaches to support the measurement and monitoring of Global Citizenship Education. Among others, the guidelines call for the integration of formal, non-formal and informal education. Policy-formulation in education is often focused only on the formal education system. This urgently needs to be reconciled with non-formal and informal learning and practice, as socialisation and learning take place simultaneously at all three levels.

Slovenia also participates in the **European Network for Global Learning (GENE)** and the North-South Centre of the Council of Europe. With the support of GENE, the Ministry of Foreign Affairs in cooperation with the Ministry of Education, Science and Sport, the SLOGA Platform and other partners organized in May 2019 the National Forum on Global Citizenship Education and Education for Sustainable Development, which confirmed the great interest in Global Citizenship Education. The importance of an integrated and comprehensive approach in achieving the goals of Education for Sustainable Development and Global Citizenship Education was emphasized in the discussion; whereby for learning and development and values, it is important that those are incorporated in the daily lives of kindergarten and schools, not only in the lessons' content.

Examples of good practices



- Activities in the field of Global Citizenship Education are also encouraged by the **Global Education Week** initiative, which is coordinated in Slovenia by the SLOGA Platform in cooperation with the North-South Centre of the Council of Europe. Global Education Week has been an annual event since 1999, organised by the Council of Europe Member States under the auspices of the North-South Centre. The week includes a number of events held in many European countries that are dedicated to the issues of social exclusion, global interdependence and solidarity. In recent years, the SLOGA Platform has also successfully included Global Citizenship Education in **Lifelong Learning Weeks**, during which Global Citizenship Education is among leading themes of joint actions. Lifelong Learning Weeks have been held for 25 years under the leadership of the Slovenian Institute for Adult Education.

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Sustainable Development Goal 4.7:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.”



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- Faculty of Social Sciences of the University of Ljubljana and the SLOGA Platform implemented two projects 'Global Goals for Local Sustainable Development' (2018) and 'Global for Local – Local for Global' (2017), within which interdisciplinary groups of students of the University of Ljubljana have developed a **handbook for educators**, providing **teaching materials for all 17 Sustainable Development Goals through the prism of migration**.
- A **handbook for educators on the Sustainable Development Goals and migration**, was developed as well within the Start the Change! project, with **Amnesty International Slovenia** as a partner organization. The handbook aims at raising young people's awareness of the Sustainable Development Goals and migration.

Internationally recognized projects of Slovenian NGOs: Slovenian NGOs are often awarded and recognised for their work in the field of Global Citizenship Education. The **Agora Global Citizenship Education** project, with the **Lojtra** and **Humanitas Association** among partner organisations, was named among the five best practices in the field of EIU/GCED (Education for International Understanding/Global Citizenship Education) by APCEIU (Asia-Pacific Center of Education for International Understanding) in 2019. Projects by Slovenian NGOs can be found among the best practices of Global Citizenship Education, selected annually by GENE. In 2018, the **Humanitas Association's Club of Global Education Teachers** was awarded as an innovative initiative. The project **Escape and Flight** by **Forum for Equitable Development** (Forum za enakopraven razvoj – FER) was recognized in 2017 as a good practice.

MigratED project: Within the #MigratED project, which is among the recipients of the Lifelong Learning Award in 2020, SLOGA Platform implemented in 2020 activities with groups of young people from the Livada Primary School Ljubljana, II Grammar School Maribor, Grammar School Ptuj, Grammar School Lava (Celje School Center), Biotechnical Educational Centre Ljubljana, School of Food Processing, and Grammar School Celje – Center: a series of workshops on media literacy and storytelling with the Časoris Institute, migration with the Peace Institute, and video production. The purpose of these activities was to encourage young people to think about migration. Young people from Livada Elementary School, II Grammar School Maribor, Advocates of Sustainable Development Goals (Institute for African Studies), UNICEF Junior Ambassadors, a student of Grammar School Celje – Center and the Slovenian Youth Delegate to the United Nations in cooperation with SLOGA Platform produced short films about migration in their lives. Students of the Faculty of Social Sciences, University of Ljubljana have under the mentorship of Assistant Professor Dr. Simona Zavratnik prepared articles on migration, which were published online and in the booklet #StayHome. Migration, refugees and Covid-19.

Sources and suggestions for further readings

Amnesty International Slovenia: A handbook for teachers and educators to empower young people on the Sustainable Development Goals and migration (*Priročnik za učitelje in pedagoge za opolnomočenje mladih glede ciljev trajnostnega razvoja in migracij*) (2019); <http://sola.amnesty.si/novice/izdali-smo-prirocnik-za-pedagoge-o-ctr-jih-in-migracijah.html>.

CONCORD Europe (2018): Global Citizenship Education in Europe: How Much Do We Care? https://concordeurope.org/wp-content/uploads/2018/03/CONCORD_GCE_FundingReport_2018_online.pdf?7c2b17&7c2b17.

Faculty of Social Sciences and SLOGA Platform: Handbook 'Global Goals for Local Sustainable Development' (*Globalni cilji za lokalni trajnostni razvoj*) (2018); www.sloga-platform.org/wp-content/uploads/2018/06/SDGS-prirocnik.pdf.

GENE: Global Education Award; <https://www.gene.eu/awards>.

NGO Report on Sustainable Development Goals 'Sustainable Development That Leaves No One Behind' (2020); http://www.sloga-platform.org/wp-content/uploads/2020/09/POROC%CC%8CULO-NVO_ENG_NET.pdf.

North-South Centre of the Council of Europe (2019): Global education guidelines – concepts and methodologies on global education for educators and policy makers; http://tuditi.si/wp-content/uploads/sites/2/2019/09/PREMS-089719-Global-education-guide_A4.pdf.

PISA survey on adolescents' global competence: <https://www.oecd.org/pisa/pisa-2018-global-competence.htm>.

SLOGA Platform: Global Education Week (*Teden globalnega učenja*); <http://tuditi.si/teden-globalnega-ucenja/>.

Slovenian Institute for Adult Education (*Andragoški center Slovenije*): Lifelong Learning Week (Teden vseživljenjskega učenja); <https://tvu.acs.si/sl/domov/>.

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RECOMMENDATIONS FOR STRENGTHENING THE GLOBAL CITIZENSHIP EDUCATION

In 2019, the SLOGA Platform commissioned the Center for International Relations of the Faculty of Social Sciences to prepare a situation analysis of Global Citizenship Education in Slovenia, the key finding of which was that 'most actors in this field work to ensure maximum implementation of sustainable development in the (non)formal education system of Slovenia. But despite many (good) activities in the field, there are many ambiguities and misunderstandings about the concept of Global Citizenship Education and its integration into everyday life.' The analysis highlights the need for a **clearer and more comprehensive conceptualisation of definitions of Global Citizenship Education (2008) and Education for Sustainable Development (2007)**, as both are slightly outdated and do not reflect the idea of the 2030 Agenda. The analysis also proposes the **establishment of an institutionalised coordination group**, which would include key public (government) actors (ministries, public institutions, etc.), non-governmental actors, academia, representatives of educators and representatives of civil society, with a clear definition of the leadership of the coordination group.

Global Citizenship Education is of key importance for an inclusive sustainable society and as a tool for achieving all Sustainable Development Goals, so it must be appropriately included in the **new White Paper on Education in the Republic of Slovenia**. Its inclusion is key to encouraging children and young people to become drivers of positive change and to develop the ability to meet global challenges.



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