

## 2<sup>nd</sup> TRANSNATIONAL ANNUAL STRATEGY PAPER ON MENTOR PARTNERSHIP

### October 2019

#### Project Information

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## EXECUTIVE SUMMARY

The main aim of the project InterCap is to enhance critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among experts in education, in order to increase understanding of the relationship between the interdependent world, (in)-security and risk. Long term objective of activity “Mentor partnership between project countries and their associated teacher training institution” is the integration of InterCap Training Package in the institutions’ normal training activity. Partners and mentor partners meet in online environments at regular intervals to provide insights, opinions and feedback on the project development process and the outputs produced.

The main strategic approach in the 2nd year of Mentor Partnership activity was to get deeper insights into teacher training institution curriculum to have a successful implementation of InterCap Training Package. As it is written *Template for collecting results of reviewing teacher training institutions curricula (Annex III)* main aim was to check what exists in the training institutions which are involved in the InterCap project and how InterCap Training Package can be integrated into their existing curricula. 12 mentor partners' institutions from 11 countries were part of this review which included 7 open-ended questions on objectives, policies, strong and weak points, challenges and opportunities regarding the use/implementation of InterCap Training Package/Modules in teacher training. Given results gave deeper insights and useful information on how to successfully integrate and implement InterCap Training Package in everyday educational activities.

## 1. INTRODUCTION

The mentor partnerships' primary focus is to support the development and integration of the Training Package in the normal activities of the institutions, and the provision of training to teachers’ training and pre-service teachers (and in-service where applicable). It is one of the project’s aims to convince instructional designers of the teacher training institutions to incorporate themes of development education, the Policy Coherence for Development, the Sustainable Development Goals, Habitat II and the Paris Declaration provisions in their courses. This is important because project overall objective is to enhance a critical understanding of migration and sustainable development, in the context



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of Sustainable Development Goals (SDGs), especially among experts in education, in order to increase understanding of the relationship between the interdependent world, (in)-security and risk. As part of their review, mentor partners listed and explain policies or strategies on the national level to implement issues of migration, sustainability and development education in teacher training. In most countries, no strategy is explicitly focused on the above-mentioned issues, but some strategies and initiatives touch upon this issue. It must be emphasized that non-governmental organisations in all project countries play and played important role in advocacy of global citizenship education and topics such as sustainable development and migration which are somehow neglected in the training of the in-service and pre-service teachers.

### 1.1. NATIONAL POLICIES AND STRATEGIES ON MIGRATION AND SUSTAINABLE DEVELOPMENT IN TEACHER TRAINING

On **Cyprus**, Ministry of Education and Culture works on the development of a holistic approach toward the integration of children with a migrant biography into the Cypriot education system, while at the same time works on the increase of the funding of Global Education policies and actions.

In **Lithuania**, national curricular program framework and strategies are often described as integrative which means that topics of migration, sustainability and development are somehow “lost” or overshadowed by other themes.

Mentor partner from **Bulgaria** stated that those issues are "far from the mind and the heart" since the political situation in Bulgaria is very complex and aims to intentionally divide people from different cultures, origins, sexual orientation, religion, etc. The recently updated law for preschool and school education maps out different strategies for working towards Sustainable Development Goals, especially target 4.7

In 2017., **Greece** adopted a set of eight (8) overarching National Priorities for the SDGs, which are also in line with the new National Growth Strategy adopted by the Greek government in 2018. The Strategy aims at reinvigorating the Greek economy, promoting social well-being and justice without exclusions, ensuring environmental protection and safeguarding the country’s unique ecological wealth. <sup>1</sup>

<sup>1</sup> [https://sustainabledevelopment.un.org/content/documents/19378Greece\\_VNR\\_Greece\\_2018\\_pdf\\_FINAL\\_140618.pdf](https://sustainabledevelopment.un.org/content/documents/19378Greece_VNR_Greece_2018_pdf_FINAL_140618.pdf)



In National Strategy for Education for Sustainable Development for **Malta** in 2016. it was stated that there were no strategies or policies that promote the importance of sustainable development in higher education. Some courses explore sustainable development, migration and global development but from a very mono-disciplinary perspective. There is a collaboration between the Ministry for Education and Employment and civil society to implement training courses for teachers and educators which includes those issues. In the National Curriculum Framework, both Education for Sustainable Development and Education for Diversity are cross-curricular themes.

2011. **Poland** signed the memorandum of understanding between the Polish Ministry of Education, Ministry of Foreign Affairs and civil society organization in which it was defined global education and its promotion. Global education isn't present in curricula of other higher education institutions as most civil society organisations implement the activities as part of civic education.

In **Italy**, during 2018. National Strategy for Global Citizenship Education was approved by the National Council for Development Cooperation as a result of the work of a multistakeholder table which included ministries, local authorities, universities and CSOs. There is also a Plan for Sustainable Education and Outlines for the Integration of Migrant Students.

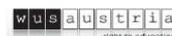
Since 2003. **Austria** has Strategy Group for Global Learning which promotes global learning at schools as well as in teacher training institutions. Global Learning Strategy Group (on behalf of the Austrian Federal Ministry of Education, Science and Research) has also developed a strategy paper to strengthen global learning in sub-areas of the Austrian education system.

In **Croatia**, there is no unique strategy that is focused on issues of migration and sustainable education in teacher training, but the importance of sustainable development is emphasized in the Croatia Strategy of Education, Science and Technology. In ongoing curricula reform, Citizenship education is included as intercurricula subject. Non-governmental organisations are those that foster sustainable education in teacher training with weak support from national and local authorities.

In many universities in **Germany** topics of migration and Global learning/Education for Sustainable Development are being introduced. The handbook “Curriculum Framework: Education for Sustainable Development” represents an explicit framework for including different topics and methods of global education at schools and universities.



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Since the **UK** consists of 4 distinct education systems, the mentor partner focused on the education system in **England** where trainee teachers need to demonstrate Teachers' Standards which include wider professional responsibilities to promote values of respect, tolerance and democracy. The content of teacher training is also influenced by requirements for schools which include guidance to promote pupils' Spiritual, Moral, Socials and Cultural (SMSC) development. The Department for International Development has funded a year programme Connecting Classrooms through Global Learning which encourages schools to develop a partnership with schools in other countries and develop collaborative projects on Global Learning themes.

## 2. REVIEWS OF TEACHER TRAINING INSTITUTIONS CURRICULA

In a first open-ended question, mentor partners were asked to list and analyze how many framework-objectives (general objectives) and reference objectives (specific objectives) of the reviewed curricula refer to issues of migration, sustainability and development education.

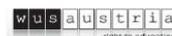
Only one programme was 100% connected with and refers to issues of migration, sustainability and development education. BAQTS course for an undergraduate degree for trainee primary teachers (year 2, Wider Perspectives in Education) at **Liverpool Hope University** consists of lectures and seminars focused on topics such as rights and responsibilities, working with diversity, fairness and equality, the purpose of education. In other mentor partners' institutions issues of migration, sustainability and development education are fragmented in many study programmes and courses, which are compulsory or elective.

At **Vilnius University in Lithuania**, Natural Science education programme offers optional modules that touch upon topics of sustainability, migration and development while Childhood pedagogy programme includes optional modules Sustainable Development Education, Intercultural Education and Philosophy for Children which are all 5 ECTS. At **KPH Graz Austria**, Global Citizenship Education is a key element of the profession and IT ISInt integrated into all modules (BA degree for primary education, MA for primary education).

In Poland, in program training from **CED** (Centre for Education Development), only one framework refers to the above-mentioned issues. At the **European University of Cyprus**, general objectives of the curricula of the School of Humanities, Social and Education Sciences are closely related to the main issues of migration, sustainability and development education.



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In **Bulgaria**, Teacher Training courses for short term qualifications have a specific subject that covers the question of migration and sustainability. It must be emphasized that those courses are organized by training organisations and NGOs.

At the **University of Malta, Faculty of Education**, the study programme Master in Teaching and Learning includes relevant themes addressed by the InterCap project. As the mentor partner stated the main focus of this programme is to develop the capacity of teachers to engage in teaching and learning for democracy and social justice, with emphasis on pedagogical knowledge that promotes reflective, inclusive and active teaching practices. Additional reviewed programmes were Master in Access to Education in Culturally Responsive Education and the Master in Education for Sustainable Development.

At the **Faculty of Humanities and Social Sciences University of Split** mentor partner was focused on BA and MA programme in Philosophy. At both levels, questions related to migration and sustainability are not directly listed as specific or general objectives, but based on the subject and lectures plan, mentor partner believes there is a strong reason to claim that those questions are covered in several subjects such as Philosophy of Democracy, Introduction to the Philosophy of Multiculturalism, Ethics, Philosophy of Justice, etc.

The reviewed curricula at **Kassel University, Department of Political Didactics** consists of 8 modules that are spread at BA level across 8 semesters which are focused on political studies and political education. Module 2 “Specialized scientific knowledge of politics” consists of 2 parts, which all partially discuss migration theories, especially the section on “international politics/globalization”.

**The University of Florence, Department of Training, Languages, Interculture, Literature and Psychology** reviewed its curriculum for the training of primary school teachers. The reviewed curriculum has in its general objective issues of migration. The specific objective of the reviewed curriculum is to increase teachers' and educators' competences in the multicultural education context.



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## 2.1. STRONG AND WEAK POINTS, OPPORTUNITIES AND CHALLENGES OF REVIEWED CURRICULA IN RELATION TO INTERCAP TRAINING PACKAGE

In the following table, strong and weak points are presented together with opportunities and challenges that mentor partners noticed during the review of teacher training institutions curricula. It must be emphasized that there is strong agreement between almost all mentor partners, despite levels and typed of institutions about the above mentioned criteria, especially strong and weak points.

<p><b>STRONG POINTS</b></p> <ul style="list-style-type: none"> <li>• clear definitions of terms such as development education, global education;</li> <li>• InterCap Training package can be used by the tutors and lecturers as complementary educational material;</li> <li>• migration is not treated as a secluded, stand-alone topic, it is integrated into all areas;</li> <li>• modules are easily accessible and easy to understand;</li> <li>• modules are comprehensive and cover different aspect of the issues;</li> <li>• interesting and useful methods with appropriate explanation.</li> </ul>	<p><b>WEAK POINTS</b></p> <ul style="list-style-type: none"> <li>• InterCap Training Package cannot be integrated as a whole;</li> <li>• optional modules;</li> <li>• fixed curricula;</li> <li>• not enough space/time for implementation.</li> </ul>
<p><b>GENERAL OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• experience of participative methodologies;</li> <li>• Quality of materials and the possibility of its adaptation and implementation in different modules and programme;</li> </ul>	<p><b>CHALLENGES</b></p> <ul style="list-style-type: none"> <li>• fragmentation of InterCap Training Package;</li> <li>• participants' engagement;</li> </ul>



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GENERAL OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> <li>• high sensitivity to topics (England, Austria, Germany, Italy);</li> <li>• possibility to offer Package as elective subject;</li> <li>• enrichment of existing trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• the political situation and education reforms;</li> <li>• to find space within the existing timetable.</li> </ul>

## 2.2. RECOMMENDATIONS TO STAKEHOLDERS AND POLICY MAKERS

In the last open-ended question mentor partners gave a recommendation to stakeholders and policymakers given implementation of InterCap Training Package in higher education. It is recommended to give more fundings in relation to the education of in-service and pre-service teachers and make stronger connections between universities and civil society to build capacities of both groups and create synergies. Is also recommended to put focus on 1) institutionalizing Education for Sustainable Development and Global Citizenship education; 2) issues of migration, sustainability and development education should be named explicitly in statutory requirements for schools and trainee teachers 3) better guidelines and training on resettlement and education on migration, generated by or at least made in consultation with migrant/refugee communities.

## 3. CONCLUSION

Review of teacher training institutions' curricula gave us deeper insights into main programmes of teacher training institutions from 12 countries across Europe and current policies and strategies on teacher education on sustainable development and migration. Despite different educational systems and political situations in project partners' countries, it can be claimed that efforts of civil society organisations are key to adopt or plan national strategies for global education/citizenship education/education for sustainable development. Programmes at universities are also very important in the implementation and promotion of the above mentioned subjects in their everyday activities. InterCap Training Package offers the opportunity to discuss and learn about issues of migration and sustainable development from different perspectives using effective methods and interactive materials that can be adapted for all levels in education systems.

